LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliber: Beta Academy
CDS Code: 07-10074-0129528
School Year: 2026-27
LEA contact information:
Lashunda Cain & Aleesha Spurr
School Leaders
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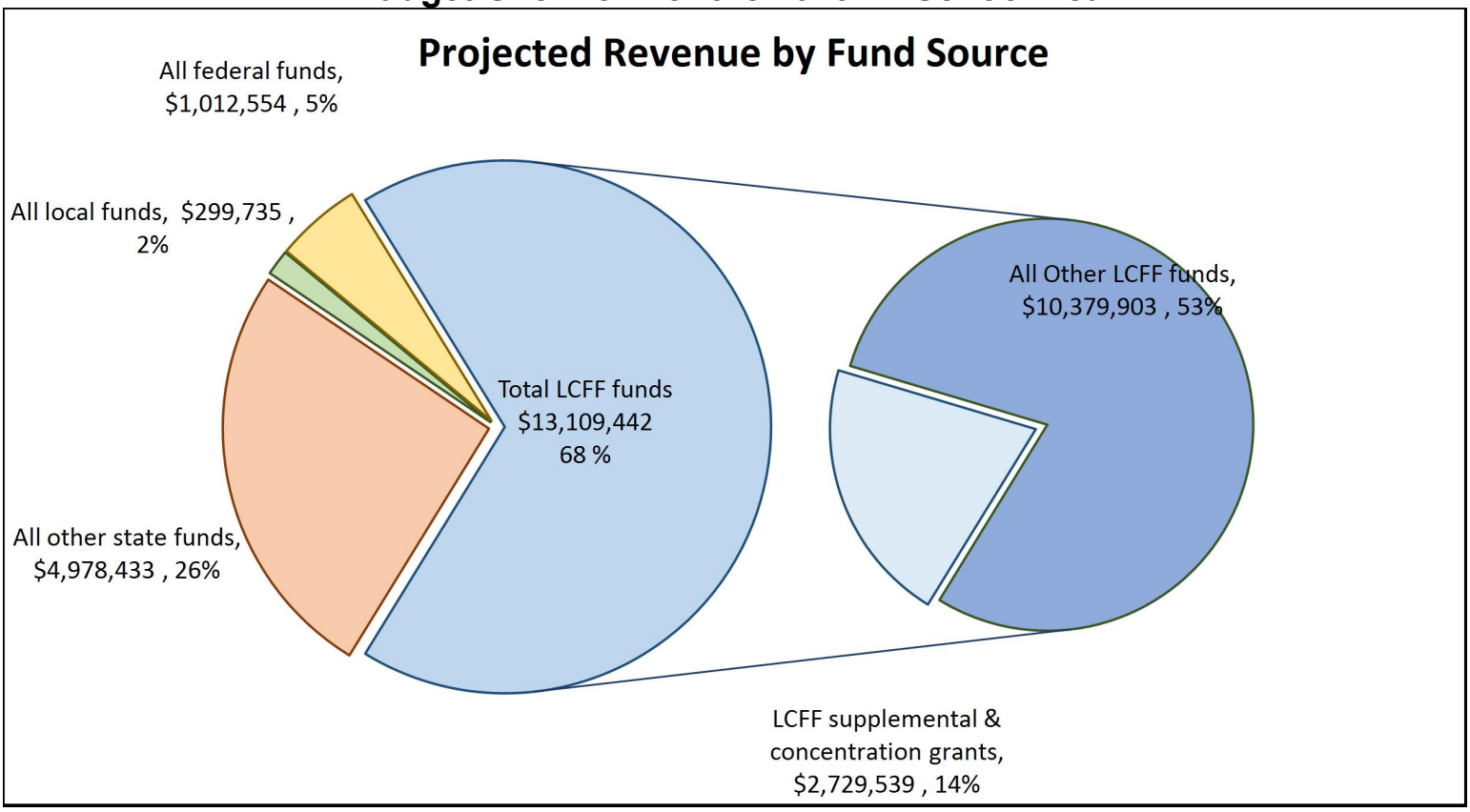
(510) 685-9886

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

Budget Overview for the 2026-27 School Year

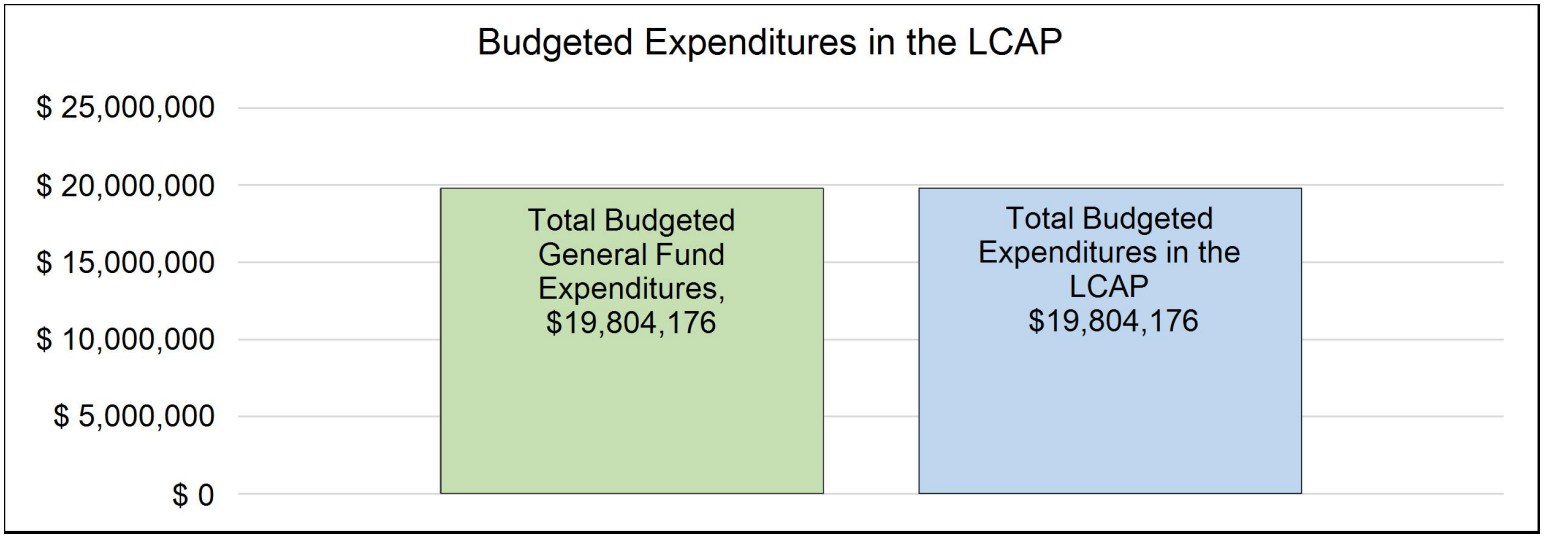


This chart shows the total general purpose revenue Caliber: Beta Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caliber: Beta Academy is $19,400,164, of which $13,109,442 is Local Control Funding Formula (LCFF), $4978433 is other state funds, $299735 is local funds, and $1012554 is federal funds. Of the $13,109,442 in LCFF Funds, $2729539 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Caliber: Beta Academy plans to spend $19804176 for the 2026-27 school year. Of that amount, $19,804,176 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

