



## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

Published on June 9, 2025 at 3:51 PM PDT

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#### Date and Time

Thursday June 12, 2025 at 6:00 PM PDT

#### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us in the Home Office's Board Room at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at:

<https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

**Public Comment:** Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. Members of the public who are joining via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen or press star (\*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes.

The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

**Access to Board Materials:** A copy of the written materials which have been submitted to the School Board with the agenda relating to open session items may be reviewed by any interested persons on the Amethod Public School’s website at [www.amethodschools.org](http://www.amethodschools.org) following the posting of the agenda. Amethod reserves the right to show or distribute additional information and/or documents to the School Board at the meeting, and will make copies of such documents relating to open session items available to the public upon request.

**Disability Access:** Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (510) 436-0172. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Rodolfo Ornelas	2 m
<b>B.</b> Record Attendance		Sally Li	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> Approval of the Agenda	Vote	Rodolfo Ornelas	2 m
<b>E.</b> Public Comments on Non-Agenda Items			2 m
Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			
<b>II. Consent</b>			<b>6:10 PM</b>
<b>A.</b> Approval of 5/29/2025 Special Board Meeting Minutes	Approve Minutes	Rodolfo Ornelas	1 m
<b>B.</b> Approval of May 2025 Check Register	Vote	Adrienne Barnes	2 m

	Purpose	Presenter	Time
<b>III. Closed Session</b>			<b>6:13 PM</b>
<b>A.</b> CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION	Discuss		30 m
Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (two cases)			
<b>B.</b> Public Employment (Gov. Code § 54957)	Discuss		20 m
<i>Title:</i> Chief Executive Officer			
<b>IV. Business</b>			<b>7:03 PM</b>
<b>A.</b> Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez	Discuss	Mary Busby	5 m
Public comment			
<b>B.</b> Public Hearing: Local Control Accountability Plan (LCAP) - Downtown Charter Academy	Discuss	Mary Busby	5 m
Public comment			
<b>C.</b> Public Hearing: Local Control Accountability Plan (LCAP) - John Henry High School	Discuss	Mary Busby	5 m
Public comment			
<b>D.</b> Public Hearing: Local Control Accountability Plan (LCAP) - Oakland Charter Academy	Discuss	Mary Busby	5 m
Public comment			
<b>E.</b> Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Academy	Discuss	Mary Busby	5 m
Public comment			
<b>F.</b> Review Draft Budgets (BJE, DCA, JHHS, OCA, RCA)	Discuss	Adrienne Barnes	10 m
Public comment			

	Purpose	Presenter	Time
<b>G.</b> Review and Consideration of Approval of Resolution re Correction of Misallocation of Buildout Costs at 1450 Marina Way South  Public comment	Vote	Adrienne Barnes	5 m
<b>H.</b> Review and Consideration of Approval of AMPS Salary Band Update  Public comment	Vote	Adrienne Barnes	5 m
<b>I.</b> Review and Consideration of Approval of Food Service Contract 2025-2026  Public comment	Vote	Adrienne Barnes	5 m
<b>J.</b> Review and Consideration of Approval of Board Member Resolution- Peter Hanley	Vote	Adrienne Barnes	5 m
<b>K.</b> Review and Consideration of Approval of Provisional Internship Permit (PIP) Public Notice  Public comment	Vote	Sally Li	2 m
<b>L.</b> Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500) for JHHS  Public comment	Vote	Sally Li	2 m
<b>M.</b> Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500) for DCA  Public comment	Vote	Sally Li	2 m
<b>N.</b> Review and Consideration of Approval of Elise Darwish Contract  Public comment	Vote	Adrienne Barnes	5 m
<b>O.</b> Review and Consideration of Approval of Lead Liberated Contract  Public comment	Vote	Adrienne Barnes	5 m



	Purpose	Presenter	Time
<b>P.</b> Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez  Public comment	Vote	Mary Busby	2 m
<b>Q.</b> Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Downtown Charter Academy  Public comment	Vote	Mary Busby	2 m
<b>R.</b> Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - John Henry High School  Public comment	Vote	Mary Busby	2 m
<b>S.</b> Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Oakland Charter Academy  Public comment	Vote	Mary Busby	2 m
<b>T.</b> Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Richmond Charter Academy  Public comment	Vote	Mary Busby	2 m
<b>U.</b> Review and Consideration of Approval of 2025-26 Preliminary Budget - Richmond Charter Elementary - Benito Juarez  Public comment	Vote	Adrienne Barnes	2 m
<b>V.</b> Review and Consideration of Approval of 2025-26 Preliminary Budget - Downtown Charter Academy  Public comment	Vote	Adrienne Barnes	2 m
<b>W.</b> Review and Consideration of Approval of 2025-26 Preliminary Budget - John Henry High School  Public comment	Vote	Adrienne Barnes	2 m

	Purpose	Presenter	Time
<b>X.</b> Review and Consideration of Approval of 2025-26 Preliminary Budget - Oakland Charter Academy  Public comment	Vote	Adrienne Barnes	2 m
<b>Y.</b> Review and Consideration of Approval of 2025-26 Preliminary Budget - Richmond Charter Academy  Public comment	Vote	Adrienne Barnes	2 m
<b>Z.</b> Consideration of Approval of New Board Member(s)  Public Comment	Vote	Rodolfo Ornelas	5 m
<b>V. Closing Items</b>			<b>8:39 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Rodolfo Ornelas	1 m

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# Coversheet

## Approval of 5/29/2025 Special Board Meeting Minutes

**Section:** II. Consent  
**Item:** A. Approval of 5/29/2025 Special Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Special Meeting of the AMPS Board of Directors on May 29, 2025

APPROVED



## Amethod Public Schools

### Minutes

#### Special Meeting of the AMPS Board of Directors

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##### Date and Time

Thursday May 29, 2025 at 6:00 PM

##### Location

1450 Marina Way South Richmond, CA 94804

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**Directors Present**

J. Lerma, M. DiGiorgio, R. Ornelas

**Directors Absent**

D. Leung, P. Hanley

**Guests Present**

A. Barnes, K. Palmore, M. Arechiga, S. Li

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**I. Opening Items**

**A. Call the Meeting to Order**

R. Ornelas called a meeting of the board of directors of Amethod Public Schools to order on Thursday May 29, 2025 at 6:01 PM.

**B. Record Attendance**

**C. Announcements**

Board Chair Rodolfo announced agenda items Business item C. Review and Consideration of Approval of AMPS Salary Band Update 2025-2026 and Business item F. Review and Consideration of Approval of Board Member Resolution- Peter Hanley will be pulled from the agenda and moved to the upcoming regularly scheduled board meeting.

**D. Public Comments on Non-Agenda Items**

No public comments.

## II. Closed Session

### A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

The board returned from closed session at 7:00pm and there were no reportable actions.

### B. Public Employment (Gov. Code § 54957)

## III. Consent

### A. Approval of 5/08/2025 Regular Board Meeting Minutes

M. DiGiorgio made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 05-08-25.

J. Lerma seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

P. Hanley Absent

D. Leung Absent

J. Lerma Aye

R. Ornelas Aye

M. DiGiorgio Aye

## IV. Business

### A. Finance Presentation

Kimberly, Senior Director of Finance, presented the preliminary financial plan and budget preparation for the 2025-2026 fiscal year. She outlined several key revisions that will serve as guidelines for building the official budget. One of the main updates is the 2.30% Cost of Living Adjustment (COLA) which came lower in than earlier state projections. This adjustment will be used in conjunction with enrollment numbers to revise school site budgets accordingly. Kimberly also noted an LCFF (Local Control Funding Formula) deferral, but reassured that this will not negatively impact AMPS, as all school sites are currently in a strong cash position. Additional funding sources include an increase in the Expanded Learning Opportunities Program (ELOP) grant, which will support after-school and summer programs. In the upcoming year, AMPS will also receive the Student Support and Professional Development Block Grant and a Learning Recovery Grant. She shares Local Education Agencies (LEAs) are encouraged to exercise caution in developing their 2025-26 budgets. Maintaining sufficient reserves and avoiding deficit spending will be critical. Given the uncertain economic outlook, thoughtful financial planning is essential to reduce the risk of receiving a qualified or negative interim certification. She shares school sites are advised to budget conservatively to minimize fluctuations when submitting interim reports, unaudited actuals, and other financial

documentation. The internal finance team will submit these numbers to Charter Impact, and will bring forward a proposed budget to the Board.

Adrienne, Interim CEO, added that there is tension on charter schools that maintain large fund balances. Especially in light of deferrals, she strongly recommends that charter schools continue to hold substantial reserves for precisely these reasons. Unlike school districts, which benefit from larger fiscal cushions such as the ability to use prior-year ADA, charter schools are more vulnerable to deferrals.

## **B. Review and Consideration of Approval of Third Interim Report for RCA**

Kimberly, Senior Director of Finance, presented the Third Interim Financial Report for RCA, as requested by WCCUSD. This report offers a snapshot of the Second Interim Report submitted in February, with year-to-date actuals reflecting financial activity through the end of March. The finance team is currently working on closing the books for April. In collaboration with Charter Impact, the team adjusted various line items to reflect updated figures. Total revenue has decreased, largely due to lower than anticipated funding from ESSER funds. On the expense side, there was a reduction in prior year lottery allocations under state revenue. There is about a \$60,000 reduction in projected expenses.

Adrienne, Interim CEO, clarified that a Third Interim Report is typically only required when a school has received a negative certification, indicating it cannot meet financial obligations over the current and following two fiscal years. However, RCA does not have a negative certification and can meet its financial obligations for the current year and the next two years. The report was prepared solely because the authorizer requested its submission. A major change from the Second Interim was in depreciation. The Second Interim covered financials through January 31. Due to the late submission of the 2023-2024 audit, AMPS received updated depreciation in the 2023-2024 audit that came after the second interim submission. Adrienne also noted a projected drop in other local revenues in 2026-2027, as certain funding sources are set to expire. Both the 2025-2026 and 2026-2027 projections are based on an enrollment increase to 330 students, up from the current self-imposed cap of 300. This increase is considered highly achievable due to a strong student waitlist.

Board chair Rodolfo thanks the finance team and looks forward to the end of year report once the books are closed.

J. Lerma made a motion to Approve Third Interim Report for RCA.

M. DiGiorgio seconded the motion.

The board **VOTED** to approve the motion.

### **Roll Call**

J. Lerma     Aye

R. Ornelas   Aye

M. DiGiorgio Aye

**Roll Call**

P. Hanley Absent  
D. Leung Absent

**C. Review and Consideration of Approval of AMPS Salary Band Update 2025-2026**

**D. Review and Consideration of Approval of OCHS Lease Extension**

Adrienne, Interim CEO presented the Third Lease Extension Amendment for OCHS. Originally, the OCHS lease was aligned with the school's charter term. However, as the team is currently engaged in the charter appeal process a final decision is not expected until September. AMPS requested a three-month lease extension from the landlord. The amendment includes a 3% increase in rent, while all other terms of the lease remain unchanged.

Board Member Margie and Board Chair Rodolfo expressed their gratitude to the landlord for accommodating the lease extension and supporting the school during this transitional period.

J. Lerma made a motion to Approve OCHS Lease Extension.

R. Ornelas seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

J. Lerma Aye  
D. Leung Absent  
R. Ornelas Aye  
P. Hanley Absent  
M. DiGiorgio Aye

**E. Review and Consideration of Approval of Response to Letter of Concern - JHHS CDE**

Adrienne, Interim CEO, presented the response letter to the California Department of Education (CDE) regarding a letter of concern received for JHHS. The concern centers around a repeat audit finding related to a material weakness in internal controls. The letter from the CDE specifically raised two questions related to internal controls. Adrienne explained that significant changes have been made to strengthen financial oversight, including the restructuring and expansion of the finance team. For the past two years, AMPS operated without a Director of Finance; that position has now been filled. In addition, AMPS engaged a new back office provider, Charter Impact, to further enhance financial operations. The response letter to the CDE outlines these key changes and includes a copy of AMPS's fiscal policies and procedures. The CDE also requested evidence of internal staff training, which has been provided. The letter requires formal board approval before submission.



Board Chair Rodolfo thanked Adrienne and the team for their swift response, their presentation of the letter to the board for review and approval, and for their ongoing dedication and hard work.

Board Member Margie inquired about the duration of AMPS’s engagement with Charter Impact.

Adrienne responded that the contract with Charter Impact was signed in April 2024, with official services beginning on July 1, 2024, to align with the start of the 2024–2025 school year. However, Charter Impact began supporting AMPS earlier than the official start date to assist with the budgeting process.

M. DiGiorgio made a motion to Approve Response to Letter of Concern - JHHS CDE.

J. Lerma seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

R. Ornelas	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
P. Hanley	Absent
D. Leung	Absent

### **F. Review and Consideration of Approval of Board Member Resolution- Peter Hanley**

## **V. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:20 PM.

Respectfully Submitted,  
R. Ornelas

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# Coversheet

## Approval of May 2025 Check Register

<b>Section:</b>	II. Consent
<b>Item:</b>	B. Approval of May 2025 Check Register
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	AMPS May 2025 Check Register.pdf

**Company name:** Amethod Public Schools  
**Report name:** Check register  
**Created on:** 6/9/2025

Date	Vendor	Document no.	Amount	Comments
5/2/2025	BAYA000--Bay Alarm	11215	867.81	
5/2/2025	BRAD000--Brady Industries	11216	687.44	
5/2/2025	CENT002--Central Coating Company	11217	412.50	
5/2/2025	EVER723--EVERON FKA ADT COMMERCIAL	11218	369.12	
5/2/2025	FLYN000--Flynn Plumbing, Inc	11219	1,388.00	
5/2/2025	OMEG000--Omega Pest Control, Inc.	11220	600.00	
5/2/2025	ORKI000--Orkin	11221	166.00	
5/2/2025	REED000--Reed Brothers Security	11222	904.13	
5/2/2025	SWIN000--Swing Education	11223	4,634.00	
5/2/2025	EDUC002--The Education Team	11224	2,512.25	
5/2/2025	UCRE000--UC Regents	11225	1,620.00	
5/7/2025	ATTX073--AT&T	11226	69.94	
5/7/2025	HOPK000--Ben Hopkins	11227	19.27	
5/7/2025	BRAD000--Brady Industries	11228	5,804.30	
5/7/2025	CHAR002--Charter Impact	11229	36,996.00	
5/7/2025	CHAR000--Charter Schools Development Center	11230	5,650.00	
5/7/2025	CHAR001--Charterup LLC	11231	1,546.48	
5/7/2025	EBMU974--EBMUD PAYMENT CENTER	11233	921.20	
5/7/2025	EBMU296--EBMUD PAYMENT CENTER	11232	1,142.26	
5/7/2025	EDUC001--Educational Networks, Inc.	11234	1,987.50	
5/7/2025	EMEE000--Eme Enterprise Inc. DBA H2O Water	11235	169.77	
5/7/2025	GET 000--Get Empowered	11236	6,650.00	
5/7/2025	LEAR001--LEARN2CODE.LIVE	11237	7,795.00	
5/7/2025	MEAS000--Measure Education Inc	11238	9,803.88	
5/7/2025	OAKL000--Oakland Athletic League	11239	467.50	
5/7/2025	OAKL004--Oakland Zoo	11240	1,242.00	
5/7/2025	SCOO000--Scoot Education	11241	7,075.00	
5/7/2025	STAP000--Staples	11242	83.76	
5/7/2025	EDUC002--The Education Team	11243	2,932.19	
5/7/2025	UPNE000--UpNex Sports Academy	11244	1,530.00	
5/7/2025	WADF000--Wadford Martial Arts	11245	2,000.00	
5/9/2025	ATTX062--AT&T	11246	5,804.25	
5/9/2025	BANK000--Charlani Banks	11247	61.56	
5/9/2025	BROW002--David Brown	11248	172.87	
5/9/2025	GET 000--Get Empowered	11249	3,400.00	
5/9/2025	GRAD000--Graduation Source	11250	1,961.62	
5/9/2025	INDU000--Industry Specific Solutions	11251	4,750.00	
5/9/2025	SCOO000--Scoot Education	11252	2,260.00	
5/9/2025	SWIN000--Swing Education	11253	17,220.00	
5/9/2025	EDUC002--The Education Team	11254	4,543.27	
5/14/2025	CERT000--Certified Languages International, LL	11255	153.70	
5/14/2025	EDSP000--Ed Sped Solutions, Inc	11256	16,859.00	
5/14/2025	INDU000--Industry Specific Solutions	11257	22,420.25	
5/14/2025	SCHO003--School Food Solutions L3C	11258	3,234.52	
5/14/2025	SCOO000--Scoot Education	11259	100,572.35	Board-approved contract
5/14/2025	STAP000--Staples	11260	209.46	
5/14/2025	SWIN000--Swing Education	11261	18,319.00	
5/16/2025	ATTX481--AT&T MOBILITY	11263	2,254.80	
5/16/2025	ATTX8481--AT&T Mobility	11262	3,051.71	
5/16/2025	AYAH000--Aya Healthcare, Inc	11264	136,921.25	Board-approved contract; multiple sites
5/16/2025	BLIC000--Blick Art Materials LLC	11265	653.03	
5/16/2025	EBMU961--EBMUD PAYMENT CENTER	11270	1,167.52	
5/16/2025	EBMU941--EBMUD PAYMENT CENTER	11269	621.07	
5/16/2025	EBMU046--EBMUD PAYMENT CENTER	11268	368.42	
5/16/2025	EBMU861--EBMUD PAYMENT CENTER	11267	230.24	
5/16/2025	EBMU023--EBMUD PAYMENT CENTER	11266	482.04	
5/16/2025	EDTE000--EdTec Inc.	11271	127.50	
5/16/2025	FAMI000--Families in Action for Quality Educatio	11272	5,000.00	
5/16/2025	GORD000--Gordon&Rees Scully Mansukhani, LL	11273		
5/16/2025	THOM002--Hae-Sin Thomas	11274	6,000.00	
5/16/2025	INDU000--Industry Specific Solutions	11275	11,217.50	
5/16/2025	INFO000--InfoArmor, Inc	11276	195.10	
5/16/2025	JJKE000--J.J. Keller & Associates, Inc	11277	1,474.80	
5/16/2025	HANL000--Peter Hanley	11278	364.62	
5/16/2025	REVO000--Revolution Foods, PBC	11279	80,971.28	Board-approved contract; multiple sites
5/16/2025	SCHO003--School Food Solutions L3C	11280	6,314.34	
5/16/2025	SCOO000--Scoot Education	11281	8,876.00	

5/16/2025	SWIN000--Swing Education	11282	6,720.00	
5/16/2025	YOUN000--Young & Minney & Corr, LLP	11283		
5/19/2025	UNIV000--Universal Studios	11284	7,779.00	
5/21/2025	BRAD000--Brady Industries	11285	3,907.58	
5/21/2025	CHAR002--Charter Impact	11286	362.36	
5/21/2025	CHRI001--Christy White, Inc	11287	18,893.25	
5/21/2025	CITY000--City Of Oakland - False Alarm Reducti	11288	994.06	
5/21/2025	EDSP000--Ed Sped Solutions, Inc	11289	55,763.80	Board-approved contract; multiple sites; required services
5/21/2025	EVER046--EVERON FKA ADT COMMERCIAL	11290	4,251.32	
5/21/2025	INDU000--Industry Specific Solutions	11291	13,506.73	
5/21/2025	LEAR000--Learning Enrichment Afterschool Prog	11292	1,485.71	
5/21/2025	OMEG000--Omega Pest Control, Inc.	11293	305.00	
5/21/2025	REED000--Reed Brothers Security	11294	666.49	
5/21/2025	RUSH000--Rush Order Tees	11295	2,193.98	
5/21/2025	SCOO000--Scoot Education	11296	14,542.00	
5/21/2025	EDUC002--The Education Team	11297	1,607.10	
5/21/2025	VRSQ000--VR Squad, Inc	11298	1,500.00	
5/23/2025	AMAZ000--AMAZON CAPITAL SERVICES, INC.	11299	18,498.56	
5/23/2025	COMM000--Communicaid Inc	11300	190.00	
5/23/2025	EBMU827--EBMUD PAYMENT CENTER	11302	1,127.46	
5/23/2025	EBMU226--EBMUD PAYMENT CENTER	11301	1,142.26	
5/23/2025	EDSP000--Ed Sped Solutions, Inc	11303	26,800.00	
5/23/2025	SCOT001--Jarod Scott	11304	115.57	
5/23/2025	NAVI000--Navitas Credit Corp	11305	3,104.04	
5/23/2025	REDW000--Redwood Health Services, Inc	11306	5,776.00	
5/23/2025	COHE000--Sarah R Cohen	11307	13,912.50	
5/23/2025	SCOO000--Scoot Education	11308	52,469.00	Board-approved contract; multiple sites
5/23/2025	SPEC000--SpectrumVoIP	11309	177.60	
5/23/2025	STAP000--Staples	11310	983.89	
5/23/2025	STAR000--Star Elevator, Inc.	11311	194.98	
5/23/2025	SWIN000--Swing Education	11312	22,386.00	
5/23/2025	THEB000--The Berkeley Chess School	11313	1,470.00	
5/23/2025	EDUC002--The Education Team	11314	1,703.05	
5/28/2025	4IMP000--4imprint, Inc	11315	2,041.56	
5/28/2025	BAYP000--Bay Pro	11316	1,463.50	
5/28/2025	BRAD000--Brady Industries	11317	2,053.86	
5/28/2025	EVER645--EVERON FKA ADT COMMERCIAL	11318	202.54	
5/28/2025	INDU000--Industry Specific Solutions	11319	37,660.24	
5/28/2025	METL000--Met Life	11320	24,483.24	
5/28/2025	MICH000--Michael's Transportation Service, Inc.	11321	5,880.00	
5/28/2025	SCOO000--Scoot Education	11322	119,727.00	Board-approved contract
5/28/2025	STAP000--Staples	11323	481.61	
5/28/2025	SWIN000--Swing Education	11324	7,518.00	
5/30/2025	BLIC000--Blick Art Materials LLC	11325	319.47	
5/30/2025	CORO000--Corodata Shredding, Inc	11326	549.67	
5/30/2025	BAUT000--Rojas Building Solution and Janitorial	11327	42,740.00	
5/30/2025	SAFE001--SafeTight Security	11328	2,800.32	
5/30/2025	SCOO000--Scoot Education	11329	4,468.00	
5/30/2025	SWIN000--Swing Education	11330	4,270.00	

## Coversheet

### Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez

**Section:** IV. Business

**Item:** A. Public Hearing: Local Control Accountability Plan (LCAP) - Richmond  
Charter Elementary - Benito Juarez

**Purpose:** Discuss

**Submitted by:**

**Related Material:**

2025\_Local\_Control\_and\_Accountability\_Plan\_Benito\_Juarez\_Elementary\_School\_20250612.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond Charter Elementary - Benito Juarez Elementary

CDS Code: 07617960129643

School Year: 2025-26

LEA contact information:

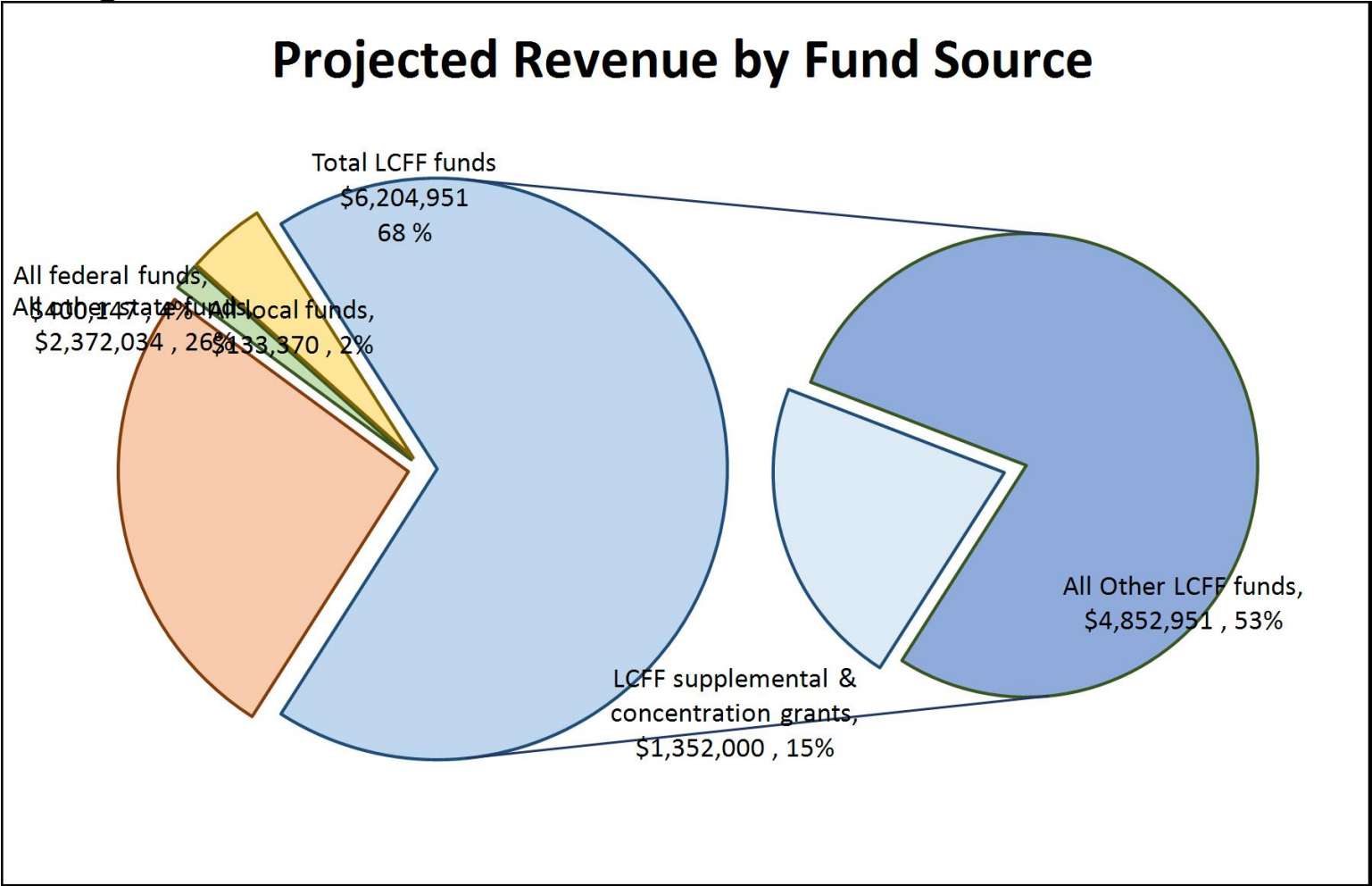
Dr. LaSonya Michelle Walker

Site Director

510-722-1179

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

## Budget Overview for the 2025-26 School Year



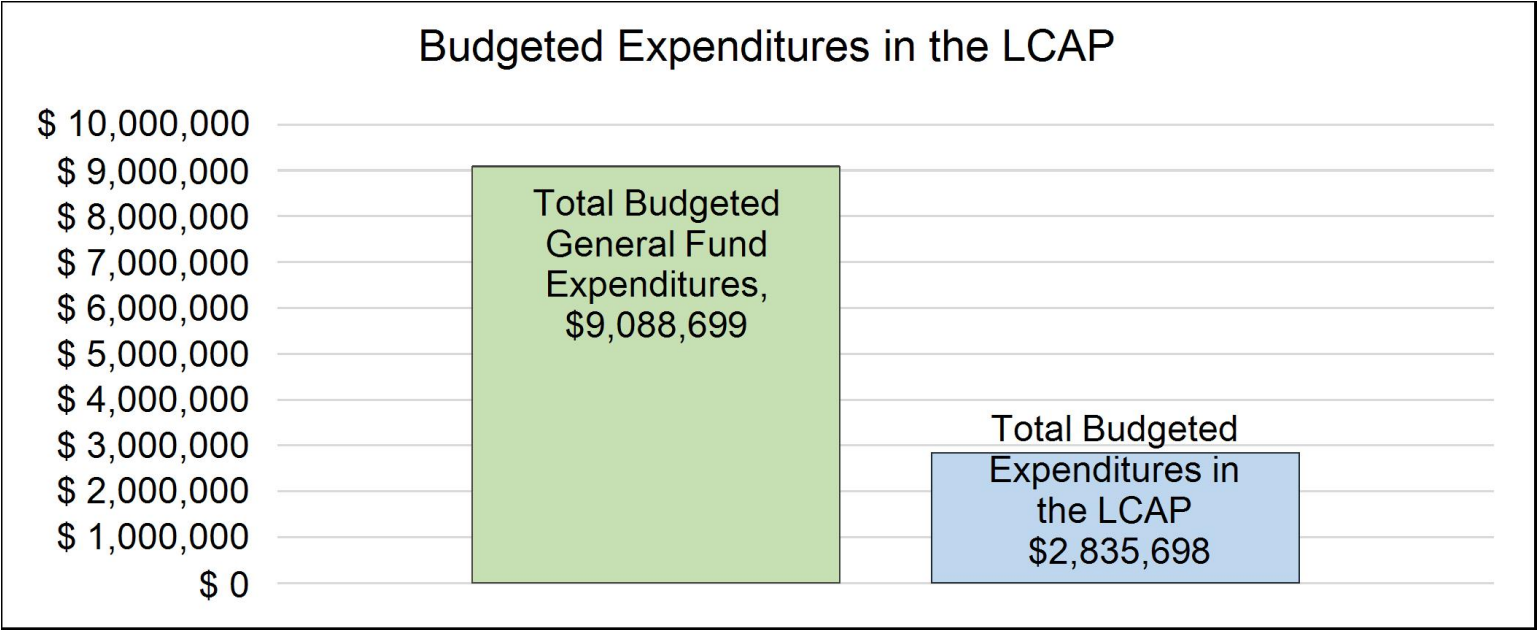
This chart shows the total general purpose revenue Richmond Charter Elementary - Benito Juarez Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Charter Elementary - Benito Juarez Elementary is \$9,110,502, of which \$6,204,951 is Local Control Funding Formula (LCFF), \$2,372,034 is other state funds, \$133,370 is local funds, and \$400,147 is federal funds. Of the \$6,204,951 in LCFF Funds, \$1,352,000 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 Richmond Charter Elementary - Benito Juarez Elementary plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

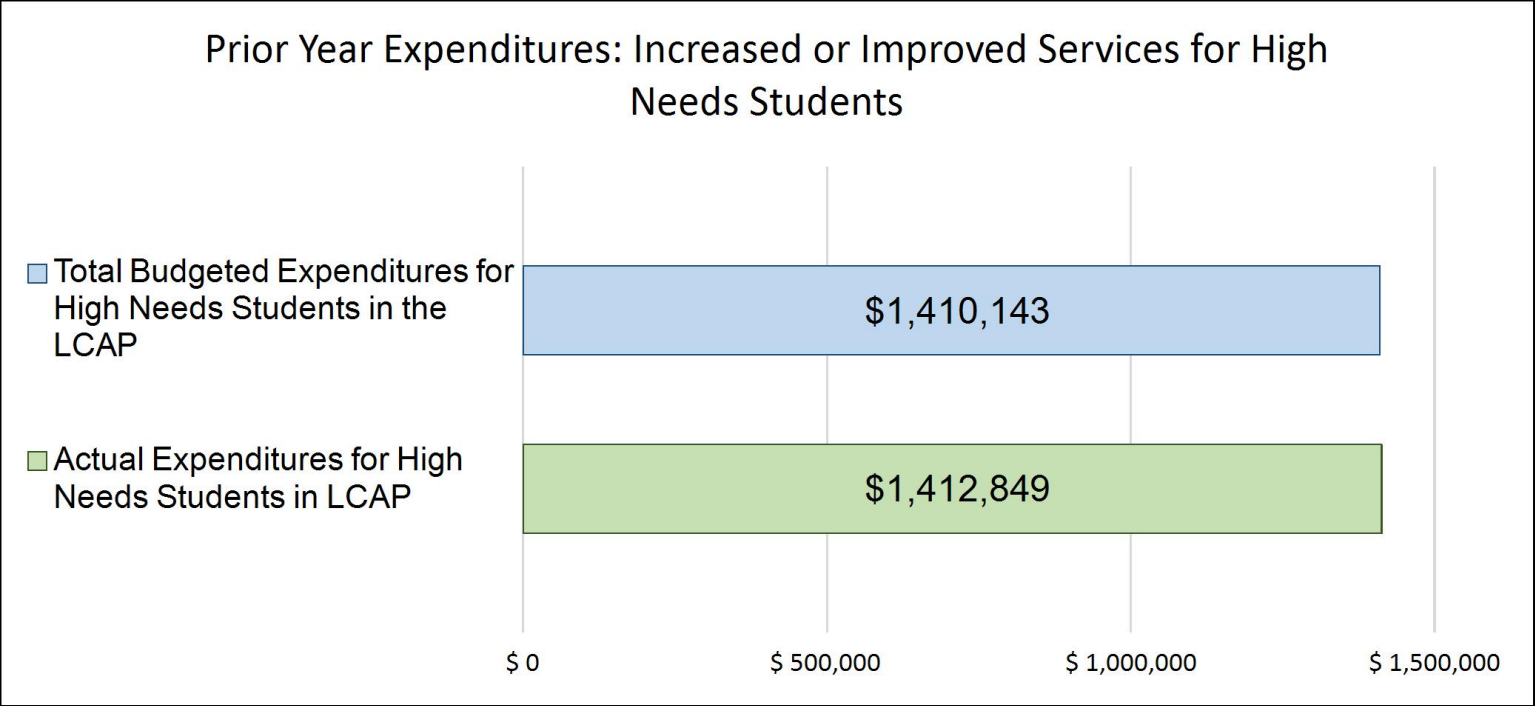
The text description of the above chart is as follows: Richmond Charter Elementary - Benito Juarez Elementary plans to spend \$9,088,699 for the 2025-26 school year. Of that amount, \$2,835,697.71 is tied to actions/services in the LCAP and \$6,253,001.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Richmond Charter Elementary - Benito Juarez Elementary is projecting it will receive \$1,352,000 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Elementary - Benito Juarez Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Elementary - Benito Juarez Elementary plans to spend \$1,443,066.23 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Richmond Charter Elementary - Benito Juarez Elementary's LCAP budgeted \$1,410,143.00 for planned actions to increase or improve services for high needs students. Richmond Charter Elementary - Benito Juarez Elementary actually spent \$1,412,849.15 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Elementary - Benito Juarez Elementary	Dr. LaSonya Michelle Walker Site Director	lawalker@amethodschools.org, 510-722-1179

## Plan Summary [2025-26]

### General Information

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

At Benito Juarez Elementary (BJE), we are committed to our students' academic success and developing a strong community of learners. BJE is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, BJE is located in the beautiful Marina Bay area of Richmond, CA and serves 502 K-5th grade students in the 2023-24 school year.

BJE takes the name of the hero and first president of Mexico: Benito Juarez, and we emanate his core values by building community pride in the City of Richmond. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams. BJE is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line. BJE families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, BJE served 83.5% socioeconomically disadvantaged students, 43.0% English learners, and 8.8% students with disabilities. Almost all students identify as students of color, including 89.4% that identify as Hispanic/Latino, 2.6% as African-American/Black, and 2.6% as two or more races.

At BJE, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We use research-based teaching methodologies that emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. Our academic program instills a love of learning that carries our students throughout their life. BJE offers students a wide range of extended learning opportunities. We also offer daily after-school activities including music and our homework club.

BJE supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. BJE has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students. Families are an integral part of our school and throughout the year we invite them to events including school carnivals, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more.

## Reflections: Annual Performance

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

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified a number of areas of success, and continue to experience persistent challenges. Standardized testing results fell below our goals and expectations. The school did not meet the English learner reclassification goal as well. Therefore, the new administration team deemed that some of the curriculum used previously was outdated and have since opted to bring in a more innovative and evidence-based curriculum that includes embedded diagnostics and assessments for teachers to ascertain the progression of their students toward desired goals.

BJE received red dashboard indicators on the 2023 California Schools Dashboard for ELA across four subgroups (all students, English learners, Hispanic/Latino, and socioeconomically disadvantaged). To increase student performance on ELA, the school conducted a thorough analysis of student data and the school program in order to address ELA proficiency. First, BJE has incorporated the i-Ready ELA curriculum to enhance student performance, as measured by i-Ready Diagnostics and NWEA testing. Additionally, we instituted a full RTI (response to intervention) program from this data, grouping students accordingly in Tier I, II, & III groups. The Tier II & III groups receive intense intervention from the classroom teacher for 45 minutes daily, Monday through Thursday, with fidelity checks to ensure compliance. For our English learners specifically, we use an English language developmental program (Lexia) which pinpoints language acquisition support. Lexia integrates speaking, listening, and grammar skills into math, science, social studies and other academic areas. Nearly 92% of the population encompasses English learners, and this is especially true for students who are more than one grade level behind the standard. Scaffolding practices are utilized routinely throughout lessons and BJE also provides every student with their own tech devices and hot spots to students without internet access.

In addition to our academic data, we met our goals for low expulsion rate, access to standards-aligned instructional materials, and maintaining a safe and clean learning environment/facility. And even though we didn't meet our attendance goal, we did consistently improve

it each year, and are on track to meet the goal in this next 3-year LCAP. Similarly, while we did not meet our ambitious goal of 1 % or less suspension rate, we did maintain very low overall rates, 1.6% on average.

## Reflections: Technical Assistance

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

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible 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.

Not applicable; the LEA is not eligible for CSI.

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

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

Not applicable; the LEA is not eligible for CSI.

# 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
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school’s academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.</p>
Teachers, administrators, and other school personnel	<p>In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. Monthly Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. We use these methods to engage school staff across all levels.</p>

Educational Partner(s)	Process for Engagement
<p>Parents, including parents of English learners, other unduplicated pupils, and students with disabilities</p>	<p>In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input</p> <p>Quarterly Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. Parents are invited to attend and share any questions, comments or concerns they may have. Moving forward, BJE has invested in translation headsets as an accommodation for multilingual parents and students. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST).</p> <p>Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.</p>
<p>Students</p>	<p>In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>BJE holds assemblies quarterly to celebrate honor roll students (those who've earned A's and B's on their report cards) as well as Student of the Month and perfect attendance. We also have bi-weekly club days as a PBIS incentive for good behavior. We use these methods to engage our student body.</p>
<p>SELPA</p>	<p>In spring 2025, the school share the LCAP with our SELPA to collect feedback. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website</p>



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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.

Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.

Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

### State Priorities addressed by this goal.

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

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

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1)  Source: Internal credential tracking	46.2% From the 2023-24 school year.	18%		100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	-28.2%
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%		100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good		School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was Offered		The Annual Summit is Offered	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	0.0% From the 2023-24 school year.	0.0%		100% of EL students are enrolled in ELD courses.	0.0%
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 21.7% SED: 18.3% Hispanic: 20.3% EL: 7.1%	All: 28.1% SED: 26.1% Hispanic: 27.5% EL: 17.5%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 6.4% SED: 7.8% Hispanic: 7.2% EL: 10.4%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 21.4% SED: 19.4% Hispanic: 20.5% EL: 10.6%	All: 24.6% SED: 22.1% Hispanic: 23.6% EL: 16.5%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 3.2% SED: 2.7% Hispanic: 3.1% EL: 5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 22.1% SED: 19.4% Hispanic: 20.6%	All: 20.8% SED: 18.2% Hispanic: 21.4% EL: 5.7%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -1.3% SED: -1.2% Hispanic: 0.8%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 34.4%	All: 50.0%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 15.6%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	1.2%	pending		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 43rd Source for baseline year is NWEA.	ALL: 136% Hispanic: 137% Source for Year 1 Outcome is iReady		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady  Measures differ
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 44th Hispanic: 44th	ALL: 122% Hispanic: 114%		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady  Measures differ

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

## Goal Analysis [2024-25]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Professional development (summit) and curriculum materials.

