



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Palo Alto Academy

CDS Code: 41 69062 0126722

School Year: 2026-27

LEA contact information:

Sabrina Silverman

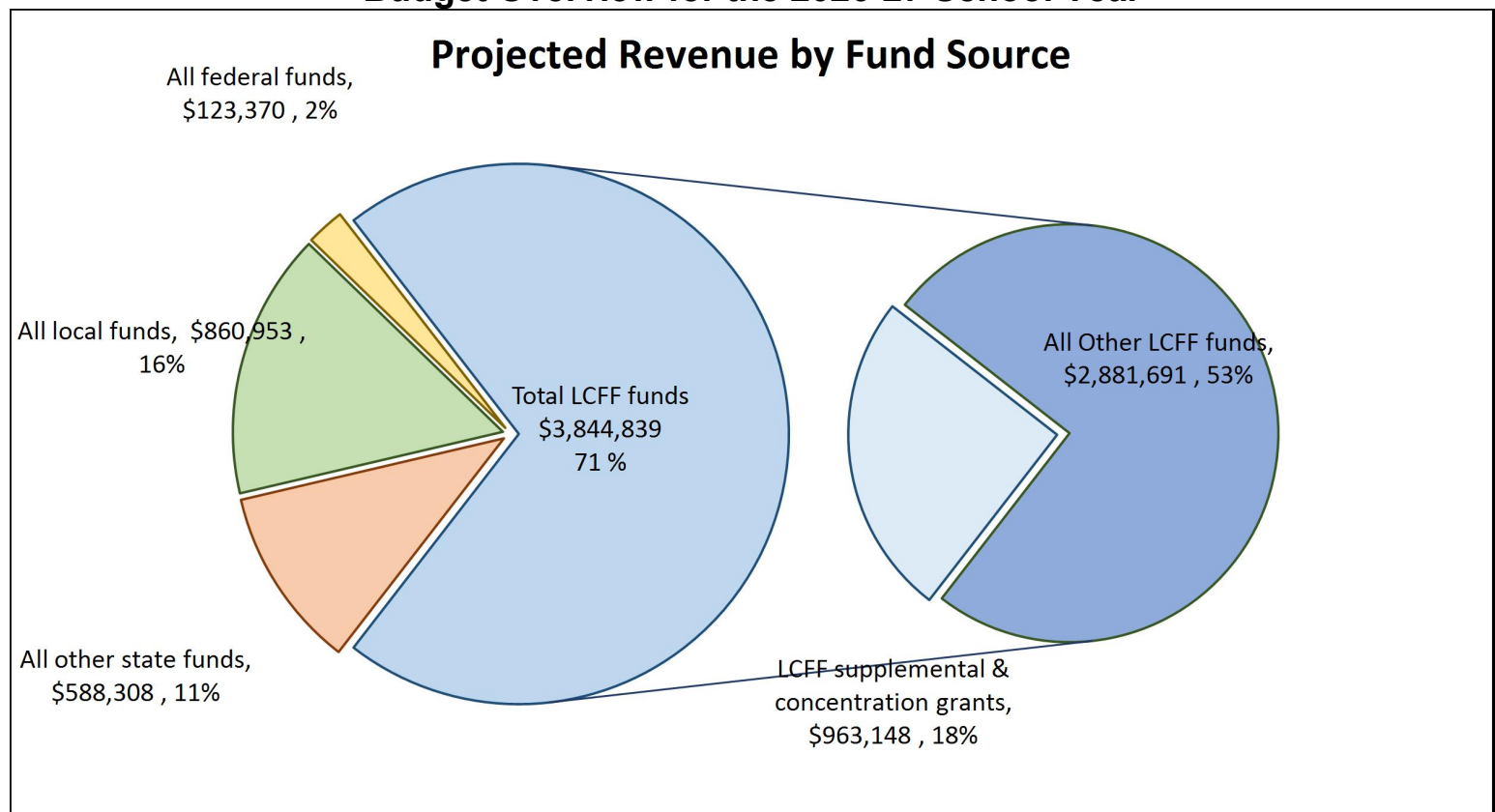
Principal

ssilverman@seq.org

650.839.8900 x 78010

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

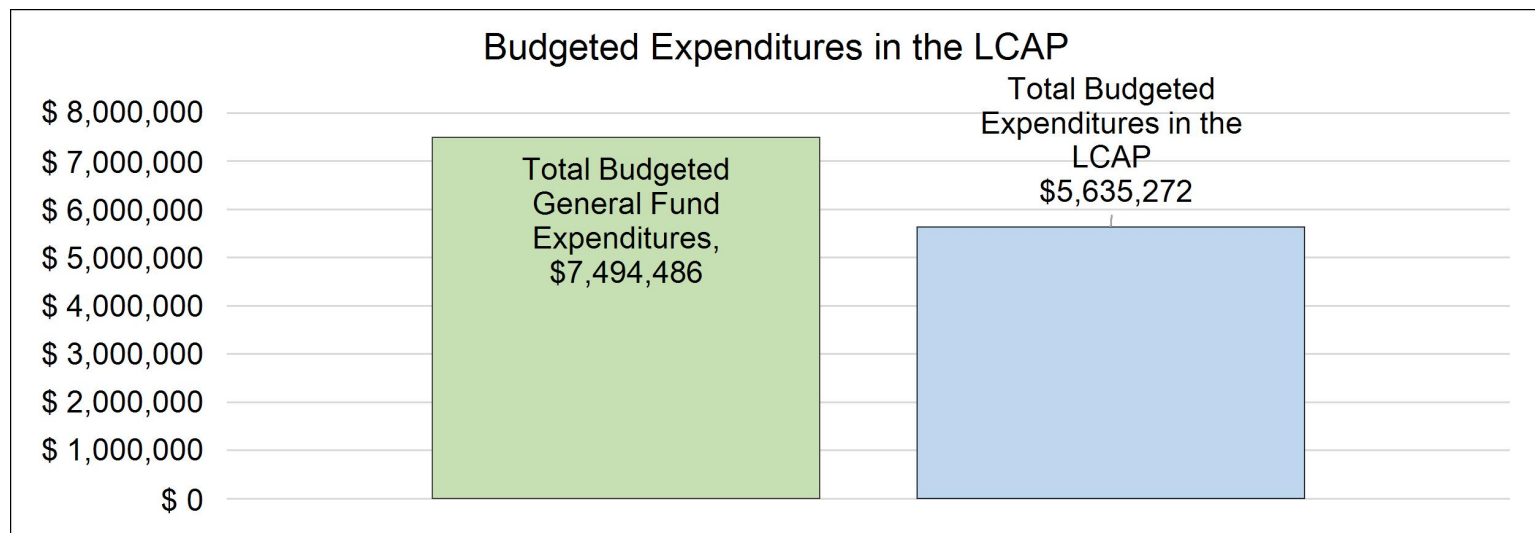


This chart shows the total general purpose revenue East Palo Alto Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Palo Alto Academy is \$5,417,470, of which \$3,844,839 is Local Control Funding Formula (LCFF), \$588,308 is other state funds, \$860,953 is local funds, and \$123,370 is federal funds. Of the \$3,844,839 in LCFF Funds, \$963,148 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 East Palo Alto 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: East Palo Alto Academy plans to spend \$7,494,486 for the 2026-27 school year. Of that amount, \$5,635,272 is tied to actions/services in the LCAP and \$1,859,214 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating expenses for the school, administrators salaries and benefits and STRS on behalf costs.

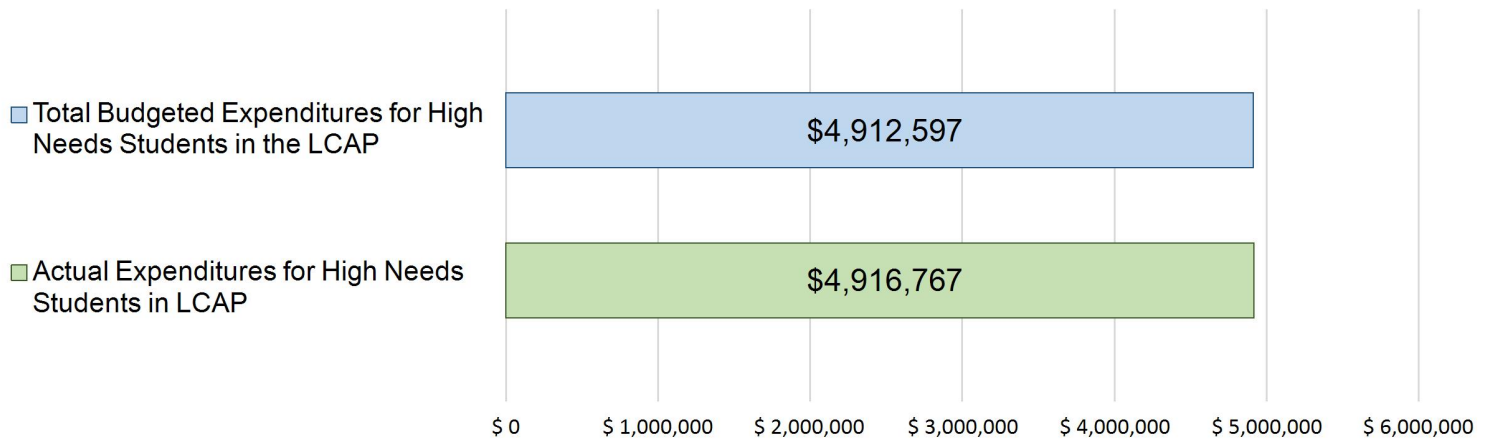
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, East Palo Alto Academy is projecting it will receive \$963,148 based on the enrollment of foster youth, English learner, and low-income students. East Palo Alto Academy must describe how it intends to increase or improve services for high needs students in the LCAP. East Palo Alto Academy plans to spend \$4,437,823 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what East Palo Alto Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what East Palo Alto 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, East Palo Alto Academy's LCAP budgeted \$4,912,597 for planned actions to increase or improve services for high needs students. East Palo Alto Academy actually spent \$4,916,767 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
East Palo Alto Academy	Sabrina Silverman Principal	ssilverman@seq.org 650.839.8900 x 78010

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.

East Palo Alto Academy is a dependent public charter school authorized by Sequoia Union High School District in San Mateo County. Since its opening in 2001, EPAA has established itself as a high-quality public school option for the families of the East Palo Alto area. The East Palo Alto Academy Foundation (EPAAF), an education foundation dedicated entirely to EPAA and EPAA graduates, provides support for additional services, and we enjoy a special collaborative relationship with Stanford University.