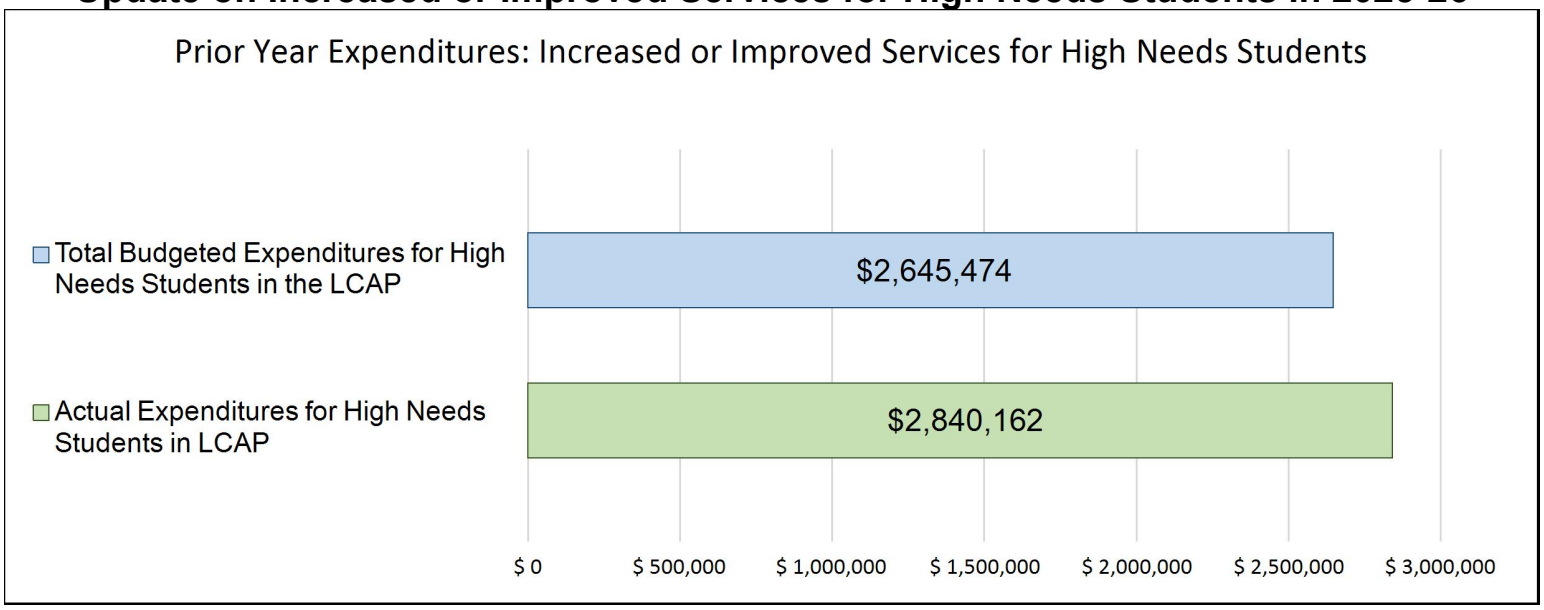
Not applicable. All of the budgeted general fund expenditures are included in the LCAP.

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

In 2026-27, Caliber: Beta Academy is projecting it will receive $2729539 based on the enrollment of Foster Youth, English learner, and low-income students. Caliber: Beta Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Caliber: Beta Academy plans to spend $2806674 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Caliber: Beta Academy's LCAP budgeted $2,645,474.00 for planned actions to increase or improve services for high needs students. Caliber: Beta Academy actually spent $2,840,162.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Lashunda Cain & Aleesha Spurr School Leaders	info@caliberschools.org (510) 685-9886

Plan Summary [2026-27]

General Information

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

Caliber: Beta Academy is a school operating in San Pablo, CA serving students in grades TK-8. Caliber Beta's total enrollment is 971 students. According to the 2025 CA School Dashboard, 80.5% of students are socioeconomically disadvantaged and 30% of students are English Learners.

The mission of Beta Academy is to shift the experiences, expectations, and outcomes for students in our historically underserved community. Our school model balances high-quality academic preparation with social-emotional learning and is focused on our four pillars: Heart, Smart, Think, and Act. Our school opened its doors in 2014.

Reflections: Annual Performance

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

Dashboard Performance: Successes
A review of the California School Dashboard and local data for Caliber: Beta Academy indicates meaningful progress in both academic growth and school climate, particularly for student groups that have historically experienced disparities.

One of the most significant areas of growth is the performance of English Learner students on the English Learner Progress Indicator (ELPI), which improved by 20.1 points and reached the “Blue” performance level. This improvement reflects the impact of targeted language development supports in Goal 1, Action 5 (ELD Program), Goal 1, Action 6 (Designated ELD for LTELs), and increased alignment between English Language Development (ELD) instruction and core content because students are receiving more structured opportunities to practice academic language across subjects.

In Science, the school achieved a “Green” performance level for All Students as well as English Learners, Hispanic students, and Socioeconomically Disadvantaged students. This growth suggests that improvements in standards-aligned instruction and curriculum implementation are increasing student access to grade-level content, because lessons are more consistently aligned to the state standards and include opportunities for inquiry-based learning.

School climate indicators also demonstrate strong progress. Suspension rates declined for All Students by 0.7 percentage points, resulting in a “Green” performance level. African American and Socioeconomically Disadvantaged students also improved to “Green,” while Asian students maintained a “Blue” level with a 0% suspension rate. These improvements reflect the implementation of restorative practices and proactive behavior supports in Goal 2, Action 2 (PBIS and SEL), because students are receiving earlier interventions and relationship-centered discipline approaches that reduce exclusionary practices.

Chronic absenteeism remains at a “Yellow” performance level overall; however, the school made significant progress in reducing absenteeism across multiple student groups. Rates decreased by 7.6% for All Students and by 7–10% across English Learners, Students with Disabilities, Hispanic students, Socioeconomically Disadvantaged students, and African American students. These reductions indicate that Goal 2 Action 2.3 (Attendance Improvement) and targeted re-engagement strategies are improving student attendance because staff are conducting more consistent outreach, monitoring attendance data, and addressing barriers to daily participation.

Dashboard Performance: Challenges
Despite these successes, the Dashboard data highlights persistent challenges in English Language Arts (ELA) and Mathematics.

Overall performance in ELA is “Orange” for All Students, with African American students experiencing a decline of 10.2 points. Mathematics performance is also “Orange” overall, with declines observed among African American and Asian student groups. These trends indicate that while students may be accessing grade-level content, many are not yet demonstrating mastery of foundational literacy and numeracy skills, because instruction has not consistently met the needs of students requiring additional scaffolding and targeted intervention.

Students with Disabilities represent the most significant area of need, with “Red” performance levels in both ELA and Mathematics. This indicates a gap in access to rigorous, grade-level instruction with appropriate supports, because general education and special education systems are not yet fully aligned to provide consistent, co-planned, and scaffolded instruction. This will be addressed by implementing targeted professional development and coaching through LREGB funds described below.

Lowest Performing Student Groups (2023 Dashboard Requirement)
In alignment with state requirements, Caliber: Beta Academy identified the following lowest-performing student groups based on the 2023 Dashboard:
English Learners: English Learner Progress Indicator (ELPI)

African American Students: Chronic Absenteeism and Suspension Rate
Asian Students: Chronic Absenteeism

While these identifications remain fixed for the three-year LCAP cycle, current data shows meaningful improvement for these groups. English Learners have reached “Blue” in ELPI, and African American students have improved to “Green” in Suspension Rates and “Yellow” in Chronic Absenteeism.
These improvements suggest that targeted supports have been effective and should be sustained. Moving forward, the school will continue these strategies while increasing focus on Students with Disabilities and core academic outcomes in ELA and Mathematics, because these areas now represent the most significant barriers to equitable student achievement.