Implemented: Professional development was delivered as planned, including data-driven instruction, English learner strategies, and Universal Design for Learning (UDL) Intervention programs launched successfully in math and ELA, and after-school tutoring was expanded and successfully adopted in all core subjects. Regular PD sessions focused on differentiation, EL strategies, and data use: tiered interventions and extended learning opportunities. Our planned actions to meet these priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support. Academic rigor: Student work samples and classroom walkthroughs indicate increased use of higher-order thinking strategies, aligned tasks, and academic discourse in classrooms. Professional collaboration: Grade-level and content-area teams used data protocols and collaborative planning time to align instruction and share best practices. At the beginning of the year, all teachers attended a 3-day Network summit around network vision, instructional goals, and diving into the curriculum.

Implementing this goal has positioned the school on a strong trajectory toward improved student outcomes and college readiness. While some planned actions were adjusted due to resource limitations, the school has made substantial progress toward ensuring high-quality instruction, broad educational access, and support for all learners. Continued refinement and support, particularly in staffing and EL services, will be essential to sustain and deepen these improvements.

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.

Classroom observations and student work samples show increased academic rigor through the use of standards-aligned tasks and higher-order questioning strategies.

Interim assessment data indicate steady improvement in ELA and math performance, particularly in grades with consistent curriculum use. Teacher surveys report increased confidence in delivering differentiated instruction PD aligned with data-driven instruction has helped improve formative assessment practices.

## 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.

As team develops professional development and use of data, the administration teams need to address and work on Integrating strategies for English Learners in the general education as well as build out the re-classification process and monitoring of long-term ELLs and newly re-classified.

**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	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$92,789.33	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.	\$931,023.14	Yes

Action #	Title	Description	Total Funds	Contributing
		On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
<b>1.3</b>	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$247,500.00	No
<b>1.4</b>	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: <ul style="list-style-type: none"> <li>- Bi-weekly coaching for teachers with a focus on supports for English learners and low income students</li> <li>- Quarterly professional development sessions</li> <li>- Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students</li> <li>- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction</li> <li>- Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations</li> <li>- An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum</li> </ul>	\$130,443.44	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	\$193,370.75	No
<b>1.6</b>	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	\$148,089.60	Yes
<b>1.7</b>	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$40,493.64	Yes
<b>1.8</b>	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention	\$521,293.50	No

Action #	Title	Description	Total Funds	Contributing
		- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.		
<b>1.9</b>	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	\$15,484.82	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	3 FST Meetings Scheduled		Schedule at least 3 Family, Student, and Teacher (FST)	Metric met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.</p>			<p>meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.</p>	
2.2	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events From the 2022-23 school year.</p>	<p>Parents invited to at least 4 events</p>		<p>Parents invited to at least 4 events</p>	<p>Metric met</p>

## Goal Analysis [2024-25]

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

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

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children's educational journeys. All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being.

To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting fun and connection. These events are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation.  
Hold 3 FST meetings, a parent information survey, and parent-teacher conferences.

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. Strengthen two-way communication between school staff and families with the use of the parent square portal and ensure consistent, multi-modal communication (newsletters, texts, apps, in-person) in home languages to keep families informed. Conducted a youth truths survey to obtain information and feedback. Teacher and parent conferences were held, and over 70% of parents attended. There were many cultural events, muffins with mom, danish with dad, Día de los Muertos, Black history month celebration, and an academic celebration.

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.

Attendance data and parent feedback indicate that these meetings and opportunities were well-received, with many families reporting an increased sense of connection to the school community. Meetings held in multiple languages and scheduled at accessible times have improved inclusivity and participation across diverse family groups. Additionally, parent meetings connected to decision-making bodies—such as Family Staff Team (FST) and English Learner Advisory Committee (ELAC)—have empowered families to take active roles in shaping school policies and priorities. These meetings provide structured opportunities for parents to engage in dialogue about student achievement, school initiatives, and areas for growth. They also serve as an essential platform for gathering parent feedback, clarifying expectations, and sharing resources that support student success at home and in the classroom.

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.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations.

**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	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$32,014.53	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$39,147.10	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 90.7% Hispanic: 90.7% EL: 90.9% SED: 90.7% SWD: 90.5%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	All: 35.2% SED: 36.5% Hispanic: 37.6% EL: 34.4% SWD: 49.0%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -1.1% SED: -0.1% Hispanic: 1.1% EL: -3.8% SWD: 3.5%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	All: 0.2% SED: 0.2% Hispanic: 0.2% EL: 0.0% SWD: 2.0%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	All: -1.4% SED: -1.7% Hispanic: -1.6% EL: -1.1% SWD: -1.6%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	79.0% From the 21-22 school year.	31.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-48.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	73.0% From the 21-22 school year.	52.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-21.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	N/A		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	N/A

## Goal Analysis [2024-25]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support. School climate and pupil engagement are critical factors in student achievement and well-being.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Provided primarily training in PBIS curriculum (PBIS rewards) to better support students, see improvements in student attendance, behavior, engagement, and perception of school climate.

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

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

Based on attendance data all groups at 90%, suspension rates dropped, student climate surveys, and feedback from educational partners, there is a demonstrated need to maintain and strengthen our efforts around student connection and school culture. Students thrive in environments where they feel emotionally and physically safe, respected, and part of a community.

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.

Provide ongoing professional development for implementation of PBIS curriculum and materials inclusive teaching strategies, and student engagement techniques. Implement consistent Social-Emotional Learning (SEL) instruction to build students' emotional regulations

**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	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$79,014.68	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: <ul style="list-style-type: none"> <li>- Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress</li> <li>- Acknowledge accomplishments and progress every quarter with awards and ribbons</li> <li>- Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc.</li> <li>- Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community.</li> <li>- Hold at least one student assembly annually on student academic achievement.</li> <li>- Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.</li> </ul>	\$154,103.96	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supports for Student Attendance and Engagement	<p>On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism.</p> <p>Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.</p>	\$43,528.73	Yes
3.4	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> <li>- Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values</li> <li>- Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion <ul style="list-style-type: none"> <li>• Train teachers to provide social-emotional learning opportunities through advisory/home room classes</li> </ul> </li> <li>-The school psychologist/wellness counselor will meet with students experiencing non-academic problems</li> </ul>	\$167,400.49	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,332,057	\$104,737

## 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
27.649%	0.000%	\$0.00	27.649%

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	<p><b>Action:</b> Academic Assessment and Progress Monitoring</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)</p>	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.2	<p><b>Action:</b> Academic Supports</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.4	<p><b>Action:</b> Professional Development to Promote Academic Excellence</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>		defined by internal assessment.
1.7	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b></p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	<p><b>Action:</b> Supports for Homeless and/or Foster Youth</p> <p><b>Need:</b> Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed.</p> <p>These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>speaker as many of our families speak Spanish in their homes.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Parent Engagement Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
2.2	<p><b>Action:</b> Parent Communication Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
3.1	<p><b>Action:</b> Community Engagement</p> <p><b>Need:</b> Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."</p> <p><b>Scope:</b> LEA-wide</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism.</p> <p>These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance.</p> <p>Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.</p> <p>Metric 3h: Increase the percent of students responding "agree" or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
<b>3.2</b>	<b>Action:</b> School Culture Activities  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.3</b>	<b>Action:</b> Supports for Student Attendance and Engagement  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.4</b>	<b>Action:</b> Supports for Student Behavior and Wellbeing  <b>Need:</b>		

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
	<b>Scope:</b> LEA-wide		

### 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
<b>1.6</b>	<p><b>Action:</b> Supports for English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the state average for baseline year.</p> <p>Metric 1L: Provide at least one paraprofessional to work with English learners.</p>
<b>1.7</b>	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b></p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

## Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.



# 2025-26 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	4,817,819	\$1,332,057	27.649%	0.000%	27.649%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,883,936.98	\$844,925.93	\$0.00	\$106,834.80	\$2,835,697.71	\$1,782,186.38	\$1,053,511.33

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	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$55,131.00	\$37,658.33	\$76,131.00	\$16,658.33			\$92,789.33	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$931,023.14	\$0.00	\$627,619.04	\$303,404.10			\$931,023.14	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	\$0.00	\$247,500.00	\$247,500.00				\$247,500.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$80,443.44	\$50,000.00	\$130,443.44				\$130,443.44	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	\$25,818.75	\$167,552.00	\$193,370.75				\$193,370.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/L EA	Ongoing	\$133,089.60	\$15,000.00	\$88,684.80			\$59,404.80	\$148,089.60	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	\$25,493.64	\$15,000.00	\$40,493.64				\$40,493.64	

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
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$133,492.50	\$387,801.00		\$473,863.50		\$47,430.00	\$521,293.50	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/L EA	Ongoing	\$14,484.82	\$1,000.00	\$14,484.82	\$1,000.00			\$15,484.82	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$25,014.53	\$7,000.00	\$32,014.53				\$32,014.53	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$19,147.10	\$20,000.00	\$39,147.10				\$39,147.10	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/L EA	Ongoing	\$25,014.68	\$54,000.00	\$29,014.68	\$50,000.00			\$79,014.68	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$117,603.96	\$36,500.00	\$154,103.96				\$154,103.96	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$40,028.73	\$3,500.00	\$43,528.73				\$43,528.73	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$156,400.49	\$11,000.00	\$167,400.49				\$167,400.49	



# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,817,819	\$1,332,057	27.649%	0.000%	27.649%	\$1,443,066.23	0.000%	29.953 %	<b>Total:</b>	\$1,443,066.23
								<b>LEA-wide Total:</b>	\$1,313,887.79
								<b>Limited Total:</b>	\$129,178.44
								<b>Schoolwide Total:</b>	\$76,131.00

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	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$76,131.00	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$627,619.04	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$130,443.44	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$88,684.80	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$40,493.64	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	\$14,484.82	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	\$32,014.53	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$39,147.10	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	\$29,014.68	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$154,103.96	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$43,528.73	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$167,400.49	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,900,855.00	\$2,668,972.04

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	Academic Assessment and Progress Monitoring	Yes	96,912	79,508.33
1	1.2	Academic Supports	Yes	917,463	957,826.25
1	1.3	Materials, Curriculum, & Supplies	No	316,116	155,791.25
1	1.4	Professional Development to Promote Academic Excellence	Yes	117,603	137,013.84
1	1.5	Safe and Secure Facilities	No	190,475	193,712.50
1	1.6	Supports for English Learners	Yes	134,644	148,240.00
1	1.7	Additional Supports for Long-term English Learners	Yes	37,994	51,462.50
1	1.8	Supports for Students with Disabilities	No	563,614	520,341
1	1.9	Supports for Homeless and/or Foster Youth	Yes	20,201	16,200.80
2	2.1	Parent Engagement Activities	Yes	31,134	29024.05
2	2.2	Parent Communication Activities	Yes	43,772	33591.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Community Engagement	Yes	78,581	28224.29
3	3.2	School Culture Activities	Yes	148,712	122985.50
3	3.3	Supports for Student Attendance and Engagement	Yes	41,119	40124.21
3	3.4	Supports for Student Behavior and Wellbeing	Yes	162,515	154926.31

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,319,436	\$1,410,143.00	\$1,412,849.15	(\$2,706.15)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	59,544	45,925	0.00%	
1	1.2	Academic Supports	Yes	682,726	670,371.25	0.00%	
1	1.4	Professional Development to Promote Academic Excellence	Yes	117,603	137,013.84	0.00%	
1	1.6	Supports for English Learners	Yes	76,404	90,000	0.00%	
1	1.7	Additional Supports for Long-term English Learners	Yes	37,994	51,462.50	0.00%	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	14,201	14,200.80	0.00%	
2	2.1	Parent Engagement Activities	Yes	31,134	29,024.05	0.00%	
2	2.2	Parent Communication Activities	Yes	43,772	28,591.50	0.00%	
3	3.1	Community Engagement	Yes	27,834	28,224.19	0.00%	
3	3.2	School Culture Activities	Yes	115,297	122,985.50	0.00%	
3	3.3	Supports for Student Attendance and Engagement	Yes	41,119	40,124.21	0.00%	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	162,515	154,926.31	0.00%	



# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,413,618	\$1,319,436	0%	29.895%	\$1,412,849.15	0.000%	32.011%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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



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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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



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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

Description

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

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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



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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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



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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### *Purpose*

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

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

### **Statutory Requirements**

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

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

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

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

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

## LEA-wide and Schoolwide Actions

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

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

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### 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:

2025-26 Local Control and Accountability Plan for Richmond Charter Elementary - Benito Juarez Elementary

- 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



## Coversheet

### Public Hearing: Local Control Accountability Plan (LCAP) - Downtown Charter Academy

**Section:** IV. Business  
**Item:** B. Public Hearing: Local Control Accountability Plan (LCAP) - Downtown  
Charter Academy  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
2025\_Local\_Control\_and\_Accountability\_Plan\_Downtown\_Charter\_Academy\_20250612.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Downtown Charter Academy

CDS Code: 01612590129635

School Year: 2025-26

LEA contact information:

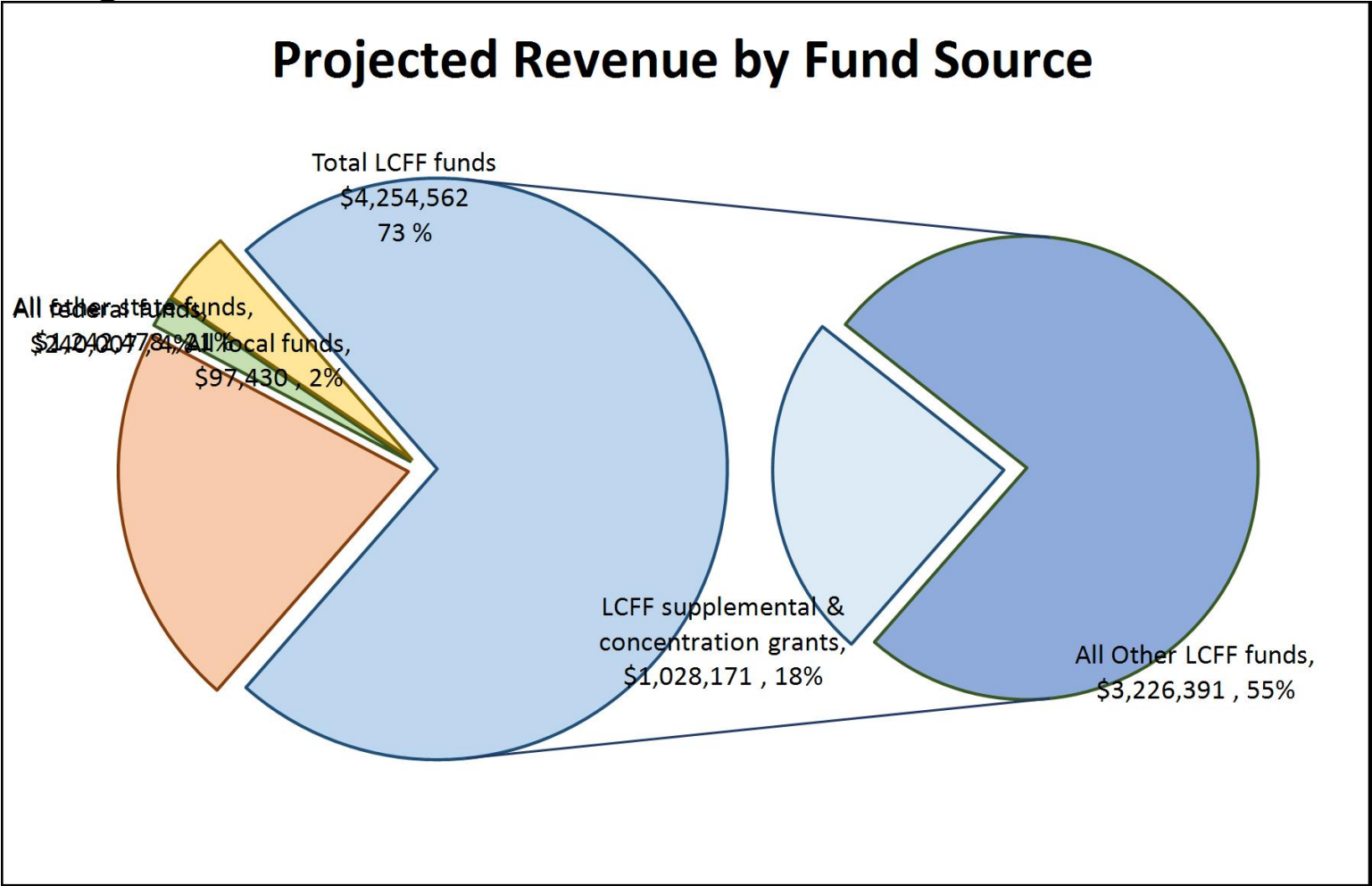
Jillianne Whitfield

Site Director

510-535-1580

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

## Budget Overview for the 2025-26 School Year

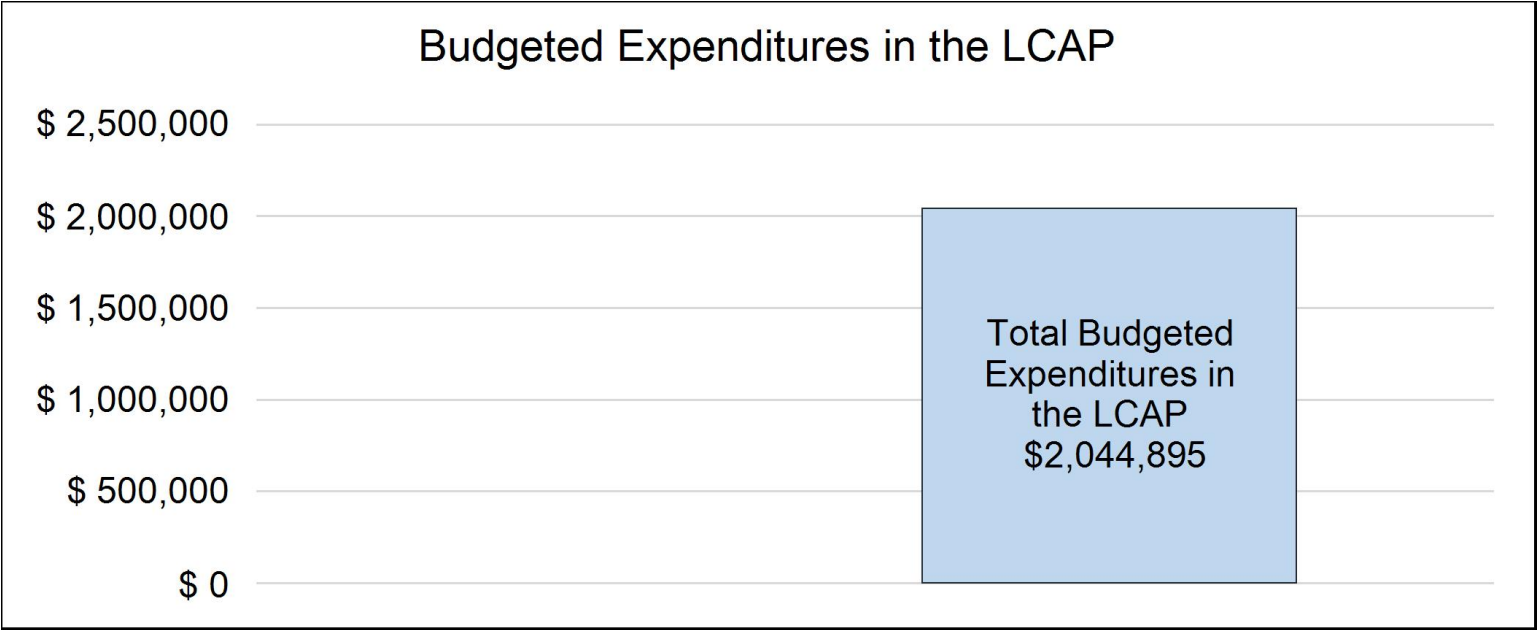


This chart shows the total general purpose revenue Downtown Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Charter Academy is \$5,834,477, of which \$4,254,562 is Local Control Funding Formula (LCFF), \$1,242,478 is other state funds, \$97,430 is local funds, and \$240,007 is federal funds. Of the \$4,254,562 in LCFF Funds, \$1,028,171 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 Downtown Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

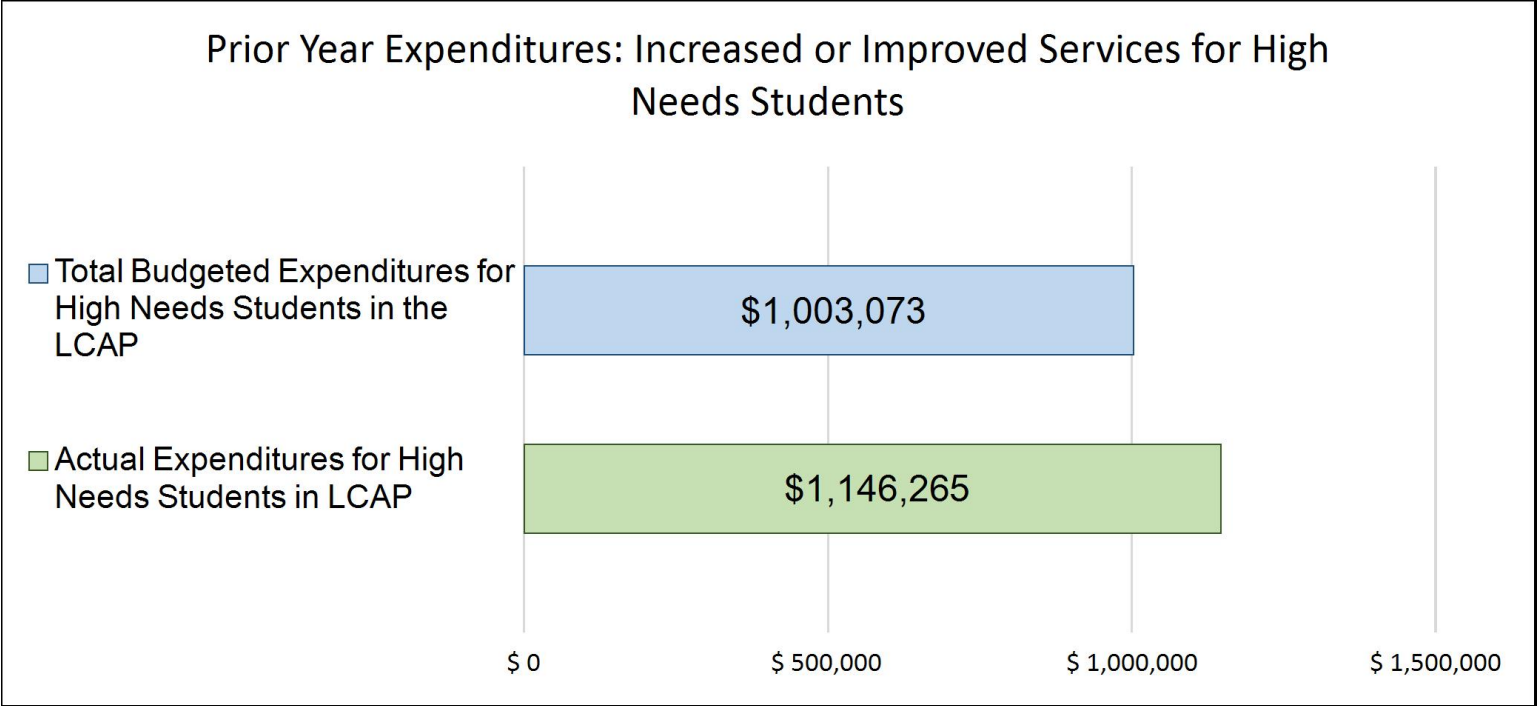
The text description of the above chart is as follows: Downtown Charter Academy plans to spend \$ for the 2025-26 school year. Of that amount, \$2,044,895.03 is tied to actions/services in the LCAP and \$-2,044,895.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Downtown Charter Academy is projecting it will receive \$1,028,171 based on the enrollment of foster youth, English learner, and low-income students. Downtown Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Charter Academy plans to spend \$1,228,691.15 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Downtown Charter Academy's LCAP budgeted \$\$1,003,073.00 for planned actions to increase or improve services for high needs students. Downtown Charter Academy actually spent \$\$1,146,265.29 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Jillianne Whitfield Site Director	jwhitfield@amethodschools.org 510-535-1580

## Plan Summary [2025-26]

### General Information

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

At Downtown Charter Academy (DCA), we are committed to our students' academic success and developing a strong community of learners. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, Downtown Charter Academy is located in the Downtown Oakland region where it quickly became a neighborhood middle school serving grades 6-8. Following the traits of the AMPS middle school model, but with the flare of Downtown Oakland's community aspects, DCA has quickly become one of the highest performing schools in the city achieving the California Department of Education Gold Ribbon Award in 2017 and 2018 and the California Distinguished Schools Award in 2021 and 2024. DCA serves 271 students. In 2022-23, DCA served a student body that was 75.7% Asian, 15.8% Hispanic/Latino, and 4.6% African-American/Black. 77.2% of students considered socioeconomically disadvantaged, 11.2% are students with disabilities, and 30.9% of students are multi-language learners.

DCA's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can succeed when provided with effective educators,

personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams.

We are committed to our students' academic success and developing a strong community of learners. Our student-centered school allows us to target the needs of each student and to focus all efforts in helping them develop foundational skills by planning lessons and instructional moves that directly impact the skills students are ready to learn. DCA has a very active student body, and offers a multitude of additional programs that support the rigorous academics offered to every student. Additionally, our positive school culture works around 5 school values that provide the framework for all restorative practices. We have a high teacher retention rate so that the organizational memory provides students with a strong learning environment so all students can make continuous academic progress.

## Reflections: Annual Performance

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

DCA students are achieving remarkable academic success. In 2022-23, 68.24% of students achieved proficiency in English and 65.37% achieved proficiency in math, far exceeding our goal of 50%. In fact, our school won the 23-24 Distinguished School Award from the Department of Education for outstanding academic performance and a positive school culture. We attribute this success to a number of factors. First, DCA's Multi-Tiered System of Supports provided a strong tutoring and programming for students in Tier 1 and Tier 2, and intensive one-on-one support to our most vulnerable students as a Tier 3 intervention. To ensure MTSS supports were aligned to student need, DCA created an intervention tracker with robust student-level data. Additionally, DCA implemented ongoing professional development for our staff, focused on developing and implementing standards-aligned curriculum and assessments, and provided differentiated instruction. All of these actions increased instructional time, streamlined lesson planning, and supported data-driven collaborations across classrooms and staff members. It also strengthened our school culture, with staff feeling supported, motivated, and committed to the school. As a result, we achieved 85% teacher retention last year.

DCA was also able to maintain a positive learning environment for the students and reward their accomplishments in achieving the values of the school. This was reinforced daily through a Positive Behavioral Incentives and Support System. Additionally, assemblies and other engagement activities helped students feel celebrated. There were several events at the school geared to improve the school culture and the students' diversity. We celebrated the Lunar Year, Hispanic Heritage Month and Black History Month. In addition, students received lessons and information relevant to promote diversity and highlight the diversity they bring to the school. We celebrated Oral History Day and are celebrated the Multicultural Festival in the Spring. We also have Spirit School Week that students appreciate because they provide an opportunity to express themselves in different ways. Fundraising for humanitarian purposes like the Food Drive and the Light the Night for Leukemia are events that help students develop their initiatives in organizing and promoting positive events and demonstrate their kindness. DCA offers multiple touchpoints for parents throughout the year, including whole-school family meetings (in person and online), family engagement and cultural events (at least 4 annually). We have also been successful in building partnerships with the Oakland community to offer instruction and after school programs to our students. We are proud to offer an after school program for 150 families free of charge.

One challenge we have faced since the COVID-19 pandemic is the attendance rate for a small group of students who suffer from anxiety and have been struggling with the transition from elementary to middle school. We are working with them one-on-one to monitor their attendance,

meet with their families, and listen to their challenges so that we can support them as needed. One solution that has been proven effective is the support that our school counselor offers by meeting each student every morning before classes begin, she provides some activities that help them relax so that they feel safer and ready to join their classes. In addition, we help parents connect with other families so they can join carpools. With these efforts, we anticipate an increase in attendance, but will continue to work with any students who need this level of support.

## Reflections: Technical Assistance

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

Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible 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.

Not applicable; the LEA is not eligible for CSI.

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

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

Not applicable; the LEA is not eligible for CSI.



# 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
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school’s academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.</p>
Teachers, administrators, and other school personnel	<p>In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>We use a general framework to create School Priorities that we group into 4 main sessions: Academic, Culture, Stakeholder Involvement, and Other Initiatives. We analyze student data with our staff members, share it with parents and students, and then use the data to set goals and create action plans together. Teachers, parents, and students take part in this process and in doing so they feel heard and seen. Not only that, but because they are the ones creating the goals</p>

Educational Partner(s)	Process for Engagement
	and action plans, they feel committed to make them happen. We use these methods to engage school staff across all levels.
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	<p>In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>Parents participate in the creation of school Priorities, Goals and Action plans, and provide input into the expenditures we make, including LCAP and grants such as the G-1 grant. We have 2 parent meetings per month, one in the morning in person and one in the evening online. During these meetings parents are informed of student academic data, attendance, grant proposals. In addition, the ELD, SPED and School Counselor share best practices. We also host cultural events throughout the year such as the multicultural festival and Oral History Day where parents participate and provide support. Teachers contact parents on an ongoing basis to provide information and support to their students. We use these methods to engage parents of all students.</p>
Students	<p>In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input</p> <p>We share our school priorities, goals, and action plans with students and seek their feedback. Additionally, we share school data with students to identify our most vulnerable subjects, encouraging them to work together to ensure everyone makes adequate progress. We use these methods to engage our student body.</p>
SELPA	In spring 2025, the school share the LCAP with our SELPA to collect feedback. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Our teachers are interested in continuous learning about equity practices. This year we worked on a few fronts to equip them with tools to uphold equity in their classrooms. We learned about Restorative Circles and demonstrated the practice for all students in every classroom and gave teachers a few tools to run them on their own. In addition, we have used music, art, and readings to share what we think of equity. We also planned a workshop on unconscious bias where teachers presented the workshop and then we gave teachers the time to plan their own lessons together so that this practice/reflection reaches students in their classrooms. We plan to continue these kinds of efforts over the course of the next 3-year LCAP as a result of teachers' input and enthusiasm for this work. This feedback was incorporated into Action 3.4. Parents wanted us to help students develop leadership skills and as a result we are prioritizing this. They were also interested in us supporting students to develop their own voices. To accomplish these goals, teachers have planned Socratic seminars, debates, interview projects, and collaborative cross-curricular projects where students have to actively speak and present their own opinions on different topics. Parents also wanted us to offer field trips and we dedicated some G-1 grant funds to offer field trips to all students. In addition, parents wanted us to help students reduce the time they spend in front of the screen and we have offered workshops and information to support them with it. This feedback was incorporated into Action 3.2.

Students expressed the desire to get more sports at school. In response to their request, we added soccer and basketball clubs. They also wanted to have more art, so we added 2 more art classes during the after school program. This feedback was incorporated into Actions 3.1 and 3.2.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

### State Priorities addressed by this goal.

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

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

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1)  Source: Internal credential tracking	46.3% From the 2023-24 school year.	Will be completed in 2025.		100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100.0%		100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	Good		School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered		The Annual Summit is Offered	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100.0%		100% of EL students are enrolled in ELD	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 68.2% SED: 68.0% Asian: 75.7% Hispanic: 40.0% EL: 24.6%	All: 47.0% SED: 36.8% Asian: 74.3% Hispanic: 36.8% EL: 10.3%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: -21.2% SED: -31.2% Asian: -1.4% Hispanic: -3.2% EL: -14.3%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 65.4% SED: 66.7% Asian: 77.2% Hispanic: 24.4% EL: 41.4%	All: 35.5% SED: 25.0% Asian: 70.0% Hispanic: 23.7% EL: 10.3%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: -29.9% SED: -41.7% Asian: -7.2% Hispanic: -0.7% EL: -31.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 59.3% SED: 60.6% Asian: 69.1%	All: 55.4% SED: 53.2% Asian: 66.7% Hispanic: 15.4%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -3.9% SED: -7.4% Asian: -53.7%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 78.9%	All: 90.9%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 12.0%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	31.0%	Will be completed in 2025.		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 47th Hispanic: 37th Asian: 48th Source for baseline year is NWEA.	ALL: 44th Hispanic: 37th Asian: 46th		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -3 Hispanic: 0 Asian: -2
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 49th Hispanic: 45th Asian: 53rd	ALL: 47th Hispanic: 41st Asian: 49th		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -2 Hispanic: -4 Asian: -3



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

## Goal Analysis [2024-25]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies (more student talk and group work). Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Adding the use of engagement strategies and attendance at the Summit (network PD)

Implemented: Professional development was delivered as planned, including NEWA data-driven instruction, English learner strategies, and project-based learning. Intervention tutoring succeeded in math and ELA, and after-school tutoring was expanded and adopted in all core subjects. Regular PD sessions focused on differentiation, EL strategies, data use, and tiered interventions (small group tutoring). Our planned actions to meet these priorities focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support. Academic rigor: Student work samples and classroom walkthroughs indicate increased use of higher-order thinking strategies, aligned tasks, and academic discourse in classrooms. Professional collaboration: Grade-level and content-area teams used data protocols and collaborative planning time to align instruction, share best practices, and track interventions

Implementing this goal has positioned the school on a strong trajectory toward improved student outcomes and college readiness. All our academic curriculum is standards-based. Tiers 1 and 2 are receiving services and tutoring for Math and English weekly. There has also been professional development around the curricular materials. All teachers were present at the summer summit pd event and began examining data and fine-tuning curriculum maps. Para professional, we are central in supporting student groups and continue to provide small group instruction of topics, provide frontloading skills and support to the targeted population.

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.

Weekly classroom observation and walkthroughs allowed for increased attention getters to ensure students were tracking the speaker and waiting to deliver instruction. While there is support for targeted ELL's, ELD is area of continue growth to determine strategies for supporting recently reclassified students as well as standards aligned curriculum development.

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.

Continue building out NEWA data driven professional development on targeted sub groups (ELL, Spec Ed and Latin x) with tutoring support as well as having more student talk and deeper dive into their own thinking by using higher-order questioning strategies. We will also need to develop ELD course work, along with tracking system for monitoring reclassified ELs

**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	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$82,920.83	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.	\$713,064.25	Yes

Action #	Title	Description	Total Funds	Contributing
		On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
<b>1.3</b>	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$120,000.00	No
<b>1.4</b>	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: <ul style="list-style-type: none"> <li>- Bi-weekly coaching for teachers with a focus on supports for English learners and low income students</li> <li>- Quarterly professional development sessions</li> <li>- Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students</li> <li>- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction</li> <li>- Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations</li> <li>- An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum</li> </ul>	\$92,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	\$101,320.75	No
<b>1.6</b>	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	\$138,937.83	Yes
<b>1.7</b>	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$31,475.00	Yes
<b>1.8</b>	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention	\$226,229.97	No

Action #	Title	Description	Total Funds	Contributing
		- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.		
<b>1.9</b>	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	\$19,012.70	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	Scheduled at least 3 FST meetings		Schedule at least 3 Family, Student, and Teacher (FST)	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.</p>			<p>meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.</p>	
2.2	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events From the 2022-23 school year.</p>	<p>Parents invited to at least 4 events</p>		<p>Parents invited to at least 4 events</p>	Target Achieved

## Goal Analysis [2024-25]

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

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

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children's educational journeys. All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being.

To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting fun and connection. These events are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation.

Hold 3 FST meetings, a parent information survey, and an individual meeting with the student of IEP to gain insight and data into the school experience.

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. FST was well attended, and elected seats were filled. FST provided key insight to cultural events and the budget for the school. Strengthen two-way communication between school staff and families with the use of the parent square portal and weekly site director meetings. Ensure consistent, multi-modal communication (newsletters, texts, apps, in-person) in home languages to keep families informed. Conducted a youth truths survey to obtain information and feedback. There was also a monthly "coffee" with the site director, meeting both in the AM and Afternoon to allow maximum participation

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.

FST was well attending and educational partners provided direct input towards LCAP, cultural events, academic calendar and general happenings at the school Based on attendance more than 60% of parents attending 2 meeting or more.

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.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations.



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## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$36,301.64	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$46,041.21	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 95.7% Asian: 97.0% Hispanic: 93.2% EL: 95.7% SED: 95.9%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.1% SED: 4.5% Asian: 0.5% Hispanic: 26.2% EL: 12.3% SWD: 15.6%	All: 3.0% SED: 1.9% Asian: 0.5% Hispanic: 11.4% EL: 3.2% SWD: 3.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -3.1% SED: -2.6% Asian: 0% Hispanic: -14.8% EL: -9.1% SWD: -11.8%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.8% SED: 0.9% Asian: 0.0% Hispanic: 2.9% EL: 0.0% SWD: 3.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	All: -0.8% SED: -0.9% Asian: 0.0% Hispanic: -2.9% EL: 0.0% SWD: -3.8%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Asian: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	51.0% From the 21-22 school year.	44.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-7.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	70.0% From the 21-22 school year.	54.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-16.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	N/A		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	N/A

## Goal Analysis [2024-25]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support. School climate and pupil engagement are critical factors in student achievement and well-being.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Implemented youth truths survey and an increase in reporting feeling connected to school. approach to school culture, we see improvements in student attendance, behavior, engagement, and perception of school climate. These outcomes will contribute directly to students' academic and personal growth, reinforcing our commitment to equity, inclusion, and whole-child development.

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

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

Based on attendance data, suspension rates, student climate surveys, and feedback from educational partners, there is a demonstrated strength to our efforts around student connection and school culture. Students and families report school is an environment where they feel emotionally and physically safe, respected, and part of a community.

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.

Provide ongoing professional development for staff on trauma-informed practices and student engagement techniques. Implement consistent Social-Emotional Learning (SEL) instruction to build students' emotional literacy, empathy, and conflict-resolution skills.