2024-25: Serving approximately 275 students from the community, EPAA's demographics include 81.1% of our students who qualify for free or reduced-price lunch (FRPM), with 80% of our students considered Title I students. We have 36.5% English Learners (EL), and 15.9% students with disabilities (SWD). Our ethnic composition is 89.4% LatinX/a/o, 5.7% African American, 4.9% Pacific Islander, 0.3% Two or More "races", and Asian or White students comprising less than 1%.

As a public charter high school in the East Palo Alto area, we were founded with the intent to improve the outcomes for underserved student groups in a community where the equity gap has persisted for many years, with 69% of our students on track to be the first in their families to graduate from high school, and 87% of our students the first in their families to be college- bound. Our mission is to prepare students for college and for the 21st-century world and workplace by enabling them to graduate with the full array of knowledge, skills, and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives. Our vision is that all students will graduate college-ready, empowered with the skills and passion to positively impact their own lives, their communities, and the global society.

Reflections: Annual Performance

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

2024 DASHBOARD PERFORMANCE

- English Learner Progress Indicator: "Blue" 56.3% of English Learners making progress

This was an increase of 15.5% over the prior year.

- English Language Arts Indicator: "Yellow" 34.5 points below standard (Increased 6.7 points)

"Yellow" group(s): Hispanic 39.2 points below standard (improved 4.8 points); Socioeconomically Disadvantaged 35.5 points below standard (improved 19.6 points)

"No Color" group(s): English Learners 99.2 points below standard; Long-Term English Learners 153.1 points below standard

-Mathematics Indicator: "Red" 158.8 points below standard (Increased 2.8 points)

"Red" group(s): Hispanic 159.6 points below standard

"Orange" group(s): Socioeconomically Disadvantaged 161.9 points below standard

"No Color" group(s): English Learners 192 points below standard; Long-Term English Learners 224.9 points below standard

- College/Career Indicator: "Green" 49.2% of graduates prepared for college/career (Increased 20.9%)

"Green" group(s): Hispanic 48.1% prepared (increased 18%); Socioeconomically Disadvantaged 454.8% prepared (increased 17.4%)

"No Color" group(s): English Learners 38.7% prepared (increased 34.4%); Long-Term English Learners 40.7% prepared (increased 35.7%);

Students with Disabilities 33.3% prepared

- Graduation Rate Indicator: "Blue" 98.4% students graduated (Increased 8.4%)

"Blue" group(s): Hispanic 98.2% graduated (increased 9.5%); Socioeconomically Disadvantaged 98.3% graduated (increased 8.3%)

"No Color" group(s): English Learners 96.8% graduated (increased 5.5%); Long-Term English Learners 96.3% graduated (increased 6.3%);

Students with Disabilities 100% graduated

- Suspension Rate Indicator: "Orange" 5.4% suspended at least one day

"Orange" group(s): English Learners 6.6%; Hispanic 5%; Long-Term English Learners 6.1%; Socioeconomically Disadvantaged 6.2%;

Students with Disabilities 10%

"No Color" group(s): African American 17.6%; Pacific Islander 0%

- Science Indicator: 20.8 points below standard

English learners 26.5 points below standard; Hispanic 21.5 points below standard; Long-Term English Learners 31.5 points below standard;

Socioeconomically Disadvantaged 21.2 points below standard

- Local Indicators for 2024 were all reported as "Standard Met"

We are gradually recovering from the pre-pandemic SBAC/CASP-P data. College and career preparedness data based on these annual assessments of our 11th graders continue to be a challenge, with rates moving from 30.9% (orange) to 28.3% (white). However, we have increased students' access to CTE pathways for 2023-2025 by adding the well-attended Kinesiology pathway with Foothill College. ELA scores improved from 64.7 points below standard to 41.1 points below standard in 2023. Math scores also improved slightly, from 171 points below standard in 2022 to 161 points below standard in 2023. Pre-pandemic, our post-secondary students (college and career scholars) were persisting at 85%, but this has since dropped to 80%. Despite this decline, our persistence rate remains well above the national

average of 50% for all college and career students and significantly above the 15% average for first-generation students in post-secondary programs nationwide.

Suspension rates have declined, aligning with some of the positive, albeit incremental, trends observed in the annual Panorama student survey. These trends include improvements in students' sense of belonging, school engagement, supportive relationships, and cultural awareness and action, with the latter being our strongest area of growth.

Effective initiatives at EPAA have included several strategies to enhance academic rigor, alignment, and collaboration across departments. Release days for content teachers have been instrumental in developing rigorous, aligned, and successful common practices. Similarly, co-teaching release days have provided valuable planning time, while the monthly Road to Legendary sessions have facilitated regular department team meetings. The Defense of Learning initiative has significantly increased students' familiarity with the portfolio defense by emphasizing language use and outcome-centered learning. Additionally, district-level professional development and coaching programs like TIPS and PAR have provided valuable support. Professional development focused on portfolio defense has helped staff build and understand this critical component. The consistent SPED team has effectively developed and supported students in meeting their IEP goals.

However, there are areas needing improvement. There has not been enough professional development focused on curriculum and instruction development, with limited offerings available during the first semester. More targeted PD for ELL and LTEL students, Math instruction, and curriculum is necessary. The coaching with TIPS, PAR, and CJ (for Math) has been helpful.

Reflections: Technical Assistance

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

Not applicable.

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.

East Palo Alto Academy High School has not been identified for Comprehensive Support & Improvement.

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	12/10/25- Staff reviewed data from previous year and gave input on LCAP goals and action items for the 2025-26 LCAP 1/5/26- Staff reviewed revised action items for 2025-26 LCAP and gave input on goals 1/10/26- Leadership Team (classified and certificated staff) reviewed revised goals and gave input into updates for the LCAP 4/1/26- Staff reviewed LCAP draft 25-26 and gave input on final draft
Parents	10/22/25- SSC/ELAC reviewed school data to give input on possible action items and revisions for LCAP 25-26 11/19/25- SSC/ELAC reviewed revised action items and gave input on revisions for LCAP 25-26 1/26/26- LCAP survey about goals and action items sent to all parents 3/25/26- SSC/ELAC LCAP 25-26 adoption
Classified Staff	12/10/25- Staff reviewed data from previous year and gave input on LCAP goals and action items for the 2025-26 LCAP 1/5/26- Staff reviewed revised action items for 2025-26 LCAP and gave input on goals 1/10/26- Leadership Team (classified and certificated staff) reviewed revised goals and gave input into updates for the LCAP 4/1/26- Staff reviewed LCAP draft 25-26 and gave input on final draft
Students	1/13/26- Student Advisory Council reviewed data and action items for feedback 1/26/26- shared LCAP goals and action items with all students (survey sent to all students)

Educational Partner(s)	Process for Engagement
	4/14/26- Student Advisory Council reviewed 25-26 LCAP for final feedback
Charter Advisory Board (community partners and foundation)	11/12/25- reviewed goals and action items to ensure they align with charter (gave feedback on revisions) 12/9/25- reviewed goals and action items to ensure they align with charter (gave feedback on revisions) 1/22/26- reviewed LCAP 25-26 rough draft 3/3/26- adopted LCAP 25-26

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

The adopted LCAP was influenced by the feedback given as all changes came from feedback provided or discussions held about our WASC Action Plan. Going through the WASC accreditation process and a charter renewal allowed our staff to reflect and look at what areas needed to improve and hence where we needed to ensure our money was spent.

Most common themes repeated from the various meetings listed above (including students, parents, guardians, classified, and certificated staff):

1. Need for teacher collaboration and PD to support the academic needs of students, particularly in math and EL strategies across content areas. Classified staff want to ensure they also have the opportunity for meaningful PD that supports their roles.
2. Making sure there is academic support available for students.
3. Making sure we offer clubs, opportunities to lead, and sports to engage our students. We want to make sure we recognize students for their participation.
4. Improvement in how data is collected. Need to have a system for collecting and analyzing data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a rigorous, supportive and equity-driven educational program to the scholars of EPAA by ensuring highly effective teachers who are credentialed and highly qualified, able to effectively implement standards-aligned instructional materials (CCSS, NGSS, ELD), and able to provide access to a broad course of study, including extracurriculars. By providing a well-rounded program and student-centered supports, EPAA increases scholar resiliency and post-secondary success. (Conditions of Learning: State Priorities 1,2,7, and 8)	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)

An explanation of why the LEA has developed this goal.

When 69% of your students are the first in their family to graduate from high school you want to make sure you have the best teachers who are equipped, trained, and supported to do their best work. Our students need teachers who are inspired by the journey and motivated to help build bridges in learning gaps. CAASPP data shows that our students are below standard and even though there was a slight increase, academic achievement as measured by state assessments still needs to increase. A schoolwide focus on restorative practices, extracurriculars, and supporting the whole student are essential to their academic success as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: Fully credentialed and appropriately assigned [Priority 1]	2021-22 TAMO 90.2% Clear 0% Intern 1.5% Ineffective 7.3% Incomplete (Source: CDE Dataquest 2021-22	2022-23 TAMO 78.5% Clear 4.3% Intern 8.6% Ineffective 8.6% Incomplete (Source: CDE Dataquest 2022-23 Teacher	2023-24 TAMO 89.3% Clear 1.6% Intern 4.1% Ineffective 3.8% Incomplete 1.2% N/A (Source: CDE Dataquest 2023-24	100% Clear	-0.9% Clear (2021-2024) +6% Clear (2021-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teacher Assignment Monitoring Outcomes) ORIGINALLY REPORTED IN 24-25 PLAN AS: 96%	Assignment Monitoring Outcomes) 2024-2025 Local Data 26 out of 27 are fully credentialed, 96.2%	Teacher Assignment Monitoring Outcomes) 2025-2026 Local Data 21 out of 22 are fully credentialed, 1 has intern credential (96% fully credentialed) 2 fully credentialed counselors and administrators		
1.2	Retention of highly qualified certificated staff, with special attention paid to the retention of BIPOC staff and diversifying the roles of BIPOC staff on campus.	82% of highly qualified cert. staff returned for 2023-24 SY., with 73% Certi. BIPOC Teachers	77% of highly qualified cert. staff returned (21 out of 27) for 2024-25 SY., with Certi. 70% BIPOC Teachers (19 out of 27)	77% of highly qualified cert. staff returned for 2025-26 SY. (20 out of 26), with 70% (14 of 20) of Certi. BIPOC Teachers returning All new cert. staff hired in 2025-26 are BIPOC (Source: local data)	Increase percent of highly qualified cert. staff return to 85%, with 75% of cert. BIPOC teachers returning	-5% highly qualified cert. staff returned, -3% for BIPOC teachers
1.3	Implementation of CCSS with sufficient standards-	100%	2024 Local Indicators	2025 Local Indicators	Maintain 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials in ELD, ELA, mathematics, and NGSS for all students [Priorities 1 and 2]		- Instructional Materials "Standard Met" - Implementation of Academic Standards "Standard Met" (Source: 2024 Dashboard)	- Instructional Materials "Standard Met" - Implementation of Academic Standards "Standard Met" (Source: 2025 Dashboard)		
1.4	Broad Course of Study: All students have access and are enrolled in a broad course of study (social science, science, health/physical education, VAPA, foreign language) [Priority 7]	100% with a note that we did support students who opted to graduate with the "180 credits" as made available by the SUHSD.	2024 Local Indicator for Access to a Broad Course of Study "Standard Met" (Source: 2024 Dashboard)	2025 Local Indicators Broad course of study "Standard Met" (Source: 2025 Dashboard)	Maintain 100%	No difference
1.5	Ensure that students with IEPs/504s receive the support services called for in their IEPs	100%	100% (Source: 2024-25 Review by Special Education Team)	100% (Source: 2025-26 Review by Special Education Team)	Maintain 100%	No difference
1.6	Maintain extracurricular offerings	Maintain 8 sports for league membership Continue to provide access to a variety of clubs, sponsored by on-campus, local community non-profits, & Stanford facilitators.	-Have 8 sports on campus -Girls and Boys volleyball/soccer/basketball Cross Country and Track	Have 8 sports on campus -Girls and Boys volleyball/soccer/basketball -Cross Country and Track	Maintain League status & increase active clubs on campus to at least 15.	No difference in sports, less clubs on campus

