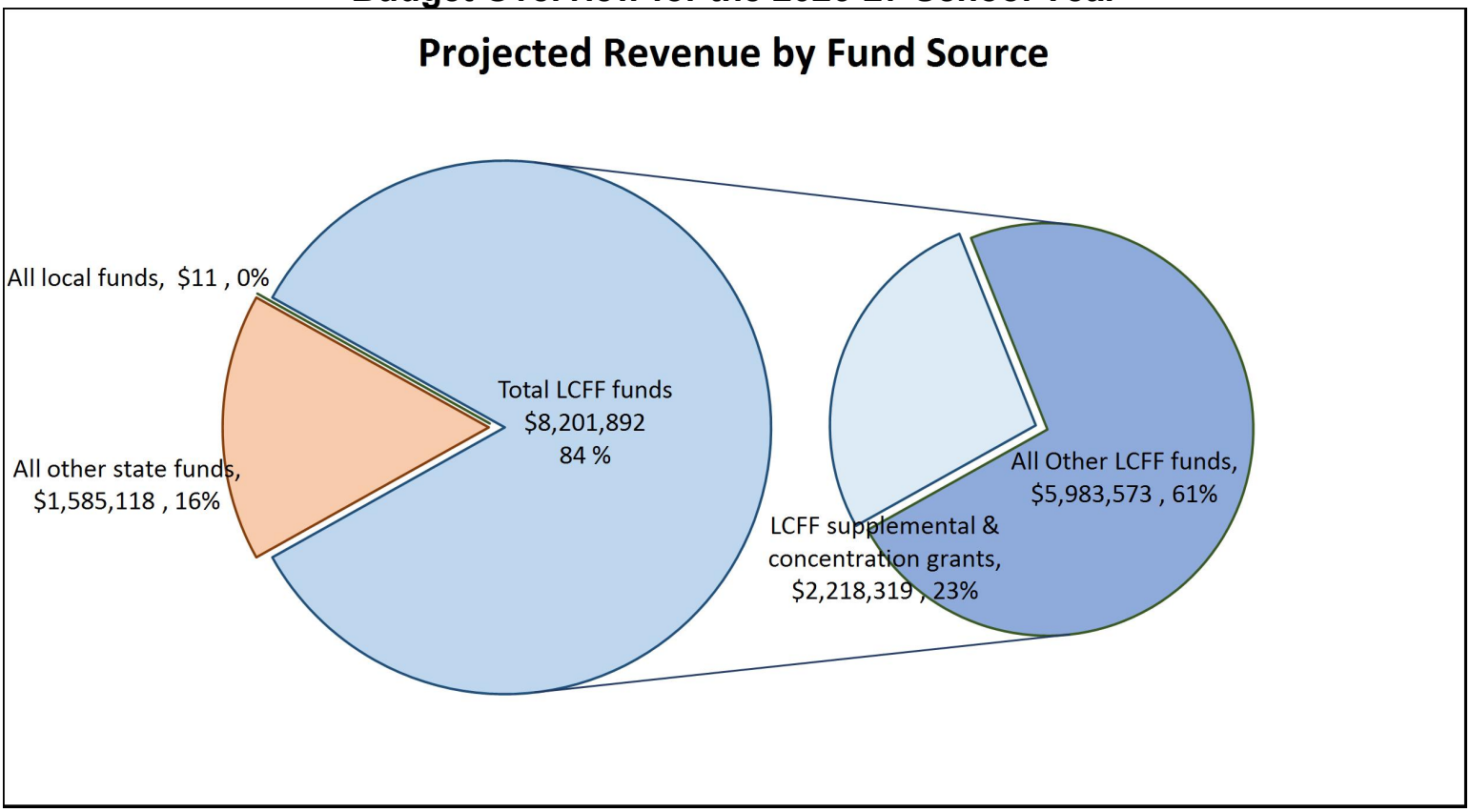
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 0111336
School Year: 2026-27
LEA contact information:
Emilio Junez
Principal
ejunez@stocktonusd.net
209-933- 7496, ext. 8155

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 Stockton Unified School District 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 Stockton Unified School District is $9,787,021, of which $8,201,892.00 is Local Control Funding Formula (LCFF), $1,585,118.00 is other state funds, $11.00 is local funds, and $ is federal funds. Of the $8,201,892.00 in LCFF Funds, $2,218,319.00 is

