Brookfield Engineering Science Technology Academy

Regular Board Meeting

Published on May 29, 2026 at 2:43 PM PDT
Amended on May 29, 2026 at 4:00 PM PDT

Date and Time

Wednesday June 3, 2026 at 10:30 AM PDT

Location

Barker Blue Dog Office
6360 El Cajon Blvd #101
San Diego, CA 92115

BROOKFIELD ENGINEERING SCIENCE TECHNOLOGY ACADEMY

College and Career Pathways with Guidance and Support

1704 Cape Horn, Julian, CA 92036

REGULAR MEETING OF THE BOARD OF DIRECTORS' PROPOSED AGENDA

Wednesday, June 3, 2026

10:30 a.m. Board Meeting

LOCATION

Barker Blue Dog Office
6360 El Cajon Blvd #101
San Diego, CA 92115

Join Zoom Meeting
https://us02web.zoom.us/j/83363729882

Meeting ID: 934 1098 1120
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+1 301 715 8592 US (Germantown)
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Before the meeting, please submit a Request to Speak to the Board of Directors for any agenda or non-agenda items to the Executive Director. At most, three (3) minutes are to be allotted to any one (1) speaker, and at most twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognition, and reports to the Board and is not intended to be a question-and-answer period. If you have Action questions for the Board, please provide the Board President with a written copy, and an administrator will provide answers later.

MISSION STATEMENT

Brookfield Engineering Science & Technology Academy will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals, seeking an educational alternative that stimulates and supports independent learning, provides a strong social-emotional approach, and supports STEM college and career readiness.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing

Board may request assistance by contacting Brookfield Engineering Science and Technology Academy at 833-619-2378.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:30 AM**
A.	Record Attendance / Roll Call	Vote		

Roll Call
Marcella Nino
Debra Webb
Cassandra Bolden
Grady McGuire
Gary McCloskey

B.	Call the Meeting to Order Board Meeting called to order at _____		Gary McCloskey	
C.	Approve Minutes No minutes to approve this meeting	Approve Minutes		

II. Pledge of Allegiance

https://Flag

III. PUBLIC COMMENTS / RECOGNITION

IV. CORRESPONDENCE / PROPOSALS / REPORTS / INFORMATION

V. Public Hearings

	Purpose	Presenter	Time
A. Public Hearing: 2026-2027 Local Control Accountability Plan (LCAP)	Discuss		

In accordance with California Education Code requirements, the Board of Directors will conduct a joint Public Hearing to solicit recommendations and comments from members of the public, parents, and educational partners regarding:

VI. APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR

1. No Consent Calendar this meeting

VII. ACTION ITEMS

VIII. BOARD COMMENTS

IX. DIRECTOR'S COMMENTS

X. Closing Items

A. Regular Board Meetings — FYI

- ~~**August 27, 2025, Organizational Board Meeting**~~
- ~~**October 1, 2025**~~
- ~~**November 5, 2025**~~
- ~~**December 3, 2025**~~
- ~~**January 28, 2026**~~
- ~~**Added: February 18, 2026**~~
- ~~**February 25, 2026 Canceled**~~
- ~~**April 1, 2026**~~
- ~~**May 6, 2026**~~
- **June 3, 2026**
- **June 3, 2026**

B. Adjourn Meeting — Vote

	Purpose	Presenter	Time

Motion to adjourn the Board of Directors meeting at:

Motion: 1st_____ 2nd:_____

Roll Call

Marcella Nino

Debra Webb

Cassandra Bolden

Grady McGuire

Gary McCloskey

Coversheet

Public Hearing: 2026-2027 Local Control Accountability Plan (LCAP)

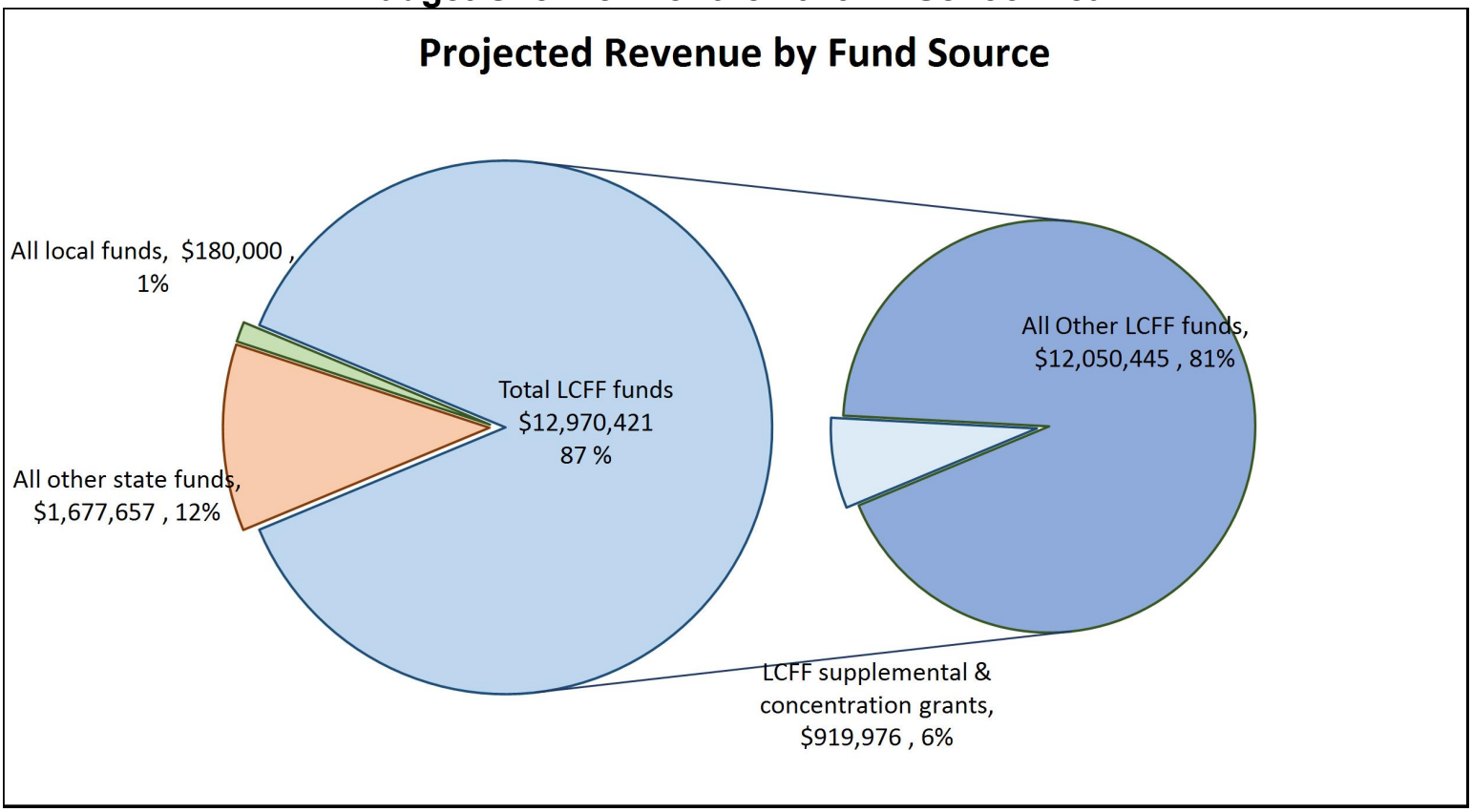
Section: V. Public Hearings
Item: A. Public Hearing: 2026-2027 Local Control Accountability Plan (LCAP)
Purpose: Discuss
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_BEST_Academy_20260529.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brookfield Engineering Science Technology Academy (BEST Academy)
CDS Code: 37 68163 0139402
School Year: 2026-27
LEA contact information:
Alex Soriano
Co-Executive Director
asoriano@bestacademycs.com
833-619-2378

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

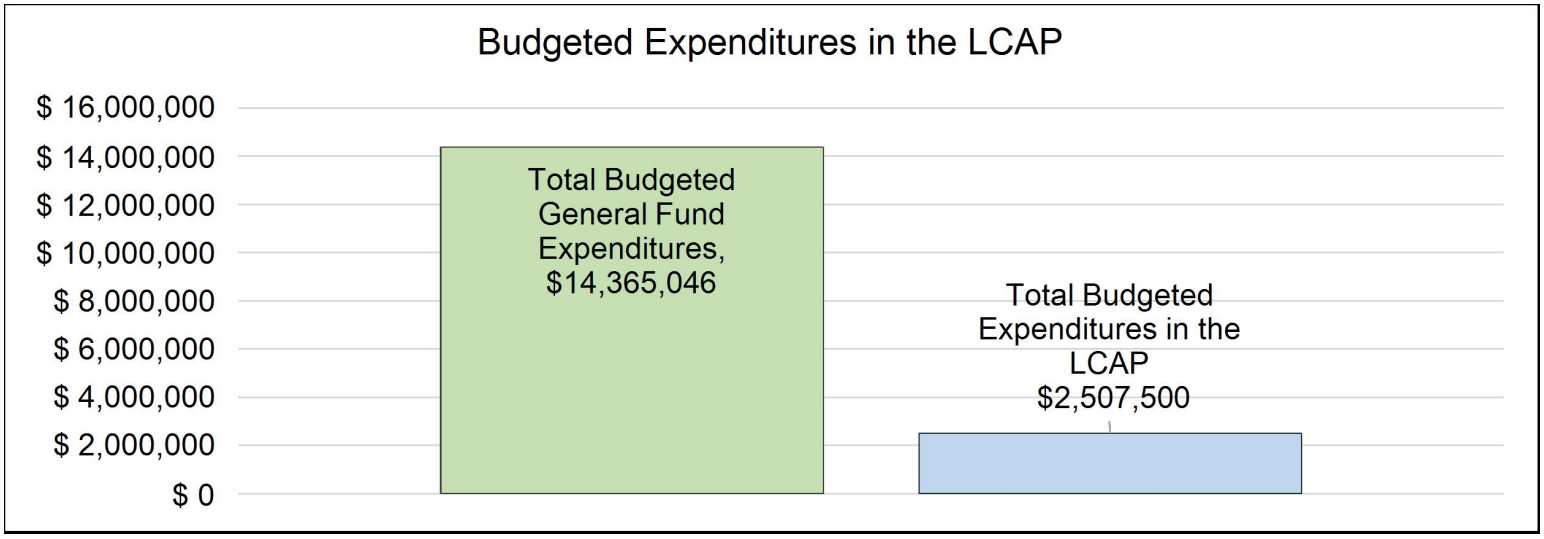


This chart shows the total general purpose revenue Brookfield Engineering Science Technology Academy (BEST Academy) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Brookfield Engineering Science Technology Academy (BEST Academy) is $14,828,078, of which $12970421 is Local Control Funding Formula (LCFF), $1677657 is other state funds, $180000 is local funds, and $0 is federal funds. Of the $12970421 in LCFF Funds, $919976 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 Brookfield Engineering Science Technology Academy (BEST 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: Brookfield Engineering Science Technology Academy (BEST Academy) plans to spend $14365046 for the 2026-27 school year. Of that amount, $2507500 is tied to actions/services in the LCAP and $11,857,546 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

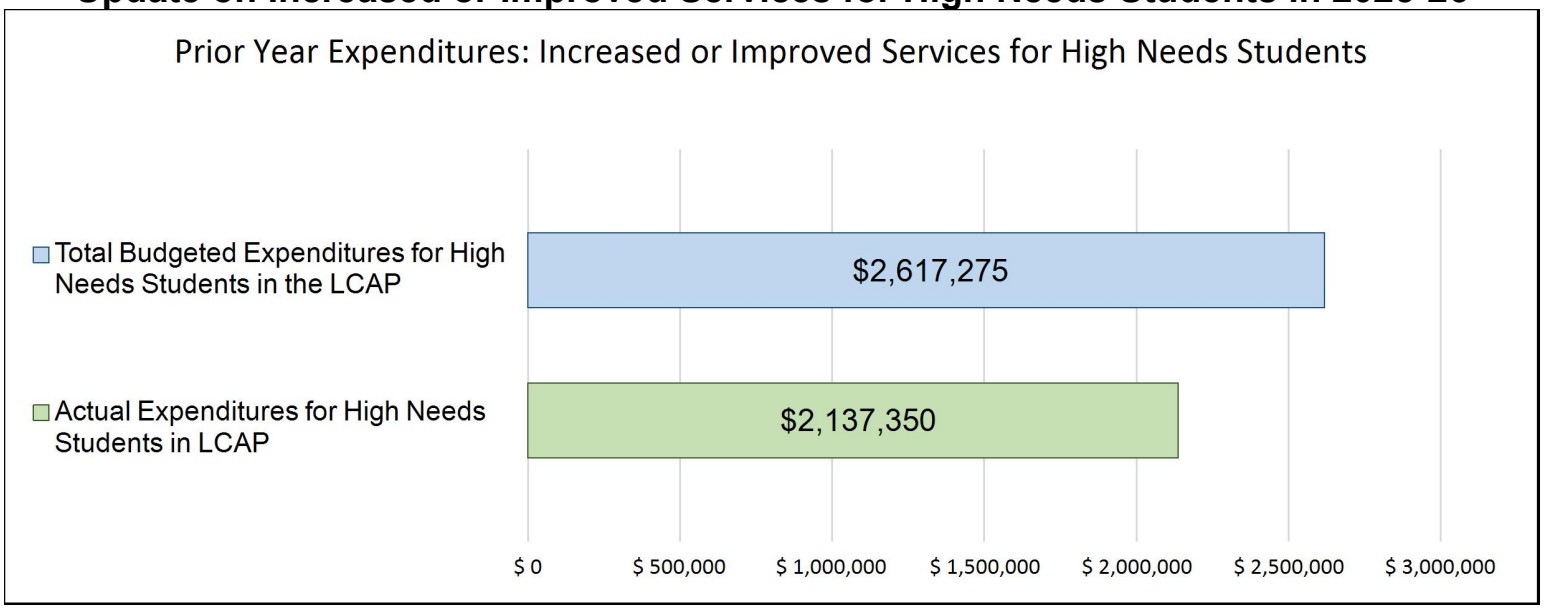
Expenditures not included in the LCAP include executive director and other classified staff salaries and benefits, special education staffing and contracted services costs, and costs for administrative functions including general liability insurance, audit, legal, marketing, and back office services.