**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	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$80,801.64	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	\$173,366.87	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.3</b>	Supports for Student Attendance and Engagement	<p>On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism.</p> <p>Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.</p>	\$44,893.89	Yes
<b>3.4</b>	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> <li>- Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values</li> <li>- Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion <ul style="list-style-type: none"> <li>• Train teachers to provide social-emotional learning opportunities through advisory/home room classes</li> </ul> </li> <li>-The school psychologist/wellness counselor will meet with students experiencing non-academic problems</li> </ul>	\$138,443.45	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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## Goal Analysis [2024-25]

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

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

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

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



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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,028,171	\$

## 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
31.868%	0.000%	\$0.00	31.868%

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	<p><b>Action:</b> Academic Assessment and Progress Monitoring</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)</p>	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.2	<p><b>Action:</b> Academic Supports</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.4	<p><b>Action:</b> Professional Development to Promote Academic Excellence</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>		<p>defined by internal assessment.</p>
1.7	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b></p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	<p><b>Action:</b> Supports for Homeless and/or Foster Youth</p> <p><b>Need:</b> Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed.</p> <p>These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>speaker as many of our families speak Spanish in their homes.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Parent Engagement Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
2.2	<p><b>Action:</b> Parent Communication Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.1</b>	<p><b>Action:</b> Community Engagement</p> <p><b>Need:</b> Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."</p> <p><b>Scope:</b> LEA-wide</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism.</p> <p>These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance.</p> <p>Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.</p> <p>Metric 3h: Increase the percent of students responding "agree" or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
<b>3.2</b>	<b>Action:</b> School Culture Activities  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.3</b>	<b>Action:</b> Supports for Student Attendance and Engagement  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.4</b>	<b>Action:</b> Supports for Student Behavior and Wellbeing  <b>Need:</b>		

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
	<b>Scope:</b> LEA-wide		

### 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
<b>1.6</b>	<p><b>Action:</b> Supports for English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the state average for baseline year.</p> <p>Metric 1L: Provide at least one paraprofessional to work with English learners.</p>
<b>1.7</b>	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b></p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

## Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 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	\$3,226,391	\$1,028,171	31.868%	0.000%	31.868%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,630,519.35	\$414,375.68	\$0.00	\$0.00	\$2,044,895.03	\$1,516,311.70	\$528,583.33

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	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$45,262.50	\$37,658.33	\$45,262.50	\$37,658.33			\$82,920.83	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$713,064.25	\$0.00	\$577,232.25	\$135,832.00			\$713,064.25	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	\$0.00	\$120,000.00	\$120,000.00				\$120,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$52,085.00	\$40,000.00	\$92,085.00				\$92,085.00	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	\$91,120.75	\$10,200.00	\$101,320.75				\$101,320.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/L EA	Ongoing	\$123,937.83	\$15,000.00	\$15,000.00	\$123,937.83			\$138,937.83	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	\$18,475.00	\$13,000.00	\$31,475.00				\$31,475.00	

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
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$126,229.97	\$100,000.00	\$180,507.45	\$45,722.52			\$226,229.97	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/L EA	Ongoing	\$13,012.70	\$6,000.00	\$13,012.70	\$6,000.00			\$19,012.70	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$26,801.64	\$9,500.00	\$36,301.64				\$36,301.64	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$26,041.21	\$20,000.00	\$46,041.21				\$46,041.21	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/L EA	Ongoing	\$26,801.64	\$54,000.00	\$30,801.64	\$50,000.00			\$80,801.64	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$83,141.87	\$90,225.00	\$158,141.87	\$15,225.00			\$173,366.87	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$42,893.89	\$2,000.00	\$44,893.89				\$44,893.89	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$127,443.45	\$11,000.00	\$138,443.45				\$138,443.45	





# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,226,391	\$1,028,171	31.868%	0.000%	31.868%	\$1,228,691.15	0.000%	38.083 %	<b>Total:</b>	\$1,228,691.15
								<b>LEA-wide Total:</b>	\$1,182,216.15
								<b>Limited Total:</b>	\$46,475.00
								<b>Schoolwide Total:</b>	\$45,262.50

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	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$45,262.50	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$577,232.25	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$92,085.00	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$15,000.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$31,475.00	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	\$13,012.70	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	\$36,301.64	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$46,041.21	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	\$30,801.64	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$158,141.87	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$44,893.89	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$138,443.45	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,956,059.00	\$1,895,622.68

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	Academic Assessment and Progress Monitoring	Yes	86,528	67,908.33
1	1.2	Academic Supports	Yes	563,722	701,401.25
1	1.3	Materials, Curriculum, & Supplies	No	279,616	88,000
1	1.4	Professional Development to Promote Academic Excellence	Yes	97,719	80,875
1	1.5	Safe and Secure Facilities	No	99,711	98,712.50
1	1.6	Supports for English Learners	Yes	136,508	136,507.68
1	1.7	Additional Supports for Long-term English Learners	Yes	32,802	31,113.63
1	1.8	Supports for Students with Disabilities	No	187,072	223,754.88
1	1.9	Supports for Homeless and/or Foster Youth	Yes	20,247	13,757.55
2	2.1	Parent Engagement Activities	Yes	29,401	29,276.12
2	2.2	Parent Communication Activities	Yes	41,455	40,530.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Community Engagement	Yes	76,848	79,976.12
3	3.2	School Culture Activities	Yes	126,903	125,411.63
3	3.3	Supports for Student Attendance and Engagement	Yes	38,353	44,052.83
3	3.4	Supports for Student Behavior and Wellbeing	Yes	139,174	134,344.56

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,000,263	\$1,003,073.00	\$1,146,265.29	(\$143,192.29)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	49,159	51,250	0.0%	
1	1.2	Academic Supports	Yes	420,401	567,577.25	0.0%	
1	1.4	Professional Development to Promote Academic Excellence	Yes	97,719	80,875.00	0.0%	
1	1.6	Supports for English Learners	Yes	15,000	15,000	0.0%	
1	1.7	Additional Supports for Long-term English Learners	Yes	32,802	31,113.63	0.0%	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	14,247	12,757.55	0.0%	
2	2.1	Parent Engagement Activities	Yes	29,401	29,276.12	0.0%	
2	2.2	Parent Communication Activities	Yes	41,455	40,530.60	0.0%	
3	3.1	Community Engagement	Yes	26,101	29,976.12	0.0%	
3	3.2	School Culture Activities	Yes	99,261	109,511.63	0.0%	
3	3.3	Supports for Student Attendance and Engagement	Yes	38,353	44,052.83	0.0%	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	139,174	134,344.56	0.0%	

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,095,877	1,000,263	0%	32.310%	\$1,146,265.29	0.000%	37.026%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

### Type of Goal

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

Description

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

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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



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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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



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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

## LEA-wide and Schoolwide Actions

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

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

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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- 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:

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- 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

# Coversheet

## Public Hearing: Local Control Accountability Plan (LCAP) - John Henry High School

**Section:** IV. Business  
**Item:** C. Public Hearing: Local Control Accountability Plan (LCAP) - John Henry High School  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2025\_Local\_Control\_and\_Accountability\_Plan\_John\_Henry\_High\_School\_20250612 (1).pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Henry High School

CDS Code: 07773540132233

School Year: 2025-26

LEA contact information:

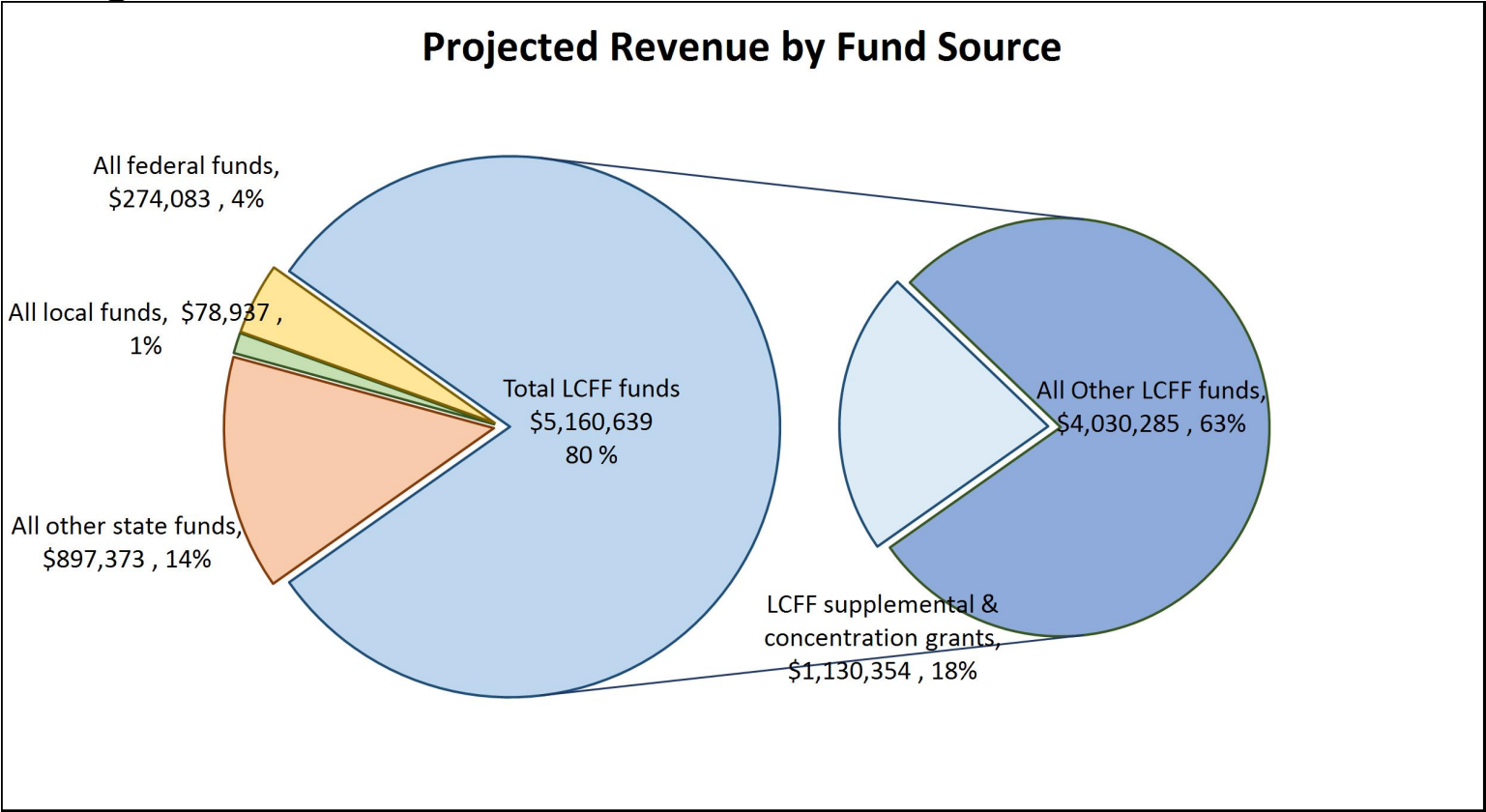
Stacey Drakeford

Site Director

510-235-2439

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

## Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

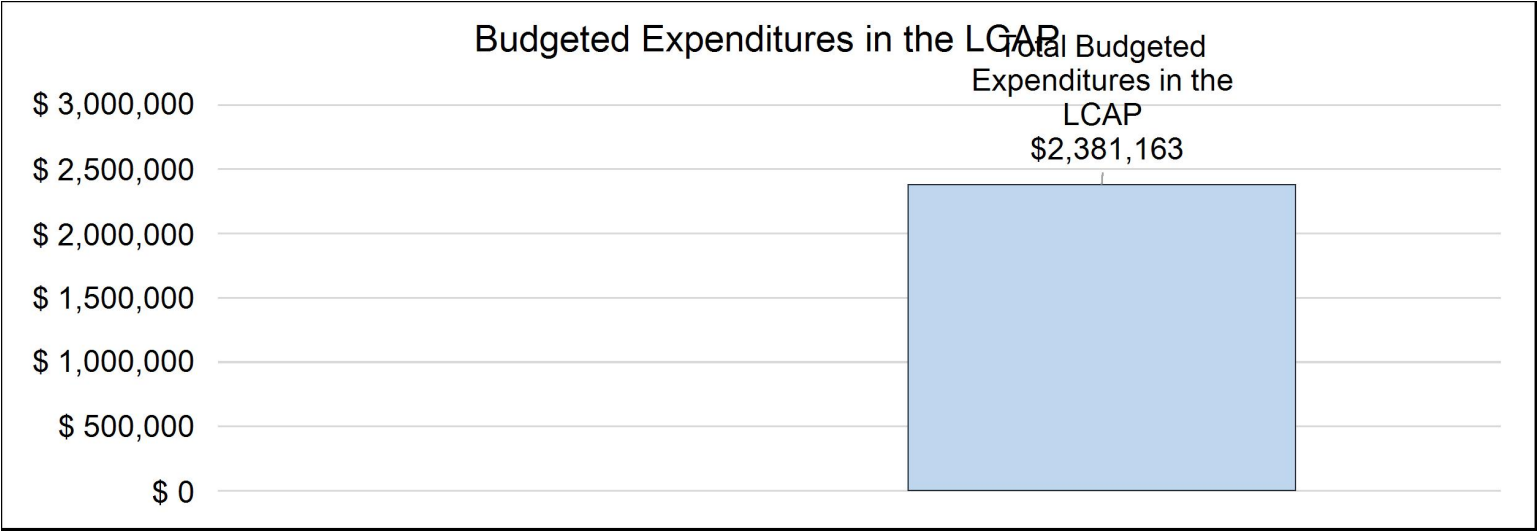
The text description for the above chart is as follows: The total revenue projected for John Henry High School is \$6,411,032, of which \$5,160,639 is Local Control Funding Formula (LCFF), \$897,373 is other state funds, \$78,937 is local funds, and \$274,083 is federal funds. Of the \$5,160,639 in LCFF Funds, \$1,130,354 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 John Henry High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

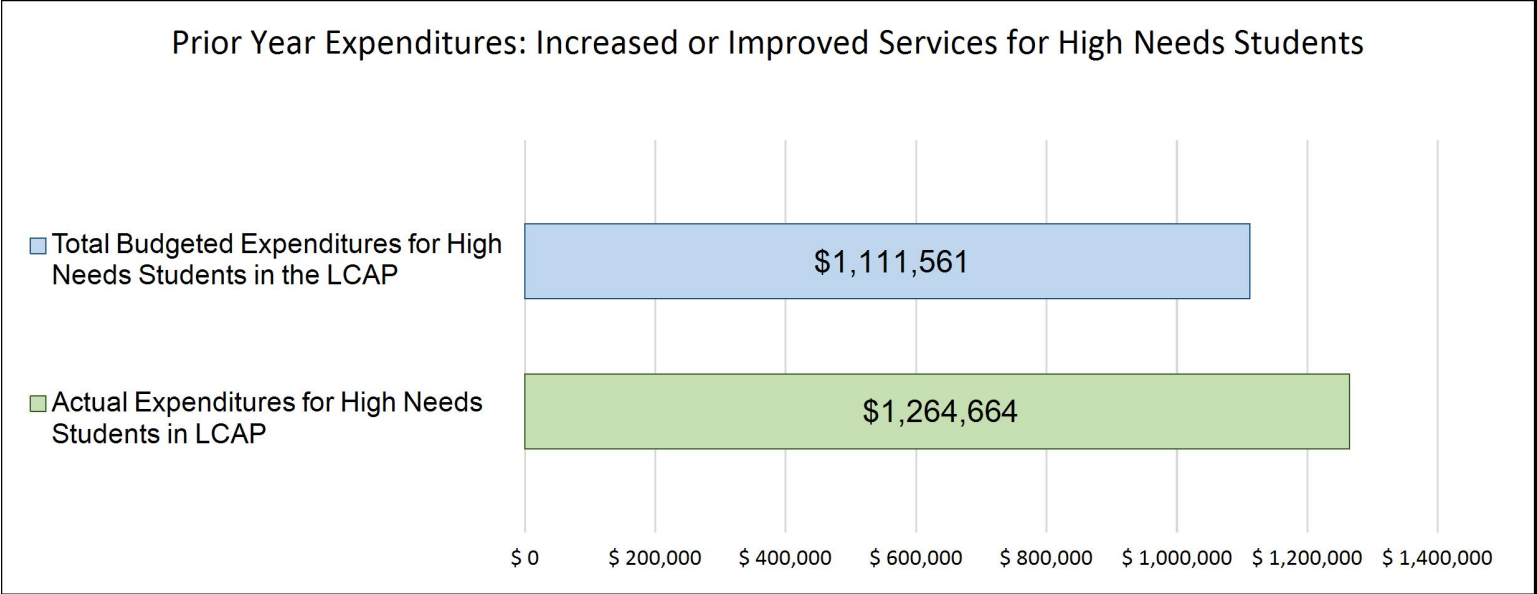
The text description of the above chart is as follows: John Henry High School plans to spend \$ for the 2025-26 school year. Of that amount, \$2,381,162.85 is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, John Henry High School is projecting it will receive \$1,130,354 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend \$1,377,681.23 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, John Henry High School's LCAP budgeted \$1,111,561.00 for planned actions to increase or improve services for high needs students. John Henry High School actually spent \$1,264,664.20 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Stacey Drakeford Site Director	sdrakeford@amethodschools.org 510-235-2439

## Plan Summary [2025-26]

### General Information

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

At John Henry High School (JHHS), we are committed to our students' academic success and developing a strong community of learners. JHHS is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. Established in 2014, JHHS is located in the beautiful Marina Bay area of Richmond, CA and serves 330 9 - 12 students in the 2023-24 school year.

At JHHS, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We use research-based teaching methodologies that emphasize the fundamentals; enhanced by technology, problem solving, cooperative learning, and critical thinking skills. Our academic program instills a love of learning that carries our students throughout their life. BJE offers students a wide range of extended learning opportunities. We also offer daily after-school activities including music and our homework club.

JHHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the personalized academic, behavioral, health, and other supports they need. JHHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students. Families are an integral part of our school and throughout the year we invite them to events including school college faires, college appiation, prom, spirit week and robust sports program

## Reflections: Annual Performance

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

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified a number o f areas of success, and continue to experience persistent challenges. Standardized testing results fell below our goals and expectations. The school did not meet the English learner reclassification goal as well. Therefore, the new administration team deemed that some of the curriculum used previously was outdated and have since opted to bring in a more innovative and evidence-based curriculum that includes embedded diagnostics and assessments for teachers to ascertain the progression of their students toward desired goals.

JHHS received red dashboard indicators on the 2023 California Schools Dashboard for ELA across four subgroups (all students, English learners, Hispanic/Latino, and socioeconomically disadvantaged). To increase student performance on ELA, the school conducted a thorough analysis of student data and the school program in order to address ELA proficiency.

In addition to our academic data, we met our goals for low expulsion rate, access to standards-aligned instructional materials, and maintaining a safe and clean learning environment/facility. And even though we didn't meet our attendance goal, we did consistently improve it each year, and are on track to meet the goal in this next 3-year LCAP. Similarly, while we did not meet our ambitious goal of 1 % or less suspension rate, we did maintain very low overall rates, 1.6% on average.

## Reflections: Technical Assistance

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

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible 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.

Not applicable; the LEA is not eligible for CSI.

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

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

Not applicable; the LEA is not eligible for CSI.

# 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
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.</p>
Teachers, administrators, and other school personnel	<p>In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input</p> <p>Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. Monthly</p> <p>Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. We use these methods to engage school staff across all levels.</p>

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	<p>In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>Family, Student, and Teacher (FST) meetings take place Quarterly Parents are invited to attend and share any questions, comments or concerns they may have.</p> <p>Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.</p>
Students	<p>In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p>
SELPA	<p>In spring 2025, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website</p>

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.

Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or

brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.

Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

### State Priorities addressed by this goal.

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

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

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1)  Source: Internal credential tracking	52.5% From the 2023-24 school year.	Will be completed in 2025.		100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%		100% of students have access to standards-aligned instructional materials	Target Achieved
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good		School facilities are in good or exemplar repair	Will be completed in 2025.
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered		The Annual Summit is Offered	Will be completed in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	73.3% From the 2023-24 school year.	100%		100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 26.0% SED: 20.0% Hispanic: 26.1%	All: 41.1% SED: 41.8% Hispanic: 42.9% EL: 9.1%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 15.1% SED: 21.8% Hispanic: 16.8%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.6% SED: 10.0% Hispanic: 10.1%	All: 14.9% SED: 16.2% Hispanic: 15.5% EL: 12.1%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 5.3% SED: 6.2% Hispanic: 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 10.8% SED: 11.8% Hispanic: 11.5%	All: 8.0% SED: 9.0% Hispanic: 8.5% EL: 3.8%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -2.8% SED: -2.8% Hispanic: -3.0% EL: -7.7%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 33.7%	All: 34.0%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 0.3%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	3.5%	Will be completed in 2025.		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 32nd Hispanic: 31st	ALL: 32nd Hispanic: 33rd		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: 0 Hispanic: +2
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 50th Hispanic: 51st	ALL: 41st Hispanic: 41st		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -9 Hispanic: -10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	"Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2)  Source: DataQuest Four-Year Adjusted Cohort Graduation Rate"	All: 92.7% SED: 92.3% Hispanic: 92.3%	All: 82.4% SED: 81.9% Hispanic: 81.2%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.	All: -10.3% SED: -10.4% Hispanic: -11.1%
1.16	Increase the CTE Completion rate. (SP 4.3)	N/A - School offers CTE courses, but not a complete CTE program	N/A - School offers CTE courses, but not a complete CTE program		N/A - School offers CTE courses, but not a complete CTE program	N/A
1.17	Increase the A-G & CTE Completion rate. (SP 4.4)	N/A - School offers CTE courses, but not a complete CTE program	N/A - School offers CTE courses, but not a complete CTE program		N/A - School offers CTE courses, but not a complete CTE program	N/A
1.18	"Of students participating in advanced placement exams, increase the percentage achieving a score of "3" or higher, or meet 60% (SP 4.7)  Source: College Board AP chart"	All: 33.3%	All: 51.4%			All: 18.1%
1.19	"Increase the percent of students considered ""prepared"" on the College/Career Indicator	All: 32.9% SED: 34.7% Hispanic: 35.6%	All: 29.7% SED: 27.8% Hispanic: 31.9%			All: -3.2% SED: -6.9% Hispanic: -3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CCI) or meet the overall state average for baseline year. (SP 4.8)  Source: CA Dashboard"					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations. Continue with above-average graduation rates and support with the AP exam. All staff have access to standards-aligned materials, and all ELLs have access to ELD

Implemented. All classrooms used an adopted curriculum aligned with state standards, including the new adoption of ELD curriculum. Monthly professional development sessions focused on evidence-based instructional strategies aligned with California academic standards. Designated ELD blocks were scheduled for all EL students, with regular progress monitoring using ELPAC data and formative assessments. One full-time paraprofessional was assigned to push-in support for high-need classrooms and target students and maintained an above-average graduation rate for the year. Staff attending annual Summit PD and were given professional development on new curriculum.

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.**

During the 2024–25 school year, internal assessment data showed a decrease in the percentage of students meeting expected growth targets in Math, both schoolwide. Contributing factors are several classrooms experienced mid-year staffing changes, leading to inconsistency in instructional delivery.

While we did increase the number of students taking the AP exam technical difficulties and student attendance were area of need. Moving into next year, we will continue to offer a variety of AP course but will work to best support the taking of the exam. AP Exam Support - Host AP boot camps, provided AP exam fee subsidies, and held Saturday study sessions.

**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.**

Build our CTE program with in house courses as well as community college We will work to create a master schedule allowing for dual-enrolled coursework, and based on decreased English learner reclassification, work to identify appropriate intervention curricula for students with identified needs to supplement the core materials.

**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	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$86,610.83	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.	\$633,762.30	Yes



Action #	Title	Description	Total Funds	Contributing
		On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
<b>1.3</b>	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$90,000.00	No
<b>1.4</b>	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: <ul style="list-style-type: none"> <li>- Bi-weekly coaching for teachers with a focus on supports for English learners and low income students</li> <li>- Quarterly professional development sessions</li> <li>- Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students</li> <li>- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction</li> <li>- Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations</li> <li>- An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum</li> </ul>	\$109,882.90	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	\$101,119.75	No
<b>1.6</b>	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	\$137,036.00	Yes
<b>1.7</b>	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$32,668.66	Yes
<b>1.8</b>	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention	\$592,765.67	No

Action #	Title	Description	Total Funds	Contributing
		- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.		
<b>1.9</b>	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	\$19,650.20	No Yes
<b>1.10</b>	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: <ul style="list-style-type: none"> <li>• Offer two college advisors to directly support students' college and career readiness</li> <li>• Host adult skills workshops (and other topics driven by student/parent interest)</li> <li>• Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates</li> <li>• Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities</li> </ul>	\$51,419.07	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	Scheduled at least 3 FST meetings		Schedule at least 3 Family, Student, and Teacher (FST)	Metric Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.</p>			<p>meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.</p>	
2.2	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events From the 2022-23 school year.</p>	<p>Parents invited to at least 4 events</p>		<p>Parents invited to at least 4 events</p>	Metric Met

## Goal Analysis [2024-25]

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

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

All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families. We strive to ensure that every parent is informed about their child's academic progress and overall well-being. To foster a sense of community, we host frequent family events and school activities that celebrate our school culture while promoting fun and connection. These events are designed to strengthen the school-home relationship and reflect the diversity and values of our school community.

Planned: Host regular community events and school activities that encourage family participation.  
Hold 3 FST meetings, parent information survey

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. We had elected FST officials who regularly attended meetings and offered critical feedback on LCAP, budget, and school events. We work to strengthen two-way communication between school staff and families with the use of the parent square portal and ensure consistent, multi-modal communication (newsletters, texts, apps, in-person) in home languages to keep families informed. Conducted a youth truths survey to obtain information and feedback

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.

Attendance data and parent feedback indicate that these meetings and opportunities were well-attended however, youth truths data shows there is work to do around the families feeling satisfied with school operation.

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.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations. Examine and dive into youth truths data to determine root cause of ratings given.

**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
<b>2.1</b>	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$32,156.34	Yes
<b>2.2</b>	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$42,339.07	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

## Measuring and Reporting Results



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance ("ADA") (SP 5.1) Source: CALPADS 14.1	ALL: 96.4% Hispanic: 96.5% EL: 95.8% SED: 96.7% SWD: 95.8%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.3% SED: 6.0% Hispanic: 5.6% EL: 10.1% SWD: 8.7%	All: 10.1% SED: 10.3% Hispanic: 9.8% EL: 11.5% SWD: 5.6%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: 3.7% SED: 4.3% Hispanic: 4.2% EL: 1.4% SWD: -3.1%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 4.7% SED: 5.8% Hispanic: 4.3% EL: 5.0% SWD: 8.2%	All: 5.5% SED: 3.7% Hispanic: 4.3% EL: 6.7% SWD: 9.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	All: 0.8% SED: -2.1% Hispanic: 0% EL: 1.7% SWD: 1.6%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	46.0% From the 21-22 school year.	33.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-13.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	63.0% From the 21-22 school year.	54.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-9.0%
3.7	"Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4)  Source: DataQuest Five-Year Cohort Outcomes"	All: 14.1% SED: 15.1% Hispanic: 14.1% EL: 25.0%	All: 22.8% SED: 22.7% Hispanic: 20.5% EL: 37.9%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	All: 8.7% SED: 7.6% Hispanic: 6.4% EL: 12.9%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 71.8% SED: 71.6% Hispanic: 73.4% EL: 56.3%	All: 83.8% SED: 83.3% Hispanic: 82.7% EL: 71.4%		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	All: 12.0% SED: 12.2% Hispanic: 9.3% EL: 15.1%

## Goal Analysis [2024-25]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. Host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Youth truths surveys were implemented, and there was an increase in reporting feeling connected to school, which can also be seen in the chronic absenteeism data that further shows students' connections to the school community. Tier 1 PBIS Rollout with clear schoolwide behavior expectations. Creation and implementation of restorative and progressive discipline (matrix) procedures. This included monthly data reviews, which included attendance and discipline, that were reviewed at leadership and site team meetings. Student recognition programs and cultural celebrations include monthly assemblies or announcements celebrating students and events like Hispanic Heritage Month assemblies, Black History Month showcases, and an International Night.

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.

The decrease in students feeling safe as school could be due to one or more isolated but high-impact incidents (e.g., a fight, threat) may have affected students' overall sense of security even though they were resolved quickly.

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

The decline in perceived safety signals the need to not only strengthen physical safety protocols but also continue building trust, emotional safety, and consistency in schoolwide expectations. Student voice and engagement in shaping school climate will be a central focus going forward.

**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	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$50,490.72	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	\$135,737.24	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.3</b>	Supports for Student Attendance and Engagement	<p>On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism.</p> <p>Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.</p>	\$46,110.52	Yes
<b>3.4</b>	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> <li>- Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values</li> <li>- Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion <ul style="list-style-type: none"> <li>• Train teachers to provide social-emotional learning opportunities through advisory/home room classes</li> </ul> </li> <li>-The school psychologist/wellness counselor will meet with students experiencing non-academic problems</li> </ul>	\$172,195.35	Yes
<b>3.5</b>	Supports for Graduation	On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation.	\$47,218.23	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. In 2023, the school received a red dashboard indicator for its English learner subgroup. As a result our staff will specifically monitor these students' progress to graduation in order to provide targeted interventions and increase the graduation rate for English learners.</p> <p>Based on the data, provide interventions such as:</p> <ul style="list-style-type: none"> <li>• Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements</li> <li>• Offer workshops for students and families to educate them about graduation requirements early on in the high school career</li> <li>• College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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## Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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## Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,130,354	\$

## 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
28.047%	0.000%	\$0.00	28.047%

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	<p><b>Action:</b> Academic Assessment and Progress Monitoring</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)</p>	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.2	<p><b>Action:</b> Academic Supports</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.4	<p><b>Action:</b> Professional Development to Promote Academic Excellence</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>		<p>defined by internal assessment.</p>
1.7	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b></p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	<p><b>Action:</b> Supports for Homeless and/or Foster Youth</p> <p><b>Need:</b> Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed.</p> <p>These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>speaker as many of our families speak Spanish in their homes.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Parent Engagement Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>2.2</b>	<p><b>Action:</b> Parent Communication Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
3.1	<p><b>Action:</b> Community Engagement</p> <p><b>Need:</b> Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."</p> <p><b>Scope:</b> LEA-wide</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism.</p> <p>These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance.</p> <p>Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.</p> <p>Metric 3h: Increase the percent of students responding "agree" or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
<b>3.2</b>	<b>Action:</b> School Culture Activities  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.3</b>	<b>Action:</b> Supports for Student Attendance and Engagement  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.4</b>	<b>Action:</b> Supports for Student Behavior and Wellbeing  <b>Need:</b>		

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
	<b>Scope:</b> LEA-wide		
<b>3.5</b>	<b>Action:</b> Supports for Graduation  <b>Need:</b>   <b>Scope:</b> LEA-wide		

### **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
<b>1.6</b>	<b>Action:</b> Supports for English Learners  <b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and	To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.  These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD	We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p> <p>Metric 1L: Provide at least one paraprofessional to work with English learners.</p>
<b>1.7</b>	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b></p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

**Additional Concentration Grant Funding**

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 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	4,030,285	1,130,354	28.047%	0.000%	28.047%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,547,779.05	\$773,979.80	\$0.00	\$59,404.00	\$2,381,162.85	\$1,648,660.52	\$732,502.33

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	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$44,242.50	\$42,368.33	\$49,242.50	\$37,368.33			\$86,610.83	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$633,762.30	\$0.00	\$574,357.50	\$59,404.80			\$633,762.30	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	\$0.00	\$90,000.00	\$90,000.00				\$90,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$69,882.90	\$40,000.00	\$109,882.90				\$109,882.90	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	\$91,119.75	\$10,000.00	\$35,818.75	\$65,301.00			\$101,119.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/L EA	Ongoing	\$122,036.00	\$15,000.00	\$77,632.00			\$59,404.00	\$137,036.00	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	\$19,668.66	\$13,000.00	\$32,668.66				\$32,668.66	

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
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$204,964.67	\$387,801.00		\$592,765.67			\$592,765.67	
1	1.9	Supports for Homeless and/or Foster Youth	All	No Yes	LEA-wide		Specific Schools: The charter school/L EA	Ongoing	\$13,650.20	\$6,000.00	\$13,650.20	\$6,000.00			\$19,650.20	
1	1.10	College & Career Readiness	All	No			All Schools		\$51,419.07	\$0.00	\$44,279.07	\$7,140.00			\$51,419.07	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$25,156.34	\$7,000.00	\$32,156.34				\$32,156.34	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$27,339.07	\$15,000.00	\$42,339.07				\$42,339.07	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/L EA	Ongoing	\$25,490.72	\$25,000.00	\$50,490.72				\$50,490.72	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$75,737.24	\$60,000.00	\$135,737.24				\$135,737.24	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$44,110.52	\$2,000.00	\$46,110.52				\$46,110.52	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The	Ongoing	\$158,862.35	\$13,333.00	\$172,195.35				\$172,195.35	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	charter school/L EA									
3	3.5	Supports for Graduation	All	No Yes	LEA-wide		All Schools		\$41,218.23	\$6,000.00	\$41,218.23	\$6,000.00			\$47,218.23	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,030,285	1,130,354	28.047%	0.000%	28.047%	\$1,377,681.23	0.000%	34.183 %	<b>Total:</b>	\$1,377,681.23
								<b>LEA-wide Total:</b>	\$1,267,380.57
								<b>Limited Total:</b>	\$110,300.66
								<b>Schoolwide Total:</b>	\$49,242.50

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	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$49,242.50	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$574,357.50	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$109,882.90	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$77,632.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$32,668.66	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide		Specific Schools: The charter school/LEA	\$13,650.20	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	\$32,156.34	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$42,339.07	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	\$50,490.72	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$135,737.24	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$46,110.52	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$172,195.35	
3	3.5	Supports for Graduation	Yes	LEA-wide			\$41,218.23	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,264,518.00	\$2,254,436.82

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	Academic Assessment and Progress Monitoring	Yes	86,365	77,118.33
1	1.2	Academic Supports	Yes	402,000	559,601.25
1	1.3	Materials, Curriculum, & Supplies	No	279,616	129,000.00
1	1.4	Professional Development to Promote Academic Excellence	Yes	86,863	94,272.94
1	1.5	Safe and Secure Facilities	No	128,493	103,712.50
1	1.6	Supports for English Learners	Yes	134,644	134,644.00
1	1.7	Additional Supports for Long-term English Learners	Yes	32,721	32,283.00
1	1.8	Supports for Students with Disabilities	No	561,460	590,411.76
1	1.9	Supports for Homeless and/or Foster Youth	Yes	19,330	14,882.55
1	1.10	College & Career Readiness	Yes	50,729	49,989.39
2	2.1	Parent Engagement Activities	Yes	28,787	32,156.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Parent Communication Activities	Yes	42,390	42,339.07
3	3.1	Community Engagement	Yes	76,235	32,156.34
3	3.2	School Culture Activities	Yes	129,216	116,281.73
3	3.3	Supports for Student Attendance and Engagement	Yes	38,692	45,345.60
3	3.4	Supports for Student Behavior and Wellbeing	Yes	120,768	154,031.99
3	3.5	Supports for Graduation	Yes	46,209	46,210.03

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1092523	\$1,111,561.00	\$1,264,664.20	(\$153,103.20)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	48,997	39750		
1	1.2	Academic Supports	Yes	343,760	501361.25		
1	1.4	Professional Development to Promote Academic Excellence	Yes	86,863	94272.94		
1	1.6	Supports for English Learners	Yes	76,404	76404		
1	1.7	Additional Supports for Long-term English Learners	Yes	32,721	32,283.00		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	13,330	14,882.55		
1	1.10	College & Career Readiness	Yes	42,989	42,989.39		
2	2.1	Parent Engagement Activities	Yes	28,787	32,156.34		
2	2.2	Parent Communication Activities	Yes	42,390	42,339.07		
3	3.1	Community Engagement	Yes	76,235	32,156.34		
3	3.2	School Culture Activities	Yes	119,216	116,281.73		
3	3.3	Supports for Student Attendance and Engagement	Yes	38,692	45,345.60		
3	3.4	Supports for Student Behavior and Wellbeing	Yes	120,768	154,031.99		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Supports for Graduation	Yes	40,409	40410		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3927890	1092523	0.0	27.815%	\$1,264,664.20	0.000%	32.197%	\$0.00	0.000%



# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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



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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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



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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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



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

## Actions:

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

Action #
<ul style="list-style-type: none"> <li>Enter the action number.</li> </ul>
Title
<ul style="list-style-type: none"> <li>Provide a short title for the action. This title will also appear in the action tables.</li> </ul>
Description
<ul style="list-style-type: none"> <li>Provide a brief description of the action.                             <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> </li> </ul>
Total Funds
<ul style="list-style-type: none"> <li>Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.</li> </ul>
Contributing
<ul style="list-style-type: none"> <li>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.                             <ul style="list-style-type: none"> <li><b>Note:</b> 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 <i>California Code of Regulations</i>, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.</li> </ul> </li> </ul>

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### *Purpose*

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

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

### **Statutory Requirements**

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

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

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

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

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

## LEA-wide and Schoolwide Actions

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

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

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

2025-26 Local Control and Accountability Plan for John Henry High School

- 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:

2025-26 Local Control and Accountability Plan for John Henry High School



- 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

## Coversheet

### Public Hearing: Local Control Accountability Plan (LCAP) - Oakland Charter Academy

**Section:** IV. Business  
**Item:** D. Public Hearing: Local Control Accountability Plan (LCAP) - Oakland  
Charter Academy  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
2025\_Local\_Control\_and\_Accountability\_Plan\_Oakland\_Charter\_Academy\_20250612.pdf



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland Charter Academy

CDS Code: 01612596111660

School Year: 2025-26

LEA contact information:

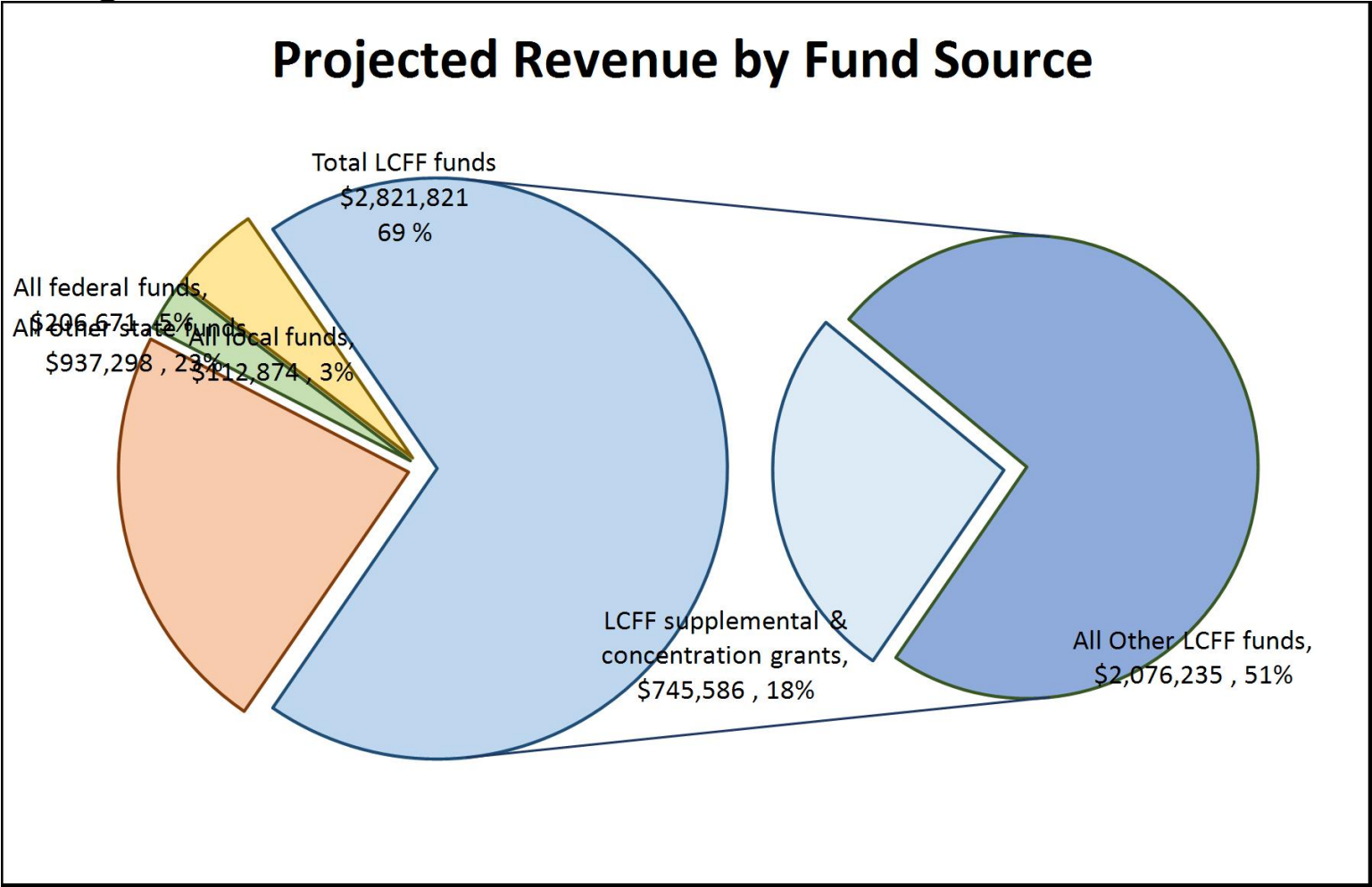
Philip Ellingberg

Site Director

510-532-6751

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

## Budget Overview for the 2025-26 School Year

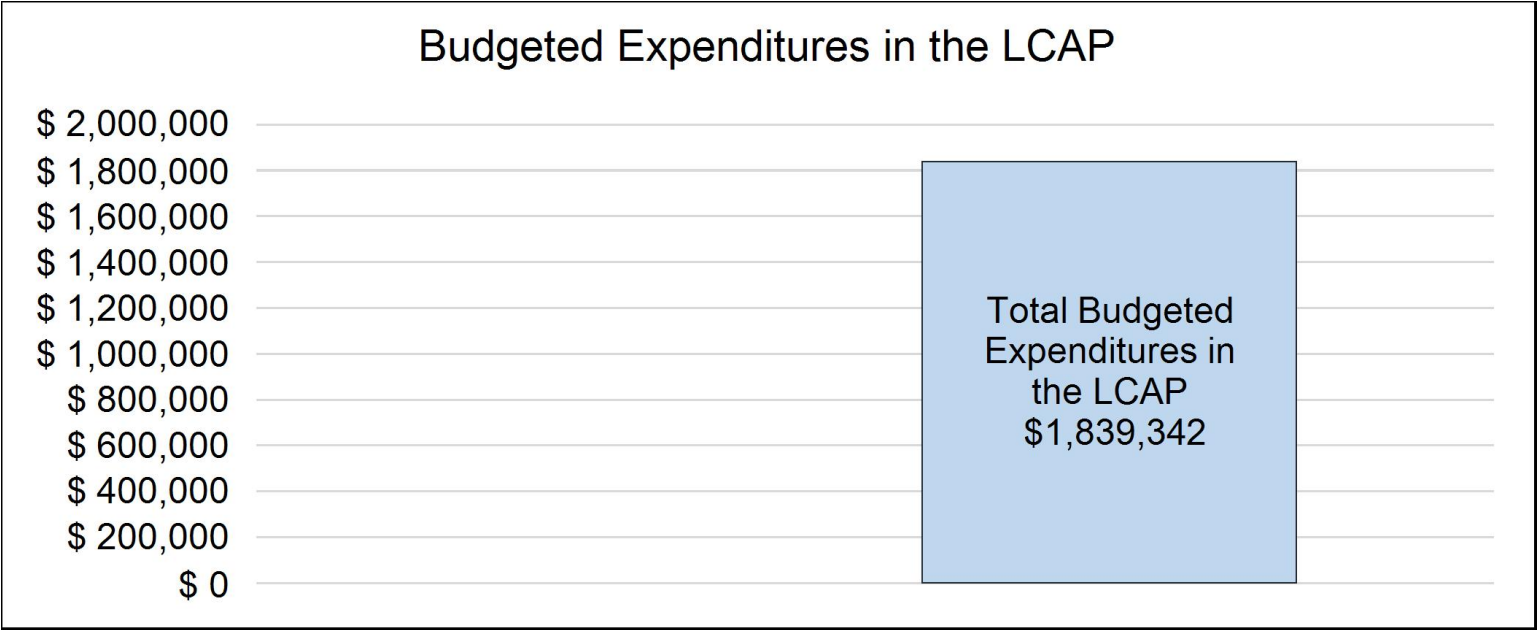


This chart shows the total general purpose revenue Oakland Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Charter Academy is \$4,078,664, of which \$2,821,821 is Local Control Funding Formula (LCFF), \$937,298 is other state funds, \$112,874 is local funds, and \$206,671 is federal funds. Of the \$2,821,821 in LCFF Funds, \$745,586 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 Oakland Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

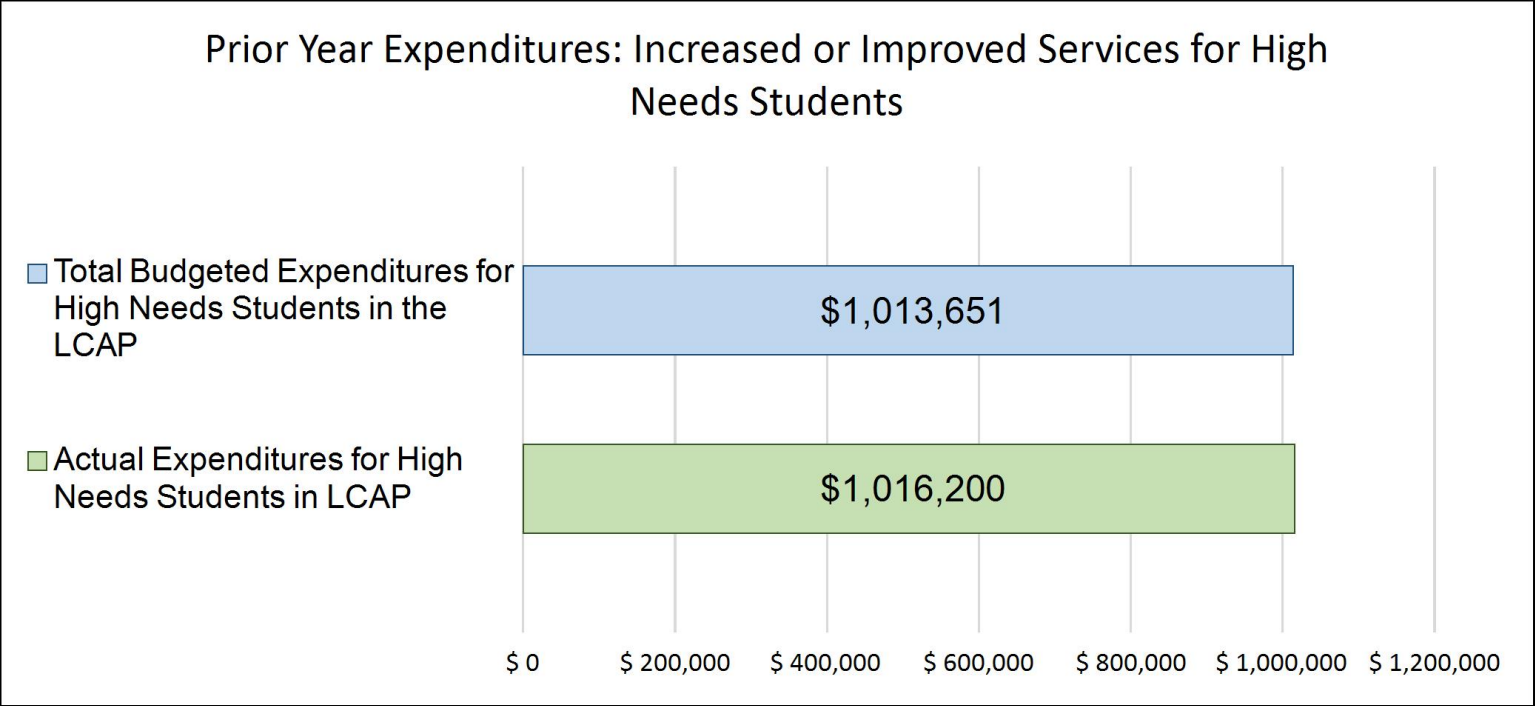
The text description of the above chart is as follows: Oakland Charter Academy plans to spend \$ for the 2025-26 school year. Of that amount, \$1,839,341.61 is tied to actions/services in the LCAP and \$-1,839,341.61 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Oakland Charter Academy is projecting it will receive \$745,586 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter Academy plans to spend \$1,057,493.78 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Oakland Charter Academy's LCAP budgeted \$\$1,013,651.00 for planned actions to increase or improve services for high needs students. Oakland Charter Academy actually spent \$\$1,016,200.28 for actions to increase or improve services for high needs students in 2024-25.

## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg Site Director	pellenberg@amethodschools.org 510-532-6751

## Plan Summary [2025-26]

### General Information

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

Oakland Charter Academy (OCA) is the flagship school of the Amethod Public Schools (AMPS) charter management organization. OCA opened in 1993 and is the fourteenth charter school authorized in the State of California, and the first charter school in the city of Oakland. Located in the Fruitvale District, OCA is the only National Blue Ribbon School in East Oakland. In the 2022-23 school year OCA served 226 students. The student community is predominantly Hispanic/Latino (86.7%), with African-American (4.0%), Asian-American (1.8%) and White (6.2%) students. 88.5% of students are socioeconomically disadvantaged, 55.8% are English learners, and 10.2% are students with disabilities.

AMPS was founded with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. Over the last thirty years, AMPS has served thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

OCA prides itself on its strong, incentive-driven culture that is built on supporting students to become the best scholars possible. Each student's individual academic needs are supported. OCA offers a Common Core aligned curriculum for math and English language arts as well as daily intervention classes for English and math to help students catch up to grade level. Incentives are utilized to motivate students. We have perfect attendance awards, honor roll ceremonies and host educational field trips.

English is a second language for a large portion of OCA's students - 55.8% in 2022-23. OCA supports these learners' non-academic needs and helps them build a sense of community through advisory classes, and provides after-school tutoring to give extra help with learning English. OCA engages parents as key partners. Our families are hard-working members of society that partner with us in a meaningful way to support our students.

OCA's educational enrichment element offers a wide array of additional services, programs, and activities that reinforce and complement the school's academic program. Examples are positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

Additionally, OCA offers extended learning opportunities that include an After School Education and Safety (ASES) program that is aligned with, and expands upon, the content of the regular school day. The program focuses on two elements: (1) CA's educational and literacy element provides tutoring and/or homework assistance and is designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. (2) A broad range of activities are implemented based on local student needs and interests. The ASES program leaders work closely with school site principals, staff and Family Staff Team (FST) members to integrate both program elements with the school's curriculum, instruction, and learning support activities.

## Reflections: Annual Performance

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

In analyzing the school's data from the past year, including both dashboard data and local measures, we identified a number of areas of success, and continue to experience persistent challenges.

**Academics:** Historically, SBAC proficiency has been a challenge, with only 13% of students testing as proficient on the 2022-23 SBAC. OCA received a "red" indicator on the CA Dashboard for its SBAC results. OCA has improved the academic interventions to students - including daily intervention classes in English and math, after-school tutoring, teacher office hours, and the use of an improved, Common Core-aligned curriculum, iReady - to support student growth towards proficiency. We also hold small groups, led by our paraprofessional staff, to support students in the lowest 15% of both math and ELA. OCA also continues to focus on hiring and retaining appropriately assigned instructional staff, with the rate of credentialed teachers and the rate of teachers retained remaining lower than pre-pandemic baselines. A bright spot is the continually improved performance of English learner students, as measured by ELPAC reclassification. OCA made significant progress through the last 3-year LCAP cycle, growing the rate of ELPAC progress from 43.3% to 52.3%, just shy of the 55% goal.

**Culture:** OCA's strong school culture is evident in the maintenance of 0% suspension and expulsion rates. We are diligently working to improve our chronic absenteeism and attendance rates, primarily by offering student incentives and regularly engaging families to provide insight on barriers to attendance so that OCA can help families address these barriers. This has increased ADA from 80% to consistently over 90%.

Parent engagement: OCA improved parent engagement through the last 3-year LCAP cycle, meeting with families and community members to develop strong relationships and encourage participation and integration of stakeholder voice in school decision-making. This strong engagement was due in part to staff training on how to develop strong relationships with families. However, OCA continues to focus on parent attendance at school events, and usage of the parent portal.

## Reflections: Technical Assistance

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

As applicable, a summary of the work underway as part of technical assistance. Not applicable; the LEA is not eligible for 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.

Not applicable; the LEA is not eligible 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.

Not applicable; the LEA is not eligible for CSI.

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

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

Not applicable; the LEA is not eligible for CSI.



# 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
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school's academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.</p>
Teachers, administrators, and other school personnel	<p>In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input</p> <p>Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. Monthly</p> <p>Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. We use these methods to engage school staff across all levels.</p>



Educational Partner(s)	Process for Engagement
<p>Parents, including parents of English learners, other unduplicated pupils, and students with disabilities</p>	<p>In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>Quarterly Family, Student, and Teacher (FST) meetings take place. Parents are invited to attend and share any questions, comments or concerns they may have. Moving forward, BJE has invested in translation headsets as an accommodation for multilingual parents and students. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST).</p> <p>Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.</p>
<p>Students</p>	<p>In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>BJE holds assemblies quarterly to celebrate honor roll students (those who've earned A's and B's on their report cards) as well as Student of the Month and perfect attendance. We also have bi-weekly club days as a PBIS incentive for good behavior. We use these methods to engage our student body.</p>
<p>SELPA</p>	<p>In spring 2025, the school share the LCAP with our SELPA to collect feedback. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website</p>

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.

Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.

Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

### State Priorities addressed by this goal.

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

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

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1)  Source: Internal credential tracking	34.5% From the 2023-24 school year.	Will be completed in 2025.		100% appropriately credentialed and assigned, and/or per100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credentialmitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%		100% of students have access to standards-aligned instructional materials	0.0%
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good	Good		School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual	Summit was offered	Summit was offered		The Annual Summit is Offered	Will be completed in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1) Source: Internally tracked	From the 2023-24 school year.				
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100.0%		100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 13.6% SED: 12.9% Hispanic: 12.9% EL: 1.7%	All: 8.3% SED: 9.6% Hispanic: 8.7% EL: 0.9%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: -5.3% SED: -3.3% Hispanic: -4.2% EL: -0.8%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1)	All: 14.4% SED: 14.3% Hispanic: 12.8% EL: 5.1%	All: 15.8% SED: 16.8% Hispanic: 14.8% EL: 2.5%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023	All: 1.4% SED: 2.5% Hispanic: 2.0% EL: -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP reporting website				overall state average, 34.62%	
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 7.4% SED: 6.4% Hispanic: 7.8% EL: 0.0%	All: 5.1% SED: 6.0% Hispanic: 7.8% EL: 0%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -2.3% SED: -0.4% Hispanic: 0% EL: 0%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 52.3%	All: 28.2%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: -24.1%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	0.0%	Will be completed in 2025.		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study - Local Indicator "Standard Met"	Target Achieved
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 46th Hispanic: 46th Source for baseline year is NWEA.	ALL: 30th Hispanic: 30th		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: -16 Hispanic: -16
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP	ALL: 44th Hispanic: 45th	ALL: 48th Hispanic: 44th		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	ALL: +4 Hispanic: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	8.1) Source: NWEA or iReady					

Goal Analysis [2024-25]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations.

Implemented: During the 2024–25 school year, the school successfully implemented a comprehensive plan to strengthen instructional quality, increase academic rigor, and provide targeted support for all learners, including English Learners and students requiring tiered interventions. Professional development was delivered consistently and strategically throughout the year, with a focus on data-driven instruction, where teachers were trained to analyze formative and summative assessment data to inform instructional planning and student grouping. All students have access to standards-aligned curriculum and have seen steady gains in our NWEA scores, especially our ELL's. After-school tutoring services in all core content areas were well-attended, particularly by ELs, students performing below grade level, and those at risk of not meeting promotion/graduation requirements. Grade-level and content-area teams used data protocols and collaborative planning time to align instruction and share best practices. All ELLs were placed and received designated ELD with standards-aligned materials.

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.

Site-wide training emphasizing and integrating strategies for English Learners for ELLs. integrated and designated ELD, for the use of academic language scaffolds, and culturally responsive pedagogy. The MTSS framework guided regular progress monitoring and tiered interventions for students not making expected growth.

**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	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$81,645.83	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.  On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard	\$558,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.		
<b>1.3</b>	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$120,000.00	No
<b>1.4</b>	Professional Development to Promote Academic Excellence	Offer ongoing professional development opportunities for staff, including: <ul style="list-style-type: none"> <li>- Bi-weekly coaching for teachers with a focus on supports for English learners and low income students</li> <li>- Quarterly professional development sessions</li> <li>- Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students</li> <li>- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction</li> <li>- Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations</li> <li>- An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum</li> </ul>	\$91,447.50	Yes
<b>1.5</b>	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong	\$101,120.75	No

Action #	Title	Description	Total Funds	Contributing
		janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.		
<b>1.6</b>	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	\$155,363.00	Yes
<b>1.7</b>	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$33,120.00	Yes
<b>1.8</b>	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: <ul style="list-style-type: none"> <li>- Provide a range of Special Education service providers, including counselors and Resource Specialist Programs</li> <li>- When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention</li> <li>- Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.</li> </ul>	\$225,289.50	No

Action #	Title	Description	Total Funds	Contributing
<b>1.9</b>	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	\$20,497.08	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	3 FST Meetings		Schedule at least 3 Family, Student, and Teacher (FST)	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.</p>			<p>meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.</p>	
2.2	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events From the 2022-23 school year.</p>	<p>Parents invited to at least 4 events</p>		<p>Parents invited to at least 4 events</p>	Target Achieved

## Goal Analysis [2024-25]

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

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

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children's educational journeys. All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families.

Planned: Host regular community events and school activities that encourage family participation. Hold 3 FST meetings, parent information survey

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. Increased the two-way communication between school staff and families, with teachers having expectations of emailing and calling once a week, for both positive and negative concerns. As a school, we had a family engagement calendar aligned with the school year, outlining school events and meetings. We also held parent-teacher conferences, which were well attended.

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.

While there was FST meeting scheduled and held there were no parent volunteers who would serve on the committee.

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

The school community is working to build trusting relationships with personal outreach. Encourage staff or parent liaisons to personally invite families, especially those who haven't historically attended. Hold Parent welcome committees meeting and develop family ambassadors or mentorship programs to welcome and guide new families.

**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
<b>2.1</b>	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$27,670.63	Yes
<b>2.2</b>	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$32,025.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 90.7% Hispanic: 90.7% EL: 90.9% SED: 90.7% SWD: 90.5%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	All: 27.4% SED: 27.1% Hispanic: 23.4% EL: 27.4%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -20.2% SED: -20.5% Hispanic: -24.6% EL: -21.0%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	All: 0.4% SED: 0.5% Hispanic: 0.5% EL: 0.8%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	79.0% From the 21-22 school year.	31.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-4.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	73.0% From the 21-22 school year.	29.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	-13.7%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	N/A		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	N/A

## Goal Analysis [2024-25]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support.

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Expansion of PBIS schoolwide discipline matrix with restorative practices. Clearly defined schoolwide behavioral expectations were posted and taught across campus. Monthly spirit days encouraged participation and school pride, including cultural heritage celebrations, college awareness days, and student-chosen themes. Student assemblies were held to highlight positive behavior, academic achievements, and attendance milestones. Students were recognized through awards, certificates, and student shout-outs.

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.

Students reported they had limited voice in school decisions that may have lead to disengagement This lack of agency can reduce their confidence in the school climate and erode trust in adults' ability to maintain a safe environment

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.

Provide ongoing professional development for staff on school culture and student engagement techniques. Enhance student voice and engagement in school safety planning through student advisory groups or listening circles.

**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	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$67,108.13	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: <ul style="list-style-type: none"> <li>- Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress</li> <li>- Acknowledge accomplishments and progress every quarter with awards and ribbons</li> <li>- Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc.</li> <li>- Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community.</li> <li>- Hold at least one student assembly annually on student academic achievement.</li> <li>- Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.</li> </ul>	\$117,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.3</b>	Supports for Student Attendance and Engagement	<p>On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism.</p> <p>Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.</p>	\$55,164.50	Yes
<b>3.4</b>	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> <li>- Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values</li> <li>- Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion <ul style="list-style-type: none"> <li>• Train teachers to provide social-emotional learning opportunities through advisory/home room classes</li> </ul> </li> <li>-The school psychologist/wellness counselor will meet with students experiencing non-academic problems</li> </ul>	\$152,982.69	Yes

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

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

## 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
	0.000%	\$0.00	

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	<p><b>Action:</b> Academic Assessment and Progress Monitoring</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)</p>	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.2	<p><b>Action:</b> Academic Supports</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.4	<p><b>Action:</b> Professional Development to Promote Academic Excellence</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>		<p>defined by internal assessment.</p>
1.7	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b></p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	<p><b>Action:</b> Supports for Homeless and/or Foster Youth</p> <p><b>Need:</b> Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed.</p> <p>These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>speaker as many of our families speak Spanish in their homes.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Parent Engagement Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>2.2</b>	<p><b>Action:</b> Parent Communication Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
3.1	<p><b>Action:</b> Community Engagement</p> <p><b>Need:</b> Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."</p> <p><b>Scope:</b> LEA-wide</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism.</p> <p>These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance.</p> <p>Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.</p> <p>Metric 3h: Increase the percent of students responding "agree" or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
<b>3.2</b>	<b>Action:</b> School Culture Activities  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.3</b>	<b>Action:</b> Supports for Student Attendance and Engagement  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.4</b>	<b>Action:</b> Supports for Student Behavior and Wellbeing  <b>Need:</b>		



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
	<b>Scope:</b> LEA-wide		

### 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
<b>1.6</b>	<p><b>Action:</b> Supports for English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the state average for baseline year.</p> <p>Metric 1L: Provide at least one paraprofessional to work with English learners.</p>
<b>1.7</b>	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b></p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

## Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 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				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,503,904.03	\$265,074.58	\$0.00	\$70,363.00	\$1,839,341.61	\$1,405,683.28	\$433,658.33

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	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$43,987.50	\$37,658.33	\$43,987.50	\$37,658.33			\$81,645.83	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$558,117.00	\$0.00	\$401,700.75	\$156,416.25			\$558,117.00	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	\$0.00	\$120,000.00	\$120,000.00				\$120,000.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$51,447.50	\$40,000.00	\$91,447.50				\$91,447.50	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	\$91,120.75	\$10,000.00	\$101,120.75				\$101,120.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/L EA	Ongoing	\$155,363.00	\$0.00	\$85,000.00			\$70,363.00	\$155,363.00	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	\$18,120.00	\$15,000.00	\$33,120.00				\$33,120.00	

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
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$125,289.50	\$100,000.00	\$225,289.50				\$225,289.50	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/L EA	Ongoing	\$14,497.08	\$6,000.00	\$14,497.08	\$6,000.00			\$20,497.08	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$23,170.63	\$4,500.00	\$27,670.63				\$27,670.63	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$17,025.00	\$15,000.00	\$32,025.00				\$32,025.00	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/L EA	Ongoing	\$23,108.13	\$44,000.00	\$27,108.13	\$40,000.00			\$67,108.13	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$88,290.00	\$29,500.00	\$92,790.00	\$25,000.00			\$117,790.00	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$53,164.50	\$2,000.00	\$55,164.50				\$55,164.50	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$142,982.69	\$10,000.00	\$152,982.69				\$152,982.69	



# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		\$1,057,493.78	0.000%	0.000 %	<b>Total:</b>	\$1,057,493.78
								<b>LEA-wide Total:</b>	\$939,373.78
								<b>Limited Total:</b>	\$118,120.00
								<b>Schoolwide Total:</b>	\$43,987.50

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	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$43,987.50	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$401,700.75	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$91,447.50	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$85,000.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$33,120.00	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	\$14,497.08	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	\$27,670.63	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$32,025.00	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	\$27,108.13	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$92,790.00	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$55,164.50	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$152,982.69	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,905,786.00	\$1,753,174.01

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	Academic Assessment and Progress Monitoring	Yes	86,365	72,658.33
1	1.2	Academic Supports	Yes	470,610	598,606.50
1	1.3	Materials, Curriculum, & Supplies	No	280,116	150,000.00
1	1.4	Professional Development to Promote Academic Excellence	Yes	87,941	131,062.50
1	1.5	Safe and Secure Facilities	No	119,334	98,712.50
1	1.6	Supports for English Learners	Yes	134,361	152,750.00
1	1.7	Additional Supports for Long-term English Learners	Yes	32,721	41,000.00
1	1.8	Supports for Students with Disabilities	No	220,105	182,500.00
1	1.9	Supports for Homeless and/or Foster Youth	Yes	17,768	14,757.55
2	2.1	Parent Engagement Activities	Yes	28,835	16,156.25
2	2.2	Parent Communication Activities	Yes	41,875	29,531.25



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Community Engagement	Yes	80,040	45,356.25
3	3.2	School Culture Activities	Yes	120,817	74,750.00
3	3.3	Supports for Student Attendance and Engagement	Yes	36,111	41,900.00
3	3.4	Supports for Student Behavior and Wellbeing	Yes	148,787	103,432.88

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$770,207.00	\$1,013,651.00	\$1,016,200.28	(\$2,549.28)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	48,997	48997		
1	1.2	Academic Supports	Yes	353,860	445,256.50		
1	1.4	Professional Development to Promote Academic Excellence	Yes	87,941	131,062.50		
1	1.6	Supports for English Learners	Yes	76,404	83000		
1	1.7	Additional Supports for Long-term English Learners	Yes	32,721	41,000.00		
1	1.9	Supports for Homeless and/or Foster Youth	Yes	11,768	12757.55		
2	2.1	Parent Engagement Activities	Yes	28,835	6,156.25		
2	2.2	Parent Communication Activities	Yes	41,875	29,531.25		
3	3.1	Community Engagement	Yes	25,535	15356.35		
3	3.2	School Culture Activities	Yes	120,817	57750		
3	3.3	Supports for Student Attendance and Engagement	Yes	36,111	41900		
3	3.4	Supports for Student Behavior and Wellbeing	Yes	148,787	103,432.88		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,144,557	\$770,207.00		35.915%	\$1,016,200.28	0.000%	47.385%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,



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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric



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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

## LEA-wide and Schoolwide Actions

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

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

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

2025-26 Local Control and Accountability Plan for Oakland Charter Academy



- 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

# Coversheet

## Public Hearing: Local Control Accountability Plan (LCAP) - Richmond Charter Academy

**Section:** IV. Business  
**Item:** E. Public Hearing: Local Control Accountability Plan (LCAP) - Richmond  
Charter Academy  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
2025\_Local\_Control\_and\_Accountability\_Plan\_Richmond\_Charter\_Academy\_20250612.pdf

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond Charter Academy

CDS Code: 07617960126805

School Year: 2025-26

LEA contact information:

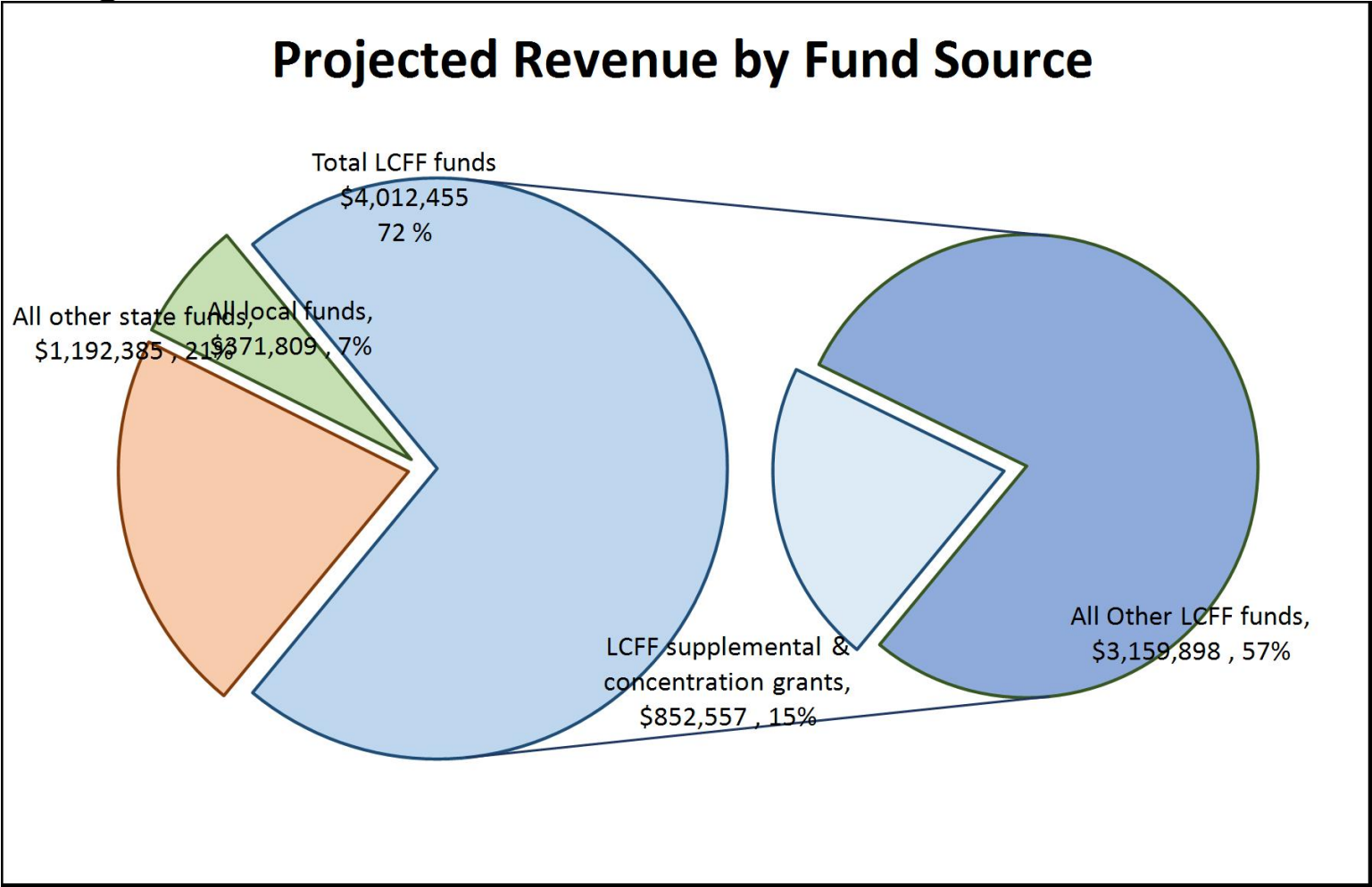
Jasmine Landers

Site Director

(510) 235-2465

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

## Budget Overview for the 2025-26 School Year

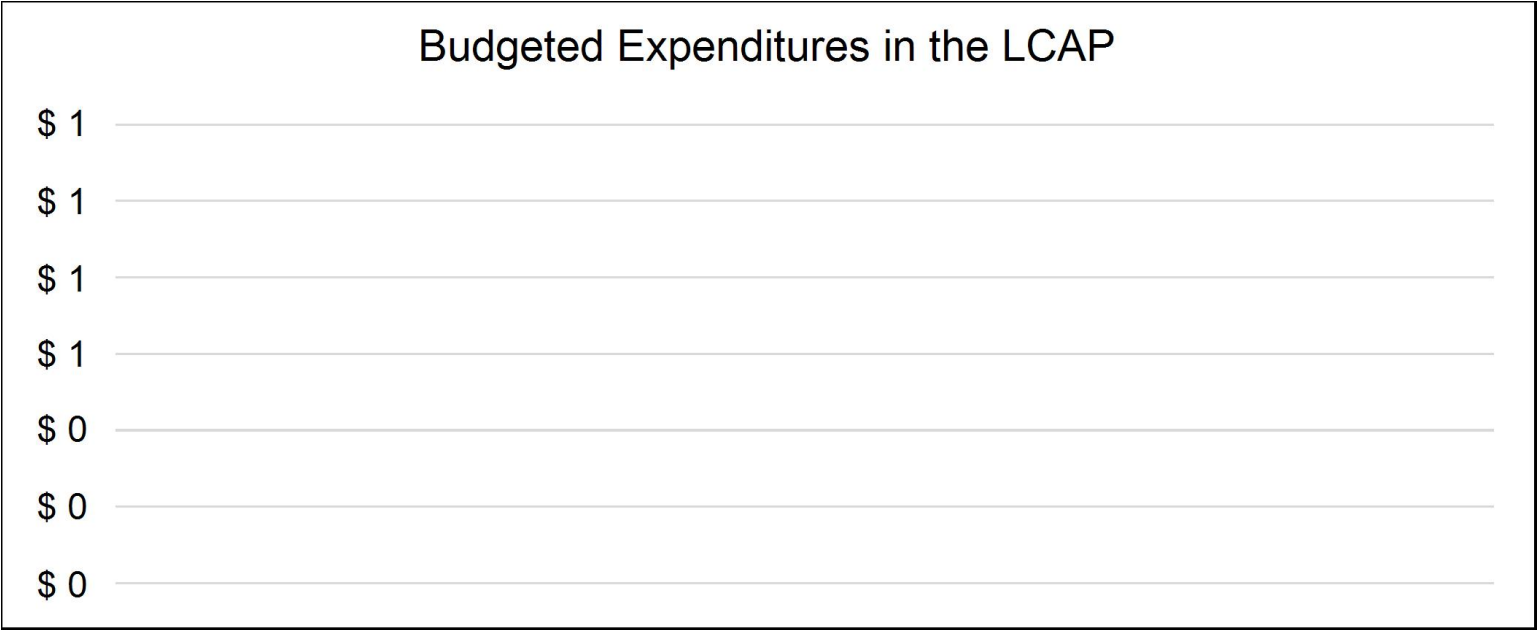


This chart shows the total general purpose revenue Richmond Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Charter Academy is \$5,831,863, of which \$4,012,455 is Local Control Funding Formula (LCFF), \$1,192,385 is other state funds, \$371,809 is local funds, and \$ is federal funds. Of the \$4,012,455 in LCFF Funds, \$852,557 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 Richmond Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

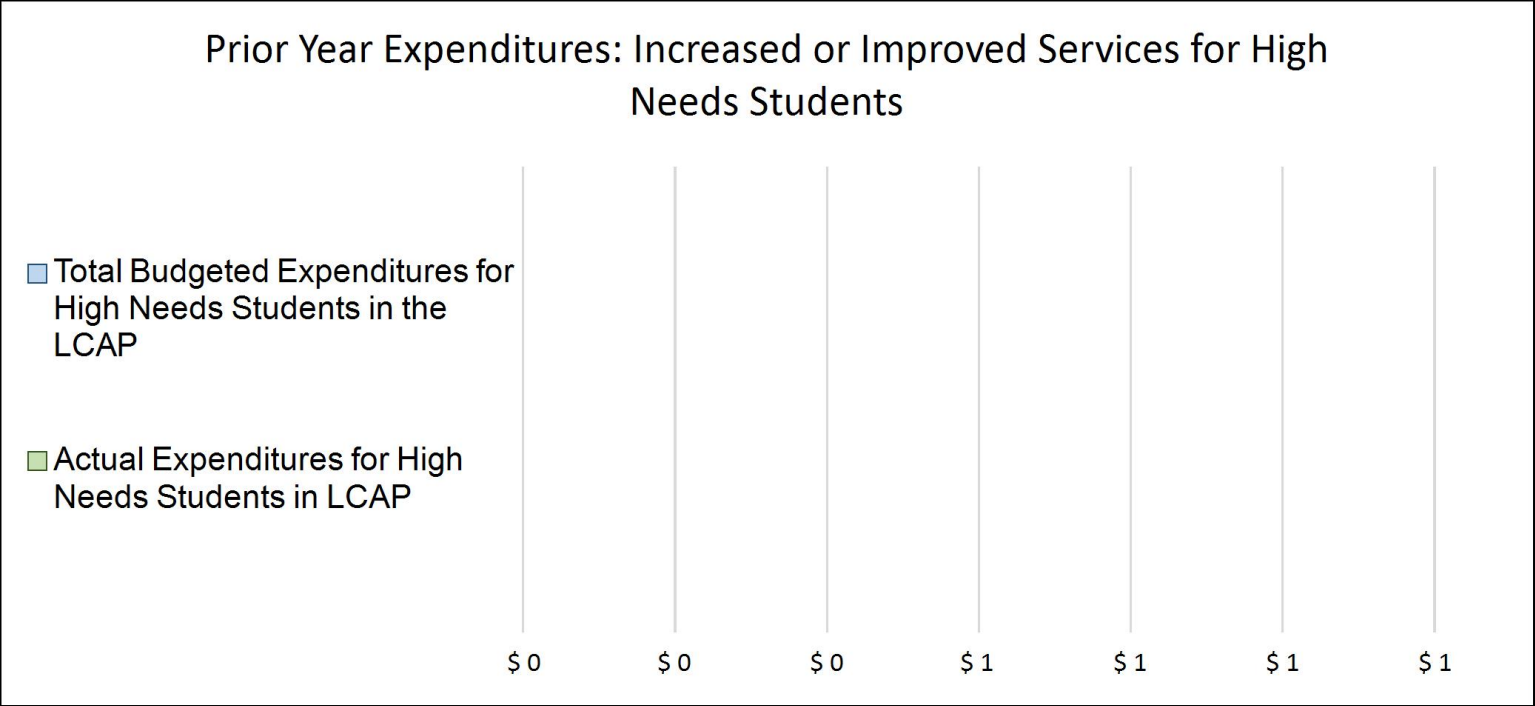
The text description of the above chart is as follows: Richmond Charter Academy plans to spend \$ for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Richmond Charter Academy is projecting it will receive \$852,557 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Academy plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Richmond Charter Academy's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Richmond Charter Academy actually spent \$ for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Jasmine Landers Site Director	jwilliams@amethodschools.org (510) 235-2465

## Plan Summary [2025-26]

### General Information

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

At Richmond Charter Academy (RCA), we are committed to our students' academic success and developing a strong community of learners. RCA is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501 (c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization's flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education. RCA was established in 2012, and is located within the boundaries of West Contra Costa Unified School District (WCCUSD). In its first year of operation, RCA achieved an 812 API, making it the highest performing middle school in the history of WCCUSD, since the inception of the API and Public Schools Accountability Act of 1998. Richmond Charter Academy's mission is to advance students' motivation and belief in academic achievement while in pursuit of a thriving future.

RCA currently serves 324 students in grades 6-8. We believe that every child deserves a world-class education. RCA is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line. RCA families take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, RCA served 84.3% socioeconomically disadvantaged students, 34.3% English learners, and 9.6% students with disabilities. Almost all students identify as students of color, including 92.0% that identify as Hispanic/Latino, and 4.0% as African-American/Black.



At RCA, we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. We believe in fostering a culture of hard work and preparing our students in a manner that will help them excel in life and attend the college of their dreams. RCA's academic schedule contains built in time for differentiated support and social and emotional development. We provide access to mental health services, mindfulness, and social support systems for faculty, students and families. We also offer students a wide range of extended learning opportunities. RCA is a proud partner of The John Hopkins University Center for Talented Youth that gives students the opportunity to participate in college-level summer programs and online courses. Additionally, through our ASES program students have daily access to activities including homework help, tutoring, music, art, chess, basketball and self-defense.