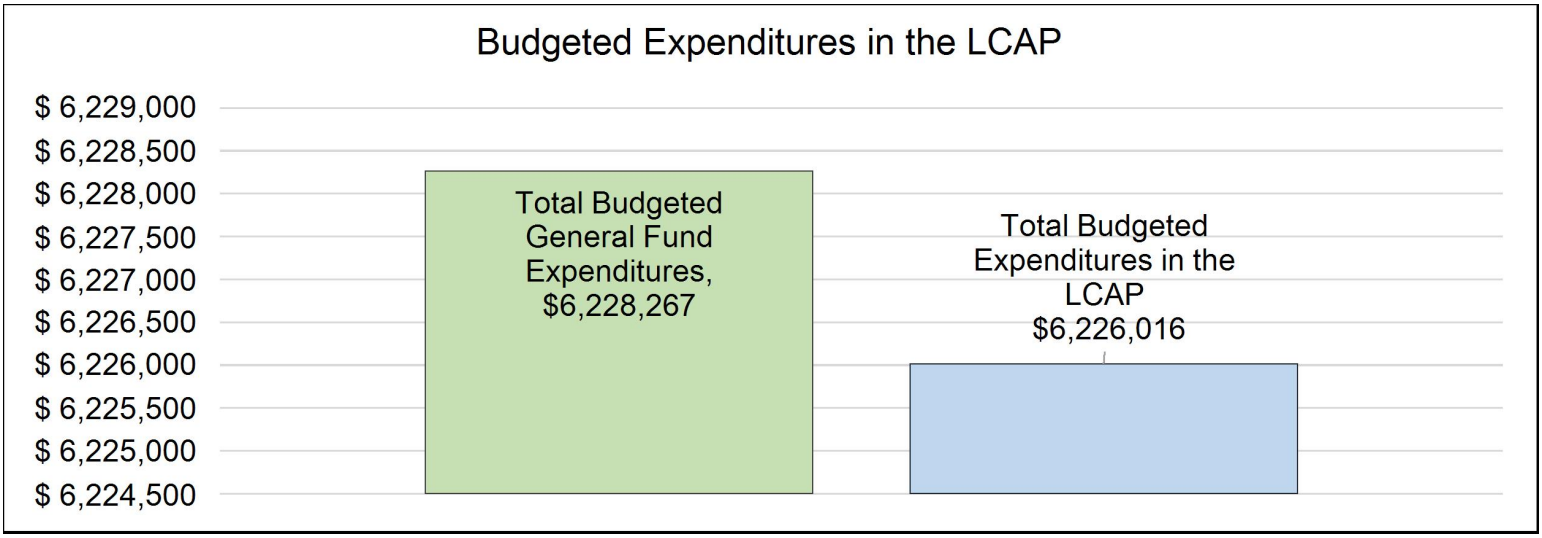
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Stockton Unified School District 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: Stockton Unified School District plans to spend $6,228,267.00 for the 2026-27 school year. Of that amount, $6,226,016.00 is tied to actions/services in the LCAP and $2,251 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures not included in the LCAP include school-wide expenses to support general education, clerical support staff, supplies, utilities, oversight fees, and other basic operational functons.

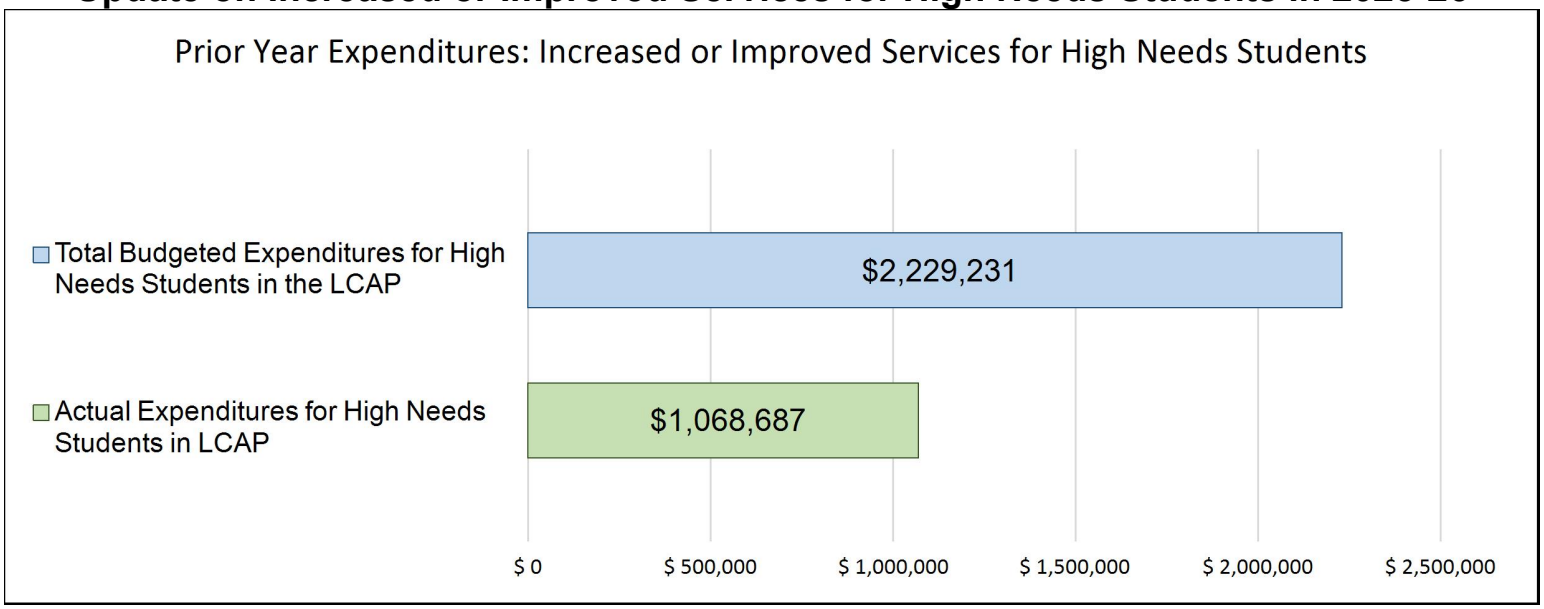
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Stockton Unified School District is projecting it will receive $2,218,319.00 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $2,218,319.00 towards meeting this requirement, as described in the LCAP.

The difference of budgeted and actual expenditures for the 25-26 LCAP relates to the one-time federal and state funding that ends on 06/30/26 that needed to be spent out. Expenditures were moved to those funding sources.