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

In 2026-27, Brookfield Engineering Science Technology Academy (BEST Academy) is projecting it will receive $919976 based on the enrollment of foster youth, English learner, and low-income students. Brookfield Engineering Science Technology Academy (BEST Academy) must describe how it intends to increase or improve services for high needs students in the LCAP. Brookfield Engineering Science Technology Academy (BEST Academy) plans to spend $2120750 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 Brookfield Engineering Science Technology Academy (BEST Academy) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Brookfield Engineering Science Technology Academy (BEST 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, Brookfield Engineering Science Technology Academy (BEST Academy)'s LCAP budgeted $2617275 for planned actions to increase or improve services for high needs students. Brookfield Engineering Science Technology Academy (BEST Academy) actually spent $2137350 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $479,925 had the following impact on Brookfield Engineering Science Technology Academy (BEST Academy)’s ability to increase or improve services for high needs students:

There was no impact to the actions and services or the overall increased or improved service for high needs students in 2025-26. BEST Academy allocated all of the supplemental and concentration grant funds.

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
Brookfield Engineering Science Technology Academy (BEST Academy)	Alex Soriano Co-Executive Director	asoriano@bestacademycs.com 833-619-2378

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.

Brookfield Engineering Science Technology (B.E.S.T.) Academy offers students a comprehensive, flexible learning environment, combined with a variety of support programs and services to ensure success. B.E.S.T. Academy is a tuition-free public charter school serving 3rd-12th grade students in San Diego, Orange, Riverside, and Imperial Counties. The school serves communities in Southern California that reflect the diversity of socioeconomic levels and different cultural backgrounds.

In the 2024-2025 school year 60.14% of the schools' students were unduplicated, qualifying as low-income (56%) or English learners (24.5%), homeless (13%). Approximately, 8.2% are students with disabilities.The majority of the school's EL are in the 8-12th grades. The demographic breakdown of students is: Asian: 3.28%; Hispanic: 42.8%; Black/ African American: 1.4%; White: 50.55%, American Indian/Alaskan Native .85%.

B.E.S.T. Academy was founded out of the desire to engage students in 21st-century learning and provide access to college and career pathways combined with personalized guidance and support. Our teachers, counselors, and leaders are passionate about student learning engagement and personalized academic coaching to give our students the foundational support to succeed.

B.E.S.T. Academy's independent study program provides a customized learning experience for each student enrolled. This includes access to a rigorous and robust curriculum along with varied supplemental supports and extracurricular offerings designed to meet the specific needs of each student. Through these curricular and extra-curricular experiences, students are prepared for college and career readiness to pursue 21st century opportunity beyond secondary education.

Instruction, Intervention and Support efforts are aligned with the B.E.S.T. Academy LCAP Goals to ensure consistency and coherence when addressing ESSA requirements.

Goal 1: B.E.S.T. Academy will support literacy and writing skills across all content areas to demonstrate growth in meeting or exceeding standards and increase the redesignation of English learner students.

Goal 2: To provide our students with a strong foundation in STEM by increasing proficiency in math, science, and digital literacy.

Goal 3: Increase graduation rate and college career readiness among all students to ensure success in post-secondary education and the workforce.

Goal 4: Increase student, parent, and community engagement to cultivate a culture of excellence and support student success in academic, social-emotional, and extracurricular endeavors.

Reflections: Annual Performance

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

BEST Academy's 2025 California Dashboard results reflect continued progress in several key areas, while also identifying areas requiring focused attention. Across the 2023, 2024, and 2025 Dashboard reports, BEST Academy demonstrated multi-year improvement in English Language Arts, Mathematics, Graduation Rate, and College/Career Readiness. At the same time, English Learner Progress declined in 2025 and remains a priority area for continued monitoring and targeted support. Enrollment also increased substantially over this period, from 379 students in 2023 to 469 students in 2024 and 693 students in 2025, which provides important context when interpreting year-to-year changes in percentages and subgroup performance.

As required, BEST Academy reviewed the 2023 Dashboard to identify lowest performance levels that remain relevant during the current three-year LCAP cycle. In 2023, BEST Academy received the lowest performance level for Graduation Rate, which was Red at 67.5%, and College/Career, which was Very Low at 0% prepared. These areas were addressed through continued focus on graduation planning, credit recovery, college and career counseling, CTE exposure, dual/concurrent enrollment, A-G awareness, and postsecondary readiness supports.

English Language Arts (ELA):

In 2025, BEST Academy's ELA performance improved to Yellow, with students performing 63.5 points below standard, an increase of 25.0 points from the prior year. This reflects continued improvement from 2023, when students were 105.3 points below standard, and from 2024, when students were 88.6 points below standard. While students remain below standard overall, the three-year trend reflects meaningful progress and supports the continued implementation of literacy interventions, diagnostic assessment, supplemental literacy tools, and targeted instructional planning.

Mathematics and Science:

Mathematics also showed continued growth in 2025, with students performing 105.7 points below standard, an increase of 28.9 points from the prior year. This continues the positive trend from 2023 and 2024, though Mathematics remains Orange and below grade-level expectations. Science was Orange in 2025, with students performing 44.4 points above standard and maintaining performance from the prior year. These results support the continued need for foundational math instruction, STEM access, intervention, tutoring, and opportunities for students to engage in science and STEM-related learning experiences.

English Learner Progress:

English Learner Progress is a significant area of concern. In 2024, 55.1% of English Learners were making progress toward English language proficiency; however, in 2025, this declined to 32.3%, resulting in a Red performance level. Long-Term English Learner progress also requires continued attention. BEST Academy will continue to strengthen ELD instruction, EL monitoring, reclassification review, SDAIE implementation, and targeted language development supports to address this decline and improve outcomes for English Learners and Long-Term English Learners.
Graduation Rate and College/Career Readiness:

Graduation Rate continued to improve in 2025, reaching 84.8%, up from 80.3% in 2024 and 67.5% in 2023. This continued growth reflects progress in credit monitoring, credit recovery, counseling supports, and re-engagement strategies. College/Career Readiness also improved from 0% prepared in 2023 to 8.9% prepared in 2024 and 10.2% prepared in 2025. Although this remains Orange and below desired outcomes, the trend indicates early progress and supports continued investment in CTE pathways, dual and concurrent enrollment, A-G awareness, college counseling, and postsecondary planning.

Student Engagement and School Climate:

BEST Academy maintained strong performance in student engagement and school climate indicators. Chronic Absenteeism was Blue in 2025 at 2.3%, and Suspension Rate remained Blue at 0.0%. These results suggest that attendance monitoring, daily participation tracking, re-engagement systems, and school climate supports continue to contribute to a safe and supportive learning environment. Local engagement data also shows mixed results: ParentSquare app downloads increased, suggesting improved access to school communication, while parent interaction rates declined. This decline should be interpreted with caution because the total number of parent accounts increased substantially, which may have affected percentage-based engagement rates.

Additional local educational partner feedback from the Spring 2026 ELAC Advisory Board LCAP Stakeholder Feedback Survey also indicates generally positive perceptions of LCAP implementation. The survey included 22 responses from parents/guardians, faculty/staff, and students. Across all four LCAP goal areas, the average effectiveness rating was 4.33 out of 5, and 87.5% of all ratings were 4 or 5. Goal 4, Parent and Community Engagement, received the strongest average rating at 4.45 out of 5. While these results suggest positive stakeholder perception, they also identified areas for continued growth, including more targeted literacy and writing support, expanded hands-on STEM opportunities, earlier college/career planning, stronger support for students with unique learning needs, and continued improvement in two-way family communication.

Conclusion:

The 2025 Dashboard results show that BEST Academy is making progress in several priority areas, particularly ELA, Mathematics, Graduation Rate, Chronic Absenteeism, and Suspension Rate. At the same time, English Learner Progress, College/Career Readiness, and continued math proficiency remain areas requiring focused attention. The school will continue aligning LCAP actions to these needs by strengthening literacy and math supports, refining English Learner monitoring and reclassification systems, expanding college and career readiness opportunities, and improving meaningful student and family engagement.

Reflections: Technical Assistance

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

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.

N/A .

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

B.E.S.T. Academy actively engages educational partners in developing the LCAP through a strategic and inclusive approach. Throughout the year, we conducted comprehensive surveys targeting all students, parents, guardians, and employees to gather feedback on various aspects of our programs and supports. This feedback was instrumental in shaping our four LCAP goals and the actions needed to achieve them. We maintained open lines of communication with our educational partners by reviewing board agendas focused on LCAP actions with members to ensure alignment with our goals. Open meetings were held with parents and community members, providing overviews of the LCAP in English and Spanish. These meetings included parent and student focus groups and hybrid community meetings. Additionally, we utilized Parent Square and social media to disseminate information and gather further input.

As part of our engagement efforts, we organized ELAC meetings on 11/19/2024, 1/28/24, 3/11/25, 4/7/25, 5/13/25. During these meetings, needs assessments and LCAP surveys were shared, revealing a desire for more socioemotional support, increased reclassification efforts, a focus on technology and digital literacy skills, and college readiness workshops. Furthermore, the LCAP survey was shared with staff on January 2025, and then shared with parents and staff once more in May. The feedback we received from these engagements had tangible outcomes. It highlighted the effectiveness of student one-on-one meetings, the supportiveness of our staff, and the improvements in student grades. It also underscored the importance of effective communication with parents. Suggestions for improvement included celebrating student successes more, increasing the availability of physical materials, enhancing parent engagement, and ensuring awareness of all school resources. These suggestions were considered and have been instrumental in shaping our ongoing efforts. Ongoing feedback from these sessions was used to refine and implement specific actions in the LCAP, ensuring that our educational partners' voices were integral to our planning and decision-making processes. This strategic and inclusive approach has been fundamental in fostering a collaborative environment that supports student success and community involvement.

In Spring 2026, BEST Academy also collected LCAP feedback through an ELAC Advisory Board stakeholder survey. The survey invited parents/guardians, students, faculty, and staff to rate the perceived effectiveness of each of the four LCAP goal areas and provide written feedback about strengths, areas for growth, and suggested improvements. The survey was available in English and Spanish and provided an

additional opportunity for educational partners connected to English Learner programs and services to inform end-of-year reflection and future planning.

Feedback from the Spring 2026 ELAC Advisory Board survey reinforced several existing LCAP priorities. Respondents rated all four LCAP goal areas positively, with an overall average effectiveness rating of 4.33 out of 5. Goal 4, Parent and Community Engagement, received the strongest average rating, suggesting that families and educational partners value the school's communication, field trips, family engagement opportunities, and individualized support. The feedback also identified areas for continued refinement, including more targeted literacy and writing supports, additional hands-on STEM opportunities, earlier and clearer college/career planning, expanded regional engagement opportunities, and continued attention to students with unique learning needs. These findings will be used to refine implementation, communication, and progress monitoring during the coming LCAP year.

The feedback we received from our educational partners through the 2024-2025 LCAP Survey has been incorporated into our 2024-25 LCAP annual update as follows:

Goal 1: Support Literacy and Writing Skills

- Request for increased support for structured writing instruction.
- Families request greater feedback and visibility into student progress.
- Strong appreciation for digital tools, but calls for more student-led work.

Goal 2: Enhance STEM Proficiency

- Educational Partners want more hands-on and project-based learning in STEM.
- Educational Partners positively rated devices, tutoring, and teacher support, but noted a desire for expanded CTE and dual enrollment awareness.

Goal 3: Increase Graduation Rate and College/Career Readiness

- Dual enrollment remains a major strength—educational partners ask for better access and support.
- Families request more consistent communication about graduation progress and college milestones.
- Calls for enhanced counseling, especially 1:1 meetings and support with financial aid.

Goal 4: Enhance Engagement and Support

- Parents shared that while ParentSquare is widely used and appreciated, many experience message fatigue and asked for clearer, more organized announcements.
- Families want greater variety in engagement events, including student-led options.
- Spanish-speaking families especially noted improvements in outreach.
- Staff emphasized the importance of consistency in teacher-led communication efforts and direct contact with families.
- Strong support for field trips, Parent Academy, and SSC/ELAC involvement—seen as meaningful connections to the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BEST Academy will support literacy and writing skills across all content areas to demonstrate growth in meeting or exceeding standards and increase the redesignation of English learner students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Instruction at BEST Academy Charter School focuses on literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of literacy supports will be offered to students, with specific support for all Unduplicated students to develop literacy, access curriculum, and support increased Lexile growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA MAP RIT Range Conditional Growth Results	School Conditional Growth Index (CGI): Gr Subj CGI Avg. Range 3 Reading *	(Test scores June 2025) School Conditional Growth Index (CGI): Gr Subj CGI Avg. Range 3	TBD (Test scores available end of June 2026)	School Conditional Growth Index (CGI) For each grade and Subj Tested: Reading > 0.2 Language Use > 0.2 % of Students	TBD (Test scores available end of June 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-0.2 - 0.2> 3 Language Use * -0.2 - 0.2> 4 Reading -0.71 -0.2 - 0.2> 4 Language Use 0.53 - 0.2 - 0.2> 5 Reading -1.84 -0.2 - 0.2> 5 Language Use -2.18 -0.2 - 0.2> 6 Reading 2.63 -0.2 - 0.2> 6 Language Use 4.06 - 0.2 - 0.2> 7 Reading 1.97 -0.2 - 0.2> 7 Language Use 7.23 - 0.2 - 0.2> 8 Reading -0.25 -0.2 - 0.2> 8 Language Use 4.34 - 0.2 - 0.2>	Reading * -0.2 - 0.2> 3 Language Use * -0.2 - 0.2> 4 Reading * -0.2 - 0.2> 4 Language Use * -0.2 - 0.2> 5 Reading -1.14 - 0.2 - 0.2> 5 Language Use - 0.41 -0.2 - 0.2> 6 Reading * -0.2 - 0.2> 6 Language Use * -0.2 - 0.2> 7 Reading -0.96 - 0.2 - 0.2> 7 Language Use - 0.60 -0.2 - 0.2> 8 Reading -0.64 - 0.2 - 0.2>		Who Met Growth Projection For each grade and Subj Tested: Reading > 65% Language Use > 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9 Reading 0.71 -0.2 - 0.2> 9 Language Use 1.63 - 0.2 - 0.2> 10 Reading 2.82 -0.2 - 0.2> 10 Language Use 6.87 -0.2 - 0.2> 11 Reading 1.37 -0.2 - 0.2> 11 Language Use 2.08 -0.2 - 0.2> 12 Reading -0.15 -0.2 - 0.2> 12 Language Use -0.2 - 0.2> * summaries for groups of less than 10 students are not shown % of Students Who Met Growth Projection: Gr Subj % Met Growth Avg. Range 3 Reading * 35 - 65%	8 Language Use -0.41 -0.2 - 0.2> 9 Reading 0.11 -0.2 - 0.2> 9 Language Use -0.06 -0.2 - 0.2> 10 Reading 0.08 -0.2 - 0.2> 10 Language Use -0.06 -0.2 - 0.2> 11 Reading 0.51 -0.2 - 0.2> 11 Language Use -0.25 -0.2 - 0.2> 12 Reading 0.33 -0.2 - 0.2> 12 Language Use -0.2 - 0.2> * summaries for groups of less than 10 students are not shown % of Students Who Met Growth Projection: Gr Subj % Met Growth Avg. Range 3			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 Language Use * 35 - 65% 4 Reading 36% 35 - 65% 4 Language Use 43% 35 - 65% 5 Reading 35% 35 - 65% 5 Language Use 47% 35 - 65% 6 Reading 57% 35 - 65% 6 Language Use 54% 35 - 65% 7 Reading 57% 35 - 65% 7 Language Use 61% 35 - 65% 8 Reading 38% 35 - 65% 8 Language Use 51% 35 - 65% 9 Reading 60% 35 - 65%	Reading * 35 - 65% 3 Language Use * 35 - 65% 4 Reading * 35 - 65% 4 Language Use * 35 - 65% 5 Reading 36% 35 - 65% 5 Language Use 33% 35 - 65% 6 Reading * 35 - 65% 6 Language Use * 35 - 65% 7 Reading 35% 35 - 65% 7 Language Use 48% 35 - 65% 8 Reading 44%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9 Language Use 57% 35 - 65% 10 Reading 74% 35 - 65% 10 Language Use 71% 35 - 65% 11 Reading 55% 35 - 65% 11 Language Use 55% 35 - 65% 12 Reading 57% 35 - 65% 12 Language Use 35 - 65% * summaries for groups of less than 10 students are not shown	35 - 65% 8 Language Use 54% 35 - 65% 9 Reading 54% 35 - 65% 9 Language Use 37% 35 - 65% 10 Reading 37% 35 - 65% 10 Language Use 45% 35 - 65% 11 Reading 37% 35 - 65% 11 Language Use 44% 35 - 65% 12 Reading 39% 35 - 65% 12 Language Use 35 - 65% * summaries for groups of less than 10 students are not shown			
1.2	Proficiency rates on the ELPI	37.8% making progress towards English Language proficiency 2023-24	55.1% making progress towards English Language proficiency 2024-25	TBD (Rates available Summer of 2026)	58% making progress towards English Language proficiency	+ 17.3% 2024-25
1.3	CAASPP - ELA	Spring 2024 Level 1: 59.29%	Spring 2025 Level 1: 31.4%		Level 1: 26.4% Level 2: 21.4%	Level 1: -- 6.41% Level 2: + 7.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2: 22.14% Level 3: 13.21% Level 4: 5.36%	Level 2: 23.1% Level 3: 25.9% Level 4: 19.7%		Level 3: 27.6% Level 4: 24.6%	Level 3: -- 0.43% Level 4: -- 0.43% 2024-25
1.4	Interim Writing Assessment	TBD	TBD	TBD	TBD	TBD
1.5	Reclassification Rate of ELL	4.65% 2023-24	8.04% 2024-25	TBD (Rates available Summer of 2026)	15% (State Average)	+ 3.39 % 2024-25