Families are an integral part of our school and throughout the year we invite them to events including school game nights, book fairs, food drives, festivals, sports events, student conferences, volunteer days and more. Parent University Nights, Coffee Chats are conducted to ensure students and families receive the information and support necessary to support being successful. After each quarter, homeroom teachers conference with families about their students' grades and how they can continue to grow in the classroom. Families and students receive yard signs, medals, and awards that remind them of their potential and amazing capabilities.

## Reflections: Annual Performance

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

RCA students, like many students nationally, experienced significant learning loss due to the COVID-19 pandemic. Socioeconomically disadvantaged students, English learners, and other vulnerable groups particularly faced numerous challenges over the last few years, which we are addressing with a variety of additional academic interventions. In recognition of this extreme need, the school decided to go back to foundational teaching skills, including: lesson planning, how to make exemplars, utilizing exit tickets and weekly data analysis meetings in order to move student achievement and outcomes. Additionally, the school has been providing teachers and staff with ongoing content knowledge, classroom management training, and implementation of school-wide structures and systems. As a result, the school has utilized data to analyze achievement gaps and is witnessing positive trends in the current school year for both NWEA and iReady results, especially within reading but also in math.

In the past year, the school met its goals for attendance, expulsions, negative/positive ratio of student behavior logs, and facilities. We attribute these successes to the actions described in the LCAP, including creating a healthy school environment conducive to learning, providing weekly SEL lessons, offering scholars the ability to check in with a wellness counselor if need be, and creating a partnership with parents through parent communication and involvement. RCA did not meet its suspension and chronic absenteeism goals and received some red indicators on the dashboard for these areas, which will be addressed below.

The school received a number of red indicators on the 2023 California Schools Dashboard. As the result of a thorough analysis of our data and school program, we are addressing each red indicator broken down by the impacted subgroups of students:

Students with disabilities (for chronic absenteeism, ELA, math, and suspension): We have a comprehensive support system in place for students with disabilities to address chronic absenteeism, including attendance plans to support the student and family needs and challenges. Additionally, our team collaborates closely with families, educators, and supports staff to provide resources, accommodations and interventions to ensure every student can fully engage in their education. Additionally, we are providing differentiated instruction, small group instruction, extended time and flexibility, positive reinforcement and feedback, and collaboration with special education professionals to create supportive classrooms to foster academic and social growth. As a result of these multi-tiered systems, we have been able to substantially decrease our suspensions in the current school year.

English learners (for ELA, math, and suspension): To support English learners academically, and lower suspension rates, we have provided language support through English as a Second Language instruction. Implementation of culturally responsive teaching strategies that incorporate scholars' backgrounds and experiences into the curriculum have proven to be essential and key. Furthermore, we have fostered a welcoming and inclusive school environment where English learners feel valued and supported. This is shown through encouraging collaboration between teachers, administrators and families to address challenges or concerns promptly. Lastly, we offer social-emotional support and interventions to address behavioral concerns before they escalate, while focusing on positive reinforcement and restorative practices to build a sense of belonging to reduce suspension rates.

Hispanic students (ELA and math): We support our Hispanic scholars by providing culturally relevant curriculum materials and instructional approaches that resonate with their backgrounds and experiences. We offer bilingual support when needed, including instruction in Spanish or providing translations of key concepts to facilitate comprehension. Additionally, we foster a supportive learning environment that celebrates diversity and encourages active engagement, collaboration, and confidence- building strategies to enlance their academic achievement in both subjects.

Socioeconomically disadvantaged (ELA and math): To support our socioeconomically disadvantaged population we have prioritized personalized instruction and small group interventions to address individual needs effectively. Implementation of targeted support programs, such as targeted tutoring or after school programs, provide additional academic assistance and enrichment opportunities has demonstrated to be beneficial and effective motivation for scholars to succeed academically.

## Reflections: Technical Assistance

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

Richmond Charter Academy is eligible for Technical Assistance, in the form of Differentiated Assistance, due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and School Climate, as well as the low performance of Students with Disabilities on indicators for Pupil Achievement, Pupil Engagement, and School Climate. As a result, the school has been working with the Contra Costa County Office of Education (CCCOE) to address these performance areas. Efforts include: participating in monthly professional development meetings hosted by CCCOE in the spring of 2024, performing a root cause analysis on the low performing indicators, surveying stakeholders to develop action items for next year, and conducting empathy interviews with at least 5 members of the school community (students, parents, teachers, staff, etc.). The school is utilizing the results of these efforts to inform planning for the 2024-25 school year, including addressing key areas identified by our educational partners.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

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

Not applicable; the LEA is not eligible 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.

Not applicable; the LEA is not eligible for CSI.

## *Monitoring and Evaluating Effectiveness*

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

Not applicable; the LEA is not eligible for CSI.

# 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
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school’s academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2025, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment.</p>
Teachers, administrators, and other school personnel	<p>In spring 2025, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input</p> <p>Every Friday we host staff meetings that focus on professional development and housekeeping topics. Data progress is covered during PLC (Professional Learning Community) meetings every Tuesday. Monthly</p> <p>Family, Student, and Teacher (FST) meetings take place on the last Thursday of each month. We use these methods to engage school staff across all levels.</p>

Educational Partner(s)	Process for Engagement
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	<p>In spring 2025, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>Family, Student, and Teacher (FST) meetings take place Quarterly. Parents are invited to attend and share any questions, comments or concerns they may have. Moving forward, BJE has invested in translation headsets as an accommodation for multilingual parents and students. We utilize newsletters and monthly parent meetings (Coffee with the Principal and FST).</p> <p>Consistent communication about school plans and programs are sent via ParentSquare and annual surveys are given towards the end of the year. We use these methods to engage parents of all students.</p>
Students	<p>In spring 2025, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input.</p> <p>RC A holds assemblies quarterly to celebrate honor roll students (those who've earned A's and B's on their report cards) as well as Student of the Month and perfect attendance. We also have bi-weekly club days as a PBIS incentive for good behavior. We use these methods to engage our student body.</p>
SELPA	<p>In spring 2025, the school share the LCAP with our SELPA to collect feedback. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.</p>

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers have expressed the desire to receive professional development for the proper process of instruction when teaching iReady Math lessons. Another request has been made for a Professional Development in the area of Classroom Management. The administration team provided the aforementioned requests and plans to increase consultant services and expenditures to offer more development opportunities next year.

Families provided feedback on issues ranging from academics to behavior. iReady was implemented to aid in filling in any academic gaps students had. We've established a PBIS system as positive reinforcement to good behavior. More teachers were requested and we hired or brought in long-term substitutes for classroom vacancies. All of this feedback from our teachers, staff, and parents was incorporated into Actions 1.4, 3.2, and 3.4.

Sports have been an expressed interest of students. We do have teachers who are willing to help with sports; the plan is to collaborate with the Internal Compliance office to properly implement future sporting programs. Students have also expressed interest in more fun activities at school. Admin have implemented club day once a month. Field trips have also been brought up and every grade level coordinator has taken the task to plan field trips for their grade band, prior to the end of the year. This feedback was incorporated into Actions 3.1 and 3.2.

Finally, the administration team desires to hire a CTE teacher to create an engaging environment for students, thus advancing the school towards becoming a STEM school. The plan is to purchase STEM equipment to include virtual reality, green screen, digital printing, Kinetic Sand Box, (augmented virtual reality), and other items including SEL digital technology with classroom lessons aligned with standards. We plan to have a big end-of-year carnival, as well as simple events to foster parent/student relationships like muffins with moms, donuts with dad, and others activities described in Action 3.2.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

### State Priorities addressed by this goal.

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

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

Our school's mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from "what was taught" to "what was learned." Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school's mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students' academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1)  Source: Internal credential tracking	21.4% From the 2023-24 school year.	Will be completed in 2025.		100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	Will be completed in 2025.
1.2	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% From the 2023-24 school year.	100%		100% of students have access to standards-aligned instructional materials	Target Achieved
1.3	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	Good		School facilities are in good or exemplar repair	Target Achieved
1.4	Teachers participate in a 5- Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content	Summit was offered From the 2023-24 school year.	Summit was offered		The Annual Summit is Offered	Target Achieved



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to state performance standards. (SP 2.1) Source: Internally tracked					
1.5	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: PowerSchool	100.0% From the 2023-24 school year.	100%		100% of EL students are enrolled in ELD courses.	Target Achieved
1.6	Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 19.1% SED: 17.9% Hispanic: 18.4% EL: 1.8% SWD: 0.0%	All: 53.6% SED: 50.7% Hispanic: 52.1% EL: 26.3% SWD: 13.6%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	All: 34.5% SED: 32.8% Hispanic: 33.7% EL: 24.5% SWD: 13.6%
1.7	Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1) Source: CAASPP reporting website	All: 9.1% SED: 8.2% Hispanic: 7.9% EL: 2.7% SWD: 3.2%	All: 19.4% SED: 15.8% Hispanic: 18.0% EL: 5.1% SWD: 4.6%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%	All: 10.3% SED: 7.6% Hispanic: 10.1% EL: 2.4% SWD: 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1) Source: CAASPP Reporting Website	ALL: 11.3% SED: 12.4% Hispanic: 9.2% EL: 3.1%	All: 6.5% SED: 6.9% Hispanic: 6.9% EL: 0%		Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.	All: -4.8% SED: -5.5% Hispanic: -2.3% EL: -3.1%
1.9	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 42.5% EL: 42.5%	All: 73.7% EL: 73.7%		English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	All: 31.2% EL: 31.2%
1.10	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	5.9%	Will be completed in 2025.		English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	Will be completed in 2025.
1.11	Students have access to a broad course of study (SP 7.1) Source:	Standard Met From the 2023-24 school year.	Standard Met		Students have access to a broad course of study -	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PowerSchool master schedule				Local Indicator "Standard Met"	
1.12	Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3) Source: Paylocity (HR source)	1 paraprofessional for EL and 1 for SWD From the 2023-24 school year.	Standard Met		1 paraprofessional for EL and 1 for SWD	Target Achieved
1.13	Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 42nd Hispanic: 42nd Source for baseline year is NWEA.	ALL: 227% Hispanic: 231% Source for Year 1 Outcome is iReady		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady  Measures differ
1.14	Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1) Source: NWEA or iReady	ALL: 41st Hispanic: 41st	ALL: 133% Hispanic: 146% Outcome is iReady		NWEA Map: 41st+ Median Growth Percentile or iReady: 100%+ Typical Media Progress	Switched to iReady  Measures differ

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

Goal Analysis [2024-25]

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

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

Our planned actions and implementation of this goal were grounded in our mission to prepare every student for college, career, and life. These priorities are focused on delivering a rigorous, standards-aligned curriculum, ensuring access to a well-rounded education, providing professional development for instructional staff, and offering differentiated academic support.

Planned: Provide targeted, ongoing professional learning focused on rigor, differentiation, and instructional strategies aligned with academic standards. Implement tiered interventions and expanded supports (e.g., academic tutoring, EL support, SPED modifications) and provide a paraprofessional to work within the classroom and targeted populations.

Implemented: Instructional coherence and backward planning with vertically aligned curricula across core subjects. The teacher engaged in a rigorous backward-planning protocol to produce a model student response reflecting mastery. All Standards aligned to lesson activities were scaffolded directly toward the target skill—Data-Driven Instruction and Intervention, including Friday data-driven intervention planning with grade-level teams. We provided targeted interventions and scaffolds to be delivered during the designated intervention block. Teachers actively individualize student growth to ensure interventions are working, including families engaged in the data monitoring to ensure everyone is aligned. Student work samples and classroom walkthroughs indicate increased use of higher-order thinking strategies, aligned tasks, and academic discourse in classrooms.

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.

Despite having staff with very few credential we leveraged Friday data cycles and intervention planning time to drive tighter alignment between data and intervention planning and saw the benefits with increase test scores.

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.

Actively recruit and focus on teacher hiring and refine teacher coaching to close residual instructional gaps

**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	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$76,920.33	Yes
1.2	Academic Supports	<p>Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia.</p> <p>On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.</p>	\$570,406.54	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$97,500.00	No
<b>1.4</b>	Professional Development to Promote Academic Excellence	<p>Offer ongoing professional development opportunities for staff, including:</p> <ul style="list-style-type: none"> <li>- Bi-weekly coaching for teachers with a focus on supports for English learners and low income students</li> <li>- Quarterly professional development sessions</li> <li>- Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students</li> <li>- Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction</li> <li>- Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations</li> <li>- An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum</li> </ul>	\$99,410.00	Yes
<b>1.5</b>	Safe and Secure Facilities	Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.	\$101,120.75	No

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Supports for English Learners	Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.	\$140,449.00	Yes
<b>1.7</b>	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$35,910.00	Yes
<b>1.8</b>	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	\$248,747.50	No
<b>1.9</b>	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach	\$18,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child's education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parents will be provided regular opportunities to participate in school site	Scheduled at least 3 FST meetings and at least 3	3 FST meetings		Schedule at least 3 Family, Student, and Teacher (FST)	Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Parent Committee for English Learners meetings, inviting all parents to participate. From the 2023-24 school year.</p>			<p>meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.</p>	
2.2	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events From the 2022-23 school year.</p>	<p>Parents invited to at least 4 events</p>		<p>Parents invited to at least 4 events</p>	Target Achieved

## Goal Analysis [2024-25]

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

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

Our approach to parent engagement is grounded in the belief that parents are essential collaborators in student learning. We are committed to educating, empowering, and involving families in their children's educational journeys. All of our parent engagement and communication efforts focus on building strong, positive relationships between school staff and families.

Planned: Host regular community events and school activities that encourage family participation. Hold 3 FST meetings parent information survey

Implemented: Development of Family Staff Team (FST) by laws and policies to ensure meaningful opportunities for parents to be involved in school planning and decision-making. Bi-Annual Data meeting with parents where I ready testing data was discussed and goals were created with parents and students. Weekly two-way communication between school staff and families with the use of the parent square portal and ensure consistent, in home languages to keep families informed. Monthly coffee with the principal meeting to generate ides for school wide incentives and hear/address any concerns. Conducted a youth truths survey to obtain information and feedback

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.

Attendance data and parent feedback indicate that these meetings and opportunities were well-received, with many families reporting an increased sense of connection to the school community.

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.

Provide parent education workshops on student learning, social-emotional development, and school resources. Hold parent workshops for parents who are unable to access technology. Hold affirmative groups of the target populations.

**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
<b>2.1</b>	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$33,134.00	Yes
<b>2.2</b>	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$34,258.75	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 90.7% Hispanic: 90.7% EL: 90.9% SED: 90.7% SWD: 90.5%	Will be completed in 2025.		Each student subgroup will achieve 90% or greater ADA.	Will be completed in 2025.
3.2	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 36.3% SED: 36.6% Hispanic: 36.5% EL: 38.2% SWD: 45.5%	All: 11.6% SED: 12.1% Hispanic: 11.9% EL: 10.0% SWD: 24.0%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	All: -9.7% SED: -7.4% Hispanic: -8.4% EL: -9.7% SWD: -13.5%
3.3	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 1.6% SED: 1.9% Hispanic: 1.8% EL: 1.1% SWD: 3.6%	All: 1.7% SED: 1.8% Hispanic: 1.5% EL: 0.9% SWD: 8.0%		Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	All: -8.2% SED: -8.6% Hispanic: -8.0% EL: -12.0% SWD: -13.9%
3.4	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%		Each student subgroup will have 0.5% or lower expulsion rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	36.0% From the 21-22 school year.	43.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	7.0%
3.6	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	42.0% From the 21-22 school year.	47.0%		Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	5.0%
3.7	Decrease the MS dropout rate or maintain a rate below 3.5% (SP 5.3) Source: CALPADS Exit codes	0.0%	0.0%		Each student subgroup will decrease at least 1 percentage point annually or maintain a rate below 3.5%	0.0%
3.8	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	N/A	N/A		Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	N/A

## Goal Analysis [2024-25]

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

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

Our goal is to create and maintain a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and engagement for all students. We are committed to supporting students' academic success alongside their social-emotional well-being through intentional school culture-building practices and systems of support

Planned: Expand Positive Behavioral Interventions and Supports (PBIS) schoolwide to promote a positive behavioral culture and reduce disciplinary incidents. host regular schoolwide culture-building activities (e.g., spirit days, student assemblies, recognition programs) to strengthen student connection and celebrate diversity. Analyze engagement and climate data (including attendance, discipline, and survey results) on an ongoing basis to identify trends and adjust practices accordingly.

Implemented: Implemented youth truths survey and an increase in reporting feeling connected to school. approach to school culture, we expect to see improvements in student attendance, behavior, engagement, and perception of school climate. These outcomes will contribute directly to students' academic and personal growth, reinforcing our commitment to equity, inclusion, and whole-child development. Strengthened coordination with attendance teams, success agents, and community liaisons to identify and support at-risk students with the creation of the COST team. Implemented weekly attendance calls, personalized check-ins, and home visits. Expanded access to school-based mental health services and social-emotional supports.

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.

This year's decrease in chronic absenteeism reinforces the benefit our multi-tiered attendance support system, that addresses both logistical and emotional barriers to attendance, benefited the students in coming to school.

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.

Provide ongoing professional development for staff on trauma-informed practices, inclusive teaching strategies, and student engagement techniques. Implement consistent Social-Emotional Learning (SEL) instruction to build students' emotional literacy, empathy, and conflict-resolution skills.



**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	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$21,134.22	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice.	\$152,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.3</b>	Supports for Student Attendance and Engagement	<p>On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism.</p> <p>Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.</p>	\$33,926.00	Yes
<b>3.4</b>	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> <li>- Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values</li> <li>- Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion <ul style="list-style-type: none"> <li>• Train teachers to provide social-emotional learning opportunities through advisory/home room classes</li> </ul> </li> <li>-The school psychologist/wellness counselor will meet with students experiencing non-academic problems</li> </ul>	\$173,568.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$852,557	\$

## 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
26.981%	0.000%	\$0.00	26.981%

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	<p><b>Action:</b> Academic Assessment and Progress Monitoring</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively)</p>	Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.2	<p><b>Action:</b> Academic Supports</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as defined by internal assessment.</p>
1.4	<p><b>Action:</b> Professional Development to Promote Academic Excellence</p> <p><b>Need:</b> Statewide, socioeconomically disadvantaged ("SED")/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.5% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year's worth of academic progress in a year's time in order to "catch up" to their more</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We're also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year's progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year's progress in Math, as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p> <p><b>Scope:</b> LEA-wide</p>		<p>defined by internal assessment.</p>
1.7	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b></p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Metric 1L: Provide at least one paraprofessional to work with English learners.
1.9	<p><b>Action:</b> Supports for Homeless and/or Foster Youth</p> <p><b>Need:</b> Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of "slipping through the cracks" compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had "enough" people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed.</p> <p>These actions are being provided on an LEA- wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>speaker as many of our families speak Spanish in their homes.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Parent Engagement Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
2.2	<p><b>Action:</b> Parent Communication Activities</p> <p><b>Need:</b> We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc.</p> <p>Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules.</p> <p>These actions are being provided on an LEA- wide basis because a majority of our families are lowincome, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>3.1</b>	<p><b>Action:</b> Community Engagement</p> <p><b>Need:</b> Survey data and other local data has indicated a strong need from our parents and students to offer robust non- academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023- 24 survey provided some of the examples described above, and other survey data indicated that 79.0% of students indicated they "really feel like a part of my school's community."</p> <p><b>Scope:</b> LEA-wide</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism.</p> <p>These actions are being provided on an LEA- wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance.</p> <p>Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year.</p> <p>Metric 3h: Increase the percent of students responding "agree" or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			"strongly agree" to "I really feel like a part of my school's community."
<b>3.2</b>	<b>Action:</b> School Culture Activities  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.3</b>	<b>Action:</b> Supports for Student Attendance and Engagement  <b>Need:</b>  <b>Scope:</b> LEA-wide		
<b>3.4</b>	<b>Action:</b> Supports for Student Behavior and Wellbeing  <b>Need:</b>		

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
	<b>Scope:</b> LEA-wide		

### 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
<b>1.6</b>	<p><b>Action:</b> Supports for English Learners</p> <p><b>Need:</b> Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they perform worse on these assessments in both ELA and math (7.1% and 10.6% proficient, respectively) compared to the overall average for students (21.7% in ELA and 21.4% in math). Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1 i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the state average for baseline year.</p> <p>Metric 1L: Provide at least one paraprofessional to work with English learners.</p>
<b>1.7</b>	<p><b>Action:</b> Additional Supports for Long-term English Learners</p> <p><b>Need:</b></p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

### Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Not applicable for charter schools.	Not applicable for charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools.	Not applicable for charter schools.

2025-26 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	3,159,898	\$852,557	26.981%	0.000%	26.981%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,299,741.97	\$412,040.12	\$0.00	\$125,449.00	\$1,837,231.09	\$1,449,572.76	\$387,658.33

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	Academic Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$45,262.00	\$31,658.33	\$60,262.00	\$16,658.33			\$76,920.33	
1	1.2	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$570,406.54	\$0.00	\$445,531.00	\$124,875.54			\$570,406.54	
1	1.3	Materials, Curriculum, & Supplies	All	No			All Schools	Ongoing	\$0.00	\$97,500.00	\$97,500.00				\$97,500.00	
1	1.4	Professional Development to Promote Academic Excellence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$59,410.00	\$40,000.00	\$99,410.00				\$99,410.00	
1	1.5	Safe and Secure Facilities	All	No			All Schools	Ongoing	\$91,120.75	\$10,000.00	\$101,120.75				\$101,120.75	
1	1.6	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/L EA	Ongoing	\$125,449.00	\$15,000.00	\$15,000.00			\$125,449.00	\$140,449.00	
1	1.7	Additional Supports for Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: The charter school/L	Ongoing	\$20,910.00	\$15,000.00	\$35,910.00				\$35,910.00	

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
					Group(s)		EA									
1	1.8	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$133,747.50	\$115,000.00		\$248,747.50			\$248,747.50	
1	1.9	Supports for Homeless and/or Foster Youth	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/L EA	Ongoing	\$13,012.00	\$5,000.00	\$13,012.00	\$5,000.00			\$18,012.00	
2	2.1	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$23,134.00	\$10,000.00	\$33,134.00				\$33,134.00	
2	2.2	Parent Communication Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$16,758.75	\$17,500.00	\$17,500.00	\$16,758.75			\$34,258.75	
3	3.1	Community Engagement	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The charter school/L EA	Ongoing	\$17,134.22	\$4,000.00	\$21,134.22				\$21,134.22	
3	3.2	School Culture Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$140,234.00	\$12,500.00	\$152,734.00				\$152,734.00	
3	3.3	Supports for Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$31,926.00	\$2,000.00	\$33,926.00				\$33,926.00	
3	3.4	Supports for Student Behavior and Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/L EA	Ongoing	\$161,068.00	\$12,500.00	\$173,568.00				\$173,568.00	





# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,159,898	\$852,557	26.981%	0.000%	26.981%	\$1,101,121.22	0.000%	34.847 %	<b>Total:</b>	\$1,101,121.22
								<b>LEA-wide Total:</b>	\$1,050,211.22
								<b>Limited Total:</b>	\$50,910.00
								<b>Schoolwide Total:</b>	\$60,262.00

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	Academic Assessment and Progress Monitoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$60,262.00	
1	1.2	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$445,531.00	
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$99,410.00	
1	1.6	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$15,000.00	
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: The charter school/LEA	\$35,910.00	
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter school/LEA	\$13,012.00	
2	2.1	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: The charter	\$33,134.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	school/LEA		
2	2.2	Parent Communication Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$17,500.00	
3	3.1	Community Engagement	Yes	LEA-wide	Low Income	Specific Schools: The charter school/LEA	\$21,134.22	
3	3.2	School Culture Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$152,734.00	
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$33,926.00	
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The charter school/LEA	\$173,568.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,470,378.00	\$2,870,497.98

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	Academic Assessment and Progress Monitoring	Yes	87,431	67,908.33
1	1.2	Academic Supports	Yes	909,579	670,635.25
1	1.3	Materials, Curriculum, & Supplies	No	279,616	100,600.00
1	1.4	Professional Development to Promote Academic Excellence	Yes	92,020	1,080,082.99
1	1.5	Safe and Secure Facilities	No	159,690	98,712.50
1	1.6	Supports for English Learners	Yes	134,644	137,990.00
1	1.7	Additional Supports for Long-term English Learners	Yes	33,253	33,500.00
1	1.8	Supports for Students with Disabilities	No	279,849	246,125.00
1	1.9	Supports for Homeless and/or Foster Youth	Yes	19,201	14,757.55
2	2.1	Parent Engagement Activities	Yes	28,789	42,680.50
2	2.2	Parent Communication Activities	Yes	42,244	34,258.75

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Community Engagement	Yes	25,489	20,498.25
3	3.2	School Culture Activities	Yes	187,293	144,685.00
3	3.3	Supports for Student Attendance and Engagement	Yes	38,576	32,300.55
3	3.4	Supports for Student Behavior and Wellbeing	Yes	152,704	145,763.31

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
774859	\$1,166,033.02	\$2,285,974.90	(\$1,119,941.88)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Assessment and Progress Monitoring	Yes	50,062	51250		0%
1	1.2	Academic Supports	Yes	444,133	548208		0%
1	1.4	Professional Development to Promote Academic Excellence	Yes	92,020	1,080,082.99		0%
1	1.6	Supports for English Learners	Yes	76,404	137,990		0%
1	1.7	Additional Supports for Long-term English Learners	Yes	33,253	33,500.00		0%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	13,201	14,757.55		0%
2	2.1	Parent Engagement Activities	Yes	28,789	42,680.50		0%
2	2.2	Parent Communication Activities	Yes	42,244.02	34,258.75		
3	3.1	Community Engagement	Yes	25,489	20,498.25		0%
3	3.2	School Culture Activities	Yes	169,158	144,685.00		0%
3	3.3	Supports for Student Attendance and Engagement	Yes	38,576	32,300.55		0%
3	3.4	Supports for Student Behavior and Wellbeing	Yes	152,704	145,763.31		0%

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2850581	774859	0	27.182%	\$2,285,974.90	0.000%	80.193%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### Purpose

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

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

## Requirements

### Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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



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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

Description

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

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #
<ul style="list-style-type: none"> <li>Enter the action number.</li> </ul>
Title
<ul style="list-style-type: none"> <li>Provide a short title for the action. This title will also appear in the action tables.</li> </ul>
Description
<ul style="list-style-type: none"> <li>Provide a brief description of the action.                             <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> </li> </ul>
Total Funds
<ul style="list-style-type: none"> <li>Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.</li> </ul>
Contributing
<ul style="list-style-type: none"> <li>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.                             <ul style="list-style-type: none"> <li><b>Note:</b> 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 <i>California Code of Regulations</i>, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.</li> </ul> </li> </ul>



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

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### ***Purpose***

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

2025-26 Local Control and Accountability Plan for Richmond Charter Academy

- 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:

2025-26 Local Control and Accountability Plan for Richmond Charter Academy

- 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

# Coversheet

## Review Draft Budgets (BJE, DCA, JHHS, OCA, RCA)

<b>Section:</b>	IV. Business
<b>Item:</b>	F. Review Draft Budgets (BJE, DCA, JHHS, OCA, RCA)
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Budget Presentation 6.12.2025.pdf



# Amethod Public Schools

## FY25-26 Budget Overview

6/12/25



# FY25-26 Budget Highlights

- ❑ FY25-26 **LCFF Funded COLA is set at 2.30%** for the budget year. This has is .13% lower than the Governor projected at the January Proposal but remains positive.
- ❑ FY25-26 includes a **Salary COLA of 2%** and maintains this for all future fiscal years.
- ❑ All LEAs are projecting to have year-end surpluses for FY25-26, FY26-27, & FY27-28.
- ❑ FCMAT Calculator version 26.1c, released on 5/21/25, is being used to project the largest funding category of State Aid Revenues. This calculator helps to justify the largest revenue assumptions to AMPS various authorizers.
- ❑ Other State Revenue excludes all the following one-time/specialty revenues for all sites: LREBG, AMIMDBG, A-G, A-G LLM, and Educator Effectiveness.
- ❑ DCA uses a 95% attendance yield but all other LEAs are using a more conservative, 93% attendance yield.

# FY25-26 Richmond Charter Elementary-Benito Juarez

## Multi-Year Forecast

Revised 6/10/25



	2025-26	2025-26	2025-26	2025-26	2025-26
	Budget	Budget	Budget	Budget	Budget
Assumptions	BJE	DCA	JHHS	OCA	RCA
State COLA	2.30%	2.30%	2.30%	2.30%	2.30%
Other Revenue COLA	n/a	n/a	n/a	n/a	n/a
Expense COLA	2.85%	2.85%	2.85%	2.85%	2.85%
Enrollment	470.00	320.00	340.00	210.00	320.00
Average Daily Attendance	437.10	304.00	316.20	195.30	297.60
	93%	95%	93%	93%	93%
<b>Revenues</b>					
State Aid - Revenue Limit	6,204,951	4,254,562	5,160,639	2,821,821	4,012,455
Federal Revenue	400,147	240,007	274,083	206,671	255,214
Other State Revenue	2,372,034	1,242,478	897,373	937,298	1,192,385
Other Local Revenue	133,370	97,430	78,937	112,874	371,809
<b>Total Revenue</b>	<b>\$ 9,110,502</b>	<b>\$ 5,834,478</b>	<b>\$ 6,411,032</b>	<b>\$ 4,078,664</b>	<b>\$ 5,831,863</b>
<b>Expenses</b>					
Certificated Salaries	2,075,190	1,638,671	1,850,555	1,186,273	1,572,714
Classified Salaries	1,144,923	739,078	645,187	571,517	600,325
Benefits	644,021	486,515	507,902	352,699	443,075
Books and Supplies	1,050,458	297,925	570,384	340,775	349,604
Subagreement Services	784,300	176,500	165,300	164,500	212,800
Operations and Housekeeping	503,700	316,300	337,100	333,100	278,200
Facilities, Repairs and Other Leases	1,312,803	1,113,680	1,074,131	439,798	1,089,902
Professional/Consulting Services	1,462,381	1,031,107	1,047,998	602,589	622,183
Depreciation	110,923	2,183	193,801	22,327	473,347
Interest	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 9,088,699</b>	<b>\$ 5,801,960</b>	<b>\$ 6,392,359</b>	<b>\$ 4,013,578</b>	<b>\$ 5,642,150</b>
<b>Surplus (Deficit)</b>	<b>\$ 21,803</b>	<b>\$ 32,518</b>	<b>\$ 18,673</b>	<b>\$ 65,086</b>	<b>\$ 189,713</b>
Fund Balance, Beginning of Year	\$ 5,765,184	\$ 4,721,402	\$ 2,551,350	\$ 5,639,468	\$ (65,556)
<b>Fund Balance, End of Year</b>	<b>\$ 5,786,986</b>	<b>\$ 4,753,920</b>	<b>\$ 2,570,024</b>	<b>\$ 5,704,554</b>	<b>\$ 124,156</b>
	63.7%	81.9%	40.2%	142.1%	2.2%

# Questions & Discussion

## Coversheet

### Review and Consideration of Approval of Resolution re Correction of Misallocation of Buildout Costs at 1450 Marina Way South

**Section:** IV. Business  
**Item:** G. Review and Consideration of Approval of Resolution re Correction of Misallocation of Buildout Costs at 1450 Marina Way South  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** AMPS Resolution re Correction of Misallocation RCA.pdf



## **RESOLUTION OF THE BOARD**

### **Correction of Misallocation of Buildout Costs at 1450 Marina Way South**

**WHEREAS**, Amethod Public Schools (“AMPS”) is a California nonprofit public benefit corporation overseeing multiple schools – including Richmond Charter Academy (“RCA”) and Benito Juarez Elementary (“BJE”) – and operates a central home office (“AMPS Home Office”), each of which are located at 1450 Marina Way South, Richmond; and

**WHEREAS**, the Board previously authorized a buildout at 1450 Marina Way South to serve three tenants: RCA, BJE, and the AMPS home office; each was intended to bear their equitable share of the construction costs; and

**WHEREAS**, it has come to the Board’s attention that too large a portion of the buildout expense, \$1,152,737 was improperly allocated to RCA, resulting in an unjustly high liability on RCA’s books; this misallocation is inconsistent with the original cost-sharing intent;

**WHEREAS**, as a result of this error, RCA is carrying an undue \$1,152,737 payable to the AMPS home office, an amount it should not owe; and

**WHEREAS**, it is the Board’s responsibility to ensure an equitable distribution of assets and liabilities among the schools and to correct accounting errors; forgiving the \$1,152,737 payable is a one-time corrective action to restore equity.



**Now, therefore, be it resolved:** The Board of Directors of Amethod Public Schools hereby approves the following corrective actions:

- 1. Subject to auditor confirmation, correct the \$1,152,737 payable owed** by RCA to AMPS home office. This amount represents the excess build-out costs that were incorrectly charged to RCA. Correcting / forgiving this loan adjusts RCA's net position so that RCA, BJE, and AMPS home office each bear the buildout costs as originally intended.
- 2. Subject to auditor confirmation, authorize financial adjustments.** After confirmed by the auditor, this correction will be recorded in AMPS's and RCA's financial statements as a one-time correction of prior allocations. This entry will decrease RCA's liability and correspondingly decrease the AMPS home office's receivable by \$1,152,737, reflecting the corrected distribution of costs.
- 3. Affirm the intent and fairness of this action.** This correction aligns with the Board's fiduciary duty to correct the record and ensures that RCA's financial position fairly reflects its true share of the expenses.

### **Adoption and Signatures**

PASSED AND ADOPTED by the Board of Directors of AMPS on June 12, 2025, by the following vote:

**AYES:** \_\_\_\_\_

**NOES:** \_\_\_\_\_

**ABSTAIN:** \_\_\_\_\_

**ABSENT:** \_\_\_\_\_

# Coversheet

## Review and Consideration of Approval of AMPS Salary Band Update

<b>Section:</b>	IV. Business
<b>Item:</b>	H. Review and Consideration of Approval of AMPS Salary Band Update
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2025-26 Home Office Salary Bands 6.12.2025.pdf 2025-26 School Site Salary Bands 6.12.2025.pdf

<b>AMPS 2025-26 Home Office Salary Bands</b>				
<b>Position</b>	<b>Hourly or Salary</b>	<b>Exempt or Non Exempt</b>	<b>Salary Low</b>	<b>Salary High</b>
Technician/Custodial	Hourly	Non Exempt	<b>\$20.00</b>	<b>\$25.00</b>
Administrative Assistant	Hourly	Non Exempt	<b>\$20.00</b>	<b>\$25.00</b>
Lead Custodian	Hourly	Non Exempt	<b>\$25.00</b>	<b>\$30.00</b>
Associate (incl. Admin Asst)	Hourly	Non Exempt	<b>\$25.00</b>	<b>\$35.00</b>
Coordinator (incl. Exec Asst)	Salary	Exempt	<b>\$70,000</b>	<b>\$85,000</b>
Manager/Specialist	Salary	Exempt	<b>\$85,000</b>	<b>\$105,000</b>
Assistant Director	Salary	Exempt	<b>\$105,000</b>	<b>\$120,000</b>
Director	Salary	Exempt	<b>\$120,000</b>	<b>\$140,000</b>
Senior Director	Salary	Exempt	<b>\$140,000</b>	<b>\$175,000</b>
C-Level	Salary	Exempt	<b>\$175,000</b>	<b>\$210,000</b>



2025-26 School Site Salary Bands				Bachelor's Degree		Master's Degree	
1100 Teacher Certificated				Salary Low	Salary High	Salary Low	Salary High
1100 Teacher Cert - Band 0	In-house LT Substitute	30-day Sub	0+	\$60,000	\$62,500	\$61,500	\$64,000
1100 Teacher Cert - Band 1	Teacher	STSP/PIP/Emergency	0+	\$65,000	\$67,500	\$66,500	\$69,000
1100 Teacher Cert - Band 2	Teacher	Intern Permit	0+	\$66,000	\$68,500	\$67,500	\$70,000
1100 Teacher Cert - Band 3	Teacher	Prelim	0+	\$70,000	\$73,000	\$71,500	\$74,500
1100 Teacher Cert - Band 4	Teacher	Clear	3+	\$77,000	\$84,000	\$79,500	\$85,500
1100 Teacher Cert - Band 5	Teacher	Clear	6+	\$81,000	\$88,000	\$83,500	\$89,500
1100 Teacher Cert - Band 6	Teacher	Clear	9+	\$85,000	\$95,000	\$86,500	\$96,500
1100 Teacher Cert - Education Specialist	Education Specialist			\$72,500	\$80,000	\$74,000	\$81,500
1300 Admin Certificated				Salary Low	Salary High		
1300 Admin Certificated	Assistant Principal			\$95,000	\$110,000		
1300 Admin Certificated	Dean of Students			\$95,000	\$105,000		
1300 Admin Certificated	Dean of Instruction			\$95,000	\$105,000		
1300 Admin Certificated	Intern Site Director			\$115,000	\$125,000		
1300 Admin Certificated	Site Director/Principal			\$125,000	\$145,000		
2100 Instructional Aids				Salary Low	Salary High		
2100 Instructional Aids	SPED Paraprofessionals			\$25.00	\$30.00		
2100 Instructional Aids	Instructional Aide			\$22.50	\$25.00		
2100 Instructional Aids	Expanded Learning Tutor			\$20.00	\$25.00		
	Expanded Learning Coordinator			\$65,000	\$75,000		
2200 Support Classified				Salary Low	Salary High		
2200 Support Classified	Lunch/Traffic Assistant	ervSafe Food Certification		\$16.89	\$18.00		
2200 Support Classified	Lunch Manager	ServSafe Food Manager		\$20.00	\$23.00		
2400 Classified Program Support				Salary Low	Salary High		
2400 Classified Program Support	Community Schools Manager			\$85,000	\$100,000		
2400 Classified Program Support	Community Schools Coordinator			\$75,000	\$82,500		
2400 Classified Program Support	School Counselor (PPS)	PPS, ERMHS		\$72,000	\$82,000		
2400 Classified Program Support (2200 per CI)	College Advisor (HS only)			\$69,000	\$75,000		
2400 Classified Program Support	Admin Assistant			\$20.00	\$25.00		
2400 Classified Program Support	Registrar			\$25.00	\$29.00		
STIPEND OPTIONS							
Paras Substitute Teaching for Vacancy (5+ days)	\$100/Day on top of their regular pay						
Paras Substitute Teaching for Teacher Absence (1-4 days)	\$50/Day on top of their regular pay						
Teachers substituting one period	\$50/Day (can only sub one extra period per day)						
Teacher planning for vacancy	\$100/week per extra subject that the teacher is not already teaching						
Teacher teaching 3 preps/subjects	\$2,000 per semester						

Saturday School/School Function (2 hr minimum) - Salaried	\$50/hr per occurrence							
ASES Function/Club	\$50 per occurrence							
Afterschool Club (High Schools)	\$50 per occurrence							
Sports Head Coach (Full)	\$3,250 per sport per season							
Sports Assistant Coach (Full)	\$2,000 per sport per season							
Athletic Director	\$5,000 per year							
Department Lead/Grade Level Lead	\$1,250 per semester							
Induction/Credential Mentoring	\$1,250 per mentee, per semester							
Summer School Teacher (Full)	\$60/hr							
Summer School Tutor (Full)	Regular hourly rate							
Relocation	\$1,500 reimbursement if relocating more than 150 miles							
Referral Bonus	\$500 if referral accepts offer							
	\$500 after referral completes first year only							

# Coversheet

## Review and Consideration of Approval of Food Service Contract 2025-2026

<b>Section:</b>	IV. Business
<b>Item:</b> 2026	I. Review and Consideration of Approval of Food Service Contract 2025-
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Contract - Amethod - CA Vended Meal Contract 2025-26 Rev Signed.pdf



# **Fixed-Price Contract Vended Meal Contract Meal Services**

## **Amethod Public Schools**

### **Vended Meals for NSLP / SBP / AMS / SSO**

### **Assurance of Civil Rights Compliance (NSLP/SBP)**

The program applicant hereby agrees that it will comply with:

- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.);
- Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);
- Age Discrimination Act of 1975 (42 U.S.C. § 6101 et seq.);
- All provisions required by the implementing regulations of the Department of Agriculture;
- Department of Justice Enforcement Guidelines, 28 CFR Part SO.3 and 42;
- FNS directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from FNS; and hereby gives assurance that it will immediately take measures necessary to effectuate this agreement.