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Continue to provide access to Internships (baseline is 10 annually).	- Have 11 clubs on campus 12 community partnerships	-Have 7 clubs on campus -12 community partnerships (Source: local data)		
1.7	Digital devices to support blended learning and access to online academic supports/ interventions	Maintained 1:1 digital devices on campus and able to loan Chromebooks who needed them at home.	Expanded 1:1 for students to have own school-issued device for use at home and at school (Source: 2024-25 local reporting)	Maintained 1:1 digital devices for students to use at home and at school, along with loaner computers on campus as needed (Source: 2025-16 local reporting)	Increase classroom Chromebooks to 10 per room (in good working condition)	No difference
1.8	Facilities: School facilities in “good repair” [Priority 1]	100% facilities in good repair	100 % on 2024-25 Facilities Inspection Tool (Source: September 12, 2024 Facilities Review by SUHSD)	2025 Local Indicators Facilities "Standard Met" (Source: 2025 Dashboard)	Maintain 100% facilities in good repair.	No difference

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.

In the 2024-25 school year, the school maintained a rigorous learning environment by ensuring highly effective and credentialed teachers were in place. For the 2025-26 school year, all actions associated with Goal 1, ranging from curricula implementation to mental health

services, are reported as "Fully Implemented". Local data indicates that 96% of teachers are currently fully credentialed, with the remaining staff member holding an intern credential. Furthermore, the school has successfully maintained a 1:1 student-to-device ratio, providing Chromebooks for use both on campus and at home.

Implementation Successes

- BIPOC Representation: A primary success has been the focus on recruiting and retaining BIPOC staff to mirror the student population; notably, all new certificated staff hired for the 2025-26 school year are BIPOC
- Mental Health Support: The school reported significant success in providing wrap-around services. As of the mid-year report, 85% of students are receiving mental health services either on or off campus
- Specific initiatives, such as "grade level circuits" focusing on the neuroscience of addiction and depression, have been successfully launched
- Facilities and Standards: The school met the "Standard Met" criteria for facilities in good repair and the implementation of academic standards for the 2025 Dashboard

Implementation Challenges

- Staff Retention: While the goal is to maintain 100% retention of highly qualified staff, the actual return rate for the 2025-26 school year was 77% (20 out of 26 staff members)
- Extracurricular Engagement: A challenge has been identified in maintaining and growing student clubs. Although the target for Year 3 is to have at least 20 active clubs, the number of active clubs dropped from 11 in the previous year to 7 at the 2025-26

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.

- Expenditure Variances: During the 2024-25 cycle, a material difference occurred in budgeted versus actual expenditures for staffing (Actions 1.2 and 1.5) due to unplanned salary increases for all staff members
- Curricular Funding: Based on reflections from prior practice, the school planned to increase the department supply fund (Action 1.1) for the 2025-26 year to ensure teachers have the necessary resources for meaningful instruction
- Professional Development (PD): There was a shift to include funding for staff to attend PD opportunities outside of the district (Action 1.4) to stay current with evolving pedagogical methods

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

Our actions have allowed us to make progress, particularly with professional development and curriculum support. We continue to need to do better with staff retention and hiring.

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.

Our goal is staying the same, but we are hoping to increase funding for some of the actions for better student achievement. We want to ensure that teachers have the resources they need in order to provide meaningful instruction so we are increasing the department supply

fund in action 1.1. In order to keep up with changing pedagogy and to have our students receive the latest instructional methods, we want to ensure that action 1.4 includes funding for staff to attend professional development outside of our district.

In addition, action item 1.6-1.8 have been moved to goal 4, which focuses on student culture and connectedness, where mental health services are most connected to the goal. Instead, a new action item 1.6 was moved from action 4.2 to address after school sports and clubs, as referred to in metric 1.6. This reflects the focus on well rounded student support for academics, as sports is often a motivator for academic achievement.

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	Curricula: CCSS/NGSS (LCFF Base)	EPAA will continue use of CCSS and NGSS curriculum and strategies through Sequoia Union High School District-created units available to all teachers and through the adoption of additional materials for curricular areas. Expenses include books (textbooks, novels) and department supplies, e.g., lab equipment & Reprographics.	\$26,500.00	Yes
1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Classroom instruction in core CCSS and NGSS curriculum, Advisory (ASCA Standards-based curriculum to support SEL, College/Career and Academic Monitoring), and office hours. School counselor implementation of ASCA standards-driven school counseling program geared towards high school graduation with a college and career readiness focus. AS members of the Leadership and Department Lead teams supporting the development of the master schedule, including a variety of perspectives, especially as it relates to honoring our various school goals. Full-time administrative staffing (portion of Vice Principal) responsible for the support of instruction, ongoing professional development, support, and basic overall school operations. Note: Some teachers' salaries support Goal #5:	\$2,857,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Master Schedule Development and Equity Review	EPAA team that includes the School Counselors, Vice Principal with the collaboration of the Leadership and Department Lead teams to develop the master schedule, including a variety of perspectives, especially as it relates to honoring our various school goals.	\$35,419.00	Yes
1.4	Professional Development: Teacher Collaboration	Department team time, Leadership Team meetings, Department Lead meetings, Advisory Team planning time, staff professional development	\$30,000.00	No
1.5	Staffing: Classified Staff	Classified staffing includes Attendance Clerk, Administrative Assistants, Instructional Aids, Family Liaison, Campus Supervision, & Custodial Staff Not included for this Action: portion of Marco, DD	\$961,148.00	Yes
1.6	After School Programs & Sports	Coaching Salaries, Athletic Director Stipend, field rentals, referees, and Athletic Supplies, Student Activities stipend	\$96,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will demonstrate annual progress using multiple measures including state-mandated assessments and local assessments, and Defense of Learning: Access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, making measurable progress in mastering grade-level CCSS.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We believe that culturally responsive pedagogy and project-based learning motivate and engage students to become independent learners. This approach will result in student success on both standardized and other alternative assessments. We developed a graduate profile that sets a high standard of the competencies expected of an EPAA graduate. Students show progress towards the competencies via portfolio defense of learning exhibitions at the end of each year, building towards mastery of all the competencies by senior year. The students choose major projects or "artifacts" across subjects to highlight individual growth.