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.

BEST Academy continued to prioritize literacy and writing development across content areas through supplemental literacy tools, diagnostic assessment, English Learner supports, professional learning, and targeted instructional planning. NWEA MAP continued to serve as the primary diagnostic assessment for monitoring reading and language growth, with results used by staff to identify student needs and inform instruction. Supplemental literacy supports, including Lexia and related digital platforms, were used to support foundational reading, vocabulary, comprehension, and language development. English Learner supports continued through ELD instruction, EL monitoring, reclassification review, and staff collaboration around ELD/SDAIE strategies. Goal 1 implementation also showed first meaningful movement on Action 1.6 through a NoRedInk writing pilot with Grade 8 digital students, establishing an initial writing baseline and providing structured opportunities for students to practice targeted writing skills. A continuing challenge is that several formal outcome measures, including current-year NWEA, CAASPP ELA, and final ELPAC/ELPI results, are not available until after the LCAP reporting timeline.

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

No material differences have been identified between planned implementation and actual implementation for Goal 1 actions. Literacy supports, diagnostic assessments, English Learner services, professional development, student incentives, and initial writing assessment implementation were carried out in alignment with the intent of the goal.

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

Goal 1 actions are supporting continued progress in literacy, language development, and writing; however, final 2025–26 academic outcome data is still pending. The most recent verified CAASPP ELA data showed improvement, with fewer students performing at the lowest

performance level and increases in students meeting or exceeding standard. English Learner progress remains an area of continued focus. Current EL/ELD evidence indicates approximately 220 English Learners, 24 students identified for possible reclassification, and 10 students meeting full reclassification criteria to date. Final ELPAC/ELPI results will be reviewed once available to determine updated proficiency movement. Interim implementation evidence also indicates that literacy platforms are providing useful progress indicators while formal assessment results remain pending. In writing, NoRedInk implementation with Grade 8 digital students produced an initial pilot baseline, with 48 students activated, 5,991 questions answered, 296 topics mastered, and 940 writing samples submitted. This evidence should be interpreted as early implementation data, not yet as a schoolwide writing assessment outcome.

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.

No changes were made to the overarching Goal 1 statement or core metrics. However, reflections on implementation indicate the need to refine how literacy and writing growth are measured and reported. BEST Academy will continue to strengthen the use of NWEA, CAASPP, ELPAC/ELPI, and reclassification data as primary outcome measures while using platform-based data as supporting evidence. The school will continue developing Action 1.6 by expanding and refining writing assessment implementation, including the NoRedInk pilot and potential writing assessment features in Buzz. The school will also continue to align writing supports with grade-level expectations, increase clarity around baseline data, and ensure that future reporting distinguishes between formal outcome data, interim indicators, and implementation evidence.

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	Supplemental literacy programs to support student Lexile growth	Teachers will utilize engaging online instructional tools to design and deliver both synchronous and asynchronous lessons. These tools will include digital texts and electronic resources that allow students to interact with content in multiple formats, supporting literacy through diverse media. Additionally, teachers will facilitate literacy skills groups and provide individualized support based on identified student needs, focusing on vocabulary development, reading comprehension, fluency, and writing.	$20,000.00	Yes
1.2	Language development programs to support the reclassification of	To enhance support for English Language Learner (ELL) students and ensure their progress toward English language proficiency, BEST Academy will implement comprehensive language development programs. These programs will include refining support strategies to boost engagement and achievement, systematic processes for identifying and	$421,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
	English Language Learners	transitioning Long-Term English Learners (LTELs) towards reclassification using an EL Monitoring Form, and conducting triannual assessments with NWEA—RIT Range Results and biannual CAASPP—ELA scores. Additionally, integrating ELD and SDAIE strategies across the curriculum and ongoing professional development for teachers will ensure effective support for ELL students during synchronous Personalized Learning Time (PLT) classes. This holistic approach aims to create a supportive learning environment that promotes the academic success and reclassification of ELL students.		
1.3	Professional development for academic achievement	To enhance literacy and academic achievement across all core content areas, BEST Academy will provide comprehensive professional development for teachers. This initiative will focus on integrating effective literacy strategies into the curriculum, specifically to enhance reading and writing skills. Teachers will utilize advanced educational software tools designed to support literacy development and will engage in collaborative efforts to share best practices for implementing, supporting, and assessing these strategies. Additionally, software vendors will provide professional development sessions during the introduction of new educational technology tools. These sessions will continue as needed to ensure that teachers are proficient in integrating these tools into their teaching practices effectively. This ongoing professional development aims to equip teachers with the necessary skills and knowledge to foster a robust literacy environment, ultimately driving academic success for all students	$75,000.00	No
1.4	Diagnostic Assessments and MTSS Academic Interventions	BEST Academy will administer NWEA diagnostic assessments three times per year to monitor student progress and identify areas for improvement. The resulting data will be analyzed by teachers within Professional Learning Communities (PLCs), where they will collaborate to develop personalized learning paths tailored to each student's needs. This collaborative approach is integral to our Multi-Tiered System of Supports (MTSS) academic intervention planning. By leveraging these diagnostic assessments, we aim to provide targeted, effective interventions that	$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		address each student's unique learning needs, thereby enhancing overall academic achievement and growth.		
1.5	Provide student incentives for literacy achievement	To foster a culture of literacy and achievement at BEST Academy, we will establish and regularly revise student benchmarks for participation and growth in literacy activities. Students who meet or exceed these benchmarks will be celebrated through both public and private recognition by teachers and administration. This recognition will include awards ceremonies, announcements in school communications, and personalized acknowledgments. By highlighting student achievements in literacy, we aim to motivate all students to engage more deeply with their reading and writing skills, thereby enhancing their overall academic performance. This initiative is a key part of our broader effort to cultivate a supportive and inspiring educational environment that values and rewards academic excellence.	$4,000.00	No
1.6	Adoption of new writing assessment	New initiative to assess student writing to provide an initial assessment to students during the first quarter. Aligning, training, and implementation plan.	$1,250.00	No
1.7	One-on-one Tutoring	To support literacy and writing skills across all content areas and increase the redesignation of English learner students, BEST Academy will implement one-on-one tutoring sessions at learning centers. These sessions will provide individualized instruction from highly qualified tutors to address specific literacy and writing needs, particularly for unduplicated pupils. The tutoring will be scheduled flexibly to accommodate students and families, with a data-driven approach to monitor progress and adjust strategies. Additionally, parents will be engaged with regular updates and resources to support home learning, fostering a collaborative effort to enhance student literacy outcomes.	$1,021,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To provide our students with a strong foundation in STEM and 21st-century skills and to increase proficiency in math, information, and digital literacy.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

BEST Academy aims to ensure all of its students are successful in the 21st-century workforce. With this in mind, our goal is to provide high-quality STEM education to ensure all our students develop information, media, and technology literacy skills that will enable them to succeed in the 21st-century workforce. With this goal, BEST Academy also reaffirms its commitment to providing equal learning opportunities for ELs and low-income students to ensure their academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP scores -Math 1 = Standard not met 2 = Standard nearly met 3 = Standard Met 4 = Exceeded Standard	School-wide results 23-24 Level 1: 69.29% Level 2: 20% Level 3: 7.50% Level 4: 3.21%	School-wide results 24-25 Level 1: 41.1% Level 2: 24.6% Level 3: 17.1% Level 4: 16.7%	School-wide results 25-26 To be updated when results are available in mid-June.	All students Level 1: 20% Level 2: 30% Level 3: 35% Level 4: 15%	Level 1: There was a decrease of 10.29% from the baseline to the Y1 outcome. Level 2: There was an increase of 6.25% from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						baseline to the Y1 outcome. Level 3: There was an increase of 3% from the baseline to the Y1 outcome. Level 4: There was an increase of 1.13% from the baseline to the Y1 outcome.
2.2	CAST scores 1 = Standard not met 2 = Standard nearly met 3 = Standard Met 4 = Exceeded Standard	School-wide results 23-24 Level 1: 21.71% Level 2: 61.14% Level 3: 17.14% Level 4: 0%	School-wide results 24-25 Level 1: 14.7% Level 2: 54.1% Level 3: 20.8% Level 4: 10.5%	School-wide results 25-26 To be updated when results are available in mid-June.	All students Level 1: 30% Level 2: 35% Level 3: 25% Level 4: 10%	Level 1: There was a decrease of 25.23% from the baseline to the Y1 outcome. Level 2: There was an increase of 13.54% from the baseline to the Y1 outcome. Level 3: There was an increase of 13.6% from the baseline to the Y1 outcome. Level 4: There was a decrease of 1.02% from the baseline to the Y1 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Students completing advanced math or science classes and/or computer science classes with a C or higher	2023-2024: 12th graders Computer Science = 0 students (0%) Pre-Calc = 2 students 3 years of science = 18 students	2024-2025: 12th graders Computer Science = 0 students (0%) Pre-Calc = 3 students 3 years of science = 14 total students (12.8%)	2025-2026: 12th graders To be updated when results are available in mid-June.	12th graders At least 15% of HS students enrolled in these courses complete with a C or higher.	There were no differences from the baseline to Y1 outcomes in Computer Science. From the baseline to Y1, there was an increase of 1 student in the Pre-Calc metric and a decrease of 4 students in the 3 years of science metric
2.4	Students who meet their growth goal in the NWEA Math test	Fall 2023-Spring 2024 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 40% 4th: 64% 5th: 31% 6th: 68% 7th: 54% 8th: 61% 9th: 79%	Fall 2024-Spring 2025 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 4th: 5th: 6th: 7th: 8th:	Fall 2025-Spring 2026 To be updated when results are available in mid-June.	% of Students Who Met Growth Projection For each grade and Subj Tested: All Grades: >65%	To be updated when results are available in mid-June.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th: 52% 11th: 51% 12th: 49%	9th: 10th: 11th: 12th:			
2.5	Students who meet their growth goal in the NWEA Science test	Fall 2023-Spring 2024 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 4th: 5th: 6th: 7th: 8th: 9th: 10th: 11th: 12th:	Fall 2024-Spring 2025 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 4th: 5th: 6th: 7th: 8th: 9th: 10th: 11th: 12th:	N/A - Students did not test Science	% of Students Who Met Growth Projection For each grade and Subj Tested: All Grades: >65%	To be updated when results are available in mid-June.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	8th graders completing Algebra 1	2023-2024 0 (0%)	2024-2025 7 (10%)	2025-2026 7 (6.5%)	At least 20% of 8th graders complete Algebra 1	There was an increase of 7 students or 10% from the baseline to the Y1 outcome.
2.7	High school students who complete a STEM-related CTE pathway	2023-2024 2 (2.9%)	2024-2025 1 (1.7%)	2025-2026 TBD (Number Available in June 2026)	At least 30% of graduating seniors complete a STEM-related CTE pathway	There was a decrease of 1 student in from the baseline to the Y1 outcome.
2.8	Attendance to STEM clubs, local industry trips, and visits to science-related museums.	2023-2024 1 STEM-related field trip	2024-2025 12 STEM-related field trips	2025-2026 60+ STEM-related field trips	80% of attendance of those participating in STEM club or attending a field trip	There was no baseline reported for this metric.
2.9	NWEA Math RIT Range Conditional Growth Performance	Fall 2023-Spring 2024 School Conditional Growth Index (CGI): Grade: CGI 3: -4.34 4: 1.99 5: -2.69 6: 1.93 7: 2.27 8: 2.09 9: 6.21	Fall 2024-Spring 2025 School Conditional Growth Index (CGI): Grade: CGI 3: 4: 5: 6: 7: 8:	Fall 2025-Spring 2026 TBD (Total available in June 2026)	School Conditional Growth Index (CGI) For each grade and Subj Tested: Math > 0.2	To be updated when results are available in mid-June.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10: 2.76 11: 1.04 12: 1.58	9: 10: 11: 12:			

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.