By accepting this assurance, the Program applicant agrees to compile data, maintain records, and submit reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review such records, books, and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Program applicant, its successors, transferees, and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on the behalf of the Program applicant.

### **Assurance of Civil Rights Compliance (CACFP)**

The program applicant hereby agrees that it will comply with:

- Title VI of the Civil Rights Act of 1964 (P.L. 88-352) ) and all requirements imposed by the regulations of the Department of Agriculture (7 CFR Part 15);
- DOJ (28) CFR Parts 42 and 50) and FNS directives or regulations issued pursuant to that Act and the regulations, to the effect that, no person in the United States shall, on the ground of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under any program or activity for which the Program applicant received Federal financial assistance from USDA; and hereby gives assurance that it will immediately take any measures necessary to fulfill this agreement.
- This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants, and loans of Federal funds, reimbursable expenditures, grant, or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement, or other contract that has as one of its purposes the provision of cash assistance for the purchase of food, and cash assistance for purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By accepting this assurance, the Program applicant agrees to compile data, maintain records, and submit reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review such records, books, and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Program applicant, its successors, transferees, and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on the behalf of the Program applicant.

### **Prohibited Items**

No firm, corporation, or individual shall blacklist or require a letter of relinquishment or publish or cause to be published or blacklisted any employee, mechanic, or laborer, discharged from or voluntarily leaving the service of such company, corporation, or individual, with intent and for the purpose of preventing such employee, mechanic, or laborer from engaging in or securing similar or other employment from any other corporation, company, or individual.

## SOLICITATION TO SUPPLY VENDED MEALS

**GENERAL INFORMATION****A. Intent**

This solicitation for vended meals is for the purpose of entering into a contract to purchase vended meals only, in accordance with applicable state and federal laws governing federally-funded Child Nutrition Programs for Amethod Pubic Schools, hereinafter referred to as the **School Food Authority (SFA) or Sponsor**. The vendor under this contract shall perform no other portion of the Child Nutrition Program except the preparation and delivery of meals either in unit or bulk form.

This document is the combination of an RFP process and the contract. Once the proposal is awarded, this document, the proposal submitted on RFP documents, and any amendments/renewals shall serve as the official contract between the SFA/Sponsor and the awarded Vendor. This document is to be used solely for SFA/Sponsors seeking Vendors to provide meals.

Meal Vendors may submit a vended meals proposal in response to this solicitation to provide vended meals to the SFA, for Program Year 2025-2026.

The vendor or Meal Vendor will be referred to as the **Vendor**, and the contract will be between the Vendor and the SFA/Sponsor.

**B. Procurement Method:**

**For all contracts, procurement shall be executed through competitive proposals. Competitive proposals involve the use of a solicitation document known as a Request for Proposals (RFP).**

All procurement transactions shall be conducted in a manner that provides maximum open and free competition consistent with 2 CFR Part 200.318-326.

**A. RFP Timeline**

RFP Publication	Monday, March 24th, 2025 at 12:00 pm
Virtual PreBid Meeting	Friday, April 11th, 11:00 am
Questions due to SFA	Friday, April 18th, 2025 at 5:00 pm
Proposals Due	Friday April 25th, at 12:00 pm

The SFA reserves the right to issue any necessary addendum(s) to this RFP. Interested parties will be informed of all addenda via email. The SFA reserves the right to reject any or all proposals, and to waive any errors or corrections in a proposal or in the proposal process. The SFA will award the contract based on a review and analysis of the proposals that determine which proposal best meets the needs of the SFA.

### C. Pre-Proposal Meeting

An optional meeting with interested vendors to review the specifications, clarify any questions, and discuss the facilities will be hosted virtually on Friday, April 11th, at 11:00 am. RSVP to Ryan Gomes (ryan@schoolfoodsolutions.org) via email for a video call link.

### D. Questions

All questions shall be submitted to Ryan Gomes (ryan@schoolfoodsolutions.org) via email. A formal addendum to this bid will be made available to interested Vendors providing answers to a cumulative list of questions. Questions are due no later than Friday, April 18th, 2025 at 5:00 pm.

### E. Proposal Submission and Award

All Vended Meal Companies submitting a proposal must complete all of the information required in the RFP. **The completed RFP shall be returned to the SFA/Sponsor as a part of the proposal. Proposals received without the completed RFP will be considered non-responsive and the Vendor's proposal will be disqualified. All additional information must be submitted separate and apart from this document. No commingling of this document and additional information from the Vendor is allowed. If the Vendor fails to submit all portions of this RFP exactly as distributed, the Vendor will be considered non-responsive and the proposal will be disqualified. The Vendor is welcomed to submit any additional information for consideration in a separate file or document from the RFP. The complete RFP shall be distinguishable from all additional information submitted.**

The SFA will accept bids received on or before Friday, April 25th, at 12:00 pm. One (1) electronic copy of the proposal should be submitted. Electronic copies should be submitted via email before the deadline to:

marechiga@amethodschools.org and ryan@schoolfoodsolutions.org

There will not be a public bid opening. Scoring results will be viewable by appointment only.

1. The SFA/Sponsor reserves the right to reject any or all proposals/quotes when there are sound documented reasons to do so.
2. **To be considered, each vendor must submit a complete response to this solicitation using the forms provided. No other documents submitted with the Request for Proposals/Contract will affect the contract provisions, and there may be no modification to the Request for Proposal/Contract language.**
3. The award shall be made to the qualified and responsible vendor whose proposal is responsive to this solicitation. A responsible vendor is one who is financial, technical, and other resources that indicate an ability to perform the services required by this solicitation.
4. Vendors or their authorized representatives are expected to fully educate themselves as to the conditions, requirements, and specifications before submitting proposals/quotes; failure to do

so will be at the vendor's own risk, and he or she cannot secure relief on the plea of error. The SFA/Sponsor is not liable for any cost incurred by the vendor prior to the signing of a contract by all parties and final approval from the State Agency. Paying the Vendor from the Child Nutrition Program (CNP) funds is prohibited until the contract is signed and approved by the State Agency.

#### F. Late Proposals

Any proposal received after the exact time specified for receipt will not be considered.

#### G. Proposal Protests

Any action that diminishes open and free competition seriously undermines the integrity of the procurement process and may subject an SFA/Sponsor to protests. SFAs/Sponsors are responsible for properly responding to protests and concerns raised by potential contractors. Pursuant to 2 CFR Part 200.318(k), SFAs/Sponsors must have protest procedures in place to handle and resolve disputes relating to their procurements and must in all instances disclose information regarding a protest to the Department of Education.

Any protest shall be in writing and shall be delivered or mailed to Maria Archiega (Food Service Director) at 1450 Marina Way S Richmond, CA 94804. The protest shall be filed within ten (10) days from the award notice and shall include:

1. The name, address, and telephone number of the protestor;
2. The signature of the protestor or an authorized representative of the protestor;
3. Identification of the purchasing agency and the solicitation or contract number;
4. A detailed statement of the legal and factual grounds of the protest including copies of relevant documents;
5. The form of relief requested

A written response to the protest will be made within 30 days from receipt of the protest and all items indicated above. Pending final determination of a protest or appeal, the validity of a contract awarded and accepted in good faith shall not be affected by the fact that a protest or appeal has been filed. The SFA shall immediately disclose information regarding protests to the State Agency.

#### H. Menu Certification

Each Vendor must provide the SFA/Sponsor with menu certification documents utilizing a dated one-week menu **that includes portion sizes and food groups**. The menu certification documents must include all age/grade groups served. The menu must be developed in accordance with the provisions of [7 CFR Part 210.10](#), [7 CFR Part 220.8](#), and [7 CFR Part 226.20](#) (if applicable for CACFP). The Vendor must utilize the most current USDA Menu Certification Compliance Worksheet (<https://www.fns.usda.gov/cn/certification-compliance-worksheets-5-day-schedule>) to complete the menu certification and nutrient analysis documentation. The menu certification documents must contain all required information needed for approval by the Stage Agency.

The dated menu certification documents are to be provided to the SFA along with the signed, unexecuted contract. The SFA will submit the menu certification to the State Agency along with their application to participate in the program.



## I. Final Contract

The complete contract includes all documents included by the SFA/Sponsor in the Request for Proposals/Contract, submitted proposal documentation (returned on required RFP documents) by the Vendor, and any amendments/renewals.

The SFA/Sponsor may choose to renew the contract. Federal regulations allow contracts to be of duration no longer than one year with the option of yearly renewals not to exceed four additional years.

TERMS, SPECIFICATIONS, CONDITIONS, AND REQUIREMENTS

- A. ***Duration of Contract.*** This contract shall be for a period of up to one year, beginning on 8/12/2025, and ending on 6/4/2026, with up to four 1-year renewals with mutual agreement between the SFA/Sponsor and the Vendor (7 CFR Part 210.16(d)).

- B. The SFA/Sponsor must check only the program(s) requiring vended meals.

**National School Lunch Program (NSLP)**

**School Breakfast Program (SBP)**

**After School Snack Program (AMS-NSLP)**

**Seamless Summer Option - (NSLP)**

- C. If a material change will occur, the contract would need to be rebid.

A material change is defined as:

Any change made to a contract after it has been awarded that alters the terms and conditions of that contract substantially enough that had other respondents known of these changes in advance, they could have proposed differently and more competitively.

- D. The Vendor shall be an independent contractor and not an employee of the SFA/Sponsor. The employees of the Vendor are not employees of the SFA/Sponsor.
- E. The food service shall be operated and maintained by the SFA to benefit its students, faculty, and staff.
- F. The SFA/Sponsor shall be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of the state agency and USDA regarding each of the Child Nutrition Programs covered by this contract 7 CFR Part 210.16(a)(2).
- G. The SFA/Sponsor shall retain control of the CNP food service account and overall financial responsibility for the CNP contract 7 CFR Part 210.16(a)(4).
- H. SFAs/Sponsors shall retain control and establish all selling prices, including price adjustments, for all reimbursable meals/milk. Exception: Universal meals and non-pricing programs need not establish a selling price for reimbursable meals/milk 7 CFR Part 210.16(a)(4).
- I. The Vendor shall comply with the rules, regulations, policies, and instructions of the state agency and USDA and any additions or amendments thereto, including USDA regulations 7 CFR Parts 210, 215, 220, 245, 250, 7 CFR Part 225 (SFSP), if applicable, 7 CFR Part 226 (CACFP), if applicable, 2 CFR 200.318-326, Appendix II to Part 200; 2 CFR 400, 2 CFR 416, 2 CFR 417, 2 CFR 418; and 7 CFR Part 215 (SMP).
- J. The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation

Act of 1973; Age Discrimination Act of 1975; All provisions required by the implementing regulations of the Department of Agriculture; Department of Justice Enforcement Guidelines, 28 CFR Part SO.3 and 42; FNS directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from FNS; and hereby gives assurance that it will immediately take measures necessary to effectuate this agreement.

- K. Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA) (Appendix II of 2 CFR Part 200(G)).
- L. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or propose for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award. (Appendix II of 2 CFR Part 200(I)).
- M. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer based on a standard workweek of 40 hours. Work in excess of the standard workweek is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the workweek. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence Appendix II of 2 CFR Part 200(E).
- N. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”

## Appendix II of 2 CFR Part 200(C).

- O. The Vendor shall comply with the Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency (Appendix II of 2 CFR Part 200 (D)).
- P. Procurement of recovered materials. A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines (2 CR Part 200.323).
- Q. The Vendor shall comply with the *Buy American Provision* for contracts that involve the purchase of food, USDA Regulation (7 CFR Part 250, 7 CFR Part 210.21(d), and 220.16(d)). The Vendor is required to purchase, to the maximum extent practicable, domestic commodities and products.

The SFA participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practical, to buy domestic commodities or products for Program meals. A “domestic commodity or product” is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR Part 210.21(d). Section 12(n) of the National School Lunch Act defines “domestic commodity or product” as an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. Substantially means over 51% of the final processed product (by weight or volume) must consist of agricultural commodities that were grown domestically. The Buy American provision must be followed in all procurements

where funds are used from the nonprofit food service account, whether directly by an SFA or on its behalf.

Exceptions to the Buy American provision should be used as a last resort; however, an alternative or exception may be approved upon request. To be considered for the alternative or exception, the request must be submitted in writing to a designated official, a minimum of 14 days in advance of delivery. The request must include the:

Alternative substitute (s) that are domestic and meet the required specifications:

1. The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
2. Competitive proposals reveal the costs of a U.S. product are significantly higher than the non-domestic product.

The Vendor will include the **“BUY AMERICAN PROVISION CERTIFICATION FORM FOR FOOD PURCHASES** with their proposal. The Vendor must identify all food products proposed by the Company that do not meet the definition of “domestic” on this document. In the event the SFA receives a proposal from a Vendor that does not include this information, the SFA is to consider the proposal non-responsive. The SFA must determine the accuracy of the Buy American Certification Form as submitted by the prospective Vendor. Any Vendor submitting inaccurate information on the Buy American Certification Form must be considered a non-responsive proposal.

The Buy American Certification Form is included in the RFP. A Microsoft Word version may be found on the CNP Website under School Food Service/Forms if additional space is needed. Proposals submitted without the completed Buy American Certification form are considered non-responsive and not eligible for award.

- R. The SFA must take all necessary affirmative steps to assure that minority businesses, women’s Business enterprises and labor surplus area firms are used when possible 2 CFR Part 200.321.

Affirmative steps must include:

- (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- (4) Establishing delivery schedules, where the requirement permits, which encourages participation by small and minority businesses, and women's business enterprises;
- (5) Using the services and assistance, as appropriate, of such organizations as the Small Business

Administration and the Minority Business Development Agency of the Department of Commerce; and

(6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in Paragraphs 1 through 5 of this section.

- S. **Rights to Inventions Made Under a Contract or Agreement.** If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency (Appendix II of 2 CFR Part 200 (F)).
- T. **Debarment and Suspension** (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p.235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549 (Appendix II of 2 CFR Part 200 (H)).
- U. **Pricing:** Any charges to the SFA/Sponsor must be clearly identified in the proposal. Any fees the Vendor imposes outside of the contract may not be paid for with Child Nutrition Funds.

The Vendor shall make substitutions in the food components of the meal pattern for students with disabilities when their disability restricts their diet as stated in the students’ Individual Educational Plans (IEPs) or 504 Plans, and those non-disabled students who are unable to consume regular meals because of medical or other special dietary needs. Substitutions shall be made on a case-by-case basis when supported by a statement of the need for substitutes that include recommended alternative foods, unless otherwise exempted by USDA. A medical doctor or a recognized medical authority shall sign such statement. **There will be no additional charge to the student for such substitutions.**

**The fixed price per meal/lunch equivalent will be subject to an annual escalator provision, made at the time of contract renewal, based on the CPI for Food Away from Home. The specific CPI used will be the CPI for All Urban consumers as of January of the current year (rounded down to the nearest cent).**

- V. **Invoices:** Invoices must clearly identify each SFA site and show a total amount due for each SFA site. The Vendor shall invoice the SFA/Sponsor at the end of each month for amounts due based on transport records and actual meals delivered.
- W. **Payments:** Payment of account will be made within 30 days from receipt of invoice. Upon termination of the Agreement, all outstanding amounts shall be immediately due and payable. The flat fee proposed for meals served under the NSLP, SBP, SFSP, and CACFP must include the cost of serving milk. No other fees, other than what is listed on the Proposal Summary and Agreement Page, may be charged to the SFA/Sponsor. **All delivery fees must be included in the per-meal price.**

No payment shall be made for meals that are spoiled or unwholesome at the time of delivery, do not meet detailed specifications as developed by the SFA/Sponsor for each food component in the meal pattern, or do not otherwise meet the requirements of the Contract. Specifications shall cover items such as grade, purchase units, style, condition, weight, ingredients, formulations, and delivery time (7 CFR Part 210.16(c)(3)).

As stated above, all meals must meet the detailed specifications for the grade groups being served. No payment is to be made to the Vendor for meals that do not meet the minimum component requirements, quantity requirements, vegetable subgroup requirements, and nutrient specifications for the age/grade group served.

All invoices are to be sent to the following address:

Amethod Public Schools

1450 Marina Way S  
Richmond, CA  
94804

SFA A/P Email Address: [marechiga@amethodschools.org](mailto:marechiga@amethodschools.org)

- X. Credits: The Vendor will give credits for any product shortage, defective packages, or unsatisfactory products as deemed by the SFA.



## **GENERAL REQUIREMENTS AND SPECIFICATIONS FOR VENDED MEALS**

- A. The SFA has listed detailed menu requests and requirements in ATTACHMENT B. Please review carefully.
- B. The SFA/Sponsor has final determination of the opening and closing dates for all sites, if applicable.
- C. Vended Meals Orders: SFA will order meals at minimum 1 week preceding the week of delivery; orders will be placed for the total number of days in the succeeding week, and will include breakdown totals for each school and each type of meal.

The SFA reserves the right to increase or decrease the daily number of meals ordered with at least 72 hour notice or less if mutually agreed upon between the parties to the Awarded Contract.

- D. The SFA reserves the right to suggest menu changes within the Vendor's suggested food cost periodically throughout the contract period.
- E. Sanitation: All meals and meal related items must be prepared and stored in accordance with all applicable health and sanitation regulations.
- F. Production Records: As required by federal guidelines, Vendor must provide food production records for the meals purchased by SFA. The records must demonstrate how the meals contribute to the required food components, food items, or menu items for each day of operation. Furthermore, these records must provide sufficient documentation to determine how the purchased meals contribute to meeting the age/grade appropriate nutrient standard over the school week.
- G. Substitutes: Meals shall be ordered by the School based on Vendor provided monthly menus. Items not on the proposal listing shall not be delivered without prior approval from the SFA's Kitchen Manager or Nutrition Program Director. If a substitute is necessary, delivery of an equal or superior product at an equal or lower price is permitted with prior approval.
- H. Noncompliance: The SFA reserves the right to inspect and determine the quality of food delivered and reject any meals which do not comply with the requirements and specifications of the Awarded Contract. The Vendor shall not be paid for unauthorized menu changes, incomplete meals, meals not delivered within the specified delivery time period and meals rejected because they do not comply with the specifications. The SFA reserves the right to obtain meals from other sources if meals are rejected due to any of the stated reasons. The Vendor will be responsible for any excess cost, but will receive no adjustment in the event the meals are procured at a lesser cost. The SFA or agency inspecting shall notify the Vendor in writing as to the number of meals rejected and the reasons for rejection.
- I. Specifications
  - 1. Packing
    - i. All meals shall be encased in sanitary wrappers or containers, which shall be sufficiently strong and tight to exclude dirt and moisture. The packing in which vended meals are furnished shall be as follows:
      - a. Standard commercial packages (when applicable)
      - b. Securely sealed to ensure freshness of the product and protect contents



- from contamination
  - c. Packages that are dirty, torn, open, mashed, and/or damaged in any way, will be returned to the contractor.
  - ii. Hot Meal Unit – Package suitable for maintaining meals in accordance with local health standards. The container and overlay should have an airtight closure, be of nontoxic material, and be capable of withstanding temperatures of 400 degrees F (204 degrees C) or higher.
    - a. Food should be delivered with an internal temperature of 135 degrees F or above
  - iii. Cold Meal Unit or Unnecessary to Heat – Container and overlay to be plastic or paper and non-toxic.
    - a. All refrigerated foods shall be delivered at an internal temperature of 41 degrees F or below.
    - b. All frozen foods shall be delivered at 0 degrees F or below. Frozen products should show no evidence of thawing and re-freezing, freezer burn, or any off-color or odors.
  - iv. Cartons – Each carton to be labeled. Label to include:
    - a. Processor's name and address (plant)
    - b. Item identification and meal type
    - c. Date of production
    - d. Quantity of individual units per carton
2. Food Preparation: Meals shall be prepared under properly controlled temperatures and assembled not more than 24 hours prior to delivery unless agreed to by both parties.
  3. Product Freshness: It is the responsibility of the Vendor to assure product freshness at all times.
  4. Components of Vended Meals: Menus must meet the meal pattern requirements regarding the food components and minimum portions specified by the USDA. All foods must meet the minimum food specifications and quality standards as listed herein.
  5. Delivery Requirements: The vendor shall make Delivery to each SFA site in accordance with the order from the SFA.
  6. The Vendor will deliver the ordered meals as checked below or in a manner that is mutually agreed upon between the parties of the Contract to each school as listed below in SFA sites.
    - Refrigerated truck(s)
    - Insulated containers with ice (cold foods)
    - Insulated containers without ice (hot foods)
    - Heated units/ovens

Meal(s) are to be delivered by the Vendor in: bulk or unitized form to locations as indicated in this solicitation.

The SFA reserves the right to add or delete school site(s) and building(s) by amendment of the initial list of approved sites in Schedule A. Deletion or addition of school site(s) and building(s) will be made not less than one week prior to the required date of service.

Any change in transportation cost that occurs as a result of adding or deleting school site(s) and building(s) shall be negotiated and noted in the modification. The Contractor's invoice shall show the cost as a separate item for the school site(s) and building(s). Otherwise, there shall not be any separate charge for transportation, fuel, or delivery. All costs are to be included in the unit price.

The Vendor shall be responsible for delivery of all meals and dairy products at the specified time. Adequate refrigeration or heating shall be provided during delivery of all food to ensure the wholesomeness of food at delivery in accordance with state or local health codes.

Deliveries shall be made to the sites listed in the site table daily, except Saturday, Sunday, and holidays, as ordered; unless specified otherwise, and at such hours as specified by and arranged with the receiving SFA's Kitchen Manager or Nutrition Program Director. It is the responsibility of the Vendor to place all deliveries in proper areas at each SFA site. All transportation logs must be reviewed and signed by an authorized SFA employee.

Furthermore:

- o All delivery personnel will be in uniform with company identification.
- o Delivery personnel will possess the Contractor's employee identification on their person at the time of delivery.
- o Delivery personnel will allow receiving staff the opportunity to inspect the inside of the delivery truck.

## USDA-DONATED FOODS

- A. The SFA has the responsibility for the efficient and effective administration of the Federal Award through the application of sound management practices (2 CFR 200.400). The SFA also assumes responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award. Utilizing USDA-Donated foods is a sound management practice because it can significantly lower food cost rather than purchasing similar commercial products. The purchase of commercial products when USDA-Donated Foods are available would render the commercial purchase of these items as unreasonable and unnecessary and contributes to a higher cost for student meals.
- B. The SFA must determine the existence of the proper pass-through value of the donated commodities, i.e., credits or reductions on the invoice in the month of utilization. The values are to be based on the values at the point the SFA receives the commodities from the state agency and on USDA commodity prices pertinent to the time period and shall include both the basic commodities allocation as well as any bonus commodities 7 CFR Part 250.51.
- C. The Vendor must credit the recipient agency for the value of all donated foods received for use in the recipient agency's meal service in the school year or fiscal year (including both entitlement and bonus foods), and including the value of donated foods contained in processed end products, in accordance with the contingencies in 7 CFR Part 250.51. Any USDA-donated foods received by the SFA and made available to the Vendor must accrue solely to the benefit of the SFA's nonprofit child nutrition programs and shall be fully utilized therein.
- D. The Vendor must subtract from the SFA's monthly bill/invoice the current market value of all USDA-donated commodities received during each Contract Term as the commodities are used in the SFA's food service. **The Vendor must credit the SFA for all USDA-donated commodities received for use in the SFA's food service. Each Contract Term whether the USDA-donated commodities have been used or not, such credit shall be issued in full prior to the expiration of each Contract Term.**
- E. Credit issued by the Vendor to the SFA for USDA-donated commodities received during each Contract Term and used in the SFA's food service shall be recorded on the monthly bill/invoice as a separate line item entry and shall be clearly identified and labeled. Attached to the invoice shall be a detailed list identifying each received USDA-donated food item used in the SFA's food service and each USDA-donated food item credit issued for unused commodities, along with the current market value as issued by the state Department of Agriculture.
- F. The Vendor shall have records maintained and available to substantiate the receipt, use, storage, and inventory of USDA-donated commodities. The Vendor must submit to the SFA monthly inventory reports showing all transactions for processed and non-processed USDA-donated commodities.
- G. **The SFA must conduct a reconciliation at the end of each Contract Term and upon expiration or termination of the Contract. The reconciliation will be used to ensure and verify correct and proper credit has been received for the full value of all USDA-donated commodities received by the Vendor during each Contract Term for use in the SFA's food service.**
- H. The Vendor will use all donated ground beef and ground pork products, and all processed end products, in the recipient agency's food service. Commercially-purchased foods shall not be substituted for these foods. The Vendor will use all other donated foods, or will use commercially

purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service.

- I. The Vendor shall return all unused USDA donated ground beef products, ground pork products, and processed end products to the SFA upon termination, expiration, or non-renewal of the Contract.
- J. The SFA shall retain title to all USDA-donated foods.
- K. The procurement of processed end products on behalf of the recipient agency, as applicable, will assure compliance with the requirements in subpart C of 7 CFR Part 250 and with the provisions of the distributing or recipient agency processing agreements and will ensure crediting of the recipient agency for the value of donated foods contained in such end products at the processing agreement value 7 CFR 250.50(d).
- L. The Vendor is prohibited from entering into any processing contracts utilizing USDA-donated foods on behalf of the SFA as required in subpart C of 7 CFR Part 250. All refunds received from processors must be retained by the nonprofit school food service account. The Vendor shall pay all related processing fees and costs. (7 CFR 250.50(d).
- M. Any activities related to donated foods that the Vendor will be responsible for will be in accordance with 7 CFR Part 250.50(d). Such activities will be performed in compliance with the applicable requirements in 7 CFR Part 250.
- N. The Vendor shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA-donated foods.
- O. The Vendor shall accept and use USDA-donated foods in as large of quantities as may be efficiently utilized in the SFA's nonprofit food service, subject to approval of the SFA. The SFA should consult with the Vendor in the selection of commodities; however, the final determination as to the acceptance of commodities must be made by the SFA.
- P. The Vendor will comply with the storage and inventory requirements for donated foods in accordance with the contingencies in §250.52. The Vendor shall account for all USDA-donated foods separately from purchased foods. The Vendor is required to maintain accurate and complete records with respect to the receipt, use/disposition, storage, and inventory of USDA-donated foods. Failure by the Vendor to maintain the required records under this contract shall be considered prima facie evidence of improper distribution or loss of USDA- donated foods.
- Q. The Vendor shall have records available to substantiate that the full value of all USDA-donated foods is used solely for the benefit of the SFA.
- R. The Vendor will maintain all necessary records to document its compliance with requirements relating to donated foods, in accordance with §250.54(b).
- S. The distributing agency, sub-distributing agency, or recipient agency, the Comptroller General, the Department of Agriculture, or their duly authorized representatives, may perform onsite reviews of the food service operation, including the review of records, to ensure compliance with requirements for the management and use of donated foods.
- T. Extensions or renewals of the contract, if applicable, are contingent upon the fulfillment of all contract provisions relating to donated foods.

## HEALTH CERTIFICATIONS

- A. The SFA/Sponsor shall maintain all applicable health certifications on its facilities and shall ensure that all state and local regulations are being met by the Vendor preparing or serving meals at any SFA/Sponsor facility (7 CFR Part 210.16(a)(7).
- B. The Vendor shall maintain state and/or local health certifications for any facility outside the SFA/Sponsor facility in which it proposes to prepare meals and shall maintain this health certification for the duration of the contract as required under USDA Regulations 7 CFR Part 210.16(c) (2).
- C. (SFSP Only) The Vendor must ensure that meals are inspected periodically to determine bacteria levels present in the meals and that the bacteria levels found to be present in the meals conform to the standards set by local health authorities. The results of the inspections must be submitted promptly to the sponsor and to the State agency.

## MEALS

- A. The Vendor shall serve meals on such days and at such times as requested by the SFA/Sponsor.
- B. Meals must meet meal pattern requirements and nutrition standards as specified in the attachments for the programs included in this proposal.
- C. If reimbursement is denied as a direct result of the failure of the Vendor to comply with the provisions of this Contract, the Vendor shall assume the responsibility for the amount denied.
- D. The SFA/Sponsor shall retain control of the quality, extent, and general nature of the food service (7 CFR Part 210.16(a) (4)).
- E. No payment will be made to the Vendor for meals that are spoiled or unwholesome at the time of delivery, do not meet detailed specifications as developed by the SFA/Sponsor for each food component in the meal pattern, or do not otherwise meet the requirements of this Contract. Specifications shall cover items such as grade, purchase units, style, condition, weight, ingredients, formulations, and delivery time (7 CFR Part 210.16(c)(3)).

**As stated previously, all meals must meet the detailed specifications for the grade groups being served. No payment is to be made to the Vendor for meals that do not meet the minimum component requirements, quantity requirements, vegetable subgroup requirements, and nutrient specifications for the age/grade group served.**

## BOOKS AND RECORDS

- A. All records relating to the Contract, including subsequent renewal terms, if applicable, are the property of the SFA/Sponsor and shall be maintained in original form on SFA/Sponsor premises for the duration of the Contract. At any time during the Contract, the SFA/Sponsor reserves the right to require the Vendor to surrender all records relating to the Contract to the SFA/Sponsor within 30 days of such request 7 CFR Part 210.16(c)(1).

Such records shall include, but are not limited to:

- All data, materials, and products created by the Vendor on behalf of the SFA/Sponsors,
- Production records, including quantities and amounts of food used in preparation of each meal and food components of menus,
- Standardized recipes and yields from recipes,
- Processed product nutrient analysis,
- Dates of meal preparation,
- Number of meals and location(s) where meals were delivered,
- Signed delivery slips,
- Nutritional content of individual food items and meals as delivered

- Bills charged to the SFA/Sponsor for meals delivered under this contract, including any USDA commodity credit, where applicable,
  - Food and proposal specifications, and
  - All documents and records as noted in this Request for Proposal.
- B. The SFA shall perform edit checks on all records, provided by the Vendor, no later than the fifth working day succeeding the week in which services were rendered.
- C. Upon expiration or termination of the Contract, the Vendor shall surrender all records as noted above, relating to the initial Contract and all subsequent renewal terms, if applicable, to the SFA/Sponsor within 30 days of the Contract expiration or termination.
- D. The SFA/Sponsor shall retain all records relating to the initial Contract and all subsequent renewal terms for a period of three years either from the date of the final Contract renewal term has expired, receipt of the final payment under the contract is recorded, or after the SFA/Sponsor submits the final Claim for Reimbursement for the final fiscal year of the contract (7 CFR Part 210.23(C)).
- E. The Vendor shall provide the SFA/Sponsor with a year-end statement listing all invoiced amounts throughout the year, USDA annual credits, and other vital information.
- F. The SFA/Sponsor and the Vendor must provide all documents as necessary for the independent auditor to conduct the SFA's/Sponsor's single audit.
- G. The Vendor will make all records available to the SFA upon request; and retain all records for a period of three (3) years after the SFA submits the final Claim for Reimbursement for the fiscal year for inspection and audit by representatives of the SFA, State Agency, USDA, and Comptroller General. In instances where audit findings have not been resolved, the records must be retained beyond the 3-year period until resolution of the issues raised by the audit (2 CFR Part 210.23(c)).
- H. The Vendor shall not remove federally required records from SFA/Sponsor premises upon contract termination.

### **SANITATION**

- A. The Vendor shall comply with all local and state sanitation requirements in the preparation of food.
- B. The Vendor shall prepare a sample plate that includes all potentially hazardous foods served. The sample shall be maintained under refrigeration for 48 hours at the school site.
- C. The Vendor shall operate and care for all equipment and food service areas in a clean safe and healthy condition in accordance with the standards acceptable to the SFA/Sponsor and comply with all applicable laws, ordinances, regulations, and rules of federal, state, and local authorities, including laws related to recycling.

### **LICENSES, FEES, AND TAXES**

- A. The Vendor shall provide the SFA with a copy of all Permits to Operate and health inspections received from the local governing department of health in a timely manner.

### **NON-DISCRIMINATION**

- A. Both the SFA/Sponsor and the Vendor agree that no child who participates in the NSLP, SBP, ASSP, CACFP, or SFSP program will be discriminated against based on race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity.

### **EMERGENCY CLOSING**

- A. The SFA/Sponsor shall notify the Vendor of any interruption in utility service of which it has knowledge.
- B. The SFA shall notify the Vendor of any delay in the beginning of the school day or the closing of school(s) due to emergency conditions.

### **CERTIFICATION**

- A. The Vendor has signed the Certification of Independent Price Determination, which was attached to the Vendor's proposal and which is incorporated herein by reference and made a part of this contract.
- B. The Vendor has signed the *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion*, which was attached to the Vendor's proposal and is incorporated and made a part of this contract. This is required of contracts of \$25,000 or more. (Appendix II of 2 Part CFR 200 (H)).
- C. The Vendor shall comply with all applicable standards, orders, or requirements issued under Section 306 of the Clean Air Act (42 U.S.C. 1857{h}), Section 508 of the Clean Air Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency (EPA) regulations (40 CFR Part 15), (Appendix II of 2 Part CFR 200 (G)).
- D. The Vendor has signed the Lobbying Certification, Attachment I & K which is attached to the Vendor's proposal and which is incorporated and made a part of this contract. If applicable, the Vendor has also completed and submitted Standard Form-LLL, *Disclosure Form to Report Lobbying*, (or will complete and submit as required in accordance with its included instructions).

### **MISCELLANEOUS**

- A. The Vendor shall comply with the provisions of the proposal specifications, which are hereby in all respects made a part of this contract.
- B. No provision of this contract shall be assigned or subcontracted without prior written consent of the SFA.
- C. No waiver of any default shall be construed to be or constitute a waiver of any subsequent claim.
- D. Any silence, absence, or omission from the contract specifications concerning any point shall be regarded as meaning that only the best commercial practices are to prevail and that only materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA/Sponsors are to be used.
- E. Payments on any claim shall not preclude the SFA/Sponsor from making a claim for adjustment on any item found not to have been in accordance with the provisions of this contract and proposal specifications.



## INSURANCE

- A. The Vendor shall maintain the insurance coverage set forth below for each accident provided by insurance companies authorized to do business in the state of California. **A Certificate of Insurance of the Vendor's insurance coverage indicating these amounts must be submitted at the time of the award.**
- B. Comprehensive General Liability: \$ 1 mil per Occurrence / \$ 2 mil aggregate:
- Includes coverage for:
1. Property Damage Liability: \$250,000 per Occurrence
  2. Premises: Up to the Liability limits
  3. Product Completed Operations (normally only required for building contractors or repair contractors)
  4. Bodily Injury: Up to the limit
  5. Medical Payment: \$5,000
- C. Automobile Liability: \$1 mil combined Single Limit
- D. Workers' Compensation – Statutory; Employer's Liability - \$1 mil per occurrence of subject to the statutory limits if a sole proprietor
- E. Excess Umbrella Liability: Excess required to achieve the minimum aggregate limits.
- F. Sexual Assault Molestation coverage: \$1 mil limit
- G. The SFA/Sponsor shall be named as additional insured on General Liability, Automobile, and Excess Umbrella. The Vendor must provide a waiver of subrogation in favor of the SFA/Sponsor for General Liability, Automobile, Workers' Compensation, and Excess Umbrella.
- H. The contract of insurance shall provide for notice to the SFA/Sponsor of cancellation of insurance policies 30 days before such cancellation is to take effect.

## CACFP

- A. The SFA/Sponsor and Vendor agree to comply with all regulations set forth in 7 CFR Part 226, Child and Adult Care Food Program Regulations, and all other Federal and State laws (including IRS), regulations, policies, instructions and requirements established for this Program.
- B. The SFA/Sponsor shall approve any changes in the menus no later than two weeks prior to service after the initial cycle has been used.

## **ASSUMPTIONS**

Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a material change in conditions, including, without limitations, changes to the following assumptions, the contract (1) may be terminated at the end of the current term or, (2) continue under the same terms as written, whichever is mutually agreed upon.

- A. The district's policies, practices, and service requirements shall remain materially consistent throughout the contract term and any subsequent contract renewals.
- B. Legislation, regulations, and reimbursement rates that create changes in the program shall remain materially consistent throughout the year.
- C. Usable commodities, of adequate quality and variety, valued at an amount set forth by USDA per pattern meal for the contract year will continue to be available for Vendor use.
- D. Meal components and quantities required by the program will remain consistent with prior years.
- E. The projected number of full feeding days are: 180
- F. Revenue credited to the food service program shall include all state and federal amounts received specifically for child nutrition operations.

## **TRADE SECRETS AND PROPRIETARY INFORMATION**

- A. During the term of Agreement, the Vendor may grant to the SFA/Sponsor a nonexclusive right to access certain proprietary materials of the Vendor, including menus, recipes, food service surveys and studies, and similar compilations regularly used in Vendor's business operations (trade secrets). The SFA/Sponsor shall not disclose any of the Vendor's trade secrets or other confidential information, directly or indirectly, during or after the term of the Agreement. The district shall not photocopy or otherwise duplicate any such material without the prior written consent of the Vendor. All trade secrets and other confidential information shall remain the exclusive property of the Vendor and shall be returned to the Vendor immediately upon termination of the Agreement. The district shall not use any confusingly similar names, marks, systems, insignia, symbols, procedures, and methods. Without limiting the foregoing and except for software provided by the SFA/Sponsor, the SFA/Sponsor specifically agrees that all software associated with the menu systems, food production systems, and other software, are owned by or licensed to the Vendor and not the SFA/Sponsor. Furthermore, the district's access or use of such software shall not create any right, title interest, or copyright in such software and the SFA/Sponsor shall not retain such software beyond the termination of the Agreement. In the event of any breach of this provision, the Vendor shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. The SFA/Sponsor's obligations under this section are subject to its obligations under state public records laws. This provision shall survive the termination of the Agreement.
- B. Any discovery, invention, software, or programs paid for by the SFA/Sponsor shall be the property of the SFA/Sponsor to which the state agency and USDA shall have unrestricted rights.

## TERMS AND TERMINATION

The contract between the SFA/Sponsor and the Vendor shall be of a duration of no longer than one (1) year; and options for the yearly renewal of a contract may not exceed four (4) additional years.

A. Termination For Cause And Convenience

Either party may terminate this contract for cause by notice in writing. The notice of termination must provide a termination date with at least 60 days' notice ([7 CFR Part 210.16\(d\)](#), Appendix II of 2 CFR Part 200 (B)). The contract also may be terminated for convenience (no cause) if the parties mutually agree to the termination, 2 C.F.R. Part 200, Appendix II(B).