Learning Recovery Emergency Block Grant (LREBG)
Caliber: Beta Academy has unexpended LREBG funds for the 2025–26 school year, which are allocated to Goal 3, Action 2 (Professional Development).
The needs assessment identified significant academic gaps in ELA and Mathematics, particularly among English Learners, Students with Disabilities, African American students, and Hispanic students performing at SBAC Level 1. This indicates that many students are not yet meeting grade-level standards and require strengthened Tier 1 instruction and targeted support.

To address this need, LREBG funds will support professional development and coaching aligned to the California Mathematics Framework and the ELA/ELD Framework. This action is designed to improve instructional quality because teachers will receive structured training on how to design grade-level lessons with appropriate scaffolds, use formative assessment to adjust instruction, and integrate language development into content instruction. This action aligns with the allowable uses of LREBG funds under EC Section 32526(c)(2) by accelerating progress to close learning gaps through the implementation of evidence-based learning supports and educator training. While this action is identified to address our LREBG needs assessment, the LEA plans to expend $0 of LREBG funds during the 2026-27 school year and has budgeted the remainder of its unexpended LREBG funds for implementation in the 2027-28 school year.

Key components include:
Professional Development and Instructional Coaching:
School leaders and instructional coaches will provide ongoing training and coaching aligned to state frameworks, because consistent coaching cycles help teachers translate standards into daily instructional practice.
Unit and Lesson Internalization:
Teachers will engage in structured planning processes to deeply understand curriculum and standards, because stronger planning leads to more coherent lessons and better alignment between Tier 1 instruction and Tier 2 interventions.
Support for Students with Disabilities:
Program specialists will support co-planning between general education and special education teachers, because aligned instructional planning ensures students with disabilities receive grade-level content with appropriate accommodations and scaffolds.
Progress will be monitored through ELA and Mathematics assessment data, including SBAC performance and local benchmarks, to determine whether instructional improvements are resulting in increased student achievement.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Caliber: Beta Academy is no longer eligible for DA support in 2026.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teacher Climate Survey: September 2025 Teacher Climate Survey: April 2026 Insight Survey: October 2025
Principals and School Administrators	Leaders Priorities Survey: April 2026 Budgeting and allocation discussions in March, April, and May 2026
Other LEA Staff	Staff Listening Tours: November 2025 Staff Listening Tours: April 2026 Management and Coaching Survey: May 2026
Parents	Parent School Climate Survey: September 2025 Parent Priorities Survey: April 2026 SSC Meeting: October 2024 SSC Meeting: January 2026 SSC Meeting: February 2026 SSC Meeting: April 2026 ELAC Meeting: May 2026
Students	Student Climate Survey: September 2025 Student Climate Survey: March 2026 Middle School Participation on the SSC: April, May 2026
SELPA	Shared draft of LCAP May 2026

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

Teachers: Teachers have expressed that the Tier 2 spaces launched in the 2025-26 school year were effective in supporting students who are academically high achieving and behind (Action 1.4 Academic Intervention). Teachers expressed that in order to improve the effectiveness of this action further they need more planning and preparation within collaborative development spaces, like PLCs. In 26-27,

teachers will have additional coaching during Tier 2 time and additional planning time in PLCs to prepare for Tier 2 spaces, which is reflected in Action 3.2, Professional Development.

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

Other LEA Staff: Other LEA Staff have emphasized the positive school climate and their personal connections to the Caliber Beta community, which is captured in Action 3.1.

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Average Distance from Standard) LCFF Priority 4	All Students: -38.4 English Learners: -74.1 Socioeconomically Disadvantaged: -46.5 Students with Disabilities: -117.4	All Students: -29.8 English Learners: -51.8 Socioeconomically Disadvantaged: -38.8	All Students: -27.8 English Learners: -48.1 Socioeconomically Disadvantaged: -36	All Students: -29.4 English Learners: -67.7 Socioeconomically Disadvantaged: -42.6	All Students: 10.6 English Learners: 26.0 Socioeconomically Disadvantaged: 10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: -41.5 Hispanic: -41.8 Source: 2023 CA Dashboard	Students with Disabilities: -113.9 African American: -50.7 Hispanic: -28.2 Source: 2024 CA Dashboard	Students with Disabilities: -114.2 African American: -60.9 Hispanic: -27 Source: 2025 CA Dashboard	Students with Disabilities: -108.4 African American: -59.6 Hispanic: -40.2	Students with Disabilities: 3.2 African American: -19.4 Hispanic: 14.8
1.2	CAASPP Math (Average Distance from Standard) LCFF Priority 4	All Students: -69.2 English Learners: -92.2 Socioeconomically Disadvantaged: -77 Students with Disabilities: -147.7 African American: -95.6 Hispanic: -69.2 Source: 2023 CA Dashboard	All Students: -61.4 English Learners: -76.9 Socioeconomically Disadvantaged: -70.1 Students with Disabilities: -144.4 African American: -81.7 Hispanic: -62.4 Source: 2024 CA Dashboard	All Students: -58.5 English Learners: -77 Socioeconomically Disadvantaged: -63.4 Students with Disabilities: -142.5 African American: -86.7 Hispanic: -59.6 Source: 2025 CA Dashboard	All Students: -60.2 English Learners: -93.4 Socioeconomically Disadvantaged: -80.8 Students with Disabilities: -138.7 African American: -104.5 Hispanic: -80.8 Source: 2023 CA Dashboard	All Students: 10.7 English Learners: 15.2 Socioeconomically Disadvantaged: 13.6 Students with Disabilities: 5.2 African American: 8.9 Hispanic: 9.6
1.3	ELPAC English Learner Progress Indicator (Percentage of English Learners Making Progress) LCFF Priority 4	46.9% Source: 2023 CA Dashboard	44.5% Source: 2024 CA Dashboard	64.7% Source: 2025 CA Dashboard	45%	17.8%
1.4	CAST (% Met/Exceeded Standards) LCFF Priority 4	All Students: 19.54% English Learners: 0% Socioeconomically Disadvantaged: 17.77% Students with Disabilities: 0% African American: 14.81% Hispanic: 20.3% Source: CAASPP CAST Results 2022-23	All Students: 30.51% English Learners: 9.68% Socioeconomically Disadvantaged: 30.66% Students with Disabilities: 0% African American: 21.95%	All Students: 41.58% English Learners: 17.50% Socioeconomically Disadvantaged: 38.35% Students with Disabilities: 10.00%	All Students: 30.18% English Learners: 2.32% Socioeconomically Disadvantaged: 19.32% Students with Disabilities: 8.70% African American: 14.16%	All Students: 22.0% English Learners: 17.5% Socioeconomically Disadvantaged: 20.6% Students with Disabilities: 10.0% African American: 19.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 30.77% Source: CAASPP CAST Results 2023-24	African American: 34.09% Hispanic: 42.61% Source: CAASPP CAST Results 2024-25	Hispanic: 18.88%	Hispanic: 22.3%
1.5	English Learner Reclassification Rate LCFF Priority 4	13.06% Year: 2022-23 Source: CALPADS 2.16, 8.1	15.36% Year: 2023-24 Source: CALPADS 2.16, 8.1	16.33% Year: 2024-25 Source: CALPADS 2.16, 8.1	15%	3.27%
1.6	Access to and enrollment in a broad course of study as measured by enrollment in an art, music, physical education, or computer science course and/or participation in an intercession program (Local Indicator Broad Course of Study LCFF Priority 7)	100% of students are enrolled in an art, music, physical education, or computer science or participated in an intercession program. Year: 2023-24 Source: Local data and CALPADS	100% of students are enrolled in an art, music, physical education, or computer science or participated in an intercession program. Year: 2024-25 Source: Local data and CALPADS	100% of students are enrolled in an art, music, physical education, or computer science or participated in an intercession program. Year: 2025-26 Source: Local data and CALPADS	100% of students are enrolled in an art, music, physical education, or computer science or participated in an intercession program.	0
1.7	English Language Development Implementation Self-Reflection (Average rating on scale of 1-5 of ELD categories) Data Source: Local Indicator Self Reflection Survey LCFF Priority 2	3.67 Source: 2023-24 Local Indicators	4.0 Source: 2024-25 Local Indicators	4.0 Source: 2025-26 Local Indicators	4.0	0.33
1.8	iReady ELA Growth (Fall to Spring Median Percent Progress Towards Typical Growth)	K-5 All Students: 128% 6-8 All Students: 192% K-8 EL: 130% K-8 LTELS: 94%	K-5 All Students: 118% 6-8 All Students: 164%	K-5 All Students: 104% 6-8 All Students: 58%	K-5 All Students: 75% 6-8 All Students: 45%	K-5 All Students: -24% 6-8 All Students: -134%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 8	K-8 RFEP: 200% K-8 SWD: 120% Source: iReady Reading Fall to Spring 2023-24	K-8 EL: 118% K-8 LTELS: 122.5% K-8 RFEP: 165% K-8 SWD: 113.5% Source: iReady Reading Fall to Spring 2024-25	K-8 EL: 90% K-8 LTEL: 56% K-8 RFEP: 133% K-8 SWD: 57% Source: iReady Reading Fall to Spring 2025-26	K-8 EL: 75% K-8 LTELS: 75% K-8 RFEP: 75% K-8 SWD: 75%	K-8 EL: -40% K-8 LTEL: -38% K-8 RFEP: -67% K-8 SWD: -63%
1.9	iReady Math Growth (Fall to Spring Median Percent Progress Towards Typical Growth) LCFF Priority 8	K-5 All Students: 122% 6-8 All Students: 167% K-8 EL: 122% K-8 LTELS: 94% K-8 RFEP: 169% K-8 SWD: 107% Source: iReady Math Fall to Spring 2022-23	K-5 All Students: 107.5% 6-8 All Students: 150% K-8 EL: 113.5% K-8 LTELS: 31.5% K-8 RFEP: 117% K-8 SWD: 112.5% Source: iReady Math Fall to Spring 2024-25	K-5 All Students: 92% 6-8 All Students: 93% K-8 EL: 90% K-8 LTEL: 54% K-8 RFEP: 100% K-8 SWD: 63% Source: iReady Reading Fall to Spring 2025-26	K-5 All Students: 80% 6-8 All Students: 60% K-8 EL: 80% K-8 LTELS: 80% K-8 RFEP: 80% K-8 SWD: 80%	K-5 All Students: -30% 6-8 All Students: -74% K-8 EL: -32% K-8 LTEL: -40% K-8 RFEP: -69% K-8 SWD: -44%
1.10	Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home LCFF Priority 1	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2023-24	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2024-25	100% of students have access to instructional materials Source: Williams Visit Instructional Materials Surveys 2025-26	100% of students have access to instructional materials	0%
1.11	Expanded Learning Participation (Number of students enrolled in at least one ELOP program) Source: Internal Participation Data	365 students	380	409	400	35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Implementation of academic content and performance standards (Average rating on scale of 1-5) Data Source: Local Indicator Self Reflection Survey	3.5 Source: 2023-24 Local Indicators	3.61 Source: 2024-25 Local Indicators	3.83 Source: 2025-26 Local Indicators	3.75	0.33