Most of our actions were implemented as planned with no substantive difference. Although we are making steady progress toward achieving the outcomes for Year 3, some challenges remain. Notably, actions 2.3 and 2.4 will continue to be a focus point for next year. Although BEST Academy has successfully expanded access to STEM resources, materials, and technologies—such as laboratory equipment, computer software, robotics kits, and other STEM tools—there are limited opportunities for students to engage in STEM-centered clubs and STEM nights that are meant to encourage families to participate in project-based learning activities at home.

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

There were no substantial material differences between budgeted and actual expenditures. One-to-one tutoring sessions were offered at learning centers, which provided personalized instructions to students to address math and science learning difficulties. Educational excursions and guest speakers introduced students to the world of STEAM careers. Improved services for unduplicated students were delivered through integrated supports and targeted instruction.

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

Notable examples of our success towards our three-year outcomes are our key actions, 2.1 and 2.8, which focus on establishing a strong foundation in the math and science fields by enhancing algebra readiness by the 8th grade and exposing students to science careers. As for 2.1, only six students were enrolled in 8th-grade Algebra or higher but we will continue promoting Math so we can increase those numbers by next year. Some actions already in place to improve those numbers are piloting the Math Essentials course to build a stronger foundation in mathematics, alongside the adoption of the ST Math PreK-8 program and offering our middle school students an introductory coding class that will continue to increase STEM-related offerings at those grade levels. Furthermore, the school has expanded opportunities for university tours to STEM centers and organized educational excursions to science museums. More than 10 science museum visits were organized throughout the academic year with over 70 students attending at least one. Career days have been arranged to expose students to real-

world STEM applications through industry visits, broadening their perspectives on potential careers. These interactions with professionals and academics are designed to inspire students and provide valuable networking opportunities.

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 were no changes to the goals, metrics, or actions. Based on the data analysis, the implementation of the planned actions appears to have been successful in enhancing access to advanced math and science courses for middle school students. While specific challenges remain, the successes indicate a positive impact on student engagement and achievement in STEM fields. Ongoing evaluation and adaptation of these strategies will be essential to address any emerging challenges and sustain the momentum of these initiatives.

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	Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	The school is dedicated to establishing a solid foundation for math starting in early grades to increase student achievement in advanced math and high school science. These efforts will increase algebra readiness for 8th graders, thereby increasing enrollment in advanced math and science courses in high school.	$27,000.00	Yes
2.2	Professional development activities for academic achievement, one-on-one tutoring.	Teachers obtain AP certifications for computer science, and math, and provide teachers with professional development in coding and other STEM-related courses. Additionally, to support math and science achievement, BEST Academy will implement one-on-one tutoring sessions at learning centers. These sessions will provide individualized instruction to address the needs of unduplicated pupils. The tutoring will be scheduled flexibly to accommodate students and families, with a data-driven approach to monitor progress and adjust strategies.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	STEM-centered clubs/elective classes	Expand access to STEM resources, materials, and technologies, including laboratory equipment, computer software, robotics kits, and other STEM tools.	$50,000.00	No
2.4	STEM family nights/ STEM fairs	Organize STEM nights to provide opportunities for families for project-based learning activities at home. It helps develop a growth mindset for higher STEM achievement. Students will also get to showcase a hands-on experiment they complete at home	$5,000.00	No
2.5	Industry visits, educational excursions, and guest speakers	Plan visits to local industries to expose students to STEM careers. These are opportunities for them to learn about careers that require science, technology, engineering, and math. The school will offer more university tours to STEM centers and educational excursions to Science museums.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase graduation rate and college career readiness among all students to ensure success in post-secondary education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data indicated a need to prioritize college career readiness at BEST Academy. By understanding the critical importance of this preparation, BEST Academy is dedicated to equipping all students with the necessary skills and knowledge to thrive after graduation.This commitment also meets the school's accountability standards, closes achievement gaps, and contributes to the long-term success and well-being of its students and the surrounding community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation rate	2023-2024 80.3% graduation rate	2024-2025 84.8% graduation rate	2025-2026 To be updated when results are available in mid-June.	87% graduation rate	There was a 4.5% increase from the 23-24 Baseline to the Y1 outcome.
3.2	College and Career Readiness (CCI)	2023-2024	2024-2025	2025-2026	44% Prepared	Prepared: There was an 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.9% Prepared 14.3% Approaching preparedness	10.2% Prepared 15.3% Approaching preparedness	To be updated when results are available in mid-June.	45% Approaching preparedness	increase from the 23-24 Baseline to the Y1 outcome. Approaching preparedness: There was a 1% increase from the 23-24 Baseline to the Y1 outcome.
3.3	CAASPP- ELA 3 = Standard Met 4 = Exceeded Standard	2023-2024 11th grade results Level 3: 19.23% Level 4: 15.8%	2024-2025 11th grade results Level 3: 19.6% Level 4: 10.7%	2025-2026 To be updated when results are available in mid-June.	11th grade results Level 3: 60% Level 4: 30%	Level 3: There was an 0.37% increase from the 23-24 Baseline to the Y1 outcome. Level 4: There was a 5.1% decrease from the 23-24 Baseline to the Y1 outcome.
3.4	CAASPP- Math 3 = Standard Met 4 = Exceeded Standard	2023-2024 11th grade results Level 3: 11.5% Level 4: 1.2%	2024-2025 11th grade results Level 3: 10.9% Level 4: 1.82%	2025-2026 To be updated when results are available in mid-June.	11th grade results Level 3: 30% Level 4: 15%	Level 3: There was an 0.6% decrease from the 23-24 Baseline to the Y1 outcome. Level 4: There was a 0.62% increase from the 23-24 Baseline to the Y1 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Percentage of graduating students who go on to 2 or 4-year schools post-graduation	2023-2024 20% of students who go on to 2 or 4-year school	2024-2025 TBD% of students who go on to 2 or 4-year school	2025-2026 To be updated when results are available in mid-June.	40% of students who go on to 2 or 4-year school	There was a 15% increase from the 23-24 Baseline to the Y1 outcome.

Goal Analysis [2025-26]

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

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

Most of our planned actions were successfully implemented and set a solid foundation for ongoing achievements as we progress through Year 3. Some challenges remain in terms of CTE and dual/concurrent enrollment. Although enrollment numbers remain low, our students are increasingly enrolling in CTE classes and demonstrating a growing interest in CTE pathways as a viable option for postsecondary education. Likewise, while over 30 high school students have completed at least one college course, with several achieving credits in two or more classes, positively impacting our CCI indicators, we aim to increase those numbers in the next years.

We offered college field trips, with more than 40 students visiting institutions such as UCSD, SDSU, and SWC. Additionally, over 150 high school students have participated in college workshops covering essential topics, including CTE pathways, FAFSA applications, college admissions, community involvement, and A-G requirements. Furthermore, 38 high school students completed credit recovery in July 2024, and over 90 more students will have the same opportunity in the Summer of 2025.

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

There were no substantial material differences between budgeted and actual expenditures. Career Technical Education classes were offered as intended. Likewise, dual and concurrent enrollment and credit recovery opportunities were offered to all students. College counseling, a-g, FAFSA, and college workshops, and educational excursions were delivered as planned to increase our graduation rates and college and career readiness.

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

Notable examples of our success towards our three-year outcomes are our planned actions, 3.4, 3.5, and 3.6, which focus on credit evaluation and credit recovery, and counseling services and workshops.
Our CTE and dual enrollment action was implemented as planned but did we not get the results we were aiming for in our first year. Nonetheless, all of our planned actions are helping the school move towards meeting our year 3 outcomes.

Credit evaluation and credit recovery:
Credit evaluation and credit recovery were successful in ensuring that students remain on a steady path toward graduation, and we instituted regular credit evaluation meetings. These collaborative sessions, involving teachers and counselors, are designed to monitor student progress and provide targeted support. With great success, these meetings have facilitated the early identification of students at risk of falling behind, enabling us to implement timely interventions that address their unique needs. Many of our high school students with credit deficiencies benefit from this opportunity.

College counseling:
We provided comprehensive college counseling services, including informative workshops focused on college applications, financial aid navigation, and career exploration. To further enhance students' understanding of postsecondary options, we have organized educational excursions to local colleges and universities. These experiences grant students firsthand exposure to various college environments, inspiring them and helping to clarify their postsecondary aspirations. Our college counseling services and workshops equip students with essential knowledge and skills, ensuring they are well-prepared for the demands of successful college applications and future academic endeavors. Over 150 high school students have participated in college workshops

Dual enrollment:
To enhance academic opportunities, we have successfully established partnerships with local colleges and universities, creating a robust framework for dual and concurrent enrollment. This initiative empowers students to earn college credits while still navigating their high school experience, providing them with a distinct advantage as they prepare for postsecondary education. At least 30 of our high school students have benefited from this initiative and we will continue to increase those numbers to meet our dashboard goals and ensure our students are college and career-ready.

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.

No changes were made to the goals, metrics, or actions. While B.E.S.T. Academy made significant improvements in enhancing college and career readiness, some challenges remain to seeing the true impact and full realization of these initiatives. Moving forward, addressing these challenges through strategic planning, increased resource allocation, and targeted support will be crucial in further improving student outcomes.

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	Career Technical Education elective classes	Purchase CTE curriculum program to provide career exploration opportunities and prepare students for success in postsecondary career	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities. CTE staff to monitor and support student success in CTE elective courses.		
3.2	Dual and Concurrent enrollment	To promote a college-going culture the school will increase students' access to concurrent enrollment and offer more college/career field trips.	$15,500.00	No
3.3	Credit evaluation meetings	Providing advanced academic opportunities to enable students to earn college credits facilitates a smooth transition to college and prompts career exploration and educational engagement. By participating in concurrent enrollment programs, students can position themselves for high school and college success and gain a competitive edge in their future academic and career endeavors. High School Graduation Planning meetings, discussing courses and college/career plans post-graduation. High School Graduation Planning will begin in the 9th grade and will continue through 12th grade.	$15,000.00	No
3.4	Credit recovery opportunities	Designed to support students at risk of not graduating on time by providing targeted interventions and flexible learning opportunities to regain credits and progress toward graduation. Variety of options and supports to meet the diverse needs of students, including those who may have struggled academically, faced personal challenges, or experienced disruptions in their education.	$91,000.00	Yes
3.5	A-G Awareness	Empowering students to pursue post-secondary education opportunities, promoting equity and access, informing data-driven decision-making, and fostering partnerships with higher education institutions. Ensuring students have the knowledge, skills, and resources they need to achieve their college aspirations.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	College counseling, college workshops, educational excursions	The plan is to offer personalized support to the socioeconomically disadvantaged and their families as they navigate the college application and FAFSA process. These one-on-one workshops aim to improve their understanding of applying to college and raise awareness about the various financial aid options available for higher education. Additionally, students will have the chance to participate in community service activities. These activities may include but are not limited to, picking up trash, and running a food or clothing drive for a local shelter among other activities. These actions will contribute to developing a college-going culture for these student groups.	$102,000.00	Yes
3.7				No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase student, parent, and community engagement to cultivate a culture of excellence and support student success in academic, social-emotional, and extracurricular endeavors.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

BEST Academy is deeply committed to fostering student success, strengthening community partnerships, promoting equity and inclusion, and continuously improving educational outcomes for all students. This commitment is based on feedback from the 2023-24 CA Healthy Kids and LCAP Parent Surveys and is rooted in our understanding that active parent involvement is crucial for optimizing student 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	Absenteeism rate	The average Attendance Rate is 98.5% 2023-24	The average Attendance Rate is 98% 2024-25		99%	- 0.5% 2024-25
4.2	Parent Square Enrollment & Engagement	2023-24 16% Parent Interaction 13% Parents have downloaded the app 1% Opted to receive texts	2024-25 16% Parent Interaction 17% Parents have downloaded the app	2025-26 10% Parent Interaction 19% Parents have downloaded the app	50% Parent Interaction 50% Parents download App 50% Opted to receive texts	• 6% Parent Interaction + 6% Parents have downloaded the app 0% Opted to receive texts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Teacher direct messaging to parents per month	1% Opted to receive texts 0% Teacher direct messaging to parents per month	1% Opted to receive texts 0% Teacher direct messaging to parents per month	80% Teacher direct messaging to parents per month	0% Teacher direct messaging to parents per month
4.3	Suspension rate	The 2023-24 suspension rate was 0%	The 2024-25 suspension rate was 0%	The 2025-26 suspension rate was 0%	0%	0% 2024-25
4.4	California Healthy Kids Survey Response Rate	2023-24 Staff - 40% Parent - 1% 5th - 20% 7th - 39% 9th - 52% 11th - 45%	2024-2025 Staff - 67.4% Parent - 12% 5th - 43% 7th - 65% 9th - 55% 11th - 75%	2025-2026 (survey was not administered)	Staff - 100% Parent - 30% 5th - 50% 7th - 80% 9th - 80% 11th - 80%	2024-25 Staff - 40% Parent - 1% 5th - 20% 7th - 39% 9th - 52% 11th - 45%
4.5	California Healthy Kids Parent Survey	2023-2024 Involvement 53% School promotes parental involvement Engagement and Attendance 51% strongly agree child is motivated to complete schoolwork. 55% strongly agree child feels hopeful about future. 52% strongly agree child opportunities to connect /interact with classmates during remote learning.	2024-2025 Involvement 52% School promotes parental involvement Engagement and Attendance 48% strongly agree child is motivated to complete schoolwork. 53% strongly agree child feels hopeful about future. 42% strongly agree child	2025-2026 (survey was not administered)	Involvement 80% School promotes parental involvement Engagement and Attendance 75% strongly agree child is motivated to complete schoolwork. 75% strongly agree child feels hopeful about future. 75% strongly agree child opportunities to connect /interact	2024-25 Involvement -- 1% School promotes parental involvement Engagement and Attendance -- 3% strongly agree child is motivated to complete schoolwork. -- 25% strongly agree child feels hopeful about future. -- 10% strongly agree child