We are committed to our ongoing professional development, ensuring we are constantly working towards the practices that empower our students, especially given the historical under-representation of BIPOC, first-generation students, such as our students, and their ability to succeed in the post-secondary education system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC English/Language Arts	Spring 2023 SBAC ELA 11th Graders Met/Exceeded: 39.44% Schoolwide 39.35% Latinx 35.09% SED	2024 Dashboard ELA & SBAC Results School - 34.5 DFS "Yellow" 40%	2025 CAASPP ELA percent that met or exceeded standards: 39.4% of all students 40.91% Latinx	Class of 2027 (Spring 2026 11th graders): 11th Graders Met/Exceeded: 70% Schoolwide 70% Latinx	Met/Exceeded: +0 Schoolwide (same) +1.5% Latinx -1.1% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		99% of 11th grade students participated in the CAASPP, exceeding the state requirement of 95% participation.	- Latinx - 39.2 DFS "Yellow" 41.5% - SED -35.5 DFS "Yellow" 39.7% - EL -99.2 DFS 14.3% - LTEL - 153.1 DFS (Source: CA Dashboard; CAASPP)	33.9% SED 16.7% English Learner 13.3% LTEL (Source: CA Dashboard; CAASPP)	70% SED Over 95% of 11th grade students did take the SBAC as required by the state.	
2.2	Local Assessments 9-12 ELA, ICA *Same 9 focus standards from year to year.	ICA Literacy Evidence of Strength/Prof/Near Prof: 9th: 60.7% 10th: 66.2% 11th: 67.2% 12th: 59.7% (Source: School City Literacy ICA Test Results)	ICA Literacy Evidence of Strength/Prof/Near Prof: 9th: 30.6% 10th: 72.9% 11th: 70.2% 12th: 67.2% (Source: School City Literacy ICA Test Results)	2024-2025 ICA Literacy Evidence of Strength/Prof/Near Prof: 9th: 29.1% 10th: 79.5% 11th: 69.3% 12th: n/a (Source: School City Literacy ICA Test Results)	ICA Literacy Evidence of Strength/Prof/Near Prof: 9th: 70% 10th: 70% 11th: 70% 12th: 70%	ICA Literacy Evidence of Strength/Prof/Near Prof: 9th: -31.6% 10th: +13.3% 11th: +2.1% 12th: unknown
2.3	SBAC Mathematics	2022-23 - SBAC Math Met/Exceeded 8.45% Schoolwide 9.84% Latinx 7.01% SED	2024 Dashboard Math & SBAC Results School - 158.8 DFS	2025 CAASPP MATH percent that met or exceeded standards: 4.3% of all students	Class of 2027 (Spring 2027 11th graders): - SBAC Math Met/Exceeded 20% Schoolwide	Met/Exceeded -4.15% Schoolwide -5.24% Latinx -3.6% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Over 95% of 11th grade students did take the SBAC as required by the state.	"Red" 9.37% met/exceeded - Latinx - 159.6 DFS "Red" 7.69% met exceeded - SED - 161.9 DFS "Orange" 8.77% met exceeded - EL -192 DFS 0% met/exceeded - LTEL - 224.9 DFS (Source: CA Dashboard; CAASPP)	4.6% Latinx 3.4% SED 3.5% English Learner 7.1% LTEL (Source: CA Dashboard; CAASPP)	20% Latinx 20% SED Over 95% of 11th grade students did take the SBAC as required by the state.	
2.4	Local Assessments 9-12 Math, ICA	ICA Math for 2022-2023 % Evidence of Prof. & Strength Knowledge: 9th = 35% 10th = 45% 11th = 35% 12th = 50%	ICA Math for 2024-2025 has changed it's cut points and now reports the results differently than prior years:	Math ICA was not administered by the district in 2025-26. The math department used the NWEA MAP	ICA Math for 2026-2027 - TBD due to sunseting of Math Anex and rebuilding of Math ICA for the 2025-26 school year.	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Application: 9th = 25% 10th = 40% 11th = 28% 12th = 48% Communication: 9th = 30% 10th = 12% 11th = 25% 12th = 30% Hispanic ICA Math: Prof./Near Prof: Concepts: 20% Applications: 14% Communication: 27%	% Evidence of Strength and Partial Knowledge. 9th = 76% 10th = 57% 11th = 57% 12th = 69% Application: 9th = 15% 10th = 19% 11th = 59% 12th = 30% Communication: 9th = 16% 10th = 17% 11th = 24% 12th = 27% Hispanic ICA Math: Prof./Partial Knowledge: Concepts: 63% Applications: 30% Communication: 21%	test in 2025-26. Based on the scores, these students are at or above grade level (fall to spring growth): All: 4% (33-37%) 9th: 3% (46-49%) 10th: 4% (28-32%) 11th: 7% (31-38%) 12th: 2% (36-38%) Source: NWEA data, spring 2025-26		
2.5	CAST Science	2022-23 CAST 6.94% Met/Exceeded Over 95% of 11th grade students did take the CAST as required by the state.	2024 Dashboard Science & CAST Results School - 20.8 DFS 11.29%	2025 CAST percent that met or exceeded standards: 32.7% of all students 21.8% Latinx	2026-27 CAST 30% Met/Exceeded Over 95% of 11th grade students did take the CAST as	+25.76% Met/Exceeded (all students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- Latinx - 21.5 DFS 11.76% - SED -21.2 DFS - EL -26.5 DFS 8.33 - LTEL - 31.5 DFS (Source: CA Dashboard; CAST)	45.1% SED 2.8% English Learner 1.8% LTEL (Source: CA Dashboard; CAASPP)	required by the state.	
2.6	Defense of Learning Passing Rate - Seniors	78% Passed first time 11% Passed with contingencies 11% Did Not Pass/Did Not Present	78% Passed first time 8% Passed with contingencies 14% Did Not Pass/Did Not Present (Source: 2024 Tracking Sheet)	81% Passed first time 5% Passed with contingencies 14% Did Not Pass/Did Not Present (passed the second time) (Source: 2025 Tracking Sheet)	90% Passed first time 5% Passed with contingencies 5% Did Not Pass/Did Not Present	+3% Passed first time -6% Passed with contingencies +3% Did Not Pass/Did Not Present
2.7	% of Seniors enrolled and passing in Algebra II or higher for senior year	75% of seniors enrolled in Algebra II or higher 66% of seniors earned a D or higher at the first semester	73% of seniors enrolled in Algebra II or higher Math class 58% of seniors earned a D or higher in their first semester of the class. (Source: Counselor Report)	In 2025-26, 81% of seniors enrolled in Algebra II or higher Math class 84% of seniors earned a D or higher in their first semester of the class. (Source: Counselor Report)	80% of Seniors enrolled and passing in Algebra II or higher for senior year	+6% seniors enrolled in Algebra II or higher Math class +18% of seniors earned a D or higher in their first semester of the class.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	% of students making progress towards their annual IEP goals	80% (est.) of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.	73% (34/46) of our sped students are making progress on 2 or more goals,	Due to staffing changes, this measurement is unclear for all students for 2025-26.	90% (est.) of EPAA caseload is making progress in 2 or more of their goals at the mid-year/Q2, and on track for Semester 2.	TBD

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.

East Palo Alto Academy successfully maintained the implementation of all planned actions for Goal 2, including after-school tutoring, co-taught English and Math interventions, Advisory/SEL curriculum support, and standardized testing administration. As of the 2025-26 mid-year report, all four primary actions (2.1 through 2.4) are classified as "Fully Implemented". The school continues to utilize a combination of state-mandated CAASPP/SBAC assessments and local metrics like the Literacy Interim Comprehensive Assessment (ICA), NWEA MAP, and the Defense of Learning to monitor growth.

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.

-Tutoring Adjustments: For Action 2.1, the school found that actual expenditures for overtime pay were lower than budgeted at the mid-year point due to staff attendance to tutoring.
 -A major shift occurred in Metric 2.4 (Math ICA) because the "Math Anex" platform was sunsetted. While the Math ICA is being rebuilt for the 2025-26 school year, the math department shifted to using the NWEA MAP test to track standards-based performance, which increased cost from \$0 for ICA to the cost of MAP tests training and licenses.

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

Effectiveness

-Senior Academic Performance: A notable success was found in Metric 2.7, where 81% of seniors were enrolled in Algebra II or higher, with 84% earning a D or higher in the first semester (compared to 75% and 66%, respectively)
 -Defense of Learning: The percentage of seniors passing their portfolio defense on the first attempt increased from a 78% baseline to 81% in 2025
 -Upper-Grade Literacy: Local 2025 fall assessments showed high proficiency/near-proficiency levels for older students, with 83% of 11th graders and 82% of 12th graders meeting the standards

Ineffectiveness

- Mathematics Gaps: Broad CAASPP math scores remain a critical challenge, with only 4.3% of all students meeting or exceeding standards
- Literacy in Lower Grades: While upperclassmen showed strong literacy gains, only 44% of 9th graders met proficiency targets on the local fall 2025 assessment
- IEP Data Gaps: Due to staffing changes, the school was unable to clearly measure the percentage of students making progress toward their annual IEP goals (Metric 2.8)
- Academic Support Enrollment: Despite the availability of after-school tutoring, the school struggled with low student attendance in those optional sessions

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

- Action Consolidation: For the upcoming cycle, the school plans to eliminate after-school IA tutoring (formerly Action 2.1) due to low student enrollment and instead transition to an in-school "flex time" tutoring program (Action 2.6), piloted in the spring 2025-26 school year.
- Action 2.1 now includes math intervention classes to support students struggling with math to increase their academic growth and support them in their core math classes
- Action consolidation: Action 2.3 (advisory curriculum and staffing) was combined with action 4.6, which is the same topic
- Action 2.2 has been broadened to include professional development to support test preparation, based on staff interest
- Action 2.3 has been added to include MAP math testing, another local assessment to support and measure math achievement
- Action 2.4 has been added to support flex time tutoring, a new program started in spring 2025, to carry on full time for the 2026-27 SY

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	Staffing: English and Math interventions	.2 ELA/English Support, funded by Charter in Lieu .4 Co-taught English (General Ed Teacher), funded by Charter in Lieu .4 Co-Taught Math (General Ed Teacher), funded by Charter in Lieu .4 Math Intervention (general ed teacher), funded by charter in lieu	\$0.00	No
2.2	Standardized Testing	Cost of testing materials in addition to certificated overtime for the teacher planning and collaboration to provide extra test prep and administration opportunities, including students with IEPs.	\$1,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional development for teachers on test taking strategies to support students in standardized testing		
2.3	MAP Math assessment testing	MAP Math assessment testing for all students to see how students are performing on standards based math assessments throughout the year, as well as teacher training to incorporate test results in instruction	\$10,000.00	
2.4	Defense of learning support	OT for classified or certificated staff to organize defense of learning (as well as two release days in the year)	\$1,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ELL: Develop interventions and practices to support English Learner achievement and create systems to monitor / track progress through data analysis and collaboration between teams. By providing increased access to interventions and practices to strengthen student learning, EPAA increases English Learner achievement.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EPAA must grow to meet the needs of English Language Learners. When looking at our ELA and Math SBAC data, the discrepancy for our EL/LTEL students is dramatic. To increase EL achievement we are engaging in evidence-based interventions such as Constructing Meaning by EL Achieve. The staff who have attended (at least one from each department) have spoken very highly about the positive impact on their students' learning. We want to support ongoing professional development such as translanguaging strategies to help maximize teacher impact. We will continue to support the ELD standards through interdepartmental implementation and collaboration.

To support the monitoring and intervention we will continue to prioritize an academic support class, coaching teachers, updating curriculum, an ELD teacher for our Newcomers and a BRT (Bilingual Resource Teacher) to ensure the ongoing monitoring, small group interventions, and tracking of progress for all of our ELL and RFEP students. Additionally, we hired an Instructional Aide dedicated to our newcomer students in their core classes.

Given the demographics of our community is it important to support both English and Spanish language acquisition. The benefits of bilingual education are well-documented by scholarly research. We will continue to prioritize AP Spanish and the Seal of Biliteracy ensuring our EPAA graduates are better equipped for the demands of a global society and to live out our school vision to positively impact our community and families.