Goal Analysis [2025-26]

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

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

Action 1.1: Caliber: Beta Academy started the school year fully hired, and only had 1 vacancy in core instruction in 2025-26.
Action 1.2: Improvements to our TK program implementation with emphasis on play-based learning using Tools of the Mind curriculum.
Action 1.3: Caliber made no changes to curriculum this year. High Quality Instructional Materials were in every classroom all year.
Action 1.4: Caliber maintained academic intervention all year for students with Tier 2 academic needs. There are 5.0 FTE Instructional Aides funded by Title I funds, at an average annual compensation of $50,000. The remainder of actions in Action 1.4, reading interventionists, are covered by LCFF and local funds.
Action 1.5: Beta Academy offered designated ELD in the master schedule as a separate pull-out class for newcomers. Beta Academy utilizes TItle III funds to support compensation for of 0.5 FTE of an EL coordinator (0.5 FTE = $60,000). Title III funds go toward this salary.
Action 1.6: Designated ELD for our long-term ELs in grades 4 and up was a separate course with a separate teacher. Integrated ELD strategies have been included in all core content classes.
Action 1.7: Caliber: Beta Academy had no vacancies in Special Education this year, and had success with case management professional development to improve services for all special education students.
Action 1.8: Caliber: Beta's implementation of this action improved this year, particularly with Tier 2 academic data. DIBELS progress monitoring using LETRS, and secondary literacy enhancement using the ROAR Assessment and ANet contributed to rapidly rising literacy performance in our earliest and latest grade levels.
Action 1.9: All students at Caliber: Beta Academy had coursework in Art and Physical Education.
Action 1.10: Students at Caliber: Beta Academy had access to a range of Expanded Learning Opportunities in 2025-26, including Before School Care, After School Care, Summer School, and three Intersession Camps in November, February, and April. In addition to providing a wide range of enrichment opportunities, the ELOP program offered i-Ready daily in After School Program, as well as enhanced ELA offerings in grades K-4 in Reading.

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

There were no material differences between budgeted and estimated expenditures in 2025-26 for Goal 1. Overall school revenues were higher than anticipated in 2025-26 than were originally planned. The overall increase in budgeted vs estimated expenditures was approximately 4%. Expenditures in Goal 1 were approximately 3% higher than planned, which is consistent with the overall amount.

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

Core Instruction and Early Learning (Actions 1.1, 1.2, 1.3): Actions aimed at stabilizing foundational Tier 1 instruction and early education were effective. Action 1.1 (Teacher Retention/Hiring) was successfully implemented, as Caliber: Beta Academy started the 2025-26 school year fully hired, with only 1 vacancy in core instruction. Mid-year teaching departures were limited to two positions.

Action 1.2 (TK Program) was also effectively implemented, emphasizing play-based learning through the adoption of the Tools of the Mind curriculum. Our teachers have been implementing curriculum based assessments for 3-8 ELA and math and more teachers are staying on scope and administering assessments on time.

Coupled with Action 1.3, which ensured High-Quality Instructional Materials were consistently available, these actions successfully drove overall academic growth. Our teachers have been implementing curriculum based assessments for 3-8 ELA and math and more teachers are staying on scope and administering assessments on time. As a result, we saw minor improvements for ELA and Math distance from standard. ELA: All students maintained 2 points in distance from standard. Math: All students maintained 2.9 points. According to the CA Growth model, for ELA all students and all student groups were at or Above the "Average" growth category, and 71% of students improved their score from the prior year. For Math all students and all student groups were at or Above the "Average" growth category, and 73.7% of students improved their score from the prior year.