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SEL 84% agree teachers responsive to child's SEL needs. 90% feel school provides resources to support needs. 58% strongly agree that school is a safe place. 64% believe school treats all students with respect.	opportunities to connect /interact with classmates during remote learning. SEL 95% agree teachers responsive to child's SEL needs. 81% feel school provides resources to support needs. 56% strongly agree that school is a safe place. 96% believe school treats all students with respect.		with classmates during remote learning. SEL 90% agree teachers responsive to child's SEL needs. 95% feel school provides resources to support needs. 80% strongly agree that school is a safe place. 80% believe school treats all students with respect.	opportunities to connect /interact with classmates during remote learning. SEL + 11% agree teachers responsive to child's SEL needs. --9% feel school provides resources to support needs. --2% strongly agree that school is a safe place. +32% believe school treats all students with respect
4.6	California Healy Kids Secondary Student Survey	2023-24 School Connectedness Grade 9: o Feeling connected to school (Remote Only): 57% o Feeling close to people at school: 36% agreed. o Being happy with the school: 32% agreed. o Feeling like part of the school: 32% agreed.	2023-24 School Connectedness Grade 9: o Feeling connected to school (Remote Only): 46% o Feeling close to people at school: 30% agreed.	2025-2026 (survey was not administered)	School Connectedness Grade 9: o Feeling connected to school (Remote Only): 70% o Feeling close to people at school: 50% agreed. o Being happy with the school: 50% agreed.	2024-25 School Connectedness Grade 9: o Feeling connected to school (Remote Only): -- 11% o Feeling close to people at school: -- 6% agreed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: o Feeling connected to school (Remote Only): 59% o Feeling close to people at school: 43% agreed. o Being happy with the school: 38% agreed. o Feeling like part of the school: 24% agreed. Parent Involvement Grade 7: o Promotion of parental involvement: 76% of students agreed Grade 9: o Promotion of parental involvement: 76% of students agreed Grade 11: o Promotion of parental involvement: 73% of students agreed Social-Emotional Support Grade 7: o Caring relationships with adults at school: 61%	o Being happy with the school: 44% agreed. o Feeling like part of the school: 27% agreed. Grade 11: o Feeling connected to school (Remote Only): 62% o Feeling close to people at school: 43% agreed. o Being happy with the school: 60% agreed. o Feeling like part of the school: 58% agreed. Parent Involvement Grade 7: o Promotion of parental involvement: 73% of students agreed Grade 9: o Promotion of parental involvement: 64% of students agreed		o Feeling like part of the school: 50% agreed. Grade 11: o Feeling connected to school (Remote Only): 70% o Feeling close to people at school: 60% agreed. o Being happy with the school: 70% agreed. o Feeling like part of the school: 50% agreed. Parent Involvement Grade 7: o Promotion of parental involvement: 85% agreed Grade 9: o Promotion of parental involvement: 85% agreed Grade 11: o Promotion of parental	o Being happy with the school: +12% agreed. o Feeling like part of the school: --5% agreed. Grade 11: o Feeling connected to school (Remote Only): +3% o Feeling close to people at school: 0% agreed. o Being happy with the school: -22% agreed. o Feeling like part of the school: +34% agreed. Parent Involvement Grade 7: o Promotion of parental involvement: --3% of students agreed Grade 9: o Promotion of parental involvement: --12% of students agreed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		o High expectations from adults at school: 78% o Meaningful participation at school: 35% Grade 9: o Caring relationships with adults at school: 82% o High expectations from adults at school: 82% o Meaningful participation at school: 56% Grade 11: o Caring relationships with adults at school: 70% o High expectations from adults at school: 90% o Meaningful participation at school: 40% Absenteeism and Engagement Grade 7: o Monthly absences (3 or more days): 14% in the past 30 days.	Grade 11: o Promotion of parental involvement: 74% of students agreed Social-Emotional Support Grade 7: o Caring relationships with adults at school: 63% o High expectations from adults at school: 65% o Meaningful participation at school: 35% Grade 9: o Caring relationships with adults at school: 49% o High expectations from adults at school: 82% o Meaningful participation at school: 24% Grade 11:		involvement: 85% agreed Social-Emotional Support Grade 7: o Caring relationships with adults at school: 80% o High expectations from adults at school: 90% o Meaningful participation at school: 60% Grade 9: o Caring relationships with adults at school: 85% o High expectations from adults at school: 85% o Meaningful participation at school: 70% Grade 11: o Caring relationships with adults at school: 80%	Grade 11: o Promotion of parental involvement: +1% of students agreed Social-Emotional Support Grade 7: o Caring relationships with adults at school: +2% o High expectations from adults at school: -13% o Meaningful participation at school: 0% Grade 9: o Caring relationships with adults at school: -33% o High expectations from adults at school: 0% o Meaningful participation at school: -32% Grade 11:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		o Maintaining focus on schoolwork: 36% reported difficulty Grade 9: o Monthly absences (3 or more days): 8% in the past 30 days. o Maintaining focus on schoolwork: 36% reported difficulty Grade 11: o Monthly absences (3 or more days): 10% in the past 30 days. o Maintaining focus on schoolwork: 33% reported difficulty	o Caring relationships with adults at school: 74% o High expectations from adults at school: 79% o Meaningful participation at school: 42% Absenteeism and Engagement Grade 7: o Monthly absences (3 or more days): 27 % in the past 30 days. o Maintaining focus on schoolwork: 45% reported difficulty Grade 9: o Monthly absences (3 or more days): 25% in the past 30 days. o Maintaining focus on schoolwork: 41% reported difficulty		o High expectations from adults at school: 95% o Meaningful participation at school: 70% Absenteeism and Engagement Grade 7: o Monthly absences (3 or more days): 10% o Maintaining focus on schoolwork: 25% difficulty Grade 9: o Monthly absences (3 or more days): 5% o Maintaining focus on schoolwork: 25% difficulty Grade 11: o Monthly absences (3 or more days): 5% o Maintaining focus on schoolwork: 25% difficulty	o Caring relationships with adults at school: +4% o High expectations from adults at school: -11% o Meaningful participation at school: +2% Absenteeism and Engagement Grade 7: o Monthly absences (3 or more days): +13% in the past 30 days. o Maintaining focus on schoolwork: +9% reported difficulty Grade 9: o Monthly absences (3 or more days): - 5% in the past 30 days. o Maintaining focus on schoolwork: +5% reported difficulty

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11: o Monthly absences (3 or more days): 23 % in the past 30 days. o Maintaining focus on schoolwork: 24 % reported difficulty			Grade 11: o Monthly absences (3 or more days): -+13% in the past 30 days. o Maintaining focus on schoolwork:--9% reported difficulty

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.

Goal 4 was implemented through coordinated efforts to increase student, parent, and community engagement. BEST Academy continued to provide technology access, track daily student participation, implement Tiered Re-engagement, offer Parent Academy-aligned workshops, recognize parent participation, and expand SEL, extracurricular, and educational excursion opportunities. Implementation evidence indicates that engagement systems were active throughout the year, including family outreach, attendance monitoring, parent/student workshops, field trips, newsletters, ParentSquare communication, and teacher-directed school climate practices. A continuing challenge is ensuring consistent participation across families, grade levels, and programs, particularly with digital communication tools and synchronous engagement opportunities. Overall, actions were implemented in alignment with the goal and continued to support access, communication, belonging, and student re-engagement.

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

There were no material differences between budgeted and actual expenditures. Actions related to technology access, participation tracking, Tiered Re-engagement, family workshops, parent recognition, SEL/extracurricular engagement, lending resources, and school climate supports were implemented in alignment with the goal.

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

Goal 4 actions appear to be effective in strengthening systems for student and family engagement, though available data also indicates areas requiring continued refinement. Attendance and re-engagement practices continued to provide a structure for identifying students needing additional support and documenting outreach, follow-up, and escalation steps. Parent Academy-aligned workshops, ParentSquare

communication, newsletters, parent recognition activities, field trips, and extracurricular opportunities supported family connection, student belonging, and access to school resources. ParentSquare data showed an increase in the percentage of parents downloading the app, while the parent interaction percentage declined. This decline should be interpreted with caution, as the total number of parent accounts increased substantially from the prior year, which may have affected percentage-based engagement rates.

Additional ELAC Advisory Board stakeholder feedback provides local evidence that educational partners generally perceive the LCAP goal areas as effective. Across 22 survey responses, the average effectiveness rating across all four LCAP goals was 4.33 out of 5, with 87.5% of all ratings at 4 or 5. Goal 4 received the strongest average rating at 4.45 out of 5, suggesting that engagement, communication, and family partnership efforts are viewed positively by respondents. Continued areas for growth include increasing meaningful two-way parent interaction, expanding family participation in feedback opportunities, improving student buy-in, strengthening regional access to activities, and refining early intervention practices for students who show signs of disengagement.

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.

No changes were made to the overall Goal 4 statement or core metrics. However, reflections on implementation and educational partner feedback indicate the need to continue refining how engagement is measured, communicated, and documented. BEST Academy will continue using attendance data, Tiered Re-engagement documentation, Contact Manager logs, ParentSquare data, event participation records, ELAC/SSC feedback, and local survey results to monitor progress. The school will also continue efforts to increase ParentSquare app use, strengthen meaningful two-way family communication, expand parent and student voice opportunities, increase regional access to engagement activities where feasible, and support teacher-directed practices that promote belonging, safety, and positive relationships. For future reporting, BEST Academy will continue to distinguish between total participation, unique student/family participation, and percentage-based engagement rates so that engagement data more clearly reflects both activity volume and actual reach.

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	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and when needed, families may request a school-owned laptop and any other technologies or equipment to support access to our online curriculum at no cost to the family. Additionally, a prorated internet reimbursement may be asked during enrollment or at any time after enrollment. The tools are to engage with our instructional program and curriculum, delivered through our learning management system Clever and BUZZ. Low-income students will be prioritized as the school works towards increasing student access to school-owned laptops and online curriculum.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Track and Record Daily Student Participation	ALL students must regularly communicate with a teacher every learning period. Parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) regularly, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. Students are required to complete daily learning logs, assigned PE logs, as well as attend any scheduled 1:1 meetings with their teacher.	$10,000.00	No
4.3	Framework of Tiered Re-engagement Strategies for Students	B.E.S.T. Academy has developed the Framework of Tiered Re-engagement Strategies to significantly enhance student engagement and decrease chronic absenteeism. This proactive framework is crucial for providing tailored support to all students, particularly those who might struggle with engagement or consistent attendance, ensuring they receive the comprehensive assistance needed to succeed academically and socially. The framework incorporates a structured, three-tiered approach to re-engage students. It begins with parent-pupil conferences that encourage active family involvement and foster a strong connection between the school and home. These conferences are designed to collaboratively develop strategies that fully integrate students into the school program. Subsequently, tiered re-engagement strategies are utilized to further promote regular attendance and active participation in school activities. This approach is especially suited for charter schools, emphasizing the importance of increasing parental engagement as a vital component of the educational process. Through the Tiered Re-engagement Strategies, B.E.S.T. Academy is committed to creating an inclusive and supportive educational environment where every student has the opportunity to thrive.	$5,000.00	Yes
4.4	Parent Academy	B.E.S.T. Academy will implement a Parent Academy to provide parents with the tools and resources to support student growth at home. This initiative empowers caregivers to become full partners in their children's	$53,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education, particularly benefiting unduplicated students by fostering greater parental involvement.		
4.5	Parent Recognition	We seek to recognize parent involvement at B.E.S.T. Family members and educational partners will be recognized for participation in ELAC, SSC, and school educational excursions. Recognition events are promoted and shared via social media, school websites, and other digital platforms to foster digital community engagement.	$10,000.00	No
4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Teachers will implement and support engagement in Social-Emotional Learning (SEL) through a research-based curriculum and various extracurricular activities. This action aims to foster a supportive school climate and promote student well-being, principally benefiting unduplicated students by addressing their specific social-emotional needs. Additionally, the school will allocate funds for enrichment activities and educational excursions within the community. This includes: Quarterly Educational Excursions: Each grade level will have community-based educational excursions, focusing on cultural, historical, and environmental learning experiences. These excursions include transportation, entry fees, and guided tours. Enrichment Programs: Offer after-school enrichment programs such as art, music, science clubs, video, computer coding, and sports. These programs will be run by trained instructors and will include the necessary materials and equipment. Community Partnerships: Collaborate with local organizations to provide workshops and activities that promote academic and social skills. This includes guest speakers, hands-on workshops, and mentorship programs.	$50,000.00	Yes
4.7	Lending Library for Technology Tools	B.E.S.T. Academy will establish a lending library that provides students and families with access to essential technology tools and learning	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Learning Resources	resources to support student learning at home. This initiative aims to ensure that all students, particularly unduplicated pupils such as low-income students, English learners, and foster youth, have the necessary resources to succeed academically outside of the classroom.		
4.8	Teacher-Directed Engagement to Enhance School Climate and Survey Outcomes	To address the interpretation and impact of survey questions related to school climate, BEST Academy will implement a teacher-directed action item focused on enhancing perceptions of respect, safety, and caring relationships. Key components include providing targeted professional development for teachers to understand and address survey questions, organizing regular focus groups with students and parents for in-depth feedback, and implementing specific programs like mentorship and conflict resolution workshops to promote a positive school climate. Additionally, a school-specific survey will be developed to continuously monitor intervention effectiveness, with regular assessments and feedback loops to adjust strategies as needed. Teachers will engage in collaborative planning and reflection sessions to review data and refine action plans, ensuring responsiveness to the school community's needs. This approach aims to create a more positive and inclusive school climate, directly enhancing the educational experience and building stronger, more trusting relationships within the school community.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$919976	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.634%	0.000%	$0.00	7.634%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental literacy programs to support student Lexile growth **Need:** In the 2023-2024 school year, 60% of B.E.S.T. Academy's students were unduplicated, with 56% qualifying as low-income and 24.5% as English learners (EL). Most of the school's ELs are in grades 8-12. At the start of the school year, 78% of students were working on	B.E.S.T. Academy has identified a critical need to enhance literacy skills, particularly among its unduplicated students, including low-income and English learners (ELs). Data from the WASC Self-Study reveals that at the beginning of the school year, 78% of students were working on foundational (K-2) skills in at least one strand, which decreased to 41% by the end of the year. Significant Lexile growth was observed through the Beable program, with 7th graders improving by 93 points, 8th graders by 92 points, 10th graders	To ensure the effectiveness of Action 1.1 in supporting student Lexile growth and overall literacy development, B.E.S.T. Academy will employ a variety of metrics focused on language development and the four domains of literacy:

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
	foundational zone (K-2) skills in at least one strand. By the end of the year, this number was reduced to 41%, demonstrating significant, yet insufficient, progress. Based on reflections from staff on the 2023-2024 school year classroom performance and specific data from the Beable reading comprehension program, there is a significant need to refine support for English learners to increase engagement and academic achievement. Specifically, parents have reported through surveys a desire for more structured support in reading and literacy, with requests for free access to books and resources to aid home learning. Additionally, survey feedback and our own self-study indicate a need for more synchronous ELD class time and enhanced communication regarding available support and resources. These findings underscore the importance of providing unduplicated students with accessible, high-quality educational resources and personalized support to address their unique learning needs. By implementing supplemental literacy programs and leveraging digital tools, B.E.S.T. Academy aims to create an inclusive, engaging, and supportive learning environment that fosters academic success and language proficiency for all students. **Scope:**	by 106 points, and 12th graders by 156 points. Despite this progress, there remains a need for sustained and targeted interventions to further advance literacy skills. The school has a substantial population of ELL students, primarily in grades 8-12, with only 32.4% making progress toward English language proficiency. Integrating specific ELD resources, such as academic vocabulary and graphic organizers, has proven effective, but there is a noted need for more synchronous ELD class time. Additionally, low parent engagement in school events, with attendance ranging from 10-15%, indicates a need for improved communication and involvement strategies. By implementing supplemental literacy programs, B.E.S.T. Academy aims to provide personalized support, leveraging digital tools to create an inclusive and engaging learning environment. This approach not only addresses the literacy needs of unduplicated students but also fosters greater academic success and language proficiency across the entire student body.	reading, writing, speaking, and listening. Standardized Assessments: NWEA RIT Range Results: Conduct assessments twice yearly to track reading growth and proficiency. These results will help identify students, particularly English learners (ELs) and Long-Term English Learners (LTELs), who need targeted interventions in reading. CAASPP—ELA Scores: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in English Language Arts (ELA). These scores will be reviewed biannually to monitor growth and proficiency. ELPAC Results: English Learner Progress Indicator: Track the progress of English learners using the English Language Proficiency

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 Schoolwide		Assessments for California (ELPAC). This metric will help ensure that EL students are making adequate progress towards achieving English language proficiency. Lexile Growth Data: Beable Program Data: Monitor Lexile growth data from the Beable reading comprehension program. Significant Lexile growth has already been observed, such as a 93-point increase in 7th grade and a 156-point increase in 12th grade. Continued monitoring will ensure sustained progress. Interim Writing Assessments: Writing Skills Evaluation: Conduct regular interim writing assessments to measure students' writing abilities. These assessments will help identify areas for targeted intervention and track improvements over time. Speaking and Listening Assessments:

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
			Oral Language Proficiency: Utilize rubrics and performance-based assessments to evaluate students' speaking and listening skills. Regular assessments will ensure that students develop their oral language proficiency in alignment with literacy goals. Parent and Community Engagement Metrics: Workshop Attendance and Feedback: Track attendance and participation in literacy workshops and events for parents. Collect feedback to gauge the effectiveness of these initiatives in supporting home-based literacy activities. EL Monitoring Forms: Progress Tracking: Use EL Monitoring Forms to evaluate the progress of EL and LTEL students. This includes tracking reclassification rates to ensure students progress towards Fluent English Proficient status.

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
			By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy can make informed adjustments to its literacy programs. This approach will address identified gaps and improve overall program effectiveness, ensuring that all students, particularly unduplicated pupils, achieve significant literacy growth and academic success.
1.2	**Action:** Language development programs to support the reclassification of English Language Learners **Need:** Through a comprehensive review of academic performance data, including ELPAC scores and feedback from LCAP Stakeholder Surveys, B.E.S.T. Academy has identified a critical need to enhance support for English Language Learner (ELL) students. The data indicates that while there is notable progress, there is a significant proportion of ELL students who require additional, targeted interventions to achieve English language proficiency. Specifically, only 32.4% of ELL students are making adequate progress, and many Long-Term English Learners (LTELs) are not transitioning to Fluent English Proficient status at expected rates.	Implementing comprehensive language development programs at B.E.S.T. Academy is specifically designed to address the needs of unduplicated pupils, particularly English Language Learners (ELLs) and Long-Term English Learners (LTELs). Data from the 2023-2024 school year reveals that only 32.4% of ELL students are making adequate progress toward achieving English language proficiency, with 20 students eligible for reclassification as Fluent English Proficient. This indicates a significant need for targeted interventions to enhance engagement and academic performance. By refining support strategies tailored to the unique needs of ELL students, the program aims to provide differentiated instruction and targeted interventions that help these students overcome language barriers and excel academically. One of the core components of the program is the systematic identification and transition processes	To ensure the effectiveness of Action 1.2 in supporting student Lexile growth and overall literacy development, B.E.S.T. Academy will employ a variety of metrics focused on language development and the four domains of literacy: reading, writing, speaking, and listening. Standardized Assessments: NWEA RIT Range Results: Conduct assessments twice yearly to track reading growth and proficiency. These results will help identify

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
	Stakeholder feedback also highlights the necessity for more consistent and effective instructional strategies and professional development for teachers to better support ELL students. Therefore, refining our support for ELL students to increase their engagement and academic achievement is essential to ensure they can successfully progress toward English language proficiency. **Scope:** LEA-wide Schoolwide	for LTEL students. By implementing systematic processes for identifying and transitioning these students towards reclassification, B.E.S.T. Academy ensures that students at risk of falling behind receive the necessary support. Using an EL Monitoring Form to track progress through NWEA—RIT Range Results and CAASPP—ELA scores provide data-driven insights that inform instructional strategies and interventions. This approach allows for timely and effective adjustments to support student progress. Moreover, integrating English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies across the curriculum ensures that ELL students receive consistent and effective language support. This comprehensive approach helps ELL students develop language proficiency while mastering academic content. Additionally, ongoing professional development for content area teachers focuses on best practices for supporting ELL and LTEL students. Training includes strategies for enhancing language acquisition and academic achievement during synchronous Personalized Learning Time (PLT) classes, ensuring that teachers are equipped to meet the diverse needs of their students. Implementing these language development programs on an LEA-wide basis ensures that all ELL students across the district benefit from consistent, high-quality support. This approach promotes equity by ensuring every ELL student has access to the resources and interventions needed to succeed. By addressing the needs of unduplicated pupils comprehensively, the program	students, particularly English learners (ELs) and Long-Term English Learners (LTELs), who need targeted interventions in reading. CAASPP—ELA Scores: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in English Language Arts (ELA). These scores will be reviewed biannually to monitor growth and proficiency. ELPAC Results: English Learner Progress Indicator: Track the progress of English learners using the English Language Proficiency Assessments for California (ELPAC). This metric will help ensure that EL students are making adequate progress towards achieving English language proficiency. Lexile Growth Data: Beable Program Data: Monitor Lexile growth 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
		supports the overall academic success of the student population, fostering an inclusive and supportive learning environment for all. Through these efforts, B.E.S.T. Academy aims to enhance student outcomes and prepare all students for future academic and professional success.	from the Beable reading comprehension program. Significant Lexile growth has already been observed, such as a 93-point increase in 7th grade and a 156-point increase in 12th grade. Continued monitoring will ensure sustained progress. Interim Writing Assessments: Writing Skills Evaluation: Conduct regular interim writing assessments to measure students' writing abilities. These assessments will help identify areas for targeted intervention and track improvements over time. Speaking and Listening Assessments: Oral Language Proficiency: Utilize rubrics and performance-based assessments to evaluate students' speaking and listening skills. Regular assessments will ensure that students develop their oral language proficiency in alignment with literacy goals.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Parent and Community Engagement Metrics: Workshop Attendance and Feedback: Track attendance and participation in literacy workshops and events for parents. Collect feedback to gauge the effectiveness of these initiatives in supporting home-based literacy activities. EL Monitoring Forms: Progress Tracking: Use EL Monitoring Forms to evaluate the progress of EL and LTEL students. This includes tracking reclassification rates to ensure students progress towards Fluent English Proficient status. By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy can make informed adjustments to its literacy programs. This approach will address identified gaps and improve overall program effectiveness, ensuring that all 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
			particularly unduplicated pupils, achieve significant literacy growth and academic success.
1.7	**Action:** One-on-one Tutoring **Need:** In the 2023-2024 school year, 60% of BEST Academy's students were unduplicated, with 56% qualifying as low-income and 24.5% as English learners (EL). Most of the school's ELs are in grades 8-12. At the start of the school year, 78% of students were working on foundational zone (K-2) skills in at least one strand. By the end of the year, this number was reduced to 41%, demonstrating significant, yet insufficient, progress. Based on staff reflections on the 2023-2024 school year classroom performance and specific data from the Beable reading comprehension program, there is a significant need to refine support for English learners to increase engagement and academic achievement. Specifically, parents have reported through surveys a desire for more structured support in reading and literacy to aid home learning. Additionally, survey feedback and our own self-study indicate a need for more synchronous ELD class time and enhanced communication regarding available support and resources. These findings underscore the importance of providing unduplicated students with	Based on comprehensive data collection, there is a clear need for targeted literacy interventions to support unduplicated pupils at BEST Academy. Data indicates that at the start of the school year, 78% of students were working on foundational zone (K-2) skills in at least one strand, reducing to 41% by year-end, reflecting significant progress but ongoing need for support. Additionally, Lexile growth data from the Beable program showed substantial improvements, with 7th graders growing by 93 points, 8th graders by 92 points, 10th graders by 106 points, and 12th graders by 156 points, underscoring the need for continued, individualized literacy support. Furthermore, 32.4% of English learners (ELs) are making progress toward English language proficiency, with 20 students eligible for reclassification as Fluent English Proficient in the 2023-24 school year. However, there is a noted need for more synchronous ELD class time and targeted interventions. Parental involvement is also critical, as evidenced by 65% of parents strongly agreeing that the school encourages them to be active partners in their child's education and 71% affirming the school's promotion of academic success for all students. Implementing one-on-one tutoring sessions at learning centers will provide personalized support tailored to the specific literacy and writing needs of unduplicated pupils, particularly low-income	To ensure the effectiveness of Action 1.7 in supporting student Lexile growth and overall literacy development, BEST Academy will employ a variety of metrics focused on language development and the four domains of literacy: reading, writing, speaking, and listening. Standardized Assessments NWEA RIT Range Results: Conduct assessments twice yearly to track reading growth and proficiency. These results will help identify students, particularly English learners (ELs) and Long-Term English Learners (LTELs), who need targeted interventions in reading. CAASPP—ELA Scores: Use California Assessment of Student

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	accessible, high-quality educational resources and personalized support to address their unique learning needs. By implementing supplemental literacy programs and leveraging digital tools, BEST Academy aims to create an inclusive, engaging, and supportive learning environment that fosters academic success and language proficiency for all students. **Scope:** LEA-wide Schoolwide	students and ELs. This LEA-wide strategy ensures efficient resource use and consistent support across all schools and addresses the holistic improvement of school climate. By fostering a culture of academic excellence and inclusivity, this action will help all students, especially unduplicated pupils, achieve significant literacy growth and academic success, as measured by improvements in NWEA RIT scores, CAASPP results, ELPAC proficiency rates, and reclassification rates of ELs.	Performance and Progress (CAASPP) scores to evaluate student progress in English Language Arts (ELA). These scores will be reviewed biannually to monitor growth and proficiency. ELPAC Results English Learner Progress Indicator: Track the progress of English learners using the English Language Proficiency Assessments for California (ELPAC). This metric will help ensure that EL students are making adequate progress towards achieving English language proficiency. Lexile Growth Data Beable Program Data: Monitor Lexile growth data from the Beable reading comprehension program. Significant Lexile growth has already been observed, such as a 93-point increase in 7th grade and a 156-point increase in 12th grade. Continued

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			monitoring will ensure sustained progress. Interim Writing Assessments Writing Skills Evaluation: Conduct regular interim writing assessments to measure students' writing abilities. These assessments will help identify areas for targeted intervention and track improvements over time. Speaking and Listening Assessments Oral Language Proficiency: Utilize rubrics and performance-based assessments to evaluate students' speaking and listening skills. Regular assessments will ensure that students develop their oral language proficiency in alignment with literacy goals. Parent and Community Engagement Metrics Workshop Attendance and Feedback: Track

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			attendance and participation in literacy workshops and events for parents. Collect feedback to gauge the effectiveness of these initiatives in supporting home-based literacy activities. EL Monitoring Forms Progress Tracking: Use EL Monitoring Forms to evaluate the progress of EL and LTEL students. This includes tracking reclassification rates to ensure students' progress towards Fluent English Proficient status. By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy will make informed adjustments to its one-on-one tutoring program. This approach will ensure that the tutoring sessions are effective and that students, particularly unduplicated pupils, are making measurable improvements in their literacy and writing skills,

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			ultimately leading to higher academic achievement.
2.1	**Action:** Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science) **Need:** Historically, socioeconomically disadvantaged students, EL, and foster youth have had less access to advanced math and fewer opportunities to succeed in STEM careers. Our school demographics indicate that 60% of B.E.S.T. Academy's students are unduplicated pupils, with 61% qualifying as low-income and 32% as English learners (EL). In reviewing our data from the California Dashboard and the CAASPP results in both Math and Science, the school discovered that less than 5% of our socioeconomically disadvantaged students are performing at grade level standards. Based on this data, we identified the need to expand opportunities to our unduplicated students so they can meet the Math and Science standards, be ready to enroll in advanced math and science courses, and increase their possibility of success in STEM-oriented academic areas and fields. **Scope:** LEA-wide Schoolwide	We are dedicated to building a strong foundation in mathematics for all our students and helping them overcome any anxiety related to the subject while also recognizing disparities in opportunities and outcomes for unduplicated students. Several of our actions address the identified needs listed above. First, we will provide students and families with high-quality curriculum materials including physical objects and math manipulatives to help them understand mathematical concepts, especially those with less access to high-quality learning opportunities due to socioeconomic disadvantages. These hands-on mathematical activities will help students develop numeracy and better understand number facts, algebraic thinking, and spatial reasoning. By using real-world concepts and tangible materials, students will be able to increase their chances of success in math and science. Using these instructional resources at home will improve abstract thinking skills and help students develop the academic language necessary to meet the language requirements of the discipline. To address the needs of our EL student population teachers will continue to refine Specially Designed Academic Instruction in English (SDAIE) strategies to incorporate them into their math and science synchronous classes. While these strategies are tailored to English learners to effectively address content and language objectives within the same math lesson, they benefit all students.	To monitor the effectiveness of action 2.1, we will employ the NWEA RIT scores. We will use these local diagnostic assessments to track Math and science proficiency. We will also use the Math performance indicator on the California Dashboard, and CAASPP Math and Science results. California Dashboard: Our socioeconomically disadvantaged, and EL are approximately 150 points below the standard. We anticipate our actions will move our unduplicated students closer to achieving the standard. CAASPP results: Less than 3% of our EL, and socioeconomically disadvantaged students are meeting the Math standard. And less than 5% of our socioeconomically disadvantaged students are meeting the Science standard. These indicators

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		The targeted supports are tailored to meet the needs of unduplicated students, and we anticipate that these measures will lead to improved outcomes. These efforts will raise the percentage of our unduplicated students who meet the math and science standards, fostering a STEM mindset that will enable them to pursue advanced high school math and science courses. These services will mainly target our unduplicated students. Still, they will be accessible to all students across the LEA, as everyone benefits from these math and science instructional improvements in our independent learning community.	provide a comprehensive view of student progress and program impact. Our contributing actions are expected to increase the percentage of unduplicated students meeting the Math and Science standard requirements and move from less than 5% to 20-35%. These improved results will help us move from orange to yellow and higher within the next three years.
2.2	**Action:** Professional development activities for academic achievement, one-on-one tutoring. **Need:** In reviewing our data, over 60% of B.E.S.T. Academy's students were unduplicated, with 56% qualifying as low-income and 32% as English learners (EL). The California Dashboard indicates that our socioeconomically disadvantaged students, and EL are approximately 150 points below the standard. Likewise, our CAASPP results show that less than 3% of our EL, and socioeconomically disadvantaged students are meeting the Math standard. And less than 5% of our socioeconomically disadvantaged students are meeting the Science standard.	Implementing one-on-one tutoring sessions will provide personalized support tailored to the specific math and science needs of unduplicated pupils, particularly low-income students and ELs. This LEA-wide strategy ensures efficient resource use and consistent support across all schools. By fostering a culture of academic excellence and inclusivity, this action will help all students, especially unduplicated pupils, achieve significant math and science growth as measured by improvements in NWEA RIT scores, CAST and CAASPP results.	To ensure the effectiveness of Action 2.2 in supporting student math and science success, B.E.S.T. Academy will employ a variety of metrics focused on student growth. CAASPP—Math Scores: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in Math. These scores will be reviewed biannually to monitor growth and proficiency.