B. Non-Performance/Breach of Contract

In the event of nonperformance under this contract and/or a material breach of a contract term, the SFA/Sponsor shall have the right to pursue all administrative, contractual, and legal remedies against the Vendor and shall have the right to seek all sanctions and penalties as may be appropriate (Appendix II of 2 CFR Part 200(A)).

In addition, the non-breaching party may terminate this agreement for cause by giving 60 days' written notice. If the breach is remedied prior to the expiration of this period, the non-breaching party may elect to continue this agreement.

The Vendor shall pay the SFA/Sponsor the full amount of any meal over claims, which are attributable to the Vendor's negligence, including those over claims based on reviews, or audit findings that occurred during the effective dates of original and renewal contracts. The SFA/Sponsor may terminate this contract for breach/neglect as determined by the SFA/Sponsor with written notification to the Vendor for failure of the Vendor to maintain accurate records in accordance with the above.

Notwithstanding the foregoing termination clause, in the event that the breach concerns such items as failure to maintain and enforce required standards of sanitation, failure to maintain proper insurance coverage as outlined by the contract, failure to provide required information/statements in the required time frame outlined in this RFP, or failure to maintain quality of service at a level satisfactory to the SFA/Sponsor, the SFA/Sponsor may terminate this contract immediately with written notification to the Vendor. The SFA/Sponsor is the responsible authority without recourse to FNS or the state agency to the settlement and satisfaction of all contractual and administrative issues arising from the transaction. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of contractual nature. Matters concerning violations of the law will be referred to local, state, or federal authority that has proper jurisdiction.

The Vendor and the SFA/Sponsor shall be excused from performance under the contract if such performance is delayed or prevented by wars, acts of public enemies, strikes, fires, flood, epidemics, pandemics, as a result of a force majeure or other acts of God.

### C. Disqualifying a Vendor

A Vendor who fails to satisfactorily meet the terms of this contract may be disqualified from future proposal awards. If a School Food Authority has problems with the Vendor/Vended Meals company, the following steps will be taken:

1. The SFA/Sponsor will document the problem, noting the date and writing an accurate description of the problem.
2. The Vendor will be notified by telephone or email of the problem and how the problem should be corrected.
3. The SFA/Sponsor will maintain a record of the dates of all telephone calls and emails as well as the information discussed.
4. If the problem is not resolved, the SFA/Sponsor will give the Vendor written notification of the problem, indicating that immediate correction is expected and that failure to do so will be considered a breach of contract and could result in the cancellation of the contract.
5. If cancellation of the contract becomes necessary, the SFA/Sponsor will provide written notice of the proposed action to the Vendor. Reasons for the proposed action will be included. If the contract is not canceled, the SFA/Sponsor may disqualify the Vendor from future proposals.
6. A Vendor disqualified for lack of responsibility will be notified in writing and given an opportunity for a hearing. If the SFA is rejecting a proposal because of unresponsiveness, the Vendor will be informed of why the proposal was rejected.

## PROPOSAL SUMMARY AND AGREEMENT PAGE

### Amethod Public Schools

This document contains a solicitation for the furnishing of meals for a nonprofit food service program for the period beginning 8/12/2025, and ending on 6/4/2026, and sets forth the terms and conditions applicable to the proposed procurement. Upon acceptance, this document shall constitute the Contract between the Vendor and the school food authority (SFA)/Sponsor.

The Vendor certifies that all terms and conditions within the bid shall be considered a part of the contract as of incorporated therein. This Agreement shall be in effect for one year and may be renewed by mutual agreement for four additional one-year periods.

The Vendor shall not plead misunderstanding or deception because of such estimate of quantities, or of the character, location, or other conditions pertaining to the solicitation/Contract.

**PER MEAL PRICES MUST BE QUOTED AS IF NO USDA COMMODITIES WILL BE RECEIVED**

MEAL	UNITS(1)	RATE(2)	TOTAL(3)
Reimbursable Lunch	143,445	\$4.25	\$609,641.25
Reimbursable Breakfasts	31,739	\$2.90	\$92,043.10
Reimbursable After-School Snack	0	\$1.20	
Reimbursable SSO Breakfast and Lunches (If different than above)	0	\$3.30/\$4.65	
Additional pricing: Salad Bars Components - Price Per Serving	0		
Special Event Onsite Cooking	0	\$4.89	
Smart Slice Third Party Pizza	0	\$4.81	
Premium Cut Fruit	0		
TOTAL ESTIMATED AMOUNT OF PROPOSAL			\$ 701,684.35

- 1 - To be completed by SFA/Sponsor
- 2 - All rates to be completed by VENDOR
- 3 - To be completed by VENDOR - all totals must be carried out to the second decimal place and must not be rounded
- \* No items sold to the SFA/Sponsor by the VENDOR can be charged a rate other than the rates on this Proposal Agreement Page

**Name of Vendor:**

**Address:**

**By submission of this proposal, the vendor certifies that in the event the vendor receives an award under this solicitation, the VENDOR shall operate in accordance with all current applicable state and federal regulations. The vendor understands that the VENDOR cannot charge any fees other**

than the meal cost as indicated above for the number of meals served. The VENDOR will not charge late fees, charge for meals delivered, supplies, etc. The vendor also understands that this is a fixed-price contract and the price charged to the SFA cannot be changed during the school year. If the VENDOR chooses to renew the contract for subsequent years, the price charged to the SFA can be no more than the CPI for Food Away from home for January in the year of the renewal.

5.27.2025

Michelle C. Gels

VP of Sales &amp; Marketing

Date <sup>2</sup>

Signature of VENDOR's Authorized Representative <sup>2</sup>

Title <sup>2</sup>

**ACCEPTANCE OF THE CONTRACT:**

Name of School Food Authority/Sponsor <sup>1</sup>

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Date <sup>1</sup>Signature of Authorized SFA/Sponsor Representative <sup>1</sup>

Title

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# Coversheet

## Review and Consideration of Approval of Board Member Resolution- Peter Hanley

**Section:** IV. Business  
**Item:** J. Review and Consideration of Approval of Board Member Resolution-  
Peter Hanley  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Board Resolution re Absence of Board Member Hanley (4926-1017-8631.v2).docx.pdf





## **RESOLUTION OF THE BOARD**

### **Acknowledging Pre-Planned Absence of Amethod Board Member Peter Hanley and Authorizing Automatic Reinstatement**

#### **Preamble**

WHEREAS, Amethod Public Schools (“AMPS”), a California nonprofit public benefit corporation, is governed by a volunteer Board of Directors in accordance with California state law and the Bylaws of the corporation;

WHEREAS, Board Member Peter Hanley currently serves as a duly appointed member of the AMPS Board of Directors and has informed the Board that he will be out of the country in June 2025;

WHEREAS, Section 9 of the Bylaws of Amethod Public Schools provides that any director who fails to attend three (3) successive Board meetings shall automatically be removed from the Board, which could occur as a result of Board Member Hanley’s pre-planned absence; and

WHEREAS, the Board acknowledges that Board Member Hanley’s pre-planned absence is temporary and voluntary, and that he fully intends to resume active Board service upon return; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of AMPS that:

#### **Resolved Clauses**

- 1. Approval of Pre-Planned Absence:** Board Member Hanley is granted a leave of absence from the Board of Directors, effective June 2025 (“Leave Period.”). During this Leave Period, Board Member Hanley is excused from attending regular and special meetings of the Board and from active participation in Board duties.
- 2. Automatic Reinstatement:** Upon the conclusion of the Leave Period – or upon an earlier return to availability if so notified by Board Member Hanley – Board Member Hanley shall be automatically reinstated to full active service on the AMPS Board with all rights, responsibilities, and privileges of a Board member. No further vote or appointment shall be required for Board Member Hanley to resume his duties at that time.



**Adoption and Signatures**

PASSED AND ADOPTED by the Board of Directors of AMPS on May 29, 2025, by the following vote:

**AYES:** \_\_\_\_\_  
**NOES:** \_\_\_\_\_  
**ABSTAIN:** \_\_\_\_\_  
**ABSENT:** \_\_\_\_\_

# Coversheet

## Review and Consideration of Approval of Provisional Internship Permit (PIP) Public Notice

<b>Section:</b>	IV. Business
<b>Item:</b> (PIP) Public Notice	K. Review and Consideration of Approval of Provisional Internship Permit
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Approval of Provisional Internship Permits.docx.pdf



Board Meeting of June 12, 2025

To: Board

FROM: HR Department

**SUBJECT: Approval of Provisional Internship Permit**

DATE: 06/09/2025

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**Background:**

The California Commission on Teacher Credentialing requires Board approval to assign certificated personnel on a Provisional Internship Permit. This permit indicates that Amethod Public Schools thoroughly searched for a qualified credentialed teacher or intern teacher. Below is the name of the employee and the subject area assigned for the 2025-2026 school year for Benito Juarez Elementary, Oakland Charter Academy, and John Henry High School.

**Provisional Internship Permits**

Benito Juarez Elementary

- Monet Thompson - Elementary Teacher, Multiple Subject Provisional Internship Permit (4th Grade)
- Allen Bradshaw- Elementary Teacher, Multiple Subject Provisional Internship Permit (Art)

Oakland Charter Academy

- Tyesha Brown- History Teacher, Single Subject Provisional Internship Permit (6th and 8th Grade)
- Maya Germain- English Teacher, Single Subject Provisional Internship Permit (7th Grade)

John Henry High School

- Christopher Moreno- History Teacher, Single Subject Provisional Internship Permit (9th and 12th Grade)

**Amethod Public Schools**

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**Recommendation:**

It is recommended that the Board Members approve the as stated employees and their assignment for the 2025-2026 school year.

**Amethod Public Schools**

1450 Marina Way S., Richmond, CA 94804 • Office 510.436.0172 • Fax 510.436.0173 • [amethodschools.org](http://amethodschools.org)

## Coversheet

### Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500) for JHHS

**Section:** IV. Business  
**Item:** L. Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500) for JHHS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS -JHHScl500.pdf

Email: [DON@ctc.ca.gov](mailto:DON@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_\_/\_\_\_\_/\_\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

---

*Name*

*Signature*

---

*Title*

Fax Number

Telephone Number

Date \_\_\_\_\_

*Mailing Address*

*EMail Address*

**FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY**

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA	County of Location
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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.



Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

#### Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

### EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

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## Coversheet

### Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500) for DCA

**Section:** IV. Business  
**Item:** M. Review and Consideration of Approval of Declaration of Need for Fully Qualified Educators (CL-500) for DCA  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS DCA-cl500.pdf

Email: [DON@ctc.ca.gov](mailto:DON@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Original Declaration of Need for year: \_\_\_\_\_

Revised Declaration of Need for year: \_\_\_\_\_

Name of District or Charter: \_\_\_\_\_ District CDS Code: \_\_\_\_\_

Name of County: \_\_\_\_\_ County CDS Code: \_\_\_\_\_

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_\_/\_\_\_\_/\_\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, \_\_\_\_\_.

Submitted by (Superintendent, Board Secretary, or Designee):

\_\_\_\_\_  
*Name*                      *Signature*                      *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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*Mailing Address*

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*E-Mail Address*

**FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY**

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA	County of Location
-----------------	--------------------

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

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**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

#### Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

### EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

### EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

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# Coversheet

## Review and Consideration of Approval of Elise Darwish Contract

<b>Section:</b>	IV. Business
<b>Item:</b>	N. Review and Consideration of Approval of Elise Darwish Contract
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	6-12 Darwish-Amethod contract.pdf



# Independent Contractor Service Agreement

## INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is entered into as of the 12th day of June 2025, between Amethod Public Schools ("the Company") and Elise Darwish ("the Contractor"). Company and Contractor mutually agree to the following terms and conditions:

I. Independent Contractor. Subject to the terms and conditions of this Agreement, the Company hereby engages the Contractor as an independent contractor to perform the services set forth herein, and the Contractor hereby accepts such engagement. Nothing in this Agreement shall be interpreted or construed as creating or establishing a relationship of employer and employee between Company and Contractor or any employee or agent of Contractor. Both parties acknowledge that Contractor may retain the services of others to assist him or her but that such person as Contractor's employees are not Company employees for any purpose. Contractor further agrees that it shall be exclusively responsible for payment of compensation and benefits to any employee it retains and shall be liable for all taxes required to be reported and remitted to appropriate tax authorities. Contractor shall execute and provide to Company, prior to commencement of services, a valid IRS form W-9. Company shall not withhold any taxes from any payments made to Contractor, except as provided by law, and shall issue Contractor an IRS form 1099-MISC for all fees remitted in connection with this Agreement. Contractor also agrees to indemnify, defend, hold Company and its officers and directors harmless from any obligation or liability to tax or other authorities for any deduction, taxes, or other obligations arising from Contractor's provision of services to Company. Contractor agrees that it shall timely file all tax returns, tax schedules, and tax declarations and shall timely pay all taxes required with respect to any payment made under this Agreement.

II. Duties, Term, and Compensation. The Contractor's duties, compensation and provisions for payment thereof shall be as set forth in the estimate previously provided to the Company by the Contractor and which is attached as Exhibit A, which may be amended in writing from time to time or supplemented with subsequent estimates for services to be rendered by the Contractor and agreed to by the Company, and which collectively are hereby incorporated by reference. Contractor will determine the methods, details, and means of performing his or her services by Contractor or any of Contractor's employees. Company shall have no right to, and shall not, control the manner or determine the methods of accomplishing Contractor's services.

III. Place of Work. The parties agree that the nature of the services to be provided by Contractor does not require the Contractor to be on Company premises. If, on an occasional basis, Contractor needs to perform services on the Company premises, Company agrees to furnish space at its premises for use by Contractor while performing these services. Contractor agrees to perform the above-described services on Company premises during the normal workweek (Monday through Friday between the hours of 8:00 a.m. and 6:00 p.m.) in order to comply with Company rules relating to access to premises and for security purposes.

IV. Expenses. During the term of this Agreement, the Contractor shall bill and the Company shall reimburse her for all reasonable and approved out-of-pocket expenses which are incurred in connection with the performance of the duties hereunder and noted within the attached proposal. Any additional expenses must be approved by the Company prior to invoicing. Notwithstanding the foregoing, expenses for the time spent by Consultant in traveling to and from Company facilities at 1450 Marina Way S in Richmond shall not be reimbursable.

V. Inventions. Any and all inventions, discoveries, developments and innovations conceived by the Contractor during this engagement relative to the duties under this Agreement shall be the exclusive property of the Company; and the Contractor hereby assigns all right, title, and interest in the same to the Company. Any and all inventions, discoveries, developments and innovations conceived by the Contractor prior to the term of this Agreement and utilized by her in rendering duties to the Company are hereby licensed to the Company for use in its operations and for an infinite duration. This license is non-exclusive and may be assigned without the Contractor's prior written approval by the Company to a wholly-owned subsidiary of the Company.

VI. Trade Secrets, Confidential Information and Unfair Competition. The parties agree that Company has trade secrets and confidential information that are valuable by nature and not known to the general public. The parties agree that such confidential information has a value and is entitled to protection from others for a period of at least two years after the termination of this Agreement. Contractor agrees that, on termination of this Agreement for any reason, Contractor will deliver to Company all reports, communications, documents, and identical and non-identical copies thereof containing any of Company's trade secrets or confidential information. Contractor agrees, at all times during the course or scope of this Agreement and thereafter, to hold in the strictest confidence and not to divulge to others, not to use to the detriment of Company, and not to use in any business competitive, with or similar to any business of the Company, any of Company's trade secrets or confidential information without first obtaining the written permission of Company. Contractor also agrees that originals and copies of letters received and sent by Contractor and documents, papers, or other materials pertaining to Company's business will be kept in Company's files, or Company's property, and will be turned over to Company promptly. In the event of a breach or threatened breach by Contractor of the provisions of this paragraph, Company shall be entitled to obtain a temporary restraining order and a preliminary injunction, without the obligation of posting a bond, restraining Contractor from violating the terms of this paragraph or from rendering services to any person or entity to whom Company's trade secrets or confidential information has been disclosed or are threatened to be disclosed and for whom Contractor is working or rendering services or threatens to work or render services. Nothing set forth in this Agreement shall be construed as prohibiting Company from pursuing any other remedy available to it for such breach or threatened breach of this paragraph including, without limitation, recovery of damages from Contractor.

VII. Conflicts of Interest; Non-hire Provision. The Contractor represents that she is free to enter into this Agreement, and that this engagement does not violate the terms of any agreement between the Contractor and any third party. Further, the Contractor, in rendering her duties shall not utilize any invention, discovery, development, improvement, innovation, or trade secret in which she does not have a proprietary interest. During the term of this agreement, the Contractor shall devote as much of her productive time, energy and abilities to the performance of her duties hereunder as is necessary to perform the required duties in a timely and productive manner. The Contractor is expressly free to perform services for other parties while performing services for the Company. For a period of six months following any termination, the Contractor shall not, directly or indirectly hire, solicit, or encourage to leave the Company's employment, any employee, consultant, or contractor of the Company or hire any such employee, consultant, or contractor who has left the Company's employment or contractual engagement within one year of such employment or engagement.

VIII. Merger. This Agreement shall not be terminated by the merger or consolidation of the Company into or with any other entity.

IX. Termination. The Company may terminate this Agreement at any time by 10 working days' written notice to the Contractor. In addition, if the Contractor is convicted of any crime or offense, fails or refuses to comply with the written policies or reasonable directive of the Company, is guilty of serious misconduct in connection with performance hereunder, or materially breaches provisions of this Agreement, the Company at any time may terminate the engagement of the Contractor immediately and without prior written notice to the Contractor.

X. Choice of Law. The laws of the state of California shall govern the validity of this Agreement, the construction of its terms and the interpretation of the rights and duties of the parties hereto.

XI. Headings. Section headings are not to be considered a part of this Agreement and are not intended to be a full and accurate description of the contents hereof.

XII. Waiver. Waiver by one party hereto of breach of any provision of this Agreement by the other shall not operate or be construed as a continuing waiver.

XIII. Assignment. The Contractor shall not assign any of her rights under this Agreement, or delegate the performance of any of her duties hereunder, without the prior written consent of the Company.

XIV. Notices. Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if personally served, or if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice or demand is served personally, notice shall be deemed constructively made at the time of such personal service. If such notice, demand or other communication is given by mail, such notice shall be conclusively deemed given five days after deposit thereof in the United States mail addressed to the party to whom such notice, demand or other communication is to be given as follows:

If to the Contractor:           Elise Darwish  
  12 Sierra Ave. Piedmont, CA 94611  
  elisedarwish@gmail.com

If to the Company:            Amethod Public Schools  
  1450 Marina Way S  
  Richmond, CA 94804

Any party hereto may change its address for purposes of this paragraph by written notice given in the manner provided above.

XV. Modification or Amendment. No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties hereto.

XVI. Entire Understanding. This document and any exhibit attached constitute the entire understanding and agreement of the parties, and any and all prior agreements, understandings, and representations are hereby terminated and canceled in their entirety and are of no further force and effect.

XVII. Severability. If, for any reason, any provision or partial provision of this Agreement is held invalid, such invalidity shall not affect the remainder of such provision or any other provision of this Agreement not so held invalid, and each other provision or portion thereof, shall, to the full extent consistent with law, continue in full force and effect.

XVIII. Construction. This Agreement shall be construed and interpreted fairly in accordance with the plain meaning of its terms, and there shall be no presumption or inference against the party drafting this Agreement in construing or interpreting the provisions hereof. Each of the parties further acknowledges and agrees that they have had the opportunity to consult with, or have consulted with, attorneys of their choice regarding each term and condition of this Agreement, that they each understand the meaning and effect of each provision contained in this Agreement, and that they have voluntarily and knowingly entered into this Agreement.

XIX. Binding Effect. This Agreement shall not be binding on Company or Contractor until it is executed by both Company and Contractor in the signature blocks below.

XX. Workers' Compensation. Contractor agrees to provide workers' compensation insurance for Contractor's own employees and agents and agrees to indemnify, defend and hold harmless Company and its officers, directors and employees from and against any and all claims arising out of any injury, disability, or death of any of Contractor's employees or agents. A Certificate of Insurance evidencing this insurance shall be provided to Company upon request.

XXI. Indemnification of Liability. Contractor shall indemnify, defend, and hold harmless Company and its officers, directors and employees from and against any and all liability imposed or claimed, including attorney's fees and other legal expenses, arising directly or indirectly from any act or failure of Contractor or Contractor's assistants, employees, or agents, including claims relating to the injury or death of any person or damage to any property.

IN WITNESS WHEREOF the undersigned have executed this Agreement as of the day and year first written above. The parties hereto agree that facsimile signatures shall be as effective as if originals.

Amethod Public Schools

Elise Darwish

## **EXHIBIT A**

### **Scope of Work**

#### **Purpose**

The purpose of this engagement is to support Amethod's leadership in improving the instruction at their schools.

#### **Services Provided**

- Instructional Coaching
  - Support the instructional team to create a strategy for the 2025-2026 school year to increase instruction, including professional development for teachers and principals. (8-12 hours)
  - Conduct weekly one-hour coaching sessions with 1–2 instructional staff members.
- Walkthroughs
  - Conduct two classroom walkthroughs during the 2025-2026 school year.
  - Provide formative feedback to instructional staff based on observations, aligned to instructional goals and school-wide initiatives.
- Professional Development
  - Co-develop professional development sessions for principals and/or teachers with leadership, as needed.
  - Co-present, if desired, professional development for principals and/or teachers with the leadership.
- Leadership Collaboration
  - Participate in bi-weekly check-in meetings with the CEO to:
    - Share progress updates and trends.
    - Advise on instructional practices and goals.
    - Discuss coaching outcomes and instructional needs.
    - Collaborate with additional network PD/coaching providers, in partnership with Amethod Leadership.
    - Align on strategy and next steps

#### **Deliverables**

- Coaching logs or session summaries (as agreed upon).
- Walkthrough observation notes and feedback.
- Professional development materials (if applicable).
- Brief bi-weekly status reports or summaries for CEO check-ins.

#### **Location**

Services will be delivered remotely and in-person

#### **Duration and Time Commitment**

Consultant will dedicate approximately 20 – 40 hours per month to the above services, with flexibility based on school needs and calendar.

#### **Compensation**

\$200 an hour for all work. Monthly invoices will be submitted at the end of each month.

# Coversheet

## Review and Consideration of Approval of Lead Liberated Contract

<b>Section:</b>	IV. Business
<b>Item:</b>	O. Review and Consideration of Approval of Lead Liberated Contract
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Lead Liberated Scope of Work for Amethod Public Schools June 2025.pdf



## Partnering with Amethod Public Schools

*to build an antiracist culture for student learning*

June 2025

Lead Liberated is honored to submit this proposal to Chief Operating Officer and acting Chief Executive Officer, Adrienne Barnes, to form a partnership with Amethod Public Schools. The proposal is designed to support the senior leadership team and principals on the work to identify and interrupt racism in their personal leadership, practices, and policies of the school.

### Our Partnerships

We partner with organizations who have a clear mission and vision to interrupt racism by supporting them to create an antiracist organizational culture. We form partnerships through deep engagement, coaching, and professional development. Partners will develop technical and adaptive skills to grow their personal leadership and build teams that can co-design and implement antiracist practices and policies in service of their mission and vision.

### How We Partner:

We believe antiracist leadership development happens at three distinct and overlapping levels: **personal** leadership, collective **practices** and organizational **policies**. The best way for an organization to achieve non racialized outcomes is to confront all the ways racism is pervasive in their organization, starting with the people who lead it. Lead Liberated will coach the senior leaders and principals and facilitate professional development for them. We provide support and accountability through 1:1 coaching and professional development to ensure leaders and their teams have the space to heal from racism, practice skills, and identify clear concrete next steps to develop an **antiracist organizational culture**. Additionally, this proposal will support the senior leadership team and principals to co-design with their community as strategic leaders. We will leverage listening sessions with community members (staff, families, students), instructional walkthroughs, and observation and feedback on coaching practices to support the Amethod leadership team to incorporate their community's input, feedback, and experience as they strategically co-design a stable and successful future for the network.

We start each Partnership with a one year commitment, with hopes that both parties would like to extend the Partnership for three years. Our three year scope & sequence starts with a focus on **personal** work, then moves to team **practices**, followed by organizational **policies**.

#### **Our Mission:**

*Through healing and learning, we equip leaders in education to interrupt racism within themselves and their organizations in order to co-design antiracist learning cultures.*



This Partnership consist of four key elements outlined below:

## Establish Partnership Goals and Manage Partnership

The Lead Liberated Team will do the following to establish the Partnership:

<b>SY25-26</b>	<p>Meet with Adrienne to establish Partnership goals and finalize scope of work at the end of SY24-25.</p> <p>To ensure all goals in the Partnership are met, we will explicitly check-in three times a year to track progress towards goals and make adjustments as necessary.</p>
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## Professional Learning

The professional learning is customized for Amethod Public schools to focus on the work of interrupting racism in their personal leadership and utilizing coaching practices to support teacher development and improve student learning.

<b>SY25-26 Summer</b>	July 24th and July 25th PD Days for Amethod Senior Leadership Team and Principals to participate in Lead Liberated's Antiracist Leadership Institute.
	July 28th - July 30th PD Days for Amethod Principals and Instructional Leaders to participate in Lead Liberated's Coaching Clinic.
<b>SY25-26 Monthly</b>	Monthly professional development for the senior leadership team to develop a three-year network strategic plan. This plan will focus on improving the learning experience and outcomes for students who are closest to the pain at AMPS, align on AMPS network academic programming to support network consistency and campus autonomy, and codify systems and structures. Monthly professional development sessions will be September through May (except for December) for a total of eight times.
	Monthly professional development for the principal team (and instructional coaches) to strengthen leader development and their ability to effectively develop teachers. This will include observation and coaching of instructional coaches and principals to improve their skills and impact on teacher development, teacher retention, and student learning. Monthly coaching will be September through May (except for December) for a total of eight times.
<b>SY25-26 Quarterly</b>	Quarterly Instructional Rounds for all principals and instructional leaders will be held at Amethod schools for a three-hour learning experience where instructional leaders will align on an instructional rubric for evaluating student learning and developing targeted coaching approaches to address areas of growth. The dates for the Instructional Rounds will be decided between Lead Liberated and Amethod based on school calendar dates and availability.

### **Our Mission:**

*Through healing and learning, we equip leaders in education to interrupt racism within themselves and their organizations in order to co-design antiracist learning cultures.*

## 1:1 Leadership Coaching & Observations

Lead Liberated coaches will hold space for the senior leadership team and principals to heal from racism and make progress on their Liberated Leadership Goals. Lead Liberated coaches will also support principals in creating antiracist learning cultures through school walkthroughs and coaching on the observations.

Virtual individual coaching sessions are 90 minutes and scheduled between the coach and leader.

<b>SY25-26 Monthly</b>	Monthly individual coaching of six principals to support them on the progress towards their Liberated Leadership goal from August through May (except for November and December) for a total of eight times.
	Monthly individual coaching of four senior leaders to support them on the progress towards their Liberated Leadership goal from August through May (except for November and December) for a total of eight times.

In-person individual coaching sessions and school walkthroughs are 120 minutes and scheduled between the coach and principal.

<b>SY25-26 Monthly</b>	Monthly individual coaching of six principals anchored in observations from the school walkthrough and progress on coaching goals from September through May (except for December) for a total of eight times.
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## Strategic Support of Co-Design

Lead Liberated coaches will leverage community listening sessions to support the senior team and principals to co-design with their community's input and feedback.

<b>SY25-26 Twice</b>	Lead half-day (four hour) listening sessions with staff, students, and families at each of the six schools to identify trends and input/feedback into the strategic network plan. Listening sessions will occur in the fall and spring on dates that work for both Lead Liberated and Amethod.
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### ***Our Mission:***

*Through healing and learning, we equip leaders in education to interrupt racism within themselves and their organizations in order to co-design antiracist learning cultures.*

Cost estimates

	Partnership Cost
SY25-26	Professional Learning: \$118,700 1:1 Leadership Coaching & Observations: \$136,800 Strategic Support of Co-Design: \$23,250
Total	\$278,750

Important Notes:

- These are **estimated** costs and will be updated once details of the Partnership are discussed and finalized.
- It is assumed that Antiracist Leadership Institute and the Coaching Clinic for the leaders will be at Amethod so Lead Liberated is not renting a space. Amethod will need to provide food for participants.

**Our Mission:**

*Through healing and learning, we equip leaders in education to interrupt racism within themselves and their organizations in order to co-design antiracist learning cultures.*

# Coversheet

## Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez

<b>Section:</b>	IV. Business
<b>Item:</b>	P. Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Richmond Charter Elementary - Benito Juarez
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	2025 LCAP Board Update BJE.pptx



# Benito Juarez Elementary

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## LCAP Public Hearing

**LCAP 2025-2026**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June

**Our goal today is to review year to date data and provide input on the school's progress to meeting goals.**

# GOAL 1:

*Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.*

Annual Measurable Outcome ("AMO")	Status	Estimated Annual Expenditures
Teachers are fully credentialed for subject and student placement	In Progress	\$957,826.25
Students have access to standards-aligned instructional materials	Met	\$85,701.25
School facilities are in good repair	In Progress	\$193,712.50
Teachers participate in a 5-Day Annual Summit	Met	\$117,013.84
English learners have access to English Language Development courses that are based on state standards.	In Progress	\$148,240.00
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year	In Progress	\$79,508.33

# GOAL 1:

*Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.*

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	Not Available	\$79,508.33
Increase percentage of students scoring Proficient and above on CAST assessment	Not Available	\$79,508.33
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	In Progress	\$148,240.00
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In Progress	\$51,462.50
Students have access to a broad course of study	Met	\$85,701.25
Powered by BoardOnTrack		516 of 579



# GOAL 1:

*Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.*

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	In Progress	\$520,341
Schoolwide and subgroup medians achieve at least one year’s progress in ELA, as defined by internal assessment.	In Progress	\$79,508.33
Schoolwide and subgroup medians achieve at least one year’s progress in Math, as defined by internal assessment.	In Progress	\$79,508.33

## GOAL 2:

*Create an engaged parent community that is fully engaged in and actively connected to the school community*

Annual Measurable Outcome ("AMO")	Status	Estimated Annual Expenditures
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In progress	\$29,024.05
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In Progress	\$33,591.21

# GOAL 3:

*Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.*

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
90% or greater Average Daily Attendance	In Progress	\$40,124.21
Decrease student chronic absenteeism or meet the overall state average for baseline year	In Progress	\$28,224.29
Decrease suspension rate or meet the overall state average for baseline year	In Progress	\$154,926.31
Maintain a very low expulsion rate	Met	\$154,926.31
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available	\$122,985.50
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available	\$122,985.50

# Actions & Expenditures

Goal 1: All actions & expenditures are proceeding as planned.

Goal 2: All actions & expenditures are proceeding as planned.

Goal 3: All actions & expenditures are proceeding as planned.

# Coversheet

## Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Downtown Charter Academy

**Section:** IV. Business  
**Item:** Q. Review and Consideration of Approval of Local Control Accountability  
Plan (LCAP) - Downtown Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025 LCAP Board Update DCA.pptx



# Downtown Charter Academy

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## LCAP Public Hearing

**LCAP 2025-2026**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June

**Our goal today is to review year to date data and provide input on the school's progress to meeting goals.**

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

<b>Annual Measurable Outcome (“AMO”)</b>	<b>Status</b>	<b>Estimated Annual Expenditures</b>
Teachers are fully credentialed for subject and student placement	Met	\$701,401.25
Students have access to standards-aligned instructional materials	Met	\$88,000
School facilities are in good repair	In Progress	\$98,712.50
Teachers participate in a 5-Day Annual Summit	Met	\$80,875
English learners have access to English Language Development courses that are based on state standards.	Met	\$136,507.68
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall	In Progress	\$67,908.33



# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	In Progress	\$67,908.33
Increase percentage of students scoring Proficient and above on CAST assessment	No Available	\$67,908.33
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	In progress	\$136,507.68
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In progress	\$31,113.63
Students have access to a broad course of study	Met	\$88,000

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	Met	\$223,754.88
Schoolwide and subgroup medians achieve at least one year’s progress in ELA, as defined by internal assessment.	In progress	\$67,908.33
Schoolwide and subgroup medians achieve at least one year’s progress in Math, as defined by internal assessment.	In Progress	\$67,908.33

## GOAL 2:

***Create an engaged parent community that is fully engaged in and actively connected to the school community***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>	<b>Estimated Annual Expenditures</b>
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	Met	\$29,276.12
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	Met	\$29,276.12

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
90% or greater Average Daily Attendance	In Progress	\$44,052.83
Decrease student chronic absenteeism or meet the overall state average for baseline year	In Progress	\$79,976.12
Decrease suspension rate or meet the overall state average for baseline year	Met	\$134,344.56
Maintain a very low expulsion rate	Met	\$134,344.56
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available	\$125,411.63
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available	\$125,411.63

# Actions & Expenditures

## Goal 1:

All our Academic Curriculum is Standard based. Our Tier 1 and 2 are receiving services and tutoring for Math and English when needed. There has also been professional development around the curricular materials. Actions and expenditures are proceeding as planned.

## Goal 2:

Our parents received training in accessing and managing the Student Information system PowerSchool, Communications with Parent Square and Google Classroom during the first two months of school. We continue to have our regular monthly in-person and online meetings with our parents and receiving their input for programming. Actions and expenditures are proceeding as planned.

## Goal 3:

We continue to have great attendance and have added a wellness/school counselor who provides SEL lesson to our team with Second Step. Actions and expenditures are proceeding as planned.

## Coversheet

### Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - John Henry High School

**Section:** IV. Business  
**Item:** R. Review and Consideration of Approval of Local Control Accountability  
Plan (LCAP) - John Henry High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025 LCAP Board Update JHHS.pptx



# John Henry High School

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## LCAP Public Hearing

**LCAP 2025-2026**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June

**Our goal today is to review year to date data and provide input on the school's progress to meeting goals.**



# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Teachers are fully credentialed for subject and student placement	In Progress	\$559,601.25
Students have access to standards-aligned instructional materials	Met	\$129,000.00
School facilities are in good repair	Met	\$103,712.50
Teachers participate in a 5-Day Annual Summit	Met	\$94,272.94
English learners have access to English Language Development courses that are based on state standards.	In Progress	\$134,644.00
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	No Available	\$77,118.33

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	In Progress	\$77,118.33
Increase percentage of students scoring Proficient and above on CAST assessment	Not Available	\$77,118.33
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	In progress	\$134,644.00
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In Progress	\$32,283.00
Students have access to a broad course of study	Met	\$129,000.00

**GOAL 1:**

*Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students’ academic development.*

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	In Progress	\$590,411.76
Schoolwide and subgroup medians achieve at least one year’s progress in ELA	In Progress	\$77,118.33
Schoolwide and subgroup medians achieve at least one year’s progress in Math	In Progress	\$77,118.33
Increase the percent of graduates who successfully meet UC/CSU course requirements	In Progress	\$49,989.39
Increase the CTE Completion rate	Not Available	\$49,989.39
Increase the A-G & CTE Completion rate	In Progress	\$49,989.39
Increase the percentage achieving a score of “3” or higher, or meet 60% on AP exams	Not Available	\$49,989.39
Increase the percent of students considered "prepared" on the College/Career Indicator (CCI)	Not Available	\$49,989.39

## GOAL 2:

***Create an engaged parent community that is fully engaged in and actively connected to the school community***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In Progress	\$32,156.34
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In Progress	\$42,339.07

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
90% or greater Average Daily Attendance	In Progress	\$45,345.60
Decrease student chronic absenteeism or meet the overall state average for baseline year	In Progress	\$32,156.34
Decrease suspension rate or meet the overall state average for baseline year	In Progress	\$154,031.99
Maintain a very low expulsion rate	In Progress	\$154,031.99
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available	\$116,281.73
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available	\$116,281.73

# GOAL 3:

*Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.*

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Decrease the 5 year cohort dropout rate or maintain a rate below 3.5%	N/A	\$46,210.03
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	Not Available	\$46,210.03

# Actions & Expenditures

**Goal 1: Continuing supporting teachers standards aligned curriculum, planning and instructional walkthrough to support best practices.**

**Goal 2: Regularly schedule FST meetings, town halls and weekly communication via parent square.**

**Goal 3: Continue to build our comprehensive MTSS and Cost system to be proactive in looking at absentee data. All actions & expenditures are proceeding as planned.**

## Coversheet

### Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Oakland Charter Academy

**Section:** IV. Business  
**Item:** S. Review and Consideration of Approval of Local Control Accountability  
Plan (LCAP) - Oakland Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025 LCAP Board Update OCA.pptx





# Oakland Charter Academy

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## LCAP Public Hearing

**LCAP 2025-2026**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June

**Our goal today is to review year to date data and provide input on the school's progress to meeting goals.**

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Teachers are fully credentialed for subject and student placement	In Progress	\$598,606.50
Students have access to standards-aligned instructional materials	Met	\$150,000.00
School facilities are in good repair	In Progress	\$98,712.50
Teachers participate in a 5-Day Annual Summit	Met	\$131,062.50
English learners have access to English Language Development courses that are based on state standards.	In Progress	\$152,750.00
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	In Progress	\$72,658.33

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	In Progress	\$72,658.33
Increase percentage of students scoring Proficient and above on CAST assessment	Not Available	\$72,658.33
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	In Progress	\$152,750.00
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In progress	\$41,000.00
Students have access to a broad course of study	In Progress	\$150,000.00

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	Met	\$182,500.00
Schoolwide and subgroup medians achieve at least one year’s progress in ELA, as defined by internal assessment.	In Progress	\$72,658.33
Schoolwide and subgroup medians achieve at least one year’s progress in Math, as defined by internal assessment.	In Progress	\$72,658.33

## GOAL 2:

***Create an engaged parent community that is fully engaged in and actively connected to the school community***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>	<b>Estimated Annual Expenditures</b>
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In Progress	\$16,156.25
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In Progress	\$29,531.25

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
90% or greater Average Daily Attendance	In Progress	\$41,900.00
Decrease student chronic absenteeism or meet the overall state average for baseline year	In Progress	\$45,356.25
Decrease suspension rate or meet the overall state average for baseline year	In Progress	\$103,432.88
Maintain a very low expulsion rate	In Progress	\$103,432.88
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available	\$74,750.00
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available	\$74,750.00

# Actions & Expenditures

**Goal 1:** All students have access to standards aligned curriculum and have seen steady gains in our NWEA scores of all our students, especially or EL. We have better created for tracking and placing our students in the correct ELD class

**Goal 2:** We have started our FST meeting and working to promote more parent involvement. We had a good turn out for parent teacher conferences. We also will be sending out a needs assessment survey towards the end of the year to determine what barriers or needs of our parents.