English Learner Supports (Actions 1.5 and 1.6) Actions providing targeted language acquisition support demonstrated strong effectiveness in producing desired results. By providing designated ELD pull-out classes for newcomers (Action 1.5) and restructuring ELD schedules for Long-Term English Learners (Action 1.6), our English Learner students made exceptional progress.
This effectiveness is evidenced by the English Learner Progress Indicator (ELPI), which achieved a "Blue" performance level due to a significant 20.1-point increase. Furthermore, under Metric 1.1, English Learners' CAASPP ELA performance improved to -67.7 DFS in Year 2, marking a substantial positive difference of 22.3 points from their baseline of -74.1 DFS.

In the 2025 Dashboard, where Students with Disabilities performed at the "Red" (Very Low) level in both ELA and Mathematics. A contributing factor to these persistent gaps was Action 1.7, which experienced uneven implementation. Moving forward, these actions must be heavily modified and strengthened to ensure intervention blocks and Special Education supports actively accelerate learning and translate directly into improved academic outcomes for these specific student groups.

All students have been able to participate in an art, physical education, or other enrichment class, and this provides evidence for the effectiveness of Action 1.9 Enrichment and Electives.

Action 1.10 Expanded Learning is effective at providing additional learning and enrichment opportunities for our unduplicated students. ELOP participation has grown this year to serve 409 unique students and 373 unduplicated pupils (91% of ELOP participants UPP).

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

Action 1.4 will continue to include partnerships with Instruction Partners for Math intervention in upper schools.
Action 1.8 will continue to include LETRS training for early literacy.
Action 1.10 will include Reading curriculum-aligned experiences for students in summer and after school programs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Effective Core Instruction	Maintain Core Teaching Staff in Grades K-8	$4,629,658.00	No
1.2	Strong Academic Foundation	Provide a high-quality Transitional Kindergarten Program	$391,608.00	No
1.3	High Quality Instructional Materials	Ensure there are high quality curricular and instructional resources and materials available in every classroom	$200,923.00	No
1.4	Academic Intervention	Provide additional instructional support to students behind in Reading and Math	$384,768.00	Yes
1.5	EL Program	Maintain an excellent EL program designed to promote English learning in the content area context and in designated ELD This action fulfills the requirements for EL language acquisition programs and EL professional development for teachers. It also is required based on ELA Dashboard data for the EL student group.	$185,605.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Long-Term ELs	Ensure students identified as Long-Term ELs receive additional intervention This action fulfills the requirement for LTEL language acquisition programs and LTEL professional development for teachers.	$93,452.00	Yes
1.7	Special Education	Maintain an excellent special education program for students with special needs	$2,356,672.00	No
1.8	Data Driven Instruction	Collect and respond to meaningful information about student learning	$63,175.00	Yes
1.9	Enrichment and Electives	Ensure a broad set of enrichment courses and field experiences for students	$959,858.00	Yes
1.10	Expanded Learning	Provide meaningful expanded learning opportunities to students before and after school, and during intersession periods	$2,039,826.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creating a safe, inclusive, and welcoming school environment is pivotal for fostering student success. This goal is aligned to our Heart pillar. To achieve this, Caliber is implementing a set of actions aimed at cultivating a positive school culture and strengthening partnerships with families:
Social-Emotional Learning (SEL): We maintain a dedicated SEL Team and provide resources and training to empower all staff to support students' social and emotional development.
Promotion of Positive Behavior: Our focus is on fostering positive behavior and nurturing healthy, productive relationships among students and staff. According to the 2023 CA Dashboard our African American students had an increase in suspension rates, and we hope that our actions related to SEL and PBIS will improve their suspensions rates in the future.
Attendance Improvement: We are committed to enhancing Average Daily Attendance and decreasing Chronic Absenteeism, recognizing its critical role in student engagement and academic success. According to the the 2023 CA Dashboard, our African American and Asian students struggled with chronic absenteeism and this action will be directed in improving those student groups.
Communication: We actively promote regular communication and meaningful partnerships with families, recognizing their integral role in student achievement and well-being.
The metrics and actions are grouped together as the data is aligned with measurable outcomes for these actions in assessing school safety, student engagement, and overall school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students suspended one or more times	All Students: 0.90% English Learners: 0.70%	All Students: 2.1% English Learners: 0.7%	All Students: 1.3% English Learners: 1.0%	3%	All Students: 00.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard LCFF Priority 6	Socioeconomically Disadvantaged: 1.10% Students with Disabilities: 2.90% African American: 3.80% Asian: 0.00% Hispanic: 0.30% Source: CA Dashboard 2022-23	Socioeconomically Disadvantaged: 1.8% Students with Disabilities: 4.0% African American: 5.4% Asian: 0.0% Hispanic: 1.2% Source: 2024 CA Dashboard	Socioeconomically Disadvantaged: 1.2% Students with Disabilities: 4.9% African American: 1.8% Asian: 0.0% Hispanic: 1.2% Source: 2025 CA Dashboard		English Learners: 00.3% Socioeconomically Disadvantaged: 00.1% Students with Disabilities: 02.0% African American: -02.0% Asian: 00.0% Hispanic: 00.9%
2.2	Percent of students expelled Source: CALPADS LCFF Priority 6	0% (2022-2023)	0% 1 student Source: CALPADS 2024	0% Source: CALPADS 2025	1%	0%
2.3	Middle school dropout rates Source: CALPADS LCFF Priority 5	0.11% (2022-23)	0.34% 1/293 Source: CALPADS 2024	0.7% 2/287 Source: CALPADS 2025	1%	0.59%
2.4	Student Climate Survey % Favorable LCFF Priority 6	All Students: 61% English Learners: 65% Students with Disabilities: 54% African American: 59% Hispanic: 63%	Spring 2025: 62% Fall 2024: 63% Source: Kelvin NSVF Climate Survey	Fall 2025: 62% Spring 2026: 59% Source: Kelvin NSVF Climate Survey	60%	All Students: -2%
2.5	Average Daily Attendance Source: SIS P-2 LCFF Priority 5	93.71% Source: SIS P-2 2023-24	93.96 % Source: SIS P-2 2024-25	95.00% Source: SIS P-2 2025-2026	94%	+0.25%
2.6	Percent of students chronically absent Source: CA Dashboard LCFF Priority 5	All Students: 35.60% English Learners: 35.80% Socioeconomically Disadvantaged: 38.80% Students with Disabilities: 35.70%	All Students: 22.1% English Learners: 22.4% Socioeconomically Disadvantaged: 24.4%	All Students: 14.5% English Learners: 12.6% Socioeconomically Disadvantaged: 15.3%	All Students: 20% English Learners: 20% Socioeconomically Disadvantaged: 22%	All Students: -21.1% English Learners: -23.2% Socioeconomically Disadvantaged: -23.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 45.90% Asian: 38.60% Hispanic: 32.70% Source: CA Dashboard 2022-23	Students with Disabilities: 31.3% African American: 27.8% Asian: 15.9% Hispanic: 22.0% Source: CA Dashboard 2023-24	Students with Disabilities: 21.7% African American: 20.4% Asian: 11.7% Hispanic: 13.7% Source: CA Dashboard 2025	Students with Disabilities: 26% African American: 25% Asian: 15% Hispanic: 20%	Students with Disabilities: -14.0% African American: -25.5% Asian: -26.9% Hispanic: -19.0%
2.7	Parent satisfaction "I am satisfied with Caliber" LCFF Priority 3	Fall 2023: 81%	Fall 2024: 89%	Fall 2025: 93% Source: Kelvin Family Survey	85%	+12%

Goal Analysis [2025-26]

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

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

Action 2.1: Caliber Beta Academy mental health services were provided all year. Fully staffing an SEL and Behavior team
Action 2.2: Behavior interventionists supported positive behavior systems and participated in communities of practice together.
Action 2.3: Attendance improvement efforts continued all year with an attendance improvement coordinator closely tracking attendance and chronic absenteeism, and developing responses to data.
Action 2.4: There were multiple opportunities for parents to get involved with the school and our local community, and we were able to streamline our family communication in a few key areas. Additionally, two parent leadership teams have formed to support internal parent communication and advocacy at the school.