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	These indicators provide a comprehensive view of student progress and program impact. These findings underscore the importance of providing unduplicated students with accessible, high-quality personalized support to address their unique learning needs. By implementing tutoring and leveraging digital tools, B.E.S.T. Academy aims to increase student math and science achievement that fosters academic success for all students. **Scope:** LEA-wide Schoolwide		CAST: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in Science. NWEA RIT Range Results: Conduct assessments to track Math and Science growth. These results will help identify students, particularly EL and socioeconomically disadvantaged who need targeted interventions in math. By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy will make informed adjustments to its one-on-one tutoring program. This approach will ensure that the tutoring sessions are effective and that students, particularly unduplicated pupils, are making measurable improvements in math and science skills, ultimately leading to higher academic achievement in STEM.

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3.4	**Action:** Credit recovery opportunities **Need:** Socioeconomically disadvantaged students are more likely to face interruptions in their educational journey, which can hinder timely graduation and progression to postsecondary education. The school reviewed our overall Graduation Rate (67%) and analyzed the comments made by educational partners in the LCAP Survey. Unduplicated students are graduating at a lower rate than the overall student population. Based on this data, we identified the need to provide EL, socioeconomically disadvantaged, foster youth students with greater credit recovery opportunities to increase their graduation rates. These students are currently at the yellow level, but our goal is to progress to the blue level within the next two years. To meet this need, the school has implemented an action plan to increase the overall graduation rate to 87% and to increase the graduation rate of our socioeconomically disadvantaged and EL students. **Scope:** LEA-wide	To address this need, the school will expand the offerings of credit recovery opportunities to support our unduplicated students who may have experienced disruption in their education. These actions will be primarily directed toward our socioeconomically disadvantaged, foster youth and EL students, however, they will be available to all students on an LEA-wide basis, as everyone benefits from these credit recovery opportunities to graduate promptly from high school.	To monitor the effectiveness of action 3.4, we will use local data to track the course-taking patterns of our unduplicated students to make sure they are on track for graduation. We will also use a state metric in which our current overall graduation rate is 67% on the California dashboard. This metric provides a comprehensive view of student progress and program impact. These actions are expected to increase the overall graduation rate and at the same time increase the graduation percentage of our unduplicated students and move from yellow to blue in the next three years.
3.6	**Action:** College counseling, college workshops, educational excursions	To meet this need the school will provide personnel, professional development, professional services, materials, and supplies to train staff to	To monitor the effectiveness of our action, we will employ the CCI

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	Need: The school has reviewed the College and Career Indicator and analyzed the comments made by educational partners in the LCAP Survey. Our findings suggest that socioeconomically disadvantaged students have not achieved the desired level of College/Career Readiness as measured by the California Dashboard. To meet this need, the school will implement an action plan to increase the percentage of socioeconomically disadvantaged students who are college- and career-ready. **Scope:** Schoolwide	offer one-on-one financial workshops to families and students. In addition, counseling services will be available for unduplicated middle and high school students to provide information and assistance about the college admissions process and financial affordability. All in all, our actions aim to increase postsecondary opportunities for these unduplicated students. By offering field trips, increasing exposure to college and career pathways, financial aid workshops, and providing social supports to promote college and career readiness, we will lay the foundation for their postsecondary trajectory success. These targeted supports are designed to meet the needs of unduplicated students who tend to be predominantly first-generation students and also have limited exposure to the college experience and to financial aid opportunities. We anticipate these actions to result in improved outcomes and to increase the percentage of socioeconomically disadvantaged students who are making progress toward the College/Career Readiness requirements, moving from very low to medium or higher within the next three years. We also anticipate these actions to increase the number of unduplicated students participating in dual and concurrent enrollment programs that allow them to earn a high school diploma and gain college readiness skills.	indicator that provides a comprehensive view of student progress and program impact. In addition, we will use a local metric to track the number of graduating students who go on to 2 or 4-year schools post-graduation These actions are expected to increase the percentage of socioeconomically disadvantaged meeting the College/Career Readiness requirements, move from very low to medium or higher in the next three years, and increase the number of students attending post-secondary institutions.
4.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum	To address these needs, B.E.S.T. Academy will implement Action 4.1: Access to Technology, Internet Connectivity, and a Rigorous Curriculum. This action will ensure that all families can request	To monitor the effectiveness of these initiatives, B.E.S.T. Academy will employ

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	Need: Based on reflections on classroom performance during the 2023-2024 school year through teacher-led focus groups and feedback from educational partners in our 2023-24 LCAP Parent Survey and the California Healthy Kids Survey, student, parent, and community engagement needs to be improved. This is crucial to supporting student success in academic, social-emotional, and extracurricular endeavors. Enhancing access to technology and internet connectivity ensures that all students and families can engage fully with our delivery model of online instructional programs and curriculum. Unduplicated students face significant barriers to accessing necessary technology and internet connectivity, which impede their ability to fully participate in online learning. To bridge this digital divide, B.E.S.T. Academy will provide school-owned laptops and internet reimbursement, ensuring all students have the necessary tools to engage with the instructional program and curriculum. Ensuring that low-income students and other unduplicated pupils have access to a rigorous curriculum through platforms like Clever and BUZZ is crucial. These tools offer interactive and comprehensive educational content that supports academic achievement. By prioritizing low-income students for school-owned laptops, the academy ensures those	a school-owned laptop. equipment and any other technologies, at no cost upon enrollment and as needed. Additionally, families may request a prorated internet reimbursement or an internet hotspot during the enrollment process or at any time after enrollment. These tools are essential for engaging with our instructional program and curriculum, delivered through our learning management systems, Clever and BUZZ. Our research indicates that unduplicated students are more like to become disengaged. Therefore, low-income and English language learner students will be prioritized to ensure equitable access to school-owned laptops and internet connectivity. This will help bridge the digital divide and enable all students to participate fully in their education, enhancing engagement and supporting their academic success. By providing these resources on an LEA-wide basis, we aim to create a more inclusive and supportive learning environment that benefits the entire school community.	various metrics that provide a comprehensive view of student progress and program impact. We will track technology access and usage by monitoring the number of laptops and internet reimbursements or hot spots provided to families. Additionally, we will assess student engagement with our learning management systems, Clever and BUZZ, to ensure they effectively utilize these resources. Attendance and engagement will be measured by tracking improvements in student attendance and participation in online classes and activities. We will also monitor the frequency and outcomes of parent-pupil conferences aimed at reducing chronic absenteeism. Parent and community engagement will be

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	who need it most have access to the required technology. Providing technology and internet access helps families support their children's learning at home. This enhances parental engagement by facilitating communication with teachers, monitoring academic progress, and participation in school activities. Increasing access to technology fosters a more inclusive and supportive community, allowing all students and their families to fully engage in the educational process. Access to technology and a rigorous curriculum is linked to improved academic performance. It enables students to complete assignments, participate in virtual classrooms, and utilize educational software. Engaging with the school community through digital platforms also supports students' social-emotional development by providing access to counseling, peer interactions, and extracurricular activities. **Scope:** LEA-wide Schoolwide		evaluated by tracking attendance and participation in workshops, Board meetings, ELAC meetings, and other parent events. We will collect feedback from parents on the effectiveness of our communication methods and the support provided to ensure we are meeting their needs. Student progress and achievement will be assessed using standardized and interim assessments to evaluate academic performance. We will also monitor social-emotional development through surveys and observations to provide a well-rounded understanding of each student's growth. Our approach involves continuous data collection and review, with feedback from teachers, students, and parents crucial to informing our strategies. Our programs will be adjusted regularly to address any identified

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			gaps and improve overall effectiveness. Through these efforts, B.E.S.T. Academy aims to create a supportive and enriching learning environment that fosters student engagement, parental involvement, and community support, ultimately enhancing student success in all areas.
4.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Data indicates that unduplicated students, particularly those from low-income backgrounds and English learners, are at a higher risk of disengaging from schoolwork and experiencing chronic absenteeism. In the 2024-2025 school year, 60% of B.E.S.T. Academy's students were unduplicated, with 56% qualifying as low-income and 24.5% as English learners. Feedback from the 2023-2024 LCAP Parent Survey and the CA Healthy Kids Survey highlights a significant need to enhance student, parent, and community engagement to support student success in various areas. **Scope:**	The Framework of Tiered Re-engagement Strategies is principally directed at unduplicated students who are most at risk of disengagement and absenteeism. By implementing these strategies across the district, B.E.S.T. Academy ensures that all students, particularly unduplicated pupils, receive the necessary support to succeed academically and socially. This comprehensive approach helps improve attendance, re-engage students, and support overall student success, addressing the unique challenges unduplicated students face while benefiting the entire student body.	B.E.S.T. Academy will use a comprehensive set of metrics to monitor the progress of Action 4.3. Academic performance will be tracked through student grades, GPA, and standardized test scores such as CAASPP and NWEA RIT, as well as regular progress reports. Engagement and participation will be measured by monitoring student participation rates in school activities and events, analyzing survey responses from student engagement and satisfaction surveys, and collecting qualitative data from teacher observations.

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	LEA-wide Schoolwide		Additionally, tools such as Buzz Reports and ELPAC will be used to assess academic progress, while stakeholder feedback will be gathered through the LCAP Parent Survey and the CA Healthy Kids Survey. These metrics will provide a detailed and holistic view of the effectiveness of re-engagement strategies and support continuous improvement efforts. Through these efforts, B.E.S.T. Academy aims to create a supportive and enriching learning environment that fosters student engagement, parental involvement, and community support, ultimately enhancing student success in all areas.
4.4	**Action:** Parent Academy **Need:** Our research indicates that unduplicated students benefit significantly from increased parental involvement in their education. Parent academies provide essential support and resources to families, empowering them to	Research and survey feedback indicates that unduplicated students, including low-income students and English learners, benefit significantly from increased parental involvement. In the 2023-2024 school year, most parents expressed the need for additional support and resources to aid their children's education at home. Enhancing parental involvement is crucial for supporting	To monitor the effectiveness of these initiatives, B.E.S.T. Academy will employ various metrics that provide a comprehensive view of engagement and program impact.

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	actively participate in their children's academic journey. They help parents of English learners understand how to support their children's language development at home and serve as a bridge between home and school cultures, fostering better communication and understanding. Based on staff reflections on classroom performance from the 2023-2024 school year and feedback from educational partners collected in the 2023-24 LCAP and CA Healthy Kids Survey, there is a significant need to enhance student, parent, and community engagement. This engagement supports student success in academic, social-emotional, and extracurricular endeavors. Ensuring families have the necessary resources and support to engage fully with the instructional program and curriculum is vital. **Scope:** LEA-wide Schoolwide	student success in academic and social-emotional areas.	• Parent and Community Engagement: Track attendance and participation in Parent Academy workshops, Board meetings, ELAC meetings, and other parent events. Collect feedback from parents on the effectiveness of our communication methods and the support provided. • Technology Access and Usage: Track the use of digital platforms for promoting and conducting Parent Academy events. Monitor engagement with these platforms to ensure effective utilization. • Student Progress and Achievement: Assess the

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			impact of increased parent engagement on student academic performance and social-emotional development through surveys and observations. • Attendance and Engagement: Measure improvements in student attendance and participation in extracurricular activities and online events facilitated by increased parent engagement. Our approach involves continuous data collection and review, with feedback from teachers, students, and parents being crucial to informing our strategies. Regular adjustments will be made to our Parent Academy programs to address any identified gaps and improve overall effectiveness.