**Goal 3:** We have continued to build out COST and attendance tracking procedures to decrease our chronic absenteeism. This is still an area that we need to improve and will be working this summer to determine needs and next steps



## Coversheet

### Review and Consideration of Approval of Local Control Accountability Plan (LCAP) - Richmond Charter Academy

**Section:** IV. Business  
**Item:** T. Review and Consideration of Approval of Local Control Accountability  
Plan (LCAP) - Richmond Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025 LCAP Board Update RCA.pptx



# Richmond Charter Academy

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## LCAP Public Hearing

**LCAP 2025-2026**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June

**Our goal today is to review year to date data and provide input on the school's progress to meeting goals.**

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Teachers are fully credentialed for subject and student placement	In Progress	\$
Students have access to standards-aligned instructional materials	met	\$
School facilities are in good repair	In progress	\$
Teachers participate in a 5-Day Annual Summit	met	\$
English learners have access to English Language Development courses that are based on state standards.	In progress	\$
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	Not available	\$

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	Not available	\$
Increase percentage of students scoring Proficient and above on CAST assessment	Not available	\$
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	Not available	\$
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In Progress	\$
Students have access to a broad course of study	Met	\$

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	In progress	\$
Schoolwide and subgroup medians achieve at least one year’s progress in ELA, as defined by internal assessment.	In progress	\$
Schoolwide and subgroup medians achieve at least one year’s progress in Math, as defined by internal assessment.	In progress	\$

# GOAL 2:

*Create an engaged parent community that is fully engaged in and actively connected to the school community*

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In progress	\$
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In progress	\$

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status	Estimated Annual Expenditures
90% or greater Average Daily Attendance	Met	\$
Decrease student chronic absenteeism or meet the overall state average for baseline year	In progress	\$
Decrease suspension rate or meet the overall state average for baseline year	In progress	\$
Maintain a very low expulsion rate	In progress	\$
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available	\$
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available	\$



# Actions & Expenditures

Goal 1: We continue to support teachers in implementing a standards-aligned curriculum through intentional planning and instructional walkthroughs that reinforce best practices. Student outcomes, including progress on the iReady platform, are closely monitored through weekly data meetings. Additionally, we are actively incentivizing students who meet their weekly goals to encourage growth and engagement in both intervention and iReady. Actions and expenditures are proceeding as planned.

Goal 2: To create an engaged parent community that is fully connected to the school, we send out weekly communications about school events through TITAN Corner to keep families informed. We host monthly Coffee with Admin meetings and hold FST (Family-School Team) meetings to discuss school priorities and address any issues. We are committed to opening the doors to school events and actively welcoming our families, encouraging their participation and collaboration in fostering a strong school community. Actions and expenditures are proceeding as planned.

Goal 3: To foster a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning, we have implemented SEL lessons every Friday, provided on-site counseling support, and utilize Class Dojo to monitor positive behavior and provide feedback with incentives. Additionally, we offer field trips to colleges to inspire students and expand their future opportunities. We continue to enhance our school environment through beautification projects and incorporate culturally responsive art projects in our art classes to ensure students feel represented and valued in their learning space. Actions and expenditures are proceeding as planned.

## Coversheet

### Review and Consideration of Approval of 2025-26 Preliminary Budget - Richmond Charter Elementary - Benito Juarez

**Section:** IV. Business  
**Item:** U. Review and Consideration of Approval of 2025-26 Preliminary Budget - Richmond Charter Elementary - Benito Juarez  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** BJE Preliminary Budget 6.12.2025.pdf

**FY25-26 Richmond Charter Elementary-Benito Juarez****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		470.00	470.00	470.00
Average Daily Attendance	437.99	437.10	437.10	437.10
<b>Revenues</b>				
State Aid - Revenue Limit	6,185,985	6,204,951	6,384,636	6,606,785
Federal Revenue	764,570	400,147	398,747	398,747
Other State Revenue	2,868,611	2,372,034	2,401,332	2,418,194
Other Local Revenue	143,409	133,370	133,370	-
<b>Total Revenue</b>	<b>\$ 9,962,575</b>	<b>\$ 9,110,502</b>	<b>\$ 9,318,085</b>	<b>\$ 9,423,726</b>
<b>Expenses</b>				
Certificated Salaries	1,956,886	2,075,190	2,116,394	2,158,422
Classified Salaries	885,993	1,144,923	1,167,822	1,191,178
Benefits	542,791	644,021	656,383	668,992
Books and Supplies	1,655,601	1,050,458	1,060,866	1,071,791
Subagreement Services	1,234,141	784,300	793,056	802,248
Operations and Housekeeping	478,150	503,700	512,575	521,892
Facilities, Repairs and Other Leases	1,279,280	1,312,803	1,349,563	1,387,465
Professional/Consulting Services	1,684,171	1,462,381	1,504,353	1,503,168
Depreciation	171,100	110,923	76,115	75,538
Interest	-	-	-	-
<b>Total Expenses</b>	<b>\$ 9,888,113</b>	<b>\$ 9,088,699</b>	<b>\$ 9,237,125</b>	<b>\$ 9,380,695</b>
<b>Surplus (Deficit)</b>	<b>\$ 74,462</b>	<b>\$ 21,803</b>	<b>\$ 80,960</b>	<b>\$ 43,031</b>
Fund Balance, Beginning of Year	\$ 5,690,722	\$ 5,765,184	\$ 5,786,986	\$ 5,867,946
Fund Balance, End of Year	\$ 5,765,184	\$ 5,786,986	\$ 5,867,946	\$ 5,910,977
	58.3%	63.7%	63.5%	63.0%

**FY25-26 Richmond Charter Elementary-Benito Juarez****Multi-Year Forecast**

Revised 6/10/25



	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		470.00	470.00	470.00
Average Daily Attendance	437.99	437.10	437.10	437.10
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 4,413,797	\$ 4,364,738	\$ 4,544,423	\$ 4,766,572
8012 Education Protection Account	90,034	87,420	87,420	87,420
8096 In Lieu of Property Taxes	1,682,154	1,752,793	1,752,793	1,752,793
	<u>6,185,985</u>	<u>6,204,951</u>	<u>6,384,636</u>	<u>6,606,785</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	67,200	67,200	65,800	65,800
8220 Federal Child Nutrition	158,523	160,378	160,378	160,378
8290 Title I, Part A - Basic Low Income	145,877	146,223	146,223	146,223
8291 Title II, Part A - Teacher Quality	14,009	14,280	14,280	14,280
8294 Title V, Part B - PCSG	10,670	-	-	-
8296 Other Federal Revenue	368,291	12,066	12,066	12,066
	<u>764,570</u>	<u>400,147</u>	<u>398,747</u>	<u>398,747</u>
<b>Other State Revenue</b>				
8311 State Special Education	389,466	387,801	398,700	412,336
8520 Child Nutrition	79,323	15,180	15,639	16,173
8545 School Facilities (SB740)	614,122	593,942	611,879	614,255
8550 Mandated Cost	8,478	9,251	9,254	9,570
8560 State Lottery	122,896	119,328	119,328	119,328
8599 Other State Revenue	1,654,326	1,246,531	1,246,531	1,246,531
	<u>2,868,611</u>	<u>2,372,034</u>	<u>2,401,332</u>	<u>2,418,194</u>
<b>Other Local Revenue</b>				
8690 Other Local Revenue	143,409	133,370	133,370	-
<b>Other Local Revenue</b>	<u>143,409</u>	<u>133,370</u>	<u>133,370</u>	<u>-</u>
<b>Total Revenue</b>	<b>\$ 9,962,575</b>	<b>\$ 9,110,502</b>	<b>\$ 9,318,085</b>	<b>\$ 9,423,726</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	1,341,369	1,589,312	1,621,098	1,653,520
1175 Teachers' Extra Duty/Stipends	97,500	15,000	15,000	15,000
1200 Pupil Support Salaries	83,970	82,707	84,361	86,049
1300 Administrators' Salaries	434,046	388,171	395,935	403,853
1900 Other Certificated Salaries	0	-	-	-
	<u>1,956,886</u>	<u>2,075,190</u>	<u>2,116,394</u>	<u>2,158,422</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	662,235	936,340	955,067	974,169
2200 Support Salaries	104,006	86,587	88,319	90,086

**FY25-26 Richmond Charter Elementary-Benito Juarez****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
2400 Clerical and Office Staff Salaries	119,752	121,995	124,435	126,924
	885,993	1,144,923	1,167,822	1,191,178
<b>Benefits</b>				
3301 OASDI	175,221	199,647	203,621	207,675
3311 Medicare	40,979	46,692	47,621	48,569
3401 Health and Welfare	245,643	312,000	318,240	324,605
3501 State Unemployment	28,179	24,500	24,500	24,500
3601 Workers' Compensation	39,869	45,082	45,979	46,894
3901 Other Benefits	12,900	16,101	16,421	16,748
	542,791	644,021	656,383	668,992
<b>Books and Supplies</b>				
4100 Approved Textbooks and Core Curricula Materials	427,346	350,000	350,000	350,000
4200 Books and Other Reference Materials	20,000	20,000	20,540	21,107
4300 Materials and Supplies	289,783	329,100	334,206	339,566
4400 Noncapitalized Equipment	679,865	175,000	175,000	175,000
4700 Food	238,606	176,358	181,120	186,119
	1,655,601	1,050,458	1,060,866	1,071,791
<b>Services and Other Operating Expenditures</b>				
5100 Subagreements for Services	1,234,141	784,300	793,056	802,248
5200 Travel and Conferences	1,000	5,000	5,000	5,000
5300 Dues and Memberships	9,300	20,000	20,000	20,000
5400 Insurance	93,900	93,700	96,230	98,886
5500 Operations and Housekeeping Services	332,950	359,000	365,318	371,951
5900 Communications	41,000	26,000	26,027	26,055
5600 Rentals, Leases, Repairs, and Noncap. Improvements	1,279,280	1,312,803	1,349,563	1,387,465
5800 Professional/Consulting Services & Operating Exp	1,684,171	1,462,381	1,504,353	1,503,168
	4,675,743	4,063,184	4,159,547	4,214,774
<b>Depreciation</b>				
6900 Depreciation Expense	171,100	110,923	76,115	75,538
	171,100	110,923	76,115	75,538
<b>Interest</b>				
7438 Interest Expense	-	-	-	-
	-	-	-	-
<b>Total Expenses</b>	<b>\$ 9,888,113</b>	<b>\$ 9,088,699</b>	<b>\$ 9,237,125</b>	<b>\$ 9,380,695</b>
<b>Surplus (Deficit)</b>	<b>\$ 74,462</b>	<b>\$ 21,803</b>	<b>\$ 80,960</b>	<b>\$ 43,031</b>

## Coversheet

### Review and Consideration of Approval of 2025-26 Preliminary Budget - Downtown Charter Academy

**Section:** IV. Business  
**Item:** V. Review and Consideration of Approval of 2025-26 Preliminary Budget - Downtown Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** DCA Preliminary Budget 6.12.2025.pdf

**FY25-26 Downtown Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		320.00	320.00	320.00
Average Daily Attendance	298.55	304.00	304.00	304.00
<b>Revenues</b>				
State Aid - Revenue Limit	4,096,140	4,254,562	4,373,179	4,548,276
Federal Revenue	301,437	240,007	246,307	246,307
Other State Revenue	1,438,110	1,242,478	1,263,670	1,275,361
Other Local Revenue	102,608	97,430	97,430	97,430
<b>Total Revenue</b>	<b>\$ 5,938,295</b>	<b>\$ 5,834,478</b>	<b>\$ 5,980,587</b>	<b>\$ 6,167,375</b>
<b>Expenses</b>				
Certificated Salaries	1,571,657	1,638,671	1,671,195	1,704,368
Classified Salaries	760,448	739,078	753,860	768,937
Benefits	465,543	486,515	495,869	505,409
Books and Supplies	275,259	297,925	304,835	312,089
Subagreement Services	335,352	176,500	180,591	184,885
Operations and Housekeeping	302,922	316,300	324,840	333,806
Facilities, Repairs and Other Leases	1,107,498	1,113,680	1,141,705	1,170,582
Professional/Consulting Services	1,070,903	1,031,107	1,063,378	1,073,071
Depreciation	11,300	2,183	2,183	2,183
Interest	-	-	-	-
<b>Total Expenses</b>	<b>\$ 5,900,882</b>	<b>\$ 5,801,960</b>	<b>\$ 5,938,455</b>	<b>\$ 6,055,331</b>
<b>Surplus (Deficit)</b>	<b>\$ 37,414</b>	<b>\$ 32,518</b>	<b>\$ 42,132</b>	<b>\$ 112,044</b>
Fund Balance, Beginning of Year	\$ 4,683,988	\$ 4,721,402	\$ 4,753,920	\$ 4,796,051
Fund Balance, End of Year	\$ 4,721,402	\$ 4,753,920	\$ 4,796,051	\$ 4,908,096
	80.0%	81.9%	80.8%	81.1%



**FY25-26 Downtown Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		320.00	320.00	320.00
Average Daily Attendance	298.55	304.00	304.00	304.00
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 2,932,771	\$ 3,007,187	\$ 3,125,804	\$ 3,300,901
8012 Education Protection Account	59,710	60,800	60,800	60,800
8096 In Lieu of Property Taxes	1,103,659	1,186,575	1,186,575	1,186,575
	<u>4,096,140</u>	<u>4,254,562</u>	<u>4,373,179</u>	<u>4,548,276</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	36,260	36,260	42,560	42,560
8220 Federal Child Nutrition	91,814	100,511	100,511	100,511
8290 Title I, Part A - Basic Low Income	84,377	84,577	84,577	84,577
8291 Title II, Part A - Teacher Quality	8,495	8,659	8,659	8,659
8294 Title V, Part B - PCSG	10,000	-	-	-
8296 Other Federal Revenue	69,186	10,000	10,000	10,000
	<u>301,437</u>	<u>240,007</u>	<u>246,307</u>	<u>246,307</u>
<b>Other State Revenue</b>				
8311 State Special Education	260,900	269,165	277,293	286,777
8520 Child Nutrition	25,200	9,514	9,801	10,136
8545 School Facilities (SB740)	407,282	413,083	425,558	427,210
8550 Mandated Cost	5,121	6,135	6,436	6,656
8560 State Lottery	81,504	82,992	82,992	82,992
8599 Other State Revenue	658,104	461,590	461,590	461,590
	<u>1,438,110</u>	<u>1,242,478</u>	<u>1,263,670</u>	<u>1,275,361</u>
<b>Other Local Revenue</b>				
8690 Other Local Revenue	102,558	97,430	97,430	97,430
	<u>102,608</u>	<u>97,430</u>	<u>97,430</u>	<u>97,430</u>
<b>Total Revenue</b>				
	<u>\$ 5,938,295</u>	<u>\$ 5,834,478</u>	<u>\$ 5,980,587</u>	<u>\$ 6,167,375</u>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	1,174,809	1,154,903	1,178,001	1,201,561
1175 Teachers' Extra Duty/Stipends	82,500	12,500	12,500	12,500
1200 Pupil Support Salaries	78,753	75,790	77,306	78,852
1300 Administrators' Salaries	235,595	395,478	403,387	411,455
1900 Other Certificated Salaries	0	-	-	-
	<u>1,571,657</u>	<u>1,638,671</u>	<u>1,671,195</u>	<u>1,704,368</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	495,494	534,569	545,261	556,166
2200 Support Salaries	52,043	51,180	52,203	53,247
2400 Clerical and Office Staff Salaries	151,853	153,330	156,396	159,524
	<u>760,448</u>	<u>739,078</u>	<u>753,860</u>	<u>768,937</u>



**FY25-26 Downtown Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Benefits</b>				
3301 OASDI	143,730	147,420	150,353	153,345
3311 Medicare	33,614	34,477	35,163	35,863
3401 Health and Welfare	211,257	241,800	246,636	251,569
3501 State Unemployment	20,904	17,640	17,640	17,640
3601 Workers' Compensation	32,955	33,288	33,951	34,626
3901 Other Benefits	23,083	11,889	12,125	12,367
	<u>465,543</u>	<u>486,515</u>	<u>495,869</u>	<u>505,409</u>
<b>Books and Supplies</b>				
4100 Approved Textbooks and Core Curricula Materials	21,502	50,000	51,350	52,767
4200 Books and Other Reference Materials	5,000	1,500	1,500	1,500
4300 Materials and Supplies	100,403	94,900	97,449	100,125
4400 Noncapitalized Equipment	29,900	40,000	40,000	40,000
4700 Food	118,454	111,525	114,536	117,697
	<u>275,259</u>	<u>297,925</u>	<u>304,835</u>	<u>312,089</u>
<b>Services and Other Operating Expenditures</b>				
5100 Subagreements for Services	335,352	176,500	180,591	184,885
5200 Travel and Conferences	3,000	3,100	3,184	3,272
5300 Dues and Memberships	8,922	9,100	9,346	9,604
5400 Insurance	90,000	91,600	94,073	96,670
5500 Operations and Housekeeping Services	180,000	196,500	201,806	207,375
5900 Communications	21,000	16,000	16,432	16,886
5600 Rentals, Leases, Repairs, and Noncap. Improvements	1,107,498	1,113,680	1,141,705	1,170,582
5800 Professional/Consulting Services & Operating Exp	1,070,903	1,031,107	1,063,378	1,073,071
	<u>2,816,674</u>	<u>2,637,587</u>	<u>2,710,514</u>	<u>2,762,343</u>
<b>Depreciation</b>				
6900 Depreciation Expense	11,300	2,183	2,183	2,183
	<u>11,300</u>	<u>2,183</u>	<u>2,183</u>	<u>2,183</u>
<b>Interest</b>				
7438 Interest Expense	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<u>\$ 5,900,882</u>	<u>\$ 5,801,960</u>	<u>\$ 5,938,455</u>	<u>\$ 6,055,331</u>
<b>Surplus (Deficit)</b>	<u>\$ 37,414</u>	<u>\$ 32,518</u>	<u>\$ 42,132</u>	<u>\$ 112,044</u>

## Coversheet

### Review and Consideration of Approval of 2025-26 Preliminary Budget - John Henry High School

**Section:** IV. Business  
**Item:** W. Review and Consideration of Approval of 2025-26 Preliminary Budget  
- John Henry High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** JHHS Preliminary Budget 6.12.2025.pdf

**FY25-26 John Henry High School****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		340.00	340.00	340.00
Average Daily Attendance	315.24	316.20	316.20	316.20
<b>Revenues</b>				
State Aid - Revenue Limit	4,973,691	5,160,639	5,319,342	5,488,350
Federal Revenue	402,417	274,083	274,204	274,204
Other State Revenue	1,370,769	897,373	919,735	932,340
Other Local Revenue	84,879	78,937	78,937	-
<b>Total Revenue</b>	<b>\$ 6,831,756</b>	<b>\$ 6,411,032</b>	<b>\$ 6,592,219</b>	<b>\$ 6,694,895</b>
<b>Expenses</b>				
Certificated Salaries	1,742,208	1,850,555	1,887,316	1,924,813
Classified Salaries	516,397	645,187	658,090	671,252
Benefits	427,947	507,902	517,694	527,681
Books and Supplies	589,238	570,384	576,402	582,720
Subagreement Services	602,562	165,300	168,008	170,851
Operations and Housekeeping	341,734	337,100	346,202	355,757
Facilities, Repairs and Other Leases	1,140,386	1,074,131	1,103,820	1,134,411
Professional/Consulting Services	1,299,981	1,047,998	1,120,567	1,206,003
Depreciation	61,100	193,801	3,163	3,163
Interest	-	-	-	-
<b>Total Expenses</b>	<b>\$ 6,721,552</b>	<b>\$ 6,392,359</b>	<b>\$ 6,381,262</b>	<b>\$ 6,576,650</b>
<b>Surplus (Deficit)</b>	<b>\$ 110,203</b>	<b>\$ 18,673</b>	<b>\$ 210,957</b>	<b>\$ 118,244</b>
Fund Balance, Beginning of Year	\$ 2,441,147	\$ 2,551,350	\$ 2,570,024	\$ 2,780,980
Fund Balance, End of Year	\$ 2,551,350	\$ 2,570,024	\$ 2,780,980	\$ 2,899,225
	38.0%	40.2%	43.6%	44.1%

**FY25-26 John Henry High School****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		340.00	340.00	340.00
Average Daily Attendance	315.24	316.20	316.20	316.20
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 4,910,643	\$ 5,097,399	\$ 5,256,102	\$ 5,425,110
8012 Education Protection Account	63,048	63,240	63,240	63,240
8096 In Lieu of Property Taxes	-	-	-	-
	<u>4,973,691</u>	<u>5,160,639</u>	<u>5,319,342</u>	<u>5,488,350</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	39,900	39,900	40,022	40,022
8220 Federal Child Nutrition	103,548	115,913	115,913	115,913
8290 Title I, Part A - Basic Low Income	96,076	96,304	96,304	96,304
8291 Title II, Part A - Teacher Quality	11,739	11,966	11,966	11,966
8294 Title V, Part B - PCSG	10,000	-	-	-
8296 Other Federal Revenue	141,154	10,000	10,000	10,000
	<u>402,417</u>	<u>274,083</u>	<u>274,204</u>	<u>274,204</u>
<b>Other State Revenue</b>				
8311 State Special Education	289,603	279,967	288,422	298,286
8520 Child Nutrition	25,944	10,971	11,303	11,689
8545 School Facilities (SB740)	430,050	429,660	442,636	444,355
8550 Mandated Cost	15,486	18,003	18,604	19,240
8560 State Lottery	86,061	86,323	86,323	86,323
8599 Other State Revenue	522,471	72,448	72,448	72,448
	<u>1,370,769</u>	<u>897,373</u>	<u>919,735</u>	<u>932,340</u>
<b>Other Local Revenue</b>				
8690 Other Local Revenue	84,879	78,937	78,937	-
	<u>84,879</u>	<u>78,937</u>	<u>78,937</u>	<u>-</u>
<b>Total Revenue</b>	<b>\$ 6,831,756</b>	<b>\$ 6,411,032</b>	<b>\$ 6,592,219</b>	<b>\$ 6,694,895</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	1,148,945	1,421,544	1,449,975	1,478,975
1175 Teachers' Extra Duty/Stipends	106,350	12,500	12,500	12,500
1200 Pupil Support Salaries	56,613	75,790	77,306	78,852
1300 Administrators' Salaries	335,656	340,721	347,535	354,486
1900 Other Certificated Salaries	94,645	-	-	-
	<u>1,742,208</u>	<u>1,850,555</u>	<u>1,887,316</u>	<u>1,924,813</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	197,322	252,352	257,399	262,547
2200 Support Salaries	158,148	234,868	239,565	244,357
2400 Clerical and Office Staff Salaries	160,827	157,967	161,126	164,349
	<u>516,397</u>	<u>645,187</u>	<u>658,090</u>	<u>671,252</u>

**FY25-26 John Henry High School****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Benefits</b>				
3301 OASDI	139,943	154,736	157,815	160,956
3311 Medicare	32,729	36,188	36,908	37,643
3401 Health and Welfare	195,705	257,400	262,548	267,799
3501 State Unemployment	21,381	17,150	17,150	17,150
3601 Workers' Compensation	31,644	34,940	35,636	36,345
3901 Other Benefits	6,545	7,487	7,636	7,788
	<u>427,947</u>	<u>507,902</u>	<u>517,694</u>	<u>527,681</u>
<b>Books and Supplies</b>				
4100 Approved Textbooks and Core Curricula Materials	272,326	250,000	250,000	250,000
4200 Books and Other Reference Materials	10,000	10,000	10,270	10,553
4300 Materials and Supplies	143,521	133,100	135,411	137,838
4400 Noncapitalized Equipment	33,520	50,000	50,000	50,000
4700 Food	129,871	127,284	130,721	134,329
	<u>589,238</u>	<u>570,384</u>	<u>576,402</u>	<u>582,720</u>
<b>Services and Other Operating Expenditures</b>				
5100 Subagreements for Services	602,562	165,300	168,008	170,851
5200 Travel and Conferences	5,000	5,000	5,135	5,277
5300 Dues and Memberships	8,783	8,800	9,038	9,287
5400 Insurance	36,866	37,000	37,999	39,048
5500 Operations and Housekeeping Services	270,084	270,300	277,598	285,260
5900 Communications	21,000	16,000	16,432	16,886
5600 Rentals, Leases, Repairs, and Noncap. Improvements	1,140,386	1,074,131	1,103,820	1,134,411
5800 Professional/Consulting Services & Operating Exp	1,299,981	1,047,998	1,120,567	1,206,003
	<u>3,384,663</u>	<u>2,624,529</u>	<u>2,738,597</u>	<u>2,867,021</u>
<b>Depreciation</b>				
6900 Depreciation Expense	61,100	193,801	3,163	3,163
	<u>61,100</u>	<u>193,801</u>	<u>3,163</u>	<u>3,163</u>
<b>Interest</b>				
7438 Interest Expense	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<b>\$ 6,721,552</b>	<b>\$ 6,392,359</b>	<b>\$ 6,381,262</b>	<b>\$ 6,576,650</b>
<b>Surplus (Deficit)</b>	<b>\$ 110,203</b>	<b>\$ 18,673</b>	<b>\$ 210,957</b>	<b>\$ 118,244</b>

## Coversheet

### Review and Consideration of Approval of 2025-26 Preliminary Budget - Oakland Charter Academy

**Section:** IV. Business  
**Item:** X. Review and Consideration of Approval of 2025-26 Preliminary Budget - Oakland Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** OCA Preliminary Budget 6.12.2025.pdf

**FY25-26 Oakland Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		210.00	210.00	202.00
Average Daily Attendance	206.72	195.30	195.30	187.86
<b>Revenues</b>				
State Aid - Revenue Limit	2,896,503	2,821,821	2,904,412	2,888,251
Federal Revenue	329,260	206,671	202,793	195,448
Other State Revenue	1,126,696	937,298	939,823	925,400
Other Local Revenue	126,714	112,874	112,874	115,574
<b>Total Revenue</b>	<b>\$ 4,479,174</b>	<b>\$ 4,078,664</b>	<b>\$ 4,159,902</b>	<b>\$ 4,124,674</b>
<b>Expenses</b>				
Certificated Salaries	782,791	1,186,273	1,209,749	1,233,694
Classified Salaries	586,259	571,517	582,948	594,607
Benefits	261,861	352,699	359,465	364,365
Books and Supplies	550,038	340,775	346,398	344,760
Subagreement Services	752,920	164,500	164,892	164,720
Operations and Housekeeping	342,348	333,100	342,094	338,144
Facilities, Repairs and Other Leases	470,194	439,798	450,667	461,862
Professional/Consulting Services	678,694	602,589	605,006	598,812
Depreciation	26,100	22,327	22,327	22,327
Interest	-	-	-	-
<b>Total Expenses</b>	<b>\$ 4,451,205</b>	<b>\$ 4,013,578</b>	<b>\$ 4,083,544</b>	<b>\$ 4,123,290</b>
<b>Surplus (Deficit)</b>	<b>\$ 27,969</b>	<b>\$ 65,086</b>	<b>\$ 76,358</b>	<b>\$ 1,384</b>
Fund Balance, Beginning of Year	\$ 5,611,499	\$ 5,639,468	\$ 5,704,554	\$ 5,780,912
Fund Balance, End of Year	\$ 5,639,468	\$ 5,704,554	\$ 5,780,912	\$ 5,782,296
	126.7%	142.1%	141.6%	140.2%



**FY25-26 Oakland Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		210.00	210.00	202.00
Average Daily Attendance	206.72	195.30	195.30	187.86
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 1,808,797	\$ 1,658,640	\$ 1,729,124	\$ 1,744,150
8012 Education Protection Account	323,518	400,884	412,991	410,844
8096 In Lieu of Property Taxes	764,188	762,297	762,297	733,257
	<u>2,896,503</u>	<u>2,821,821</u>	<u>2,904,412</u>	<u>2,888,251</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	31,220	31,220	27,342	26,300
8220 Federal Child Nutrition	79,377	76,074	76,074	73,176
8290 Title I, Part A - Basic Low Income	80,235	80,425	80,425	77,361
8291 Title II, Part A - Teacher Quality	8,782	8,952	8,952	8,611
8294 Title V, Part B - PCSG	10,000	-	-	-
8296 Other Federal Revenue	118,664	10,000	10,000	10,000
	<u>329,260</u>	<u>206,671</u>	<u>202,793</u>	<u>195,448</u>
<b>Other State Revenue</b>				
8311 State Special Education	180,651	183,262	178,143	177,217
8520 Child Nutrition	12,793	7,201	7,418	7,380
8545 School Facilities (SB740)	253,076	251,344	258,884	263,999
8550 Mandated Cost	4,151	4,248	4,135	4,276
8560 State Lottery	56,435	53,317	53,317	51,286
8599 Other State Revenue	619,591	437,926	437,926	421,243
	<u>1,126,696</u>	<u>937,298</u>	<u>939,823</u>	<u>925,400</u>
<b>Other Local Revenue</b>				
8690 Other Local Revenue	-	112,874	112,874	115,574
<b>Other Local Revenue</b>	<u>126,714</u>	<u>112,874</u>	<u>112,874</u>	<u>115,574</u>
<b>Total Revenue</b>	<b>\$ 4,479,174</b>	<b>\$ 4,078,664</b>	<b>\$ 4,159,902</b>	<b>\$ 4,124,674</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	520,926	924,603	943,095	961,957
1175 Teachers' Extra Duty/Stipends	40,000	12,500	12,500	12,500
1200 Pupil Support Salaries	-	-	-	-
1300 Administrators' Salaries	219,250	249,170	254,153	259,236
1900 Other Certificated Salaries	2,615	-	-	-
	<u>782,791</u>	<u>1,186,273</u>	<u>1,209,749</u>	<u>1,233,694</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	421,211	420,862	429,279	437,864



**FY25-26 Oakland Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
2200 Support Salaries	51,219	38,896	39,674	40,468
2400 Clerical and Office Staff Salaries	113,829	111,759	113,995	116,274
	586,259	571,517	582,948	594,607
<b>Benefits</b>				
3301 OASDI	83,272	108,983	111,147	113,355
3311 Medicare	19,475	25,488	25,994	26,510
3401 Health and Welfare	119,266	171,600	175,032	176,533
3501 State Unemployment	12,358	13,230	13,230	13,230
3601 Workers' Compensation	18,645	24,609	25,098	25,596
3901 Other Benefits	8,845	8,789	8,963	9,142
	261,861	352,699	359,465	364,365
<b>Books and Supplies</b>				
4100 Approved Textbooks and Core Curricula	60,000	50,000	50,000	50,000
4200 Books and Other Reference Materials	-	-	-	-
4300 Materials and Supplies	190,998	170,000	173,375	172,725
4400 Noncapitalized Equipment	203,779	35,000	35,000	35,000
4700 Food	95,260	85,775	88,023	87,035
	550,038	340,775	346,398	344,760
<b>Services and Other Operating Expenditures</b>				
5100 Subagreements for Services	752,920	164,500	164,892	164,720
5200 Travel and Conferences	-	-	-	-
5300 Dues and Memberships	8,935	8,400	8,627	8,527
5400 Insurance	90,200	85,200	87,500	86,490
5500 Operations and Housekeeping Services	225,113	222,400	228,405	225,767
5900 Communications	18,100	17,100	17,562	17,359
5600 Rentals, Leases, Repairs, and Noncap. Imp	470,194	439,798	450,667	461,862
5800 Professional/Consulting Services & Opera	678,694	602,589	605,006	598,812
	2,244,155	1,539,987	1,562,658	1,563,537
<b>Depreciation</b>				
6900 Depreciation Expense	26,100	22,327	22,327	22,327
	26,100	22,327	22,327	22,327
<b>Interest</b>				
7438 Interest Expense	-	-	-	-
	-	-	-	-
<b>Total Expenses</b>	<b>\$ 4,451,205</b>	<b>\$ 4,013,578</b>	<b>\$ 4,083,544</b>	<b>\$ 4,123,290</b>
<b>Surplus (Deficit)</b>	<b>\$ 27,969</b>	<b>\$ 65,086</b>	<b>\$ 76,358</b>	<b>\$ 1,384</b>

## Coversheet

### Review and Consideration of Approval of 2025-26 Preliminary Budget - Richmond Charter Academy

**Section:** IV. Business  
**Item:** Y. Review and Consideration of Approval of 2025-26 Preliminary Budget - Richmond Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** RCA Preliminary Budget 6.12.2025.pdf

**FY25-26 Richmond Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		320.00	330.00	330.00
Average Daily Attendance	297.60	297.60	306.90	306.90
<b>Revenues</b>				
State Aid - Revenue Limit	3,591,532	4,012,455	4,271,583	4,415,075
Federal Revenue	349,301	255,214	262,383	262,383
Other State Revenue	1,377,818	1,192,385	1,250,743	1,262,757
Other Local Revenue	377,854	371,809	82,819	-
<b>Total Revenue</b>	<b>\$ 5,696,504</b>	<b>\$ 5,831,863</b>	<b>\$ 5,867,528</b>	<b>\$ 5,940,215</b>
<b>Expenses</b>				
Certificated Salaries	1,221,880	1,572,714	1,603,669	1,635,242
Classified Salaries	648,903	600,325	612,332	624,579
Benefits	314,770	443,075	451,546	460,186
Books and Supplies	366,932	349,604	368,405	378,228
Subagreement Services	634,560	212,800	220,929	225,608
Operations and Housekeeping	278,144	278,200	294,640	302,772
Facilities, Repairs and Other Leases	1,100,163	1,089,902	1,122,111	1,154,593
Professional/Consulting Services	521,184	622,183	618,130	690,083
Depreciation	607,000	473,347	442,067	442,067
Interest	-	-	-	-
<b>Total Expenses</b>	<b>\$ 5,693,537</b>	<b>\$ 5,642,150</b>	<b>\$ 5,733,828</b>	<b>\$ 5,913,358</b>
<b>Surplus (Deficit)</b>	<b>\$ 2,968</b>	<b>\$ 189,713</b>	<b>\$ 133,700</b>	<b>\$ 26,857</b>
Fund Balance, Beginning of Year	\$ (68,524)	\$ (65,556)	\$ 124,156	\$ 257,857
Fund Balance, End of Year	\$ (65,556)	\$ 124,156	\$ 257,857	\$ 284,714
	-1.2%	2.2%	4.5%	4.8%

**FY25-26 Richmond Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
State COLA	n/a	2.30%	3.02%	3.42%
Other Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.85%	2.70%	2.76%
Enrollment		320.00	330.00	330.00
Average Daily Attendance	297.60	297.60	306.90	306.90
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 2,132,837	\$ 2,205,285	\$ 2,388,824	\$ 2,510,015
8012 Education Protection Account	432,033	613,779	652,075	674,376
8096 In Lieu of Property Taxes	1,026,662	1,193,391	1,230,684	1,230,684
	<u>3,591,532</u>	<u>4,012,455</u>	<u>4,271,583</u>	<u>4,415,075</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	40,880	40,880	41,664	41,664
8220 Federal Child Nutrition	92,309	102,502	105,705	105,705
8290 Title I, Part A - Basic Low Income	91,693	91,911	94,783	94,783
8291 Title II, Part A - Teacher Quality	9,732	9,921	10,231	10,231
8294 Title V, Part B - PCSG	10,000	-	-	-
8296 Other Federal Revenue	104,687	10,000	10,000	10,000
	<u>349,301</u>	<u>255,214</u>	<u>262,383</u>	<u>262,383</u>
<b>Other State Revenue</b>				
8311 State Special Education	258,002	263,498	279,939	289,513
8520 Child Nutrition	34,679	9,702	10,307	10,660
8545 School Facilities (SB740)	374,814	404,386	429,617	431,286
8550 Mandated Cost	5,526	6,116	6,300	6,719
8560 State Lottery	75,007	81,245	83,784	83,784
8599 Other State Revenue	629,791	427,438	440,795	440,795
	<u>1,377,818</u>	<u>1,192,385</u>	<u>1,250,743</u>	<u>1,262,757</u>
<b>Other Local Revenue</b>				
8690 Other Local Revenue	86,354	80,309	82,819	-
	<u>377,854</u>	<u>371,809</u>	<u>82,819</u>	<u>-</u>
<b>Total Revenue</b>	<b>\$ 5,696,504</b>	<b>\$ 5,831,863</b>	<b>\$ 5,867,528</b>	<b>\$ 5,940,215</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	752,213	1,128,693	1,151,267	1,174,292
1175 Teachers' Extra Duty/Stipends	30,000	12,500	12,500	12,500
1200 Pupil Support Salaries	82,002	83,645	85,318	87,024
1300 Administrators' Salaries	327,665	335,376	342,084	348,925
1900 Other Certificated Salaries	-	-	-	-
	<u>1,221,880</u>	<u>1,572,714</u>	<u>1,603,669</u>	<u>1,635,242</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	422,865	399,075	407,057	415,198

**FY25-26 Richmond Charter Academy****Multi-Year Forecast**

Revised 6/10/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
2200 Support Salaries	113,158	82,326	83,972	85,652
2400 Clerical and Office Staff Salaries	112,880	118,924	121,303	123,729
	648,903	600,325	612,332	624,579
<b>Benefits</b>				
3301 OASDI	112,219	134,728	137,392	140,109
3311 Medicare	26,245	31,509	32,132	32,767
3401 Health and Welfare	130,000	218,400	222,768	227,223
3501 State Unemployment	15,423	17,150	17,150	17,150
3601 Workers' Compensation	24,383	30,423	31,024	31,637
3901 Other Benefits	6,500	10,865	11,080	11,299
	314,770	443,075	451,546	460,186
<b>Books and Supplies</b>				
4100 Approved Textbooks and Core Curricula	90,723	90,700	96,060	98,711
4200 Books and Other Reference Materials	1,000	1,000	1,059	1,088
4300 Materials and Supplies	132,854	132,800	139,528	143,379
4400 Noncapitalized Equipment	15,000	12,500	12,500	12,500
4700 Food	127,355	112,604	119,258	122,550
	366,932	349,604	368,405	378,228
<b>Services and Other Operating Expenditures</b>				
5100 Subagreements for Services	634,560	212,800	220,929	225,608
5200 Travel and Conferences	909	900	953	979
5300 Dues and Memberships	6,153	6,200	6,566	6,748
5400 Insurance	75,000	75,000	79,432	81,624
5500 Operations and Housekeeping Services	180,082	180,100	190,743	196,007
5900 Communications	16,000	16,000	16,946	17,413
5600 Rentals, Leases, Repairs, and Noncap. Imp	1,100,163	1,089,902	1,122,111	1,154,593
5800 Professional/Consulting Services & Opera	521,184	622,183	618,130	690,083
	2,534,052	2,203,084	2,255,810	2,373,056
<b>Depreciation</b>				
6900 Depreciation Expense	607,000	473,347	442,067	442,067
	607,000	473,347	442,067	442,067
<b>Interest</b>				
7438 Interest Expense	-	-	-	-
	-	-	-	-
<b>Total Expenses</b>	<b>\$ 5,693,537</b>	<b>\$ 5,642,150</b>	<b>\$ 5,733,828</b>	<b>\$ 5,913,358</b>
<b>Surplus (Deficit)</b>	<b>\$ 2,968</b>	<b>\$ 189,713</b>	<b>\$ 133,700</b>	<b>\$ 26,857</b>

# Coversheet

## Consideration of Approval of New Board Member(s)

<b>Section:</b>	IV. Business
<b>Item:</b>	Z. Consideration of Approval of New Board Member(s)
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Elizabeth Martinez Bio.pdf

## Elizabeth Martinez



### Bio

Elizabeth "Liz" Martinez, COO of a well-established Bay Area public charter school, is a first-generation college graduate from UC Berkeley and St. Mary's College. With over 15 years of experience, Liz effectively transforms educational organizations, building strong teams and driving positive change through strategic risk management, process improvement, and policy implementation. A certified coach, she helps develop individual contributors into talented leaders. Her expertise spans HR, finance, data systems, student services, operations, and compliance.

Originally from South Central L.A., Liz realized her dream of attending UC Berkeley. In her free time, she enjoys live music, watching Disney movies with her family, and hiking with friends. She's also a big fan of pizza, particularly from 2-for-1 Pizza in L.A. and Zachary's in Berkeley. Liz is deeply committed to providing free and high-quality education to all children, driven by principles of honesty, integrity, and a direct approach to communication.