LCFF Budget Overview for Parents

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



This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District 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, Stockton Unified School District's LCAP budgeted $2,229,231.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $1,068,686.53 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,160,544.47 had the following impact on Stockton Unified School District’s ability to increase or improve services for high needs students:

The variance between the projected and actual expenditures is primarily due to the strategic utilization of one-time funds, which allowed the school to significantly expand supports without compromising planned services. To address academic gaps, we contracted with strong external partners including Science Alliance, Middle Tree for targeted tutoring, and the Artists in Schools program. Simultaneously, student socio-emotional needs were robustly supported through two dedicated counselors and a mental health clinician. Furthermore, these one-time monies funded vital supplemental instructional materials and enriched student experiences through various field trips to local attractions and college campuses. Ultimately, this fiscal difference represents a positive impact that allowed us to maximize resources and deliver a more comprehensive, holistic level of increased and improved services for our high-needs students throughout the 2025-26 school year.

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
Stockton Unified School District	Emilio Junez Principal	ejunez@stocktonusd.net 209-933- 7496, ext. 8155

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.

Pittman Charter School Mission and vision:

We commit to prepare our students for academic success, through a comprehensive education, with an emphasis on Spanish Dual Immersion and Science (STEAM).

We prepare students to become academically successful, inquisitive learners who continue to develop their critical thinking skills as they strive to achieve their goals.

Purpose: Pittman Charter is implementing an Additional Targeted Support and Improvement Program. The purpose of this plan is to improve student group performance through the utilization of federal resources and maximize the impact of federal investments supporting underserved students in accordance with ESSA.

All School goals, strategies and activities are in alignment with Stockton Unified School District's LCAP Goals and priorities. Through LCFF the school will design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning.

Pittman Charter School currently serves approximately 620 students in Preschool-Eighth Grades.

School Demographics

Socioeconomically Disadvantaged 85.6%
English Learners 39%.
Hispanic 91.5%
Asian 1%
African American 4.3%
Two or More Races 1.8%
White .8%

Source: 2025-26 Dataquest

The school's current and anticipated population is diverse, encompassing a variety of ethnic and socio-economic backgrounds. This includes students from impoverished backgrounds, those experiencing learning gaps, and students for whom English is not the primary language. Pittman's current student population is reflective of the overall diversity of the Stockton community.

Pittman Charter School acknowledges that a variety of external factors encountered by our students can significantly impact their academic success. These factors encompass but are not restricted to limited access to counseling and healthcare services; insufficient literacy in the first language; and domestic responsibilities as caregivers or breadwinners.

At the heart of Pittman Charter School's educational program is a belief that every student must understand and be held to clearly articulated expectations of achievement if they are to succeed. The standards-based curriculum includes language arts, mathematics, science, and social studies in accordance with state and District mandates. We also offer a Spanish Dual Immersion Program as well as a science focus. Other subjects considered essential to a well-rounded education will also be taught, independently or through integration with core subjects

Reflections: Annual Performance

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

The assessment results and other measures of school performance under California's Accountability System indicate positive growth in the Distance from Standard for Math. Specifically, ELA data shows a loss of 4 points, and Math demonstrates an increase of 8.5 points. Scores for English Language Learners (ELLs) experienced an increase of 15.1 points.

We have unspent LREBG funds totaling $424,503.

Reflections: Technical Assistance

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

Assessment results and other metrics of school performance under California's Accountability System show that, despite maintaining moderately low suspension rates (1.4), further efforts are necessary to support our a few of our African American students and students with disabilities. We plan to collaborate with a third party to implement structured activities during recess and lunch, which are peak times for disciplinary incidents. Our counselors and Mental Health Clinician will focus on fostering positive social interactions through one-on-one and small group sessions.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

To effectively address students' academic needs in ELA and math, we will leverage Common Formative Assessments and iReady to continuously monitor student progress and make necessary instructional adjustments.

We will continue to schedule one-on-one academic conferences with all teachers two times per year. These meetings will provide a dedicated time to formally discuss individual students' academic needs and the necessary instructional adjustments.

Furthermore, we will utilize Multi-Tiered System of Supports (MTSS) procedures and district reports to provide timely and targeted support to students who require it. Our Counselors, Child Welfare and Attendance staff, Noon Duty personnel, and Administrators will utilize data reports to inform necessary adjustments on a weekly basis or as needed. They will also offer focused socio-emotional support to identified students through individual and small group sessions. Additionally, our support staff will reinstate the empowerment teams for both girls and boys.

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
Before finalizing the Local Control and Accountability Plan (LCAP), stakeholder input was gathered via parent surveys, social media platforms such as Facebook, and through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Charter Advisory Committee, Parent Coffee Hours, and Panorama Surveys.	In the school year 2025-26, the Comprehensive Need Assessment (CNA) process included forums and meetings with stakeholders including ELAC, Coffee Hour, School Site Council and staff meetings. We spent a great deal of time discussing and collaborating on the LCAP priorities and SPSA goal 1, goal 2 and goal 3. Throughout the 2025-26 school year, the School Site Council reviewed the activities relating to the Title I budget and to the SPSA goals and strategies originally identified as well as the related LCAP priorities. The ELAC committee was also informed on the SPSA/LCAP priorities and activities, as well as the Title I budget. During those meetings parents were given opportunities to make recommendations and provide input on the LCAP/SPSA goals and strategies. SSC council members were integral in providing feedback on LCAP/SPSA goals and activities. They were also instrumental in helping the school site adjust activities. As a result of the stakeholder involvement and data reviews, the following recommendations were made through the Decision-Making Model: more intervention support for tier 3 students, social emotional support for our students, parent trainings, continued support for professional development for teachers, staff support in and out of the classrooms to maintain student safety, front office support, additional time for bilingual aides, additional coaching support for teachers.