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			Through these efforts, B.E.S.T. Academy aims to create a supportive and enriching learning environment that fosters student engagement, parental involvement, and community support, ultimately enhancing student success in all areas.
4.6	**Action:** Activities to support student and family engagement in SEL and extracurricular activities. **Need:** Our findings indicate that there is a substantial need for enhanced strategies to re-engage students, particularly those at a higher risk of disengagement or chronic absenteeism, such as our unduplicated students. Feedback from the 2023-2024 California Healthy Kids Parent Survey indicates that while parents appreciate the school's supportive environment, there is a need for enhanced engagement strategies. Notably, 65% of parents reported that the school encourages them to be active partners, but only 39% reported actual involvement in school activities. Additionally, 59% of parents felt that the school treats all students with respect, and 63% felt welcome to participate at the school. However, only 53% of parents believe that the school provides opportunities for meaningful student participation, and 47% think the school effectively communicates the	The activities and SEL programs are principally directed at unduplicated students to address their specific needs in social-emotional learning and engagement. By implementing these programs LEA-wide, B.E.S.T. Academy ensures that all students benefit from a positive and inclusive school environment. This approach addresses the unique challenges faced by unduplicated students while promoting overall student success and community engagement. Addressing engagement and absenteeism on a schoolwide basis also improves the overall school climate. By fostering a culture of excellence and inclusivity, B.E.S.T. Academy can create a positive environment that benefits every student. This holistic improvement not only supports the academic and social-emotional needs of unduplicated students but also enhances the educational experience for the entire student body. Through these LEA-wide actions, B.E.S.T. Academy aims to create an equitable and supportive educational environment. This approach addresses the unique needs of	Attendance and Participation: o Track student attendance in weekly SEL lessons, mindfulness activities, and classroom community-building exercises. o Monitor enrollment and participation in after-school enrichment programs. o Record student participation in quarterly educational excursions. Student Development: o Use SEL assessments to measure improvements in social-emotional skills. School Climate: o Compare year-over-year CA Healthy Kids and LCAP surveys to assess

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	importance of respecting different cultural beliefs and practices. These findings highlight a significant need to enhance student, parent, and community engagement to support student success in academic, social-emotional, and extracurricular endeavors. Ensuring families have the necessary resources and fostering a supportive community is vital to help all students thrive. **Scope:** LEA-wide Schoolwide	unduplicated students while promoting overall student success and community engagement.	the overall school climate and perceptions of safety and support. o Monitor parent-pupil conferences and follow-ups on absenteeism. Resource Utilization: o Track distribution and use of SEL materials and enrichment program supplies. o Record teacher participation in SEL professional development and evaluate classroom implementation. These metrics will help B.E.S.T. Academy ensure that Action 4.6 effectively addresses the needs of unduplicated students, enhances engagement, and fosters a supportive school environment. Continuous data collection and analysis will allow for timely adjustments to improve program effectiveness.
4.7	**Action:** Lending Library for Technology Tools and Learning Resources **Need:**	By establishing this lending library, B.E.S.T. Academy aims to remove barriers to learning, support student achievement, and promote a culture of educational excellence both in and out of the classroom. This initiative directly addresses	To monitor the effectiveness of the Resource Lending Library, B.E.S.T. Academy will track the following metrics:

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	In the 2024-2025 school year, 60% of B.E.S.T. Academy's students were unduplicated, with 61% qualifying as low-income and 32% as English learners (EL). The free resource lending library at B.E.S.T. Academy will significantly benefit unduplicated students, particularly low-income or English learners (ELs). These students often face challenges such as limited access to educational materials, which are crucial for their academic success. By providing access to various books, bilingual resources, and learning aids, the lending library will help bridge the gap for students who lack the financial resources to purchase these materials. According to the LCAP Parent Survey, many parents expressed the need for more free access to books and additional support for home learning, indicating a clear demand for such resources. Additionally, the lending library will enhance literacy skills and support home learning by making educational materials available at home. This is particularly important for reinforcing classroom learning and engaging parents in their children’s education. For instance, the CA Healthy Kids Parent Survey revealed that 76% of parents appreciated the school’s efforts to promote parental involvement, and the availability of these resources will further empower parents to assist with homework and educational activities. The library will also provide enrichment materials to stimulate interest in various subjects, ensuring a well-rounded education and promoting a love for learning.	the needs of unduplicated pupils—low-income students, English learners, and foster youth—by ensuring equitable access to the technology and resources necessary for academic success. Feedback from the LCAP Parent Survey highlights a strong need for enhanced engagement through multiple targeted actions. Parents have indicated a desire for increased workshops, improved communication strategies, support for social-emotional learning, celebration of student success, and additional resources and training for home learning. The lending library will provide the tools and resources that meet these needs, thereby fostering greater parent involvement and student engagement. Implementing this comprehensive, multi-tiered approach effectively meets the diverse needs of students and parents. By making these resources available LEA-wide, B.E.S.T. Academy can promote a supportive and inclusive educational environment that benefits all students. This strategy not only addresses the specific challenges faced by unduplicated pupils but also enhances the overall school community by fostering equity and inclusion. Through this initiative, B.E.S.T. Academy is committed to creating an environment where every student can thrive academically and socially.	Utilization Rates: Measure the number of families and students using the lending library. Resource Distribution: Monitor the types and quantities of materials checked out, ensuring a wide range of subjects and materials are used. Student Engagement: Assess improvements in student engagement and participation through surveys and feedback. Academic Progress: Track student progress in literacy and other academic areas through standardized assessments and teacher observations. Parent Feedback: Collect feedback from parents on the usefulness and impact of the resources provided. By implementing and monitoring these metrics, B.E.S.T. Academy aims to create an equitable and

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	By addressing these needs, the resource-lending library will help overcome technological barriers for students who may not have reliable internet access or devices at home. This initiative ensures that all students, regardless of socioeconomic status, have the tools to succeed academically. Overall, the lending library will foster a more equitable and supportive educational environment, enhance parental involvement, and contribute to the academic and social-emotional development of B.E.S.T. Academy's unduplicated students. **Scope:** LEA-wide Schoolwide		supportive educational environment that addresses the unique needs of unduplicated students while promoting overall student success and community engagement.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

All planned actions/services are proposed to ensure positive outcomes for student achievement for unduplicated students. The actions and services provided in the previous section are the most effective use of these funds to meet our school's goals for our unduplicated students. The planned actions and services and their related budgeted expenditures demonstrate that the school is meeting the required proportional increase in spending for unduplicated students relative to that of all students.

Additional Concentration Grant Funding

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

Parent Engagement staff members and Student Intervention Coordinator focus on engaging and supporting students, with a specific focus on unduplicated students. Staff provides resources and information to parents and families to support student academic success; additionally, staff works with individual students to identify and address areas of need. The Student Intervention Coordinator works with teachers to implement effective High Dosage Tutoring to address the learning needs of lower-performing students and increase student achievement levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 : 19.5
Staff-to-student ratio of certificated staff providing direct services to students		1 : 61.14

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	12050445	919976	7.634%	0.000%	7.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,507,500.00	$0.00	$0.00	$0.00	$2,507,500.00	$823,000.00	$1,684,500.00

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	Supplemental literacy programs to support student Lexile growth	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	$0.00	$20,000.00	$20,000.00				$20,000.00	0.35%
1	1.2	Language development programs to support the reclassification of English Language Learners	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2025-26 school year	$408,000.00	$13,250.00	$421,250.00				$421,250.00	5.74%
1	1.3	Professional development for academic achievement	All	No			All Schools	2025-26 school year	$0.00	$75,000.00	$75,000.00				$75,000.00	0.85%
1	1.4	Diagnostic Assessments and MTSS Academic Interventions	All	No			All Schools	2025-26 school year	$0.00	$11,000.00	$11,000.00				$11,000.00	
1	1.5	Provide student incentives for literacy achievement	All	No			All Schools	2025-26 school year	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.6	Adoption of new writing assessment	All	No			All Schools	2025-26 school year	$0.00	$1,250.00	$1,250.00				$1,250.00	
1	1.7	One-on-one Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	$0.00	$1,021,500.00	$1,021,500.00				$1,021,500.00	7.45%
2	2.1	Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-2026 school year	$0.00	$27,000.00	$27,000.00				$27,000.00	2.01%
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$5,000.00	$5,000.00				$5,000.00	0.25%
2	2.3	STEM-centered clubs/elective classes	All	No			All Schools	2025-2026 school year	$50,000.00	$0.00	$50,000.00				$50,000.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	STEM family nights/ STEM fairs	All	No			All Schools	2025-2026 school year	$5,000.00	$0.00	$5,000.00				$5,000.00	0.00
2	2.5	Industry visits, educational excursions, and guest speakers	All	No			All Schools	2025-2026 school year	$0.00	$5,000.00	$5,000.00				$5,000.00	0.00
3	3.1	Career Technical Education elective classes	All	No			All Schools	2025-2026 school year	$0.00	$0.00	$0.00				$0.00	0.00
3	3.2	Dual and Concurrent enrollment	All	No			All Schools	2025-2026 school year	$0.00	$15,500.00	$15,500.00				$15,500.00	0.00
3	3.3	Credit evaluation meetings	All	No				2025-2026 school year	$15,000.00	$0.00	$15,000.00				$15,000.00	0.32%
3	3.4	Credit recovery opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$91,000.00	$91,000.00				$91,000.00	0.50%
3	3.5	A-G Awareness	All	No			All Schools	2025-2026 school year	$175,000.00	$0.00	$175,000.00				$175,000.00	0.00
3	3.6	College counseling, college workshops, educational excursions	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	All Schools	2025-2026 school year	$102,000.00	$0.00	$102,000.00				$102,000.00	1.46%
3	3.7		All	No			All Schools	2024-25 school year								
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	$0.00	$150,000.00	$150,000.00				$150,000.00	0.99%
4	4.2	Track and Record Daily Student Participation	All Students with Disabilities	No				2025-26 school year	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	$5,000.00	$0.00	$5,000.00				$5,000.00	0.05%
4	4.4	Parent Academy	English Learners Low Income	Yes	LEA-wide Schoolwide	English Learners Low Income		2025-26 school year	$53,000.00	$0.00	$53,000.00				$53,000.00	1.02%
4	4.5	Parent Recognition	All Students with Disabilities	No				2025-26 school year	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	English Learners Low Income	Yes	LEA-wide Schoolw	English Learners Low Income		2025-26 school year	$0.00	$50,000.00	$50,000.00				$50,000.00	0.50%

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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
					ide											
4	**4.7**	Lending Library for Technology Tools and Learning Resources	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	$0.00	$175,000.00	$175,000.00				$175,000.00	2.98%
4	**4.8**	Teacher-Directed Engagement to Enhance School Climate and Survey Outcomes	All	No				2025-26 school year	$10,000.00	$0.00	$10,000.00				$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12050445	919976	7.634%	0.000%	7.634%	$2,120,750.00	24.470%	42.069 %	**Total:**	$2,120,750.00
								LEA-wide Total:	$2,018,750.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,029,750.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental literacy programs to support student Lexile growth	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$20,000.00	0.35%
1	1.2	Language development programs to support the reclassification of English Language Learners	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$421,250.00	5.74%
1	1.7	One-on-one Tutoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$1,021,500.00	7.45%
2	2.1	Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$27,000.00	2.01%
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	0.25%

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 (%)
2	2.3	STEM-centered clubs/elective classes				All Schools	$50,000.00	0.00
2	2.4	STEM family nights/ STEM fairs				All Schools	$5,000.00	0.00
2	2.5	Industry visits, educational excursions, and guest speakers				All Schools	$5,000.00	0.00
3	3.1	Career Technical Education elective classes				All Schools	$0.00	0.00
3	3.2	Dual and Concurrent enrollment				All Schools	$15,500.00	0.00
3	3.4	Credit recovery opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,000.00	0.50%
3	3.5	A-G Awareness				All Schools	$175,000.00	0.00
3	3.6	College counseling, college workshops, educational excursions	Yes	Schoolwide	Foster Youth Low Income	All Schools	$102,000.00	1.46%
3	3.7					All Schools		
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$150,000.00	0.99%
4	4.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$5,000.00	0.05%
4	4.4	Parent Academy	Yes	LEA-wide Schoolwide	English Learners Low Income		$53,000.00	1.02%
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Yes	LEA-wide Schoolwide	English Learners Low Income		$50,000.00	0.50%
4	4.7	Lending Library for Technology Tools and Learning Resources	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$175,000.00	2.98%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,033,975.00	$2,499,725.00

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**	Supplemental literacy programs to support student Lexile growth	Yes	$40,000.00	19350
1	**1.2**	Language development programs to support the reclassification of English Language Learners	Yes	$390,000.00	421000
1	**1.3**	Professional development for academic achievement	No	$50,000.00	50000
1	**1.4**	Diagnostic Assessments and MTSS Academic Interventions	No	$4,200.00	11665
1	**1.5**	Provide student incentives for literacy achievement	No	$2,500.00	3960
1	**1.6**	Adoption of new writing assessment	No	$25,000.00	1250
1	**1.7**	One-on-one Tutoring	Yes	$1,388,510.00	1021000
2	**2.1**	Access for middle school students so that they can reach advanced Math and Science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	Yes	$115,000.00	27000
2	**2.2**	Professional development activities for academic achievement, one-on-one tutoring.	Yes	$40,000.00	5000
2	**2.3**	STEM-centered clubs/elective classes	No	$50,000.00	50000

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	2.4	STEM family nights/STEM fairs	No	$5,000.00	5000
2	2.5	Industry visits, educational excursions, and guest speakers	No	$5,000.00	5000
3	3.1	Career Technical Education elective classes	No	$33,000.00	0
3	3.2	Dual and Concurrent enrollment	No	$32,000.00	15500
3	3.3	Credit evaluation meetings	No	$15,000.00	15000
3	3.4	Credit recovery opportunities	Yes	$87,265.00	91000
3	3.5	A-G Awareness	No	$135,000.00	175000
3	3.6	College counseling, college workshops, educational excursions	Yes	$135,000.00	102000
3	3.7		No		
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$150,000.00	150000
4	4.2	Track and Record Daily Student Participation	No	$10,000.00	10000
4	4.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$5,000.00	5000
4	4.4	Parent Academy	Yes	$40,000.00	53000
4	4.5	Parent Recognition	No	$40,000.00	10000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Yes	$51,500.00	56000
4	4.7	Lending Library for Technology Tools and Learning Resources	Yes	$175,000.00	187000
4	4.8	Teacher-Directed Engagement to Enhance School Climate and Survey Outcomes	No	$10,000.00	10000

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)
1373358	$2,617,275.00	$2,137,350.00	$479,925.00	24.470%	19.530%	-4.940%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental literacy programs to support student Lexile growth	Yes	$40,000.00	19350	0.35%	.17%
1	1.2	Language development programs to support the reclassification of English Language Learners	Yes	$390,000.00	421000	5.74%	3.86%
1	1.7	One-on-one Tutoring	Yes	$1,388,510.00	1021000	7.45%	9.36%
2	2.1	Access for middle school students so that they can reach advanced Math and Science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	Yes	$115,000.00	27000	2.01%	.25%
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	Yes	$40,000.00	5000	0.25%	.04%
3	3.4	Credit recovery opportunities	Yes	$87,265.00	91000	0.50%	.83%
3	3.6	College counseling, college workshops, educational excursions	Yes	$135,000.00	102000	1.46%	.94%
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$150,000.00	150000	0.99%	1.37%

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)
4	4.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$5,000.00	5000	0.05%	.04%
4	4.4	Parent Academy	Yes	$40,000.00	53000	1.02%	.48%
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Yes	$51,500.00	56000	0.50%	.48%
4	4.7	Lending Library for Technology Tools and Learning Resources	Yes	$175,000.00	187000	2.98%	1.71%

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)
10901071	1373358	0.00	12.598%	$2,137,350.00	19.530%	39.137%	$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,

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- 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