EPAA is committed to ensuring that our EL students increase their A-G eligibility, therefore ensuring more of our EL students matriculate to a two or four-year college/university.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Proficiency Assessment of California (ELPAC) [Priority 4]	2022-23 ELPAC 13.33% Well Developed (Level 4)	2023-24 ELPAC 12.5% Well Developed (Level 4)	2024-25 ELPAC 13.8% Well Developed (Level 4) (Source: ELPAC summative results-CAASPP data)	2026-27 ELPAC 30% Well Developed (Level 4)	+1.5% well developed
3.2	English Learner Progress Indicator on CA Dashboard	2022-23 ELPI Dashboard Indicator 40.8% making progress towards English language proficiency	2024 ELPI Dashboard Indicator 56.3% making progress towards English language proficiency	2025 ELPI Dashboard Indicator 39.1% making progress towards English language proficiency (Source: CA Dashboard)	2026-27 ELPI Dashboard Indicator 60% making progress towards English language proficiency	-1.7% making progress
3.3	Annual English Learner Reclassification Rate [Priority 4]	14.84% Reclassification (2022-23)	14.53% Reclassification Rate (Source: 2024-25 Reclassification Rate as reported to CALPADS)	15% Reclassification Rate (Source: 2024-25 Reclassification Rate as reported to CALPADS)	30% Reclassification (2026-27)	+0.16% reclassification rate
3.4	English/Language Arts for EL/RFEP SBAC Internal Assessment [Priority 4]	2022-23 SBAC ELA Met/Exceeded 20% ELs 60.71% RFEP	2023-24 SBAC ELA Met/Exceeded 14.29% ELs 51.43% RFEP	2024-25 SBAC ELA Met/Exceeded 16.7% ELs 63.9% RFEP (Source: CAASPP results)	2026-27 SBAC ELA Met/Exceeded 40% ELs 80% RFEP	ELA Met/Exceeded -3.3% ELs +3.19% RFEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Mathematics for EL/RFEP SBAC Internal Assessment [Priority 4]	2023-24 SBAC Math Met/Exceeded 0% ELs 17.86% RFEP	2023-24 SBAC Math Met/Exceeded 0% ELs 11.43% RFEP	2024-25 SBAC MATH Met/Exceeded 3.5% ELs 5.6% RFEP (Source: CAASPP results)	2026-27 SBAC Math Met/Exceeded 25% ELs 60% RFEP	SBAC Math Met/Exceeded +3.5% ELs -12.26% RFEP
3.6	Teachers (%) trained in instructional strategies to address the needs of ELs [Priority 1 and 2]	44% for the 2022-2023 School Year	45.45% for the 23-24 school year (Source:English Learner and Literacy Instruction Dept. Data)	50% of teachers attended CM training, as of Jan 2026 (Source:English Learner and Literacy Instruction Dept. Data)	80% for the 2026-2027 School Year	+6%
3.7	Parents participating in D/ELAC	We have on average 15-25 parents each month, of those only 8 are regular in their attendance.	We have on average 10-15 parents each month, of those only 6-7 are regular in their attend. (Source:Attendance Sheets kept by Parent Liaison)	We have one DELAC representative and 5-6 ELAC representatives. We have on average 13 parents each month, of those only 6-8 are regular in their attendance. (Source:Attendance Sheets kept by Parent Liaison)	We have on average 30-40 parents each month, of those only 12 are regular in their attendance.	No difference

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.

All four primary actions for Goal 3 are reported as "Fully Implemented". The school continues to provide designated ELD instruction through specific ELD 1/2/3 classes and maintains a 0.2 FTE TOSA (Teacher on Special Assignment) role dedicated to monitoring and supporting EL, Long-Term English Learner (LTEL), and Reclassified Fluent English Proficient (RFEP) students. Additionally, a dedicated Bilingual Instructional Aide provides classroom support for newcomer students in academic and advisory settings.

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 no substantive difference between budgeted and actual expenditures.

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

Effectiveness

- Language Progress: A major success highlighted in the 2024 Dashboard was the English Learner Progress Indicator (ELPI), which showed 56.3% of ELs were making progress, an increase of 15.5% over the previous year
- Professional Development: The school has made steady progress in teacher training. As of January 2026, 50% of teachers have completed "Constructing Meaning" (CM) training, a significant increase from the 44% baseline
- Monitoring Systems: The TOSA and BRT roles have been effectively established to ensure ongoing monitoring and small group interventions for the EL population

Challenges

- Stagnant Reclassification: Despite progress in language proficiency, the annual reclassification rate has remained stagnant, recorded at 15% for the 2024-25 year, which is nearly identical to the 14.84% baseline
- Math Achievement Gap: EL students continue to struggle significantly in mathematics; on the 2024-25 SBAC, 3.5% of ELs met or exceeded standards compared to 5.6% of RFEP students
- Parental Engagement: The school experienced a decline in parent participation for D/ELAC meetings. Mid-year data for 2025-26 shows an average of 13 parents attending monthly meetings, with only 6–8 regular attendees, falling short of the target of 12 regular attendees

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 3.2- Broadened to incorporate multiple forms of professional development for all staff

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	Staffing: English Language Development Teacher	English Language Development Teacher to provide Designated ELD instruction to English Learners and provide professional development for teachers in Integrated ELD strategies Coordinating Support of EL Students Support with ELPAC Coordination and Implementation	\$91,115.00	Yes
3.2	Professional Development: ELD standards integration & Constructing Meaning	Sub coverage for focused ELD professional development support with ELD aligned curriculum, developing engaging curriculum and pedagogical practices. Cost associated with attending professional development in support of EL learners and their families. On campus PD focused on literacy and EL support, including materials and any other resources needed.	\$1,000.00	No
3.3	Curriculum: EL Achieve	Specific ELD curriculum, including on-line access and consumables.	\$2,200.00	No
3.4	Instructional Aide	Instructional Aide specifically dedicated to newcomer students to support in all academic classes and to provide another layer of support during ELD and Advisory.	\$0.00	No
3.5				

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote and increase school and community connectedness by providing quality site-wide student, family, and community engagement and education opportunities anchored in restorative practices and authentic community-centered values. Engagement & Climate	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize the critical importance of fostering relationships and building a supportive community among all stakeholders—staff, students, families, and community organizations—to enhance student learning. In a community that has long been marginalized by systemic and historical factors, the establishment of a community-wide support network is essential for achieving long-term student success. Maximizing student potential necessitates engaging, celebrating, and collaborating with the entire community. By empowering students to assume more leadership roles, we amplify their voices in schoolwide decisions, fostering a sense of ownership over their education and enabling the school to address students’ needs more effectively. Historically, BIPOC (Black, Indigenous, People of Color) students in our district have faced disproportionately higher rates of suspension and expulsion compared to their peers, with EPAA’s suspension rate at 5.4%. Additionally, our rates of chronic absenteeism is an area of concern. We believe that enhancing school and community connectedness through restorative justice, service leadership, prioritizing social-emotional learning and community-building, and actively engaging with students' families will foster positive engagement with the school and lead to improved outcomes for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate [Priority 5]	2022-23 attendance data 88.3% per ADA Report for May 2023	2023-24 90.93% per ADA Report for May 2024	2024-25 93.7 % per ADA Report for May 2025 (Source: A2A Reporting)	90.93% per ADA Report for May 2027	+5.4% attendance rate per ADA Report
4.2	Chronic Absenteeism Rates [Priority 5]	39% of students identified currently as chronically absent (missing 10% or more of school). Note: this includes excused and unexcused absences.	2023-24 Chronic Absenteeism - School 35.8% - Af-American 31.3% - Latinx 35.9% - Pacific Islander 35.7% (Source: CDE Dataquest, 2023-24 Chronic Absenteeism Rate)	2024-25 Chronic Absenteeism -School 32% -Latinx 29.6% -Pacific Islander 72.7% (Source: CDE Dataquest, 2024-25 Chronic Absenteeism Rate)	20% of students identified currently as chronically absent (missing 10% or more of school). Note: this includes excused and unexcused absences.	-7% all school
4.3	High School Dropout Rates [Priority 5]	Estimated 3% (2 of 62) for 2022-2023	1.6% Dropout Rate for 2023-24 (Source: CDE Dataquest, 2023-24 Four-Year Adjusted Cohort Outcome)	11% dropout rate for 2024-25 (Source: CDE Dataquest, 2024-25 Four-Year Adjusted Cohort Outcome)	Estimated 0% for 2026-2027	+8% dropout rate
4.4	Suspension Rates [Priority 6]	5% (Total Suspensions 2022-2023), 11 different students, for 12 different incidents	2024 Dashboard Suspension Indicator "Orange" 5.4% suspended at least one day	2025 Suspension rate "orange" indicator 7.3% suspended at least one day	4% (Total Suspensions 2026-2027)	+2.3% total suspensions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Source: CA Dashboard suspension rates)		
4.5	Expulsion Rates [Priority 6]	0% Expulsion (2022-2023 rate)	0% Expulsion Rate (Source: CDE Dataquest, 2023-24 Expulsion Rate)	0% Expulsion Rate (Source: CDE Dataquest, 2024-25 Expulsion Rate)	0% Expulsion for 2026-2027	No difference
4.6	Student Surveys Belonging Climate Safety [Priority 6]	84% (229/274 total) students responded to Panorama survey (Jan 2024 AKA Fall 2023) Belonging: 35% School Climate: 31% School Engagement: 29% School Safety: 57%	51% (139/273 total) students responded to the Qualtrics Student Survey (Jan 2025) 56% of respondents felt like the belong at school (Extremely or Quite a Bit) 56% of respondents find school to be a nurturing learning environment (Extremely or Quite a Bit) 29% of respondents are often involved in school sponsored activities (e.g., Sports, Clubs, Theater, Music, Band,	51% (123/240 total) students responded to the Qualtrics Student Survey (Jan 2026) 50% of respondents felt like they belong at school (extremely or quite a bit) 54% of respondents find school to be a nurturing learning environment (Extremely or Quite a Bit) 27% of respondents are often involved in school sponsored activities (e.g., Sports, Clubs, Theater, Music, Band,	Belonging: 60% Climate: 60% Engagement: 60% School Safety: 80%	-33% participation +15% belonging +23% climate -2% engagement +4% safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Choir, Student Leadership etc.) (Extremely or Quite a Bit) 60% of respondents felt safe at school (Extremely or Quite a Bit)	Choir, Student Leadership etc.) (Extremely or Quite a Bit) 61% of respondents felt safe at school (Extremely or Quite a Bit)		
4.7	Parent participation in SSC/ELAC [Priority 3]	We have on average 15-25 parents each month, of those only 8 are regular in their attendance.	We have on average 10-15 parents each month, of those only 6-7 are regular in their attendance.	We have on average 13 parents each month, of those only 6-8 are regular in their attendance. (Source: Attendance Sheets kept by Parent Liaison)	We have on average 30-40 parents each month, of those only 12 are regular in their attendance.	No difference in regular attendance rate
4.8	Parents attending academic conferences with advisors [Priority 3]	44% (Fall Student Led Conferences), 48% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	53% (Fall Student Led Conferences) Source: Log kept by advisors 30% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	26% (Fall Student Led Conferences) Source: Log kept by advisors 20% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	60% (Fall Student Led Conferences), 70% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	-18% Student led conferences -28% parent attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source: Sign-in sheets from meetings)	Source: local data		
4.9	Parents attending educational program workshops (Family University)	48% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	30% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting (Source: Sign-in sheets from meetings)	20% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting (9th and 12th grade in fall) (Source: Sign-in sheets from meetings)	70% on average 9th-12th grade parents/guardians attending the annual school counselor "mandatory" meeting	-28% parent attendance
4.10	Parents participating in IEP meetings [Priority 8]	Estimated 96% in person 100% success rate at parental participation	96% (44/46) of parents have participated in IEP meetings (Source: SPED case manager logs)	100% of parents have participated in IEP meetings (Source: SPED case manager logs)	100% success rate at parental participation in person or via Zoom	No difference
4.11	Panorama Survey - Families (Parents/Guardians)	14% (40/290 total) families respond to Panorama Survey (Fall 2022) School Safety: 72% School Climate: 70% Family Engagement: 17%	14.3% (39/273 total) families respond to the Qualtrics Survey 70% of respondents say that their child is safe at school. (Extremely or Quite)	28% (67/240 total) families respond to the Qualtrics Survey 73% of respondents say that their child is safe at school. (Extremely or Quite)	60% families respond to Panorama Survey (Fall 2027) School Safety: 85% School Climate: 85% Family Engagement: 60%	+14% participation +1% safety +1% climate +6% engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			88% of respondents say that school is a nurturing environment (Extremely or Quite)	71% of respondents say that school is a nurturing environment (Extremely or Quite)		
			36% of respondents say that their child is often involved in school school sponsored activities (Almost Always or Frequently)	23% of respondents say that their child is often involved in school school sponsored activities (Almost Always or Frequently)		

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.