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

Specific stakeholder input continues to shaped the LCAP to ensure that LCAP/SPSA priorities, activities and goals are monitored and implemented. Funds are being allocated for additional staff including front office personnel (hired), a Program Specialist, Instructional Coach (per District we either hire a program specialist or coach. We chose program specialist), Intervention Teacher (hired), a Teacher on Special Assignment (not hired), roving substitutes, extra compensation for tutoring, parent academies, student incentives, campus beautification (not implemented yet), maintain the 2:1 Chromebook ratio for all students, continue to fund fieldtrips and more. Furthermore, it's crucial to continue growing our partnerships with external agencies to offer professional development in classroom management, evidence-based strategies for ELA, Math, ELD, science, PLC (Hired consultant 10 days), AVID (15+ attending Summer Institute, GLAD (15+ completed online training), and the Teaching and Learning Cycle. Upgrading outdated technology, along with software, programs, and applications, is essential to equip students with the necessary tools for success (ongoing).

Ongoing changes, to include and ensure all stakeholders take part in this monitoring process and to schedule more opportunities for more people to be involved and be informed about our LCAP priorities during ELAC, SSC, Coffee Hours, and Parent Nights. Next year, the process of how committee members provide input needs to be refined and structured in such a way that their input is based on the latest data available. In addition, we need to ensure that part of each SSC meeting is dedicated to analyze and measure LCAP/SPSA correlated goals and activities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high-quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dashboard data suggests a refinement of Tier 1, Tier 2, and Tier 3 Instructional Practices is necessary to address the varied academic needs of students. Additionally, it is essential to supply professional development, tools, curriculum, technology and supplemental materials to teachers and staff to ensure comprehensive services for all students.

Student Achievement- As expressed in our Mission Statement- Pittman Charter School commits to preparing our students for academic success, through a comprehensive education, with an emphasis on Spanish Dual Immersion and Science, Technology, Engineering, Arts and Math (STEAM).

Pittman Charter School’s goal is to provide all students with an exceptional education that will provide students with the skills to allow them to excel inside and outside of the classroom and skills that will be crucial to their success as high school students, college and career ready, professionals, and participants in a democracy. We seek to achieve this goal by providing students a rigorous standards-based core

curriculum, high academic standards and behavior expectations, and meaningful learning experiences that connect to students' real-life experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CASSPP, iReady, Walkthroughs, CFAs Professional Development. Third party agencies to help support staff, teachers and students' academic needs, SJCOE, Leaning Tree, Artists in Schools, Science Alliance...etc. Statewide, District, CFA Assessments to be given by all students who qualify, K -8th in ELA and Math. To increase the percentage of grade K-8 students meeting grade level proficiency in Reading and math. English learner pupils who make progress toward English proficiency as measured by the ELPAC; or any	ELA: Smarter Balanced Summative Assessments, the distance from standard is -61%. Math: Smarter Balanced Summative Assessments, the distance from standard is -86%. EL: ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.	ELA: Smarter Balanced Summative Assessments, the distance from standard is -43.9%. Math: Smarter Balanced Summative Assessments, the distance from standard is -70.3%. EL: ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4, declined by -7.3.	ELA: Smarter Balanced Summative Assessments, the distance from standard is 48. Math: Smarter Balanced Summative Assessments, the distance from standard is 62. EL: ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 53, increased by 15.1%.	ELA: By EOY 2027, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -61% to -30% in ELA. Math: By EOY 2027, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -86% to -56% in Math. EL: By EOY 2027, per ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.	ELA scores decreased -4 Math scores increased by +8.5 ELs scored increased by +15.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subsequent assessment of English proficiency, as certified by the state board.					
	Instructional Materials and Supplies Implementation of the academic content and performance standards adopted by the state board; CCSS.	There's a 1:1 ration for all Core Curriculum. Currently not all supplemental materials provided are not 1:1 ratio.	Core curriculum is at 1:1. All teachers' requests for supplemental materials were delivered.	Core curriculum is at 1:1. All teachers' requests for supplemental materials were delivered.	Maintain 1:1 ration for core curriculum and 1:1 for all supplemental materials.	Maintained 1:1 Core Materials
	Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.)	There's a 1:1 ratio for Chromebooks. Increase the Chromebook to 2:1 ratio to ensure students have a Chromebook at home. We have AR as well as other license agreements for students' academic supports, however, we need to add language learning licenses, as well parent communication programs/licenses.	We are currently at 2:1 ratio. All students were given a second Chromebook to take home before the winter break. All classroom teachers have a digital board in their classrooms. License agreements that were up for renewal before the winter break have been renewed (ESGI, Padlet (1 teacher), Copiers and laminators).	We are currently at 2:1 ratio. All students were given a second Chromebook to take home before the winter break. All classroom teachers have a digital board in their classrooms. License agreements that were up for renewal before the winter break have been renewed (ESGI, Padlet (1 teacher), Copiers and laminators).	Maintain a 2:1 Chromebook ratio. All license agreements for students' additional academic needs, as well as licenses/programs for parent communications are in place and being implemented.	Maintained 2:1 Chromebooks