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

There was not a material difference between budgeted and estimated expenditures in 2025-26 for Goal 2. As noted in Goal 1, overall school revenues were slightly higher than anticipated in 2025-26 than were originally planned. The overall increase was approximately 4%. Expenditures in Goal 2 were slightly lower than originally planned, but not by a material amount (-2%).

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

Based on an analysis of both quantitative metrics and qualitative outcomes, the implementation of actions in Goal 2 showed strong overall effectiveness in achieving our targets for school climate, attendance, and family engagement, though behavioral supports for one specific subgroup have not yet been effective.

Effective Actions: Attendance Improvement and Family Engagement (Actions 2.3 and 2.4) Our strategies dedicated to re-engaging students and partnering with families have proven highly effective. Action 2.3 (Attendance Improvement) resulted in massive gains in student attendance. Average Daily Attendance (Metric 2.5) increased to 95% in Year 2, surpassing our target of 94%. Even more notably, the overall Chronic Absenteeism rate (Metric 2.6) plummeted from 22.1% in Year 1 down to 14.5% in Year 2. These significant decreases were seen across all critical subgroups, including Socioeconomically Disadvantaged students (dropping to 15.3%) and English Learners (dropping to 12.6%).

Additionally, Action 2.4 (Family Engagement) was highly effective. Parent satisfaction (Metric 2.7) increased to 93% favorable in the Fall 2025 survey, well above our target of 83%, demonstrating that our streamlined communication and involvement opportunities are successfully fostering a welcoming environment. This year, parent leaders have also driven more family communication and engagement events to bring more parents closer to the school community.

Effective Actions: Mental Health and General Behavioral Supports (Actions 2.1 and 2.2) For the vast majority of our student population, Action 2.1 (Mental Health Services) and Action 2.2 (Positive Behavior and SEL) were effective. The Student Climate Survey (Metric 2.4) reached 62% favorability, meeting our target goal. Furthermore, the overall suspension rate (Metric 2.1) decreased from 2.1% in Year 1 to 1.3% in Year 2. A standout success within these actions was the targeted behavioral support for our African American students, whose suspension rate dropped drastically from 5.4% in Year 1 down to just 1.8% in Year 2. Expulsion rates and middle school dropout rates also remained exceptionally low (0% and 0.7%, respectively), reflecting a generally safe and supportive campus.

Uneven Actions: Behavioral Supports for Students with Disabilities (Action 2.2) Despite the overarching successes in school climate, Action 2.2 (Positive Behavior and SEL) was ineffective at meeting the behavioral needs of our Students with Disabilities (SWD). While suspension rates dropped for the school as a whole, the suspension rate for the SWD subgroup actually increased from 4.0% in Year 1 to 4.9% in Year 2 (Metric 2.1). This data indicates that our current tiered behavior systems, restorative practices, and SEL interventions are not adequately adapted or providing the necessary targeted support for this specific subgroup. Moving forward, this action must be modified to include specialized behavioral intervention strategies and closer collaboration with Special Education case managers to ensure Students with Disabilities are successfully supported in their learning environments. This can begin next year with reviewing data by subgroups so that mental health and behavioral support teams are aware of this discrepancy and can plan around it.

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

There are no major changes to Goal 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Promote Mental Health	Maintain a team of clinicians and equip all staff to support student mental health	$226,777.00	Yes
2.2	Promote positive behavior and Social Emotional Learning	Promote positive behavior, social emotional learning, and healthy, productive relationships This action fulfills the requirements for the Red Dashboard student groups of African American students for suspension rates. This action is related to the ongoing implementation of differentiated assistance.	$601,688.00	Yes
2.3	Attendance Improvement	Improve Average Daily Attendance and decrease chronic absenteeism This action fulfills the requirements for the Red Dashboard student groups of African American student and Asian students in chronic absenteeism. This action is related to the ongoing implementation of differentiated assistance.	$59,694.00	Yes
2.4	Communication	Promote regular communication and partnership with families	$24,150.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers who are appropriately assigned (i.e., % Effective) Source: DataQuest TAMO LCFF Priority 1	% Effective: 63.1 2021-22 School Year	% Effective: 47.70% 2022-23 School Year	% Effective: 35.80% 2023-2024 School Year	65% effective or higher	-27.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Instructional Culture Favorability Source: TNTP Insight Survey LCFF Priority 6	Fall 2023: 6.6	Fall 2024: 6.8	Fall 2025: 6.9	6.5	+0.3

Goal Analysis [2025-26]

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

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

Action 3.1 - Improving staff relationships and connections to our school culture through celebrations and staff recognition have supported the steady growth of our instructional culture. This action was fully implemented.
Action 3.2 - Caliber staff continued to receive weekly professional development in 25-26 with an emphasis on implementing high-quality instructional materials in Professional Learning Communities (lesson internalization and response to student work). Additionally, teachers and support staff in primary grades received LETRS training and teachers in grades 3-8 received additional professional development in phonics skills through ANet to integrate into Tier I and Tier II instruction. They assessed student performance and growth in phonics skills using the Rapid Online Assessment of Reading (ROAR).
Action 3.3 - Caliber Beta Academy is proud to host two teacher residents this year.
Action 3.4 - Caliber Beta Academy maintained full-time principal (2) assistant principal (4) roles in 2025-26 to support teacher growth and development. While we began the year with an Instructional Coach, this leader departed mid-year and we did not fill the role for the second half of the year.

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

The primary difference between budgeted and estimated actual expenditures in Goal 3 during 2025-26 was in the area of teacher recruiting pipelines. Our initial budget did not factor in a grant that the school received to support our residency pathway for teachers. This grant allowed us to hire a Residency Program Director and to invest more heavily in our residency program in 2025-26. The school also spent more than expected in other staff support areas such as wellness support.

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

Effective Action 3.1: Staff Climate: The instructional culture index for this year rose to 6.9, which exceeds the Year 3 target and is an improvement form 24-25, reflecting strong staff climate and focus on student achievement and growth.

Effective Action 3.2: Professional Development: Qualitatively, the school reported high levels of staff participation and satisfaction with "communities of practice" across instructional leadership, operations, TK, and Special Education teams, particularly for the ANet and LETRS trainings provided to instructional staff.

Effective Action 3.3: Teacher Pipeline (Teacher Residency): This action was effective in building a strong teacher pipeline, but only contributes to improvements in teacher full credentialing rates in the long-term.

Effective Action 3.4: Instructional Leadership Support: This action was effective in contributing to staff instructional culture, however the team was not able to have smaller coaching loads as intended for the year with the 0.5 year departure of.a Lower School instructional coach.