In 2025-26, all actions associated with Goal 4 are reported as "Fully Implemented"

- . The school has successfully maintained key staffing roles, including a full attendance team consisting of a Manager of Support Services and an Attendance Clerk who conduct regular home visits and SART meetings

- . Additionally, 20 teachers provide ongoing Advisory instruction focused on SEL, academic monitoring, and family communication

- . Restorative Justice practices are also fully integrated, with a coordinator on-site daily to facilitate mediations between students, staff, and families

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

No substantive differences between budgeted and actual expenditures

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

Effective

- Attendance Improvement: A primary success has been the reduction of chronic absenteeism, which dropped from a 39% baseline to 22.6% during the 2025-26 fall semester
- Nurturing Environment: Survey data reflects a positive school climate, with 88% of parents and 56% of students agreeing that the school provides a nurturing learning environment
- Student Safety: 70% of parents and 60% of students reported feeling safe at school
- Restorative Culture: The consistent presence of a Restorative Justice coordinator has allowed for daily support and ongoing professional development for staff in restorative practice

Challenges

- Parent Engagement Gaps: A significant challenge remains the decline in parent participation for mandatory counselor meetings and SSC/ELAC sessions (data shows only 20% attendance at these "mandatory" meetings, compared to a 48% baseline)
- Conference Participation: Attendance at Student-Led Conferences dropped from a 44% baseline to 26%
- Low Activity Involvement: Only 29% of students reported being frequently involved in school-sponsored extracurricular activities such as sports or clubs
- Survey Response Rates: While student survey results were positive regarding safety and belonging, the actual participation rate in the surveys dropped from 84% to 51%

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 Relocation: To better align with community-centered needs, several actions were moved from other goals to Goal 4, including Drug/Alcohol Prevention, Stanford Children's Health Mental Health Services, and general Mental Health Services. Previous action item 4.2 moved to goal 1 to address after school sports engagement (supporting the whole student). Action 4.3 was combined with action 4.4 to identify the entire attendance team and staffing (now action 4.4) Previous Action 4.7 was removed as it will be absorbed into staffing for the next year Action 4.5 was expanded to include curriculum and staffing for the entire program Action 4.8 was added to include staffing for a family bilingual liaison to support family engagement

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family University	OT for Certificated Teachers and Classified Clerical to support and co-facilitate evening meetings for grade-levels, SSC/ELAC, parent project, workshops, etc.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Restorative Justice	Supporting Restorative Justice on-going support with students, families, staff and on-going professional development for staff. This includes funding for contract with a restorative coordinator.	\$80,000.00	Yes
4.3	Positive Attendance Support Team	Manager of Support Services working with the Attendance Team and Vice Principal to support parent outreach and student counseling as a layer of support in response to attendance challenges. This includes staffing for the attendance clerk- Available to parents for attendance records and tracking, SART form completion and meetings, Online Information Updates, and registration assistance, etc.	\$114,431.00	No Yes
4.4	Staff: Site Technology Manager	IT person ensures students have access to computers and updates website regularly	\$178,758.00	No
4.5	Advisory program curriculum and stipends	12 Teachers provide Advisory instruction for SEL, College and Career guidance, academic monitoring and parent communication. Development of Advisory curriculum that includes circuits with College & Career informational sessions, school counselors, SEL, and academic monitoring. This includes funds for the curriculum and materials. Leading the weekly grade level planning meetings, advisory team planning time, bi-weekly Advisory Liaison planning meetings, regular Wednesday Liaison planning meetings. 1hr. weekly planning meetings, 4 Liaisons for 36 weeks.	\$614,883.00	Yes
4.6	SEL: Drug/Alcohol Diversion Program	Counseling for students and families, coordinating community workshops for students with outside community partners, and coordinating and co-facilitating parent/guardian workshops.	\$0.00	

Action #	Title	Description	Total Funds	Contributing
4.7	Lucile Packard Children's Health Services/Stanford University Mental Health services	Contract for clinical faculty sponsors, three intern therapists and 1-2 psychiatry fellows.	\$80,576.00	Yes
4.8	Staffing: Bilingual family liaison	Bilingual family liaison who supports families with engagement opportunities, family nights, parent meetings, SSC/ELAC, enrollment support, off campus community events. Includes OT for events.	\$125,055.00	
4.9	mental Health services and support	Portion of Manager of Social Services for coordinating the School Mental Health Team.	\$269,450.00	No
4.11				

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the percentage of students college and career-ready by improving the A-G eligibility rate of our students, particularly long-term English language learners. Empower all students to independently and successfully navigate the post-secondary pathway, with students able to complete the eligibility requirements, application, and enrollment processes, knowledgeable about the array of choices, and possessing the requisite skills to follow through.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our current mission statement aspires to prepare all students to graduate college-ready, empowered with the knowledge, skills, and passions to positively impact their lives, their community, and the global society. All stakeholders have agreed that the value of education pays off most when our students are able to access, navigate through, and matriculate out of their post-secondary endeavors. To ensure that all students, regardless of their initial post-secondary pathway, can develop the knowledge either to transition to and/or graduate from a 4-year college with a bachelor's degree will require that we equip them with both the knowledge and skills requisite to each of the A-G disciplines as well as the concrete and critical life skills required to traverse the world of postsecondary education so that they can realize their passions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	A-G Completion: % of pupils who successfully completed A-G requirements for entry to the CSU/UC system [Priority 4]	42% of all graduates have a 2.0 or above in A-G coursework (June 2023)	56.5% graduates meeting UC/CSU Requirements (Source: CDE Dataquest, 2023-24 Four-Year Adjusted Cohort Graduation Rate)	46% graduates meeting UC/CSU Requirements (Source: CDE Dataquest, 2024-25 Four-Year Adjusted Cohort Graduation Rate)	70% of pupils successfully completed A-G requirements for entry to the CSU/UC system	+4% meeting requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	“Prepared for College”: % of pupils classified as ‘prepared for college/career’ [Priority 4]	2023 28.3% CCI Prepared - School 28.3% - Latinx 30.2% - SED 28.3% ORIGINALLY REPORTED AS: 2022-2023 Met/Exceeded Mathematics: 8.45% ELA: 39.44	2024 CCI Prepared - School 49.2% - Latinx 48.1% - SED 45.8% (Source: CA Dashboard)	2025 CCI Prepared - School 52.4% - Latinx 52.8% - SED 51.7% (Source: CA Dashboard)	50% Percent of pupils classified as ‘prepared for college/career’	- School +24.1% - Latinx +32.6% - SED +23.4%
5.3	Graduation Rate Dashboard Indicator [Priority 5] (Originally reported as: Cohort Graduation Rates)	2023 Dashboard Graduation Rate Indicator "Orange" - School 90% "Orange" - Latinx 88.7% "Orange" - SED 90% "Orange" - EL 91.3% ORIGINALLY REPORTED AS: 97% estimated for 2022-2023 (60/62) Grad Rate (all, not cohort)	2024 Dashboard Graduation Rate Indicator "Blue" - School 98.4% "Blue" - Latinx 98.2% "Blue" - SED 98.3% "Blue" - EL 96.8% - LTEL 96.3% - SWD 100%	2025 Dashboard Graduation Rate Indicator "Orange" - School 87.5% "Orange" - Latinx 87% "Orange" -SED 86.9% "Orange" - EL 80% - LTEL 88.9% *SWD is too small of population to be counted (Source: CA Dashboard)	100% Cohort Graduation Rate	- School - 2.5% - Latinx - 1.7% - SED - 3.1% - EL -11.3%
5.4	FAFSA or CADA Completion [Priority 8]	78% (as of May 2024)	64% (as of May 2025)	78% (as of May 2026) (Source: local data)	90% Seniors completed FAFSA or CADA	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Dual Enrollment of juniors and seniors ----- % of students enrolled in early college courses by the time they graduate	36% (47/131) of the juniors and seniors are enrolled in at least one Foothill dual enrolled course (Intro to Engineering and Sociology of Gender and/or KINS)	33% (44/134) of the juniors and seniors are enrolled in at least one Foothill dual enrolled course (Intro to Engineering and Sociology of Gender and/or KINS)	53% (68/128) of the juniors and seniors are or have been enrolled in at least one Foothill dual enrolled course by the time they graduate In 2025-26, 4 sophomores also enrolled in college classes (first year 10th graders could take college courses) (Source: local data)	50%% of the juniors and seniors are enrolled in a Foothill dual enrolled course (early college)	+17% of juniors and seniors have enrolled in at least one Foothill class

Goal Analysis [2025-26]

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

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

Goal 5 is characterized as an area of great success for East Palo Alto Academy, particularly when compared to other schools in the district and state. All ten actions (5.1 through 5.10) are reported as "Fully Implemented". Key elements of this implementation include:

- Mandatory Enrollment: 100% of seniors are enrolled in the Senior Seminar class to facilitate the college application and financial aid process
- Specialized Staffing: Success is attributed to a dedicated team, including the Senior Seminar teacher, school counselors, and a full-time College and Career Specialist
- Testing Access: The school successfully provides on-campus SAT and PSAT testing for all interested juniors and seniors, including necessary accommodations

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.