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PLC, AVID, ELD, Additional Compensation time for all staff to complete necessary tasks.	Three grade levels made use of the extra collaboration time. However, teachers and other staff take time to help support parents, coordinate family events, and need additional to complete classroom related activities, documentation and responsibilities.	The Guiding Coalition and a couple of grade levels have been meeting before or after their contractual times to work to review CFAs, Instructional Strategies and other PLC essentials.	The Guiding Coalition and a couple of grade levels have been meeting before or after their contractual times to work to review CFAs, Instructional Strategies and other PLC essentials.	All grade levels are making use of the additional collaboration time and teachers, and staff will help support parents, families and students' activities and be compliant with all program's documentation requirements.	Slight increase in teachers doing additional collaborations with their grade level peers. Over 55% of teachers have completed their GLAD training.
	Certificated and Classified Support Staff: Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal, Librarian,CWA	Instructional Coach: 1, need 1 Summary -16 individual teachers supported for a total of 157 hrs. -9 grade level teams supported for a total of 115 hrs. -Total coaching hours 232 hrs. Additional -AVID 46 hrs -Estrellitas training: 4.5 hrs -SIPPS training: 50 hrs -PLC: 34.5 hrs -Coach meeting: 16 hrs -Data Chats: 5 hrs -ELPAC training: 1.5 -LETRS training: 80 hrs. -Total hours for	Schools were allowed to have either a Program Specialist or Instructional Coach. We have a Program Specialist. We opted for the Program Specialist position. The coaching sessions she provided were based on teacher's need. CWA: Home visits 277 Mitigation meetings 156	We opted for the Program Specialist position. The coaching sessions she provided were based on teacher's need. CWA: Home visits Mitigation meetings Student engagement 2 PBIS: Pittman was awarded the silver award for Tier 1 universal support based on the Tiered Fidelity	Instructional Coach: 1 Program Specialist:1 Intervention Teacher: 1 Counselors:2 Office Assistant: 1 CSA:2, need 2 Noon Duties:5 Bilingual Aide: 3 Instructional Aide: 3 Assistant Principal:2 Librarian: 1 Parent Laison: 1	Instructional Coach: 0 Program Specialist:1 Intervention Teacher: 0 Counselors:2 Office Assistant: 1 CSA:2 Noon Duties:5 Bilingual Aide: 1 Instructional Aide: 0 Assistant Principal:1 Librarian: 1 Parent Laison: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		additional responsibilities: 237.5 hrs. Program Specialist:1, need 1 CWA: 992 home visits/parent calls 696 mitigation meetings 2,386 student engagements (student check-ins, classroom prize distributions, shout out/ lunch time presentations) and counting because there will be more presentations this week. Intervention Teacher: 0, need 1 Counselors:2, need 0 Office Assistant: 1, need 1 CSA:2, need 2 Noon Duties:5, need 5 Bilingual Aide: 1, need 1 Instructional Aide: 0, need 2 Assistant Principal:1, need 1 PBIS incentives given, Number Shout-Outs,	Student engagement 2,147 PBIS: Pittman qualifies for the silver award for Tier 1 universal support based on the Tiered Fidelity Inventory Survey. PBIS team members increased its representation: 1 admin, 1 school counselor, 5 teachers, 2 CWAs, 1 student council, and 1 parent. Counselors: CARE Meetings – 61 SST Meetings – 102 Referrals to Psychologist – 17 Referrals to Mental Health Therapist – 18 Small Group Sessions – 57	Inventory Survey. PBIS team is completing required documentation to receive the Gold award status. PBIS team has maintained membership. Counselors: CARE Meetings – 11 (190 Students) SST Meetings – 88 Referrals to Psychologist –9 Referrals to Mental Health Therapist – 14 Small Group Sessions – 20 Class Presentations – Individual 1x1 Sessions/Check-ins – Parent Contacts – 47 Parent Engagement Meetings – Collaborations with Teachers –		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of awards Trophies/certificates for i-Ready, highest scores & most growth: 36 each trimester = 108 Trophies for highest SBAC scores: 16 Medals/certificates for Academic Scholars & Most Improved in Acad.: 42 each trimester = 126 Certificates for Honor Roll & trophies for Principal's Honor Roll: T1 =68 , T2 = 69, T3 = about 70 --> about 210 Trophies for Biliteracy: 92 Shout-Out certificates & T-Shirts/Sweatshirts: 530 Incentives for Cougar Pride Raffle: 891 Certificates/prize for Perfect Attendance: T1 = 130, T2 = 137, T3 = about 130 --> about 390 Drones raffled for Perfect Attendance: 10 Class Attendance Parties: 87 Pizza parties for classes with Highest AR	Class Presentations – 157 Individual 1x1 Sessions/Check-ins – 540 Parent Contacts – 164 Parent Engagement Meetings – 4 Collaborations with Teachers – 304 RAMP Sessions – 12	RAMP Sessions – have concluded. Pittman has been awarded RAMP status intervention: 155 students serviced 53 Students in Estrellita (34%) 80 students in SIPPS (52%) 3 students graduated Estrellita 16 students graduated SIPPS 22 students exited from comprehension (14%) 46 students graduated from intervention (30%) 103/155 (66%) students who		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Word Count: 7 each trimester = 21 Golden Coins for students with highest AR Word Counts: 444 Counselors: Total parent contacts 53 Care Meetings: 7 Referrals: 37 Parent Engagement Meetings: 3 Parent workshops: 2 Collaborations with Teachers: 7 Student Daily Check Ins: 428 Small groups 35 total students Classroom presentations: 8 Librarian: 1 Parent Laison: 0, need 1		made growth on iReady Reading		
	Field Trips, extracurricular activities and incentives.	Field trips associated with core academic instruction and extracurricular activities.	A total of 9 Field trips took place.	Besides grade level field trips, Pittman has attended two schoolwide field trips, Symphony and a Baseball game	All grade levels attend at least two field trips and or expose students to extracurricular activities to help connect classroom learning to real world experiences.	A total of 9 Field trips took place