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

No material changes were made to the goal, metrics, targets, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Climate	Create a supportive and joyful climate for staff	$51,500.00	No
3.2	Professional Development	Provide meaningful professional development for teachers and staff. This is a LREBG-funded action. Our principals, assistant principals, and instructional coaches will provide targeted professional development and coaching for our educators on the Math and ELA/ELD frameworks, and strengthen program specialists' coaching to support co-internalization for education specialists with general education teachers. Research indicates that providing targeted professional development and coaching for educators on standards-aligned frameworks ensures Tier 1 instruction is explicitly designed to accelerate academic and linguistic proficiency. This evidence-based practice addresses the significant academic gaps for English Learners, Students with Disabilities, African American, and Hispanic students identified in our needs assessment. The impact of this action will be monitored using Metric 1.1 (CAASPP ELA and Math Distance from Standard). While this action is identified to address our LREBG needs	$883,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment, the LEA plans to expend $0 of LREBG funds during the 2026-27 school year and has budgeted the remainder of its unexpended LREBG funds for implementation in the 2027-28 school year.		
3.3	Teacher Pipeline	Build a pipeline of effective teachers	$66,964.00	No
3.4	Leadership	Maintain strong instructional leadership	$355,118.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We know that maintaining our operational strength is key to being able to deliver on our ambitious goals for our students in the classroom. We want our students and staff to stay with us for a long time, and this requires clear systems, a healthy workplace, a sustainable financial model, and healthy and safe facilities.

Facilities Maintenance: Ensuring safe and welcoming facilities is paramount to creating an environment conducive to learning and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Operating Budget	Source: Internal Budget	EOY change in net assets was 0.3% better than budget. Fiscal Year 2023-2024	-0.4% Fiscal Year 2024-2025	Operate within +/- 5% of total budget	
4.2	Principal Satisfaction: Overall favorability with network support services	4/5	4.5/5	3.5 out of 5	4/5	-0.5
4.3	# of audit and Williams findings	1	CBA: 1 2023-24	0	1 or fewer	0
4.4	Number/percentage of sites passing the Williams Compliance review (i.e., the facilities	Overall Rating of Good 2023-2024 FIT	Overall Rating of Good Source: 2024-25 FIT	Overall Rating of Good Source: 2025-26 FIT	100% Overall Rating of Good or Better	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	are in good repair - as measured by the FIT tool)					

Goal Analysis [2025-26]

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

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

There were no changes in implementation of planned actions in the 25-26 school year.
Action 4.1: Caliber: Beta Academy sought and received high-quality back office support and maintained a healthy budget and met all authorizer requirements.
Action 4.2: Caliber: Beta Academy's facilities and operations teams were fully hired all year.
Action 4.3: Caliber Beta Academy continues to operate in a private facility.

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

There was not a material difference between budgeted and estimated expenditures in 2025-26 for Goal 4. As noted above, overall school revenues were higher than anticipated in 2025-26 than were originally planned. The overall increase in budgeted vs estimated expenditures was approximately 4%. Expenditures in Goal 4 were approximately 2% higher than planned, which is consistent with the overall amount, and not a material difference.

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

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

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

There are no major changes to Goal 4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Ensure high quality infrastructure support	Ensure the LEA has high quality back-office support in the areas of human resources, finance, leadership support, and compliance.	$2,853,443.00	No
4.2	Ensure high quality operations	Hire, retain, and develop a strong school operations team and provide operational support services that support our school's instructional goals.	$1,737,426.00	No
4.3	Facilities	Maintain safe, clean, and welcoming school facilities	$1,638,865.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2729539	$248529

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
26.296%	0.000%	$0.00	26.296%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Fundations and other phonics instruction. They will also provide other tiered intervention based on demonstrated student need. We decided to implement the additional instructional staff on a school-wide basis in order to maximize the overall long-term impact on both our unduplicated pupils and non-unduplicated students.	Metric 1.2: SBAC Math DFS for All students, ELs, and SED students Other local assessment data including but not limited to DIBELs
1.8	**Action:** Data Driven Instruction **Need:** In reviewing 2025 ELA and Math achievement data for English Learners and Socioeconomically Disadvantaged students, we find that these groups were performing below their peers. ELs were Yellow on ELA and Orange in Math. SED were Orange in ELA and Yellow in Math. Through the LCAP engagement process, we identified a gap in our teachers' ability to respond to student learning needs, especially our low income students and English Learners. **Scope:** LEA-wide	As a result, we are using iReady and Performance Matters to collect more frequent, relevant, and disaggregated data on our students' academic progress in ELA and Math. This data will allow us to provide differentiated and personalized instruction for our low income students and English Learners. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners. However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	Metric 1.1: SBAC ELA Avg DFS for All, EL, and SED Metric 1.2: SBAC Math Avg DFS for All, EL, and SED Metric 1.8: iReady ELA growth for All, EL, and SED Metric 1.9: iReady Math growth for All, EL, and SED Other local assessment data including but not limited to curriculum based unit assessments.
1.9	**Action:** Enrichment and Electives **Need:** Through the LCAP engagement process, we heard from our families of unduplicated students for the need to continue offering field trips and increase enrichment opportunities and course offerings.	We believe that our Socioeconomically Disadvantaged students and English Learners deserve access to a broad set of elective and enrichment courses and opportunities including Art, Music, PE, and Computer Science. Supporting students to think critically, offering students the opportunities to learn outside the classroom, and providing opportunities to reflect on learning all support our school's mission to ensure that	Metric 1.6: Broad course of study Other local family and student survey data

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

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

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

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** EL Program	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be	Metric 1.1: SBAC ELA Avg DFS for ELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: We continue to see persistent disparities between the academic performance of English Learners compared to their English fluent peers on our CA Dashboard data and iReady achievement data. Through the LCAP engagement process, ELAC and staff feedback indicated that there was a need to provide more differentiated instruction for English Learners in designated ELD and a need for more differentiated professional development for staff on integrated ELD strategies. **Scope:** Limited to Unduplicated Student Group(s)	effective in improving their educational outcomes through targeted support and resources. We are restructuring our EL program by hiring a lower school ELD teacher who can focus on providing differentiated instruction for English Learners in our including tailored curricula resources from ELD Achieve. Furthermore, a .5 FTE ELD Director will be able to provide more aligned and responsive training on integrated ELD strategies for all of our teachers, so teachers can know their students assets and areas for growth based on their ELPAC and iReady data. This comprehensive approach ensures that ELs receive the support they need across all aspects of language development, integrated seamlessly into their regular coursework.	Metric 1.2: SBAC Math Avg DFS for Els Metric 1.3: English Learner Progress Indicator Metric 1.5: English Learner Reclassification Rate Metric 1.8: iReady ELA growth for ELs Metric 1.9: iReady Math growth for ELs
1.6	**Action:** Long-Term ELs **Need:** We continue to see persistent disparities between the academic performance of Long-Term English Learners compared to their English fluent peers on SBAC and iReady achievement data. Through the LCAP engagement and Federal Program monitoring processes, we recognize that LTELs may need more intensive and targeted support especially if they have not made progress over multiple years and may also have different development needs compared to English Learners in the lower school grades. **Scope:**	Our action plan is designed to address the specific needs of our Long-Term English Learners (LTELs) and to be effective in improving their educational outcomes through targeted support and resources. We are restructuring our ELD program to have an upper school ELD teacher who can provide targeted language development instruction for our middle school English Learners who are predominantly LTELs. We are restructuring the schedule and groupings of classes for more quality designated ELD time. Furthermore, teachers will also be able to know who their LTEL students are, including their assets and areas for growth based on their ELPAC and iReady data, so upper school teachers can provide more relevant and effective instructional interventions.	Metric 1.1: SBAC ELA Avg DFS for LTELs Metric 1.2: SBAC Math Avg DFS for LTELs Metric 1.3: English Learner Progress Indicator for LTELs Metric 1.5: English Learner Reclassification Rate Metric 1.8: iReady ELA growth for LTELs Metric 1.9: iReady Math growth for LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