- Chromebook Integration (Action 5.2): The school added the cost of purchasing Chromebooks to the Advisory curriculum budget to ensure students have 1:1 device access at home and school to support college readiness
- Salary and Expenditure Variances: Budget increases were required for Summer School and Summer Bridge (Action 5.5) due to unplanned staff salary increases
- Conversely, Action 5.9 (Test Prep) and Action 5.10 (Staff PD) saw lower expenditures than budgeted due to lower-than-expected costs and a staff member being on leave, respectively
- Expanded College Visits (Action 5.8): The school shifted from focusing only on two major trips to opening up more college trips based on student interest. This included updating language to ensure staff are compensated with overtime pay for weekend and overnight trips

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

Effectiveness

- College/Career Indicator (CCI) Growth: A major success was the significant increase in the percentage of graduates classified as "prepared for college/career," which rose to 52.4% on the 2025 Dashboard
- Dual Enrollment Gains: 43% of juniors and seniors were enrolled in early college courses through Foothill College. Notably, the school also began allowing sophomores to enroll in these classes for the first time
- Financial Aid Progress: As of December 2025, 47% of seniors had already completed their FAFSA/CADAA applications well ahead of the final deadline

Challenges

- Graduation Rate Fluctuations: Despite the 2024 peak, the graduation rate indicator for 2025 declined to 87.5%, resulting in an "Orange" status
- Declining A-G Completion: The percentage of graduates meeting UC/CSU requirements dropped from 56.5% in 2023-24 to 46% in 2024-25

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.

- Previous Action 5.2 (advisory curriculum) was combined with action 4.6 to ensure all advisory materials are in one action
- Previous Action 5.9 (test prep) was combined with action 2.3 to ensure the material and resources were streamlined
- Action 5.8 was expanded to allow all staff members, not just the counseling team, to attend professional development

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
5.1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT	Funds to support overtime for evening parent meetings and Saturday workshops, e.g., "Cash for College" to complete the FAFSA and CADA applications. Work with community partners to provide weekend workshops and evening one-on-one workshops for families who need it. Overtime pay for School Counselors, Senior Seminar teacher, and College & Career Specialist	\$2,000.00	No
5.2	College & Career Specialist	Organizes the College & Career center, college visits, college rep, career and tech informational sessions and school-wide career and special programs (internships) fairs. Communicates regularly with students and families about possible programs (clubs, internships, college visits), and coordinates the Cash for College days.	\$0.00	No
5.3	Senior Seminar	Providing 4 classes of Senior Seminar to support college going applications, preparation, for financial aid and scholarship applications	\$100.00	Yes
5.4	Summer Bridge	Provide robust summer options that support the successful transition of rising 9th graders to EPAA.	\$3,650.00	Yes
5.5	Credit Recovery Opportunities	Phoenix course for credit recovery that facilitate credit recovery for 10th-12th graders	\$100.00	Yes
5.6	Early College	Cost of Early College Teachers, Texts, & Materials	\$2,000.00	Yes
5.7	College Visits	College Trips & Sophomore Trip Provide opportunity for all students to visit local universities to explore college options. This includes funding for the trip, food (as needed), and staff OT (as needed).	\$36,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	On-going PD for College & Career Team, as well as other staff, Travel & Conferences	On-going professional development for college going team, e.g., WACAC, UC and CSU annual conferences. Provide opportunities for all staff to attend and be paid OT (as needed) for professional development that supports college and career going mission.	\$10,050.00	Yes

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
\$963,148	\$114,029

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
33.423%	0.000%	\$0.00	33.423%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Curricula: CCSS/NGSS (LCFF Base) Need: Local and state data demonstrate students are not performing at CCSS grade-level standards due to language and proficiency gaps. The CA Dashboard for targeted student groups were well below the state level.	Purchasing supplemental materials for students allow for our students to have access to grade level standards to work on closing gaps that impede access to grade-level standards,	course grades, state and local 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: Schoolwide		
1.2	Action: Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration Need: Students from the backgrounds we serve, primarily EL & SED require additional support in the form of college counseling and guidance to ensure that they successfully graduate from high school. Our small class sizes and the increased staffing of counselors as well as other support personnel, allow for students to receive more targeted support and mentorship. Scope: Schoolwide	Smaller class sizes and decreasing student to staff ratios allow for students to receive more targeted support and mentorship. As a small school serving a majority of SED students, this action is being provided on a school-wide basis to improve the outcomes of all students.	College/career readiness indicator, student grades in core subjects, attendance rates
1.3	Action: Master Schedule Development and Equity Review Need: The charter is focused on preparing low income students for college/career which is only possible with ensuring students are successful in the HS course of study which is A-G. Only 31% of our students have parent(s) who completed high school.	As the school serves a large number of EL's and SED students, we seek to provide a coordinated system of support and resources. The counseling staff will ensure students are in the correct classed other support staff will support enrollment and transcript needs.	transcripts, academic 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: Schoolwide		
1.5	Action: Staffing: Classified Staff Need: We need to provide a safe and secure learning environment and build relationships with families. These actions help ensure a positive culture and increase attendance. Local data demonstrates students are not performing at CCSS grade-level standards due to language and learning gaps that require additional support. Scope: Schoolwide	Students with below grade-level skills in reading and mathematics require additional focused support throughout the core courses to demonstrate growth on local assessments and state assessments.	State assessments and local data (ICA), course grades.
2.2	Action: Standardized Testing Need: The majority of EPAA enrollment is socioeconomically disadvantaged, and have overlapping identification as English learner and SPED. Students have varying degrees of reading and written English language mastery which has a tremendous impact on both local state- verified assessments and state-mandated assessments Scope:	Supporting with accommodations will allow teachers to effectively plan for different levels of students. This action is being provided to address the needs of the student groups described above.	IEP plans, CA Dashboard ELA Indicator, CA Dashboard English Language Progress Indicator, Reclassification Rate

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
	Schoolwide		
3.1	Action: Staffing: English Language Development Teacher Need: EPAA enrollment is 81% socioeconomically disadvantaged, 36.5%% English learner and 15.9% SpEd. These students have varying degrees of reading and written language mastery that require tailored instruction. Scope: Schoolwide	An area we are focused on is impactful teaching that addresses the specific needs of LCFF-targeted students in instructional planning and delivery. Observations and coaching sessions with individual teachers will help support these students. The feedback/coaching follow-up on the outcome data to assess the impact of instruction.	Teacher engagement in professional development, classroom observations, number of observation/coaching/feed back sessions
4.2	Action: Restorative Justice Need: The 2024 behavior data in our Infinite Campus demonstrates an increase in behavior referrals. This is a concern schoolwide and for all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). Scope: Schoolwide	Discipline referrals disrupt the continuity of instruction that students receive. The use of restorative justice staff to hold mediations and provide PD for staff help support a more positive school environment.	Discipline referral rates, mediations log, PD offerings
4.3	Action: Positive Attendance Support Team Need:	Irregular attendance of students disrupts the continuity of instruction that students receive. Having an attendance clerk helps us maintain an	Student attendance rates (A2A) and CDE Dataquest, Chronic Absenteeism Rate

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
	The 2024 Attendance rate is at 93.7% . This demonstrates this is a concern schoolwide and for all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). Scope: Schoolwide	active monitoring system to ensure students are in regular attendance and have minimal disruptions in climate.	
4.5	Action: Advisory program curriculum and stipends Need: As a "first-line" for building relationships with students and families, the advisors focus on supporting students academically, with SEL, and engaging families. Scope: Schoolwide	All Advisors will focus on creating relationships with students and families characterized by trust and support to ensure they maintain engaged with the school throughout the time of their enrollment at the school.	Regular attendance of students, parent attendance for SLC meetings, chronic absenteeism, grades
4.7	Action: Lucile Packard Children's Health Services/Stanford University Mental Health services Need: Using the 2024 Dashboard as well as local data points, students present a variety of needs which affect their academic, social, and emotional development/success. Scope:	As the school serves a large number of EL's. SED, and students with special needs, we seek to not overwhelm families but to provide a coordinated system of support and resources which start with the school. The Mental Health Team will accept referrals and consistently monitor a caseload of students referred using multiple data points.	Discipline referrals, academic data, attendance, Counseling referrals

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
	Schoolwide		
5.3	Action: Senior Seminar Need: Our EL's, Foster Youth, and Low Income students have lower college enrollment rates than their peers. Scope: Schoolwide	The UDP will benefit from increased support focusing on post secondary educational options, including programs and support with financial aid options. We believe this senior seminar will focus our community of learners on pursuing college (2 or 4 year) options.	College and Career Indicator (CA Dashboard) and Educational Clearinghouse.
5.4	Action: Summer Bridge Need: Incoming students demonstrate a need to better connect with the school and this program provides support and mentoring before school starts. Scope: Schoolwide	The use of grade level advisory curriculum will be used to provide engaging content for development of critical thinking skills and connection to the school.	grades, attendance rate, graduation rates
5.5	Action: Credit Recovery Opportunities Need: Based on student needs as evidenced on course grades, students will be identified for participation/programming into academic support classes to improve student growth/outcomes. Our student population as a	Students will have the opportunity to take courses they have failed again so that they can meet A-G requirements and graduate on time.	course grades, A-G requirements, College and Career Indicator.

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
	whole benefits from assessment/support in areas impeding grade-level skills/competencies. Scope: Schoolwide		
5.6	Action: Early College Need: Our EL's, Foster Youth, and Low Income students have lower college enrollment rates than their peers. Scope: Schoolwide	Students will benefit from increased support focusing on post secondary educational options, including programs and support with financial aid options. We believe this senior seminar will focus our community of learners on pursuing college (2 or 4 year) options.	College and Career Indicator (CA Dashboard)
5.7	Action: College Visits Need: Our EL's, Foster Youth, and Low Income students have lower college enrollment rates than their peers. Scope: Schoolwide	Students will benefit from increased support focusing on post secondary educational options, including programs and support with financial aid options. We believe this senior seminar will focus our community of learners on pursuing college (2 or 4 year) options.	College and Career Indicator (CA Dashboard)
5.8	Action: On-going PD for College & Career Team, as well as other staff, Travel & Conferences Need:	Providing a system of professional growth to our counseling team that aligns with the mission/vision of EPAA will allow staff to develop strong relationships with students rooted in	College and Career Indicator (CA Dashboard), CDE Dataquest, Four-Year Cohort Graduation Rate

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 students need a knowledgeable team that can help students gain access to post secondary options as our EL's, Foster Youth, and Low Income students have lower college enrollment rates than their peers. Scope: Schoolwide	equity. This will increase the likelihood of students remaining at the school through graduation and pursuing post secondary options.	