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Tutoring	ELA: Smarter Balanced Summative Assessments, the distance from standard is -61%. Math: Smarter Balanced Summative Assessments, the distance from standard is -86%. EL: ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.	ELA: Smarter Balanced Summative Assessments, the distance from standard is -43.9%. Math: Smarter Balanced Summative Assessments, the distance from standard is -70.3%. EL: ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4, declined by -7.3. We have three teachers offering EL tutoring. (MASP) to 44 students. In addition, students who are part of 9 afterschool program are academies also	Hired Middle Tree to support with in class tutoring sessions. Three teachers are also providing MAST tutoring after school. In the Fall we hosted 20 after school academies to over 331 students. In the Spring we hosted 22 after school academies to over 358 students. Fall After school tutoring 40 sessions; 51 students enrolled; 4 teachers Spring After school tutoring 48 sessions; 62 students enrolled; 5 teachers	ELA: By EOY 2027, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -61% to -30% in ELA. Math: By EOY 2027, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -86% to -56% in Math. EL: By EOY 2027, per ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.	ELA scores decreased by -4 points Math scores increased by +8.5 points. ELs scored increased by +15.1%. We have three teachers offering EL tutoring. (MASP) to 44 students. In addition, students who are part of 22 afterschool program are academies also receive tutoring during the first 15 minutes of their academy hour. In total, 358 students are enrolled in one of the afterschool academies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			receive tutoring during the first 15 minutes of their academy hour. In total, 325 students are enrolled in one of the afterschool academies.	Middle Tree 8 tutors working with 23 teachers for over 1500 hours. 4 visiting artists working with 29 teachers and their students 6 science educators working with 24 teachers and their students		
	Roving Subs	The Tier 3 supplemental support will be a pull-out program coordinated by the intervention teacher sing the SIPPS curriculum. In addition, 3-4 instructional aides and or roving subs will need to be funded to assist with small group instruction. While we hire the intervention teacher and the instructional aides, the pull-out program will be coordinated by the Program Specialist in conjunction with roving subs. Support Staff will	We were not able to implement this strategy as we have no access to roving subs and have not yet hired additional instructional aides.	As needed, roving subs are helping support T3 interventions and are helping with releasing teachers for PD sessions.	The Tier 3 supplemental support will be a push-in/pull-out program led by the intervention teacher utilizing the SIPPS curriculum. Additionally, four instructional aides or roving substitutes will be hired/funded to assist with small group instruction. The intervention teacher and support staff will aid Tier 2 and Tier	Strategy was partially implemented

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		support Tier 2/Tier 3 students who have not mastered essential learning outcomes in teacher led small group.			3 students who have not yet mastered essential learning outcomes in teacher-led small groups.	
	Basic Instruction and Teacher Staffing	All teaching spots are filled.	We had 3 vacancies all year. We had vacancies in 6th, 7/8th grade Dual, and PE.	We had 1 vacancy all year in a 3rd grade dual immersion classroom.	All teaching spots are filled.	We had 1 vacancy all year.
	Hire additional BLCAD/Spanish authorized teachers to accommodate for the expansion of the Dual Program.	Hired an additional K, Dual teacher for 2025.	We were able to hire an additional K dual teacher. Next year, we'll need an additional 1st grade dual teacher.	We will not be hiring an additional 2nd grade dual teacher. Enrollment is down.	Hire an additional Dual teacher(s) to continue to accommodate for program expansion.	Maintained number of Dual teachers.

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.

Teachers continue to plan units collaboratively with their colleagues through the Professional Learning Community (PLC) process and Resource Days. Many educators are effectively utilizing Estrellita, SIPPS, Benchmark (with its 3 Reads strategy), and Heggerty with their students. Formative assessments have proven to be a valuable tool for gauging students' understanding at the beginning and end of units. Small group instruction is effectively addressing our students' diverse needs. Furthermore, AVID Alignment, incorporating WICOR strategies and Costa's Levels of Thinking, is progressing well across all grade levels.

Staff members report positive results with iReady, especially its comprehension checks and the program as a whole. Effective implementation of number talks, 3 Reads, and AVID annotations, is also taking place in many of the classrooms. Moreover, some staff are successfully integrating real-world connections, academic language, and connections to prior learning levels in their teaching. Our AVID mock showcase went extremely well, based on visitor feedback. Next year, we will be pursuing AVID showcase recognition.

All grade levels were able to collaborate with the PLC consultant to create Common Formative Assessments.

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.

To further strengthen our academic programs and support our educators, several key investments and professional development opportunities are necessary. Specifically, we need to purchase a robust Spanish curriculum and aligned assessments for our growing 7th and 8th-grade dual immersion program. Recognizing that our current writing program is not yielding the desired student outcomes, the acquisition of a new, effective writing program is a teacher priority and requires immediate attention. To ensure the success of our dual immersion program, professional development in Estrellita/Lunita is essential for teachers who express a need for more comprehensive training. Furthermore, to enhance instructional practices across all grade levels, support in refining learning centers, classroom activities, and small group instruction should be provided to interested educators.