Caliber Beta has an unduplicated pupil percentage in excess of 55% and therefore it did receive a concentration grant as part of its 2025-26 LCFF funding. The school anticipates continuing to receive concentration grant funding in 2026-27. The school used this add-on funding in 2025-26 to fund the cost of instructional staff who will provide direct services to students, and anticipates using the 2026-27 funding in the same manner.
Action 1.4
Action 1.5
Action 1.6

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10379903	2729539	26.296%	0.000%	26.296%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,109,443.00	$4,974,434.00	$707,745.00	$1,012,554.00	$19,804,176.00	$11,041,894.00	$8,762,282.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Effective Core Instruction	All	No			All Schools		$4,239,608.00	$390,050.00	$4,053,641.00	$506,643.00	$69,374.00	$0.00	$4,629,658.00	
1	1.2	Strong Academic Foundation	All	No			All Schools		$336,075.00	$55,533.00	$273,110.00	$0.00	$118,498.00	$0.00	$391,608.00	
1	1.3	High Quality Instructional Materials	All	No			All Schools		$0.00	$200,923.00	$200,923.00	$0.00	$0.00	$0.00	$200,923.00	
1	1.4	Academic Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$384,768.00	$0.00	$29,360.00	$0.00	$0.00	$355,408.00	$384,768.00	0
1	1.5	EL Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$167,591.00	$18,014.00	$149,044.00	$0.00	$0.00	$36,561.00	$185,605.00	
1	1.6	Long-Term ELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$93,452.00	$0.00	$93,452.00	$0.00	$0.00	$0.00	$93,452.00	
1	1.7	Special Education	Students with Disabilities	No			All Schools		$1,707,522.00	$649,150.00	$810,406.00	$1,284,139.00	$111,864.00	$150,263.00	$2,356,672.00	
1	1.8	Data Driven Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$63,175.00	$63,175.00	$0.00	$0.00	$0.00	$63,175.00	
1	1.9	Enrichment and Electives	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$828,608.00	$131,250.00	$809,858.00	$150,000.00	$0.00	$0.00	$959,858.00	
1	1.10	Expanded Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$531,862.00	$1,507,964.00	$0.00	$2,039,826.00	$0.00	$0.00	$2,039,826.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Promote Mental Health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$226,777.00	$0.00	$226,777.00	$0.00	$0.00	$0.00	$226,777.00	
2	2.2	Promote positive behavior and Social Emotional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$568,188.00	$33,500.00	$601,688.00	$0.00	$0.00	$0.00	$601,688.00	
2	2.3	Attendance Improvement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$56,694.00	$3,000.00	$59,694.00	$0.00	$0.00	$0.00	$59,694.00	
2	2.4	Communication	All	No			All Schools		$0.00	$24,150.00	$24,150.00	$0.00	$0.00	$0.00	$24,150.00	
3	3.1	Staff Climate	All	No			All Schools		$0.00	$51,500.00	$51,500.00	$0.00	$0.00	$0.00	$51,500.00	
3	3.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$743,006.00	$140,000.00	$773,626.00	$72,145.00	$0.00	$37,235.00	$883,006.00	
3	3.3	Teacher Pipeline	All	No			All Schools		$58,464.00	$8,500.00	$26,964.00	$40,000.00	$0.00	$0.00	$66,964.00	
3	3.4	Leadership	All	No			All Schools		$355,118.00	$0.00	$355,118.00	$0.00	$0.00	$0.00	$355,118.00	
4	4.1	Ensure high quality infrastructure support	All	No			All Schools		$0.00	$2,853,443.00	$1,955,777.00	$489,657.00	$408,009.00	$0.00	$2,853,443.00	
4	4.2	Ensure high quality operations	All	No			All Schools		$687,467.00	$1,049,959.00	$1,012,315.00	$292,024.00	$0.00	$433,087.00	$1,737,426.00	
4	4.3	Facilities	All	No			All Schools		$56,694.00	$1,582,171.00	$1,538,865.00	$100,000.00	$0.00	$0.00	$1,638,865.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10379903	2729539	26.296%	0.000%	26.296%	$2,806,674.00	0.000%	27.040 %	**Total:**	$2,806,674.00
								LEA-wide Total:	$2,564,178.00
								Limited Total:	$242,496.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Academic Intervention	Yes	LEA-wide	English Learners Low Income		$29,360.00	0
1	**1.5**	EL Program	Yes	Limited to Unduplicated Student Group(s)	English Learners		$149,044.00	
1	**1.6**	Long-Term ELs	Yes	Limited to Unduplicated Student Group(s)	English Learners		$93,452.00	
1	**1.8**	Data Driven Instruction	Yes	LEA-wide	English Learners Low Income		$63,175.00	
1	**1.9**	Enrichment and Electives	Yes	LEA-wide	English Learners Low Income		$809,858.00	
1	**1.10**	Expanded Learning	Yes	LEA-wide	English Learners Low Income		$0.00	
2	**2.1**	Promote Mental Health	Yes	LEA-wide	English Learners Low Income		$226,777.00	
2	**2.2**	Promote positive behavior and Social Emotional Learning	Yes	LEA-wide	English Learners Low Income		$601,688.00	

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 (%)
2	2.3	Attendance Improvement	Yes	LEA-wide	English Learners Low Income		$59,694.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Low Income		$773,626.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,271,055.00	$19,011,071.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Effective Core Instruction	No	$4,584,683.00	4190795
1	**1.2**	Strong Academic Foundation	No	$372,832.00	379580
1	**1.3**	High Quality Instructional Materials	No	$158,200.00	131000
1	**1.4**	Academic Intervention	Yes	$374,485.00	454774
1	**1.5**	EL Program	Yes	$272,025.00	252909
1	**1.6**	Long-Term ELs	Yes	$0.00	0
1	**1.7**	Special Education	No	$1,930,337.00	2373700
1	**1.8**	Data Driven Instruction	Yes	$50,000.00	46062
1	**1.9**	Enrichment and Electives	Yes	$964,412.00	1035072
1	**1.10**	Expanded Learning	Yes	$1,629,993.00	1762632
2	**2.1**	Promote Mental Health	Yes	$220,898.00	230277

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**	Promote positive behavior and Social Emotional Learning	Yes	$600,881.00	589093
2	**2.3**	Attendance Improvement	Yes	$94,834.00	98565
2	**2.4**	Communication	No	$40,950.00	18238
3	**3.1**	Staff Climate	No	$66,000.00	135425
3	**3.2**	Professional Development	Yes	$808,486.00	830107
3	**3.3**	Teacher Pipeline	No	$64,230.00	291169
3	**3.4**	Leadership	No	$357,408.00	402996
4	**4.1**	Ensure high quality infrastructure support	No	$2,190,038.00	1938265
4	**4.2**	Ensure high quality operations	No	$1,929,083.00	2165938
4	**4.3**	Facilities	No	$1,561,280.00	1684474

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2649528	$2,645,474.00	$2,840,162.00	($194,688.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Academic Intervention	Yes	$0.00	0		
1	1.5	EL Program	Yes	$233,710.00	213307		
1	1.6	Long-Term ELs	Yes	$0.00	0		
1	1.8	Data Driven Instruction	Yes	$0.00	46062		
1	1.9	Enrichment and Electives	Yes	$814,412.00	885072		
1	1.10	Expanded Learning	Yes	$0.00	0		
2	2.1	Promote Mental Health	Yes	$220,898.00	230277		
2	2.2	Promote positive behavior and Social Emotional Learning	Yes	$600,881.00	589093		
2	2.3	Attendance Improvement	Yes	$94,834.00	98565		
3	3.2	Professional Development	Yes	$680,739.00	777786		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10085585	2649528	0	26.270%	$2,840,162.00	0.000%	28.161%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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