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
4.2	Action: Restorative Justice Need: Scope:		behavior data (referrals/suspensions), mediation logs,

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.

Due to our demographics of predominantly low-income, English learners; such students are at the center of our work. 2020-21: Serving approximately 364 students from the community, EPAAs demographics include 93% socio-economically disadvantaged (SED), 35% English

Learner (EL), 50% RFEP (with monitoring), and 11% students with disabilities (SWD). Our ethnic composition is 87% LatinX, 6.6% African American, 4.4% Pacific Islander, 0.5% Asian, and White students group comprising less than 1%. Our FRPM qualification is 84%.

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.

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	33:1	
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

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	2,881,691	963,148	33.423%	0.000%	33.423%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,750,872.00	\$133,375.00	\$627,655.00	\$123,370.00	\$5,635,272.00	\$5,363,596.00	\$271,676.00

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	Curricula: CCSS/NGSS (LCFF Base)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$26,500.00	\$22,500.00		\$4,000.00		\$26,500.00	
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$2,857,537.00	\$0.00	\$2,791,316.00	\$27,004.00		\$39,217.00	\$2,857,537.00	
1	1.3	Master Schedule Development and Equity Review	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$35,419.00	\$0.00	\$35,419.00				\$35,419.00	
1	1.4	Professional Development: Teacher Collaboration	All	No			All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
1	1.5	Staffing: Classified Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$961,148.00	\$0.00	\$920,995.00		\$40,153.00		\$961,148.00	
1	1.6	After School Programs & Sports	All	No			All Schools Specific Schools: EPAA 9th-12th	ongoing	\$71,000.00	\$25,000.00			\$96,000.00		\$96,000.00	
2	2.1	Staffing: English and Math interventions	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Standardized Testing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$1,300.00	\$1,300.00				\$1,300.00	
2	2.3	MAP Math assessment testing						ongoing	\$0.00	\$10,000.00	\$2,000.00	\$8,000.00			\$10,000.00	
2	2.4	Defense of learning support							\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	
3	3.1	Staffing: English Language Development Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$91,115.00	\$0.00	\$91,115.00				\$91,115.00	
3	3.2	Professional Development: ELD standards integration & Constructing Meaning	All	No			All Schools	Ongoing	\$1,000.00	\$0.00		\$1,000.00			\$1,000.00	
3	3.3	Curriculum: EL Achieve	All	No			All Schools	Ongoing	\$0.00	\$2,200.00		\$2,200.00			\$2,200.00	
3	3.4	Instructional Aide	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Family University	All	No			All Schools	Ongoing	\$5,000.00	\$0.00	\$3,000.00		\$2,000.00		\$5,000.00	
4	4.2	Restorative Justice	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
4	4.3	Positive Attendance Support Team	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAAA 9th-12th	Ongoing	\$114,431.00	\$0.00	\$114,431.00		\$0.00		\$114,431.00	
4	4.4	Staff: Site Technology Manager	All	No			All Schools	Ongoing	\$178,758.00	\$0.00	\$119,282.00	\$31,496.00	\$27,980.00		\$178,758.00	
4	4.5	Advisory program curriculum and stipends	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$614,883.00	\$0.00	\$332,447.00	\$32,120.00	\$166,163.00	\$84,153.00	\$614,883.00	
4	4.6	SEL: Drug/Alcohol Diversion Program						ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Lucile Packard Children's Health Services/Stanford University Mental Health services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	ongoing	\$0.00	\$80,576.00	\$10,000.00		\$70,576.00		\$80,576.00	
4	4.8	Staffing: Bilingual family liaison							\$125,055.00	\$0.00	\$93,792.00		\$31,263.00		\$125,055.00	
4	4.9	mental Health services and support	All	No			All Schools Specific Schools: EPAA 9th-12th	ongoing	\$269,450.00	\$0.00	\$61,975.00	\$21,555.00	\$185,920.00		\$269,450.00	
5	5.1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT	All	No			All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
5	5.2	College & Career Specialist	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.3	Senior Seminar	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$100.00	\$0.00	\$100.00				\$100.00	
5	5.4	Summer Bridge	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$3,600.00	\$50.00	\$50.00		\$3,600.00		\$3,650.00	
5	5.5	Credit Recovery Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$100.00	\$0.00	\$100.00				\$100.00	
5	5.6	Early College	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 10th-12th	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
5	5.7	College Visits	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$0.00	\$36,000.00	\$36,000.00		\$0.00		\$36,000.00	
5	5.8	On-going PD for College & Career Team, as well as other staff, Travel & Conferences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	Ongoing	\$2,000.00	\$8,050.00	\$50.00	\$10,000.00			\$10,050.00	

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
2,881,691	963,148	33.423%	0.000%	33.423%	\$4,437,823.00	0.000%	154.001 %	Total:	\$4,437,823.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$4,437,823.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curricula: CCSS/NGSS (LCFF Base)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$22,500.00	
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$2,791,316.00	
1	1.3	Master Schedule Development and Equity Review	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$35,419.00	
1	1.5	Staffing: Classified Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$920,995.00	
2	2.2	Standardized Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$1,300.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Staffing: English Language Development Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$91,115.00	
4	4.2	Restorative Justice	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$80,000.00	
4	4.3	Positive Attendance Support Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAAA 9th-12th	\$114,431.00	
4	4.5	Advisory program curriculum and stipends	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$332,447.00	
4	4.7	Lucile Packard Children's Health Services/Stanford University Mental Health services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EPAA 9th-12th	\$10,000.00	
5	5.3	Senior Seminar	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$100.00	
5	5.4	Summer Bridge	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$50.00	
5	5.5	Credit Recovery Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$100.00	
5	5.6	Early College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 10th-12th	\$2,000.00	
5	5.7	College Visits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$36,000.00	
5	5.8	On-going PD for College & Career Team, as well as other staff, Travel & Conferences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EPAA 9th-12th	\$50.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,919,212.00	\$5,985,236.00

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	Curricula: CCSS/NGSS (LCFF Base)	Yes	\$28,000.00	30,142
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Yes	\$2,912,356.00	3,118,694
1	1.3	Master Schedule Development and Equity Review	Yes	\$33,785.00	36,398
1	1.4	Professional Development: Teacher Collaboration	No	\$40,000.00	22,532
1	1.5	Staffing: Classified Staff	Yes	\$1,252,018.00	1,123,420
1	1.6	SEL: Drug/Alcohol Diversion Program	No	\$79,488.00	81,416
1	1.7	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Yes	\$82,372.00	67,221
1	1.8	SEL: Mental Health Services	No	\$132,481	135,694
2	2.1	Tutoring: Classified IA	No	\$9,000.00	1,443
2	2.2	Staffing: English and Math interventions	No	\$0.00	0
2	2.3	Curriculum: Advisory SEL, Career & College, and Academic Monitoring	No	\$53,934.00	68,451

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)
		(to support family communication and motivation)			
2	2.4	Standardized Testing	Yes	\$2,000.00	1,270
3	3.1	Staffing: English Language Development Teacher	Yes	\$88,030.00	88,389
3	3.2	Professional Development: ELD standards integration & Constructing Meaning	No	\$6,000.00	0
3	3.3	Curriculum: EL Achieve	No	\$2,200.00	1,994
3	3.4	Instructional Aide	No	\$0.00	0
4	4.1	Family University	No	\$2,000.00	3,410
4	4.2	After School Programs & Sports	No	\$105,000.00	78,635
4	4.3	Restorative Justice	Yes	\$79,485.00	79,485
4	4.4	Staffing: Attendance Clerk	Yes	\$110,928.00	125,517
4	4.5	Positive Attendance Support Team	No	\$52,992.00	54,278
4	4.6	Technology, web hosting	No	\$31,496.00	29,952
4	4.7	Service Learning Leadership Class	Yes	\$50.00	50
4	4.8	Advisory Program	Yes	\$638,397.00	680,515

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)
5	5.1	School Counselor, Senior Seminar Teacher, and College & Career Specialist OT	No	\$3,000.00	1,638
5	5.2	Advisory Curriculum	No	\$1,000.00	710
5	5.3	Senior Seminar	Yes	\$100.00	100
5	5.4	College & Career Specialist	No	\$0.00	0
5	5.5	Summer School & Summer Bridge	Yes	\$122,000.00	128,545
5	5.6	Credit Recovery Opportunities	Yes	\$100.00	100
5	5.7	Early College	Yes	\$6,000.00	3,597
5	5.8	College Visits	Yes	\$30,000.00	13,369
5	5.9	Test Prep & Test Costs	No	\$5,000.00	806
5	5.10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	Yes	\$10,000.00	7,465

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)
905,529	\$4,912,597.00	\$4,916,767.00	(\$4,170.00)	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	1.1	Curricula: CCSS/NGSS (LCFF Base)	Yes	\$28,000.00	30,142		
1	1.2	Staffing: Highly Qualified Certificated Teachers, School Counselors, and Administration	Yes	\$2,661,297.00	2,661,297		
1	1.3	Master Schedule Development and Equity Review	Yes	\$33,785.00	36,398		
1	1.5	Staffing: Classified Staff	Yes	\$1,181,948.00	1,123,420		
1	1.7	SEL: Lucile Packard Children's Health Services/Stanford University Wrap-Around Support	Yes	\$100.00	100		
2	2.4	Standardized Testing	Yes	\$2,000.00	1,270		
3	3.1	Staffing: English Language Development Teacher	Yes	\$88,030.00	88,389		
4	4.3	Restorative Justice	Yes	\$79,485.00	79,485		
4	4.4	Staffing: Attendance Clerk	Yes	\$110,928.00	125,517		
4	4.7	Service Learning Leadership Class	Yes	\$50.00	50		
4	4.8	Advisory Program	Yes	\$584,774.00	626,892		

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)
5	5.3	Senior Seminar	Yes	\$100.00	100		
5	5.5	Summer School & Summer Bridge	Yes	\$122,000.00	128,545		
5	5.6	Credit Recovery Opportunities	Yes	\$100.00	100		
5	5.7	Early College	Yes	\$6,000.00	3,597		
5	5.8	College Visits	Yes	\$4,000.00	4,000		
5	5.10	On-going Professional Development for the School Counselors, College & Career Team Travel & Conferences	Yes	\$10,000.00	7,465		

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)
2,762,696	905,529	0	32.777%	\$4,916,767.00	0.000%	177.970%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627\(d\)](#). 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 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024