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

To ensure effective instruction and foster robust student growth, several key areas demand our focused attention. We must refine our learning targets and pacing guide to guarantee clarity and alignment across all grade levels. The continuation of scheduled lesson study sessions will provide invaluable collaborative time for our dedicated teachers to engage in professional growth and enhance their instructional practices. Recognizing the importance of targeted support, the hiring of an intervention teacher is a crucial step in addressing the diverse academic needs of our students. Teachers were offered a paid opportunity to tutor after-school; however, not many participated. This necessitates an exploration of alternative strategies to provide supplementary academic support. Building upon our successful implementation of ELA Common Formative Assessments (CFAs) this year, we must now expand this vital work to encompass math essential standards, ensuring a comprehensive approach to monitoring student progress. Finally, the positive outcomes reported by grade levels that implemented platooning for math suggest that this model warrants further consideration and potential broader implementation across the school.

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

The current SPSA strategies will continue to be implemented with specific refinements. We will continue to work on and further refine the following: Closer collaboration with District AVID coordinators, PLC PDs, fully implement GLAD/AVID/Teaching and Learning Cycle/PBIS. Adhering to our schoolwide agreements across all K-8 classrooms is also essential. For the next academic year, it is necessary to continue refining grade-level Common Formative Assessments in both ELA and Math, as well as to work with the Guiding Coalition to ensure vertical alignment from kindergarten through eighth grade. Furthermore, all K-8 grade teachers will engage in aligning essential standards with the assistance of the PLC Consultant and support from our Guiding Coalition. To guarantee the faithful implementation of these strategies and programs, access to all required supplemental materials will be provided for both students and teachers. To effectively monitor progress and offer timely support, 1:1 academic conferences will be held at least three times annually for all K-8 teachers.

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	Professional Development	To continue to provide professional development for all teachers, through conferences and consultants.	$175,491.00	Yes
1.2	Instructional Materials	To enhance student and staff access to instructional materials and supplies to promote increased learning and academic achievement.	$202,067.00	Yes
1.3	Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.)	To enhance student and staff access to information technologies that promote increased learning and academic achievement.	$100,000.00	Yes
1.4	PLC, AVID, ELD, Family Events, etc., Additional Compensation time for all staff to complete necessary tasks.	To provide opportunities for teachers to attend professional development conferences to improve/refine teaching skills. Provide opportunities for teachers and staff to collaborate after their contractual times to improve teaching practices and increase student learning.	$146,900.00	Yes
1.5	Certificated and Classified Support Staff: Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional	To insure Tier 2 and Tier 3 students academic needs are met. To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. Hire, retain, and train "Highly Qualified" Support staff, Intervention or teacher(s) on special assignment Teachers, counselors, Office Assistant, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal. (Include substitute pay for teachers out of classroom for intervention activities.)	$775,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Aides, Assistant Principal, Librarian			
1.6	Field Trips, extracurricular activities and incentives.	To provide students with the opportunity to explore real-life experiences and other activities that they might not have access to in the classroom or at home.	$30,000.00	Yes
1.7	Tutoring	To provide additional support to students who are struggling with grade level standards.	$40,000.00	Yes
1.8	Roving Subs	To help supports students with small group instruction, provide academic support for students and assist with diagnostic and summative assessments.	$20,000.00	No Yes
1.9	Basic Instruction/Teacher Staffing	To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.	$3,637,519.00	No
1.10	Hire additional BCLAD/Spanish Authorized Teachers	To address the needs of an expanded Spanish Dual Immersion program	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Safe and Healthy Learning Environments SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.	Broad Goal

State Priorities addressed by this goal.

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.

School Goal for Suspension
By May 30, 2025, decrease suspensions for All Students by 1%.

School Goal for Attendance/Chronic Truancy
By May 30, 2025, decrease the chronic absenteeism rate from 29.2% to 20% for All Students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pupil suspension rates. Disproportionate student suspension	2022-2023 suspension rate was at 3.3% per Dashboard. This an increase of	2023-2024 suspension rate was at 1.8% per Dashboard. This a	Suspension rate was maintained at 1.4% per Dashboard, with	Suspension rate will be less than 2% per Dashboard report.	maintaining low suspension rates. days Grade 3: 1 suspension day

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rate of all significant subgroups will continue to decrease	0.6% from the previous year. Subgroups suspension rates Socioeconomically Disadvantaged 3.3%, Hispanics 3.0%, African American 8% Students with Disabilities 7%, English Learners 2.4%.	decrease of 1.56% from the previous year. Subgroups suspension rates Socioeconomically Disadvantaged 1.4%, Hispanics 1.5%, African American 6.3% Students with Disabilities 1.4%, English Learners 1.1%.	slight decrease of .4%. Subgroups suspension rates Socioeconomically Disadvantaged 1.4%, Hispanics 1.1%, African American 8.6% Students with Disabilities 2.8%, English Learners .8%.	Suspension rates will fall below one percent for all groups, Socioeconomically Disadvantaged 1%, Hispanics 1%, African American 1% Students with Disabilities 1%, English Learners 1%.	Grade 4: 1 suspension day Grade 5: 2 suspension days Grade 6: 5 suspension days Grade 7: 0 suspension days Grade 8: 2 suspension days
	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Panorama results for students, Parents, and Teachers and Staff: Students: Growth mindset 54% Challenging feelings: 50% Parents: Barriers to engagement: 89% Family Efficacy: 83% School Climate: 81% School Safety: 80% Teachers and Staff: Belonging 86% Staff-Leadership Relationships: 76%	Panorama results for students, Parents, and Teachers and Staff: Students: 3-5 Grade Growth mindset 54% Challenging feelings: 56% 6-8 Grade Students: Growth mindset 52% Challenging feelings: 61% Parents:	Panorama results for students, Parents, and Teachers and Staff: Students: 3-5 Grade Growth mindset 51% Challenging feelings: 56% 6-8 Grade Students: Growth mindset 51% Challenging feelings: 61% 3-5 Grade Students:	Panorama results for students, Parents, and Teachers and Staff: Students: Growth mindset 80% Challenging feelings: 70% Parents: Barriers to engagement: 95% Family Efficacy: 90% School Climate: 90% School Safety: 90%	Panorama results show an increase in almost all categories being measured. There was a noticeable increase in the number of parents who participated in this year's survey, which may account for the parent responses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 75% School Climate: 68%	Barriers to engagement: 78% Family Efficacy: 67% School Climate: 66% School Safety: 77% Teachers and Staff: Belonging 70% Staff-Leadership Relationships: 72% Well-being: 76% School Climate: 70%	Rigorous expectations 74%, 0 Teacher/student relationships 67%, -1 Sense of Belonging 64%, 0 School Climate 60%, 0 6-8 Grade Students: Rigorous expectations 71%, -2 Teacher/student relationships 63%, +7 Sense of Belonging 51%, +5 School Climate 49%, +6 Parents: Barriers to engagement: 86%, +8 Family Efficacy: 85%, +16 School Climate: 85%, +19 School Safety: 82%, +5	Teachers and Staff: Belonging 95% Staff-Leadership Relationships: 90% Well-being: 90% School Climate: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Teachers and Staff: Belonging 77%, +7 Staff-Leadership Relationships: 77%, +5 Well-being: 84%, +8 School Climate: 75%, +5		
	Wrap-Around Response	Counselors: CWA: Mental Health Clinician: Students with IEPs:	We're maintaining our support staff. We currently have 2 counselors, 2 day/week Mental Health Clinician, 1 FTE RSP, 2 day/week RSP teacher, 2 day/week Speech Therapist.	We're maintaining our support staff. We currently have 2 counselors, 1 FTE Mental Health Clinician, 1 FTE RSP, 2 day/week RSP teacher, 2 day/week Speech Therapist.	Counselors: CWA: Mental Health Clinician: Students with IEPs:	We're maintaining our support staff. We currently have 2 FTE counselors, 2 day/week Mental Health Clinician, 1 FTE RSP, 2 day/week RSP teacher, 2 day/week Speech Therapist.
	PBIS	Monthly Shout Outs: Trimester Academic Recognitions: Incentives:	Held monthly Shout Out Assemblies. PBIS incentives were given out every Friday. Students' academic achievement was	Held monthly Shout Out Assemblies. PBIS incentives were given out every Friday. Students' academic achievement was	Monthly Shout Outs: Trimester Academic Recognitions: Incentives:	Held monthly Shout Out Assemblies. PBIS incentives were given out every Friday. Students' academic achievement was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			recognized three times a year, to coincide with trimester report cards.	recognized during shout-out assemblies. Individual grade level assemblies were scheduled to recognize student academic achievement. Continue to provide incentives for students and award recognitions for their academic and behavioral achievements.		recognized during shout-out assemblies. Individual grade level assemblies were scheduled to recognize student academic achievement.
	Chronic absenteeism rates.	Attendance Rate: 29.2%	The Chronic absenteeism rate was 22.5%, per CA Dashboard.	The Chronic absenteeism rate was 20.4%, per CA Dashboard.	Improve student attendance accountability (Monthly Attendance Recognitions). Continue to provide incentives for students demonstrating perfect attendance or improved attendance and or meeting PBIS recognition criteria.	Chronic absenteeism rate was reduced by 2.1%.

Goal Analysis [2025-26]

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

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

At our school, students appear to enjoy the incentives offered through PBIS raffles, spelling out "COUGARS" upon achieving seven days of perfect attendance, Friday Incentive Raffles, the Golden Coin Book Give-aways for exemplary readers, and Shout-Out assemblies. Teachers value the consistent communication with parents and among colleagues, which aids in addressing student behaviors. Community involvement significantly contributes to our school's culture by positively influencing student behavior and providing additional resources. Finally, our diverse programs, including MESA, sports, ELOP, and after-school academies: Gardening, Art, Legos, Science, Board Games, Dance, offer students engaging opportunities and outlets for creativity

Many students feel at ease and enjoy their interactions with the current school staff. The high school buddy program effectively provides peer and mentor support to some individual students. The SIPPS and T3 intervention are currently a successful support for students with IEPs or who are in need of T3 academic supports. In many classrooms, teachers are focusing on providing students with opportunities to work collaborative with their peers to increase student engagement and minimize negative behaviors.

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.

Moving forward, we need to intensify our efforts to provide all students with effective strategies for managing their difficult emotions, fostering greater emotional regulation and resilience. Simultaneously, it is crucial that we continue to actively engage students in meaningful discussions about the power of a growth mindset, encouraging a belief in their capacity to learn and improve. Furthermore, cultivating a strong sense of belonging remains a critical priority. Despite the significant emphasis and incentives dedicated to Positive Behavioral Interventions and Supports (PBIS) activities this year, the fact that many students still report a lack of belonging indicates a need to re-evaluate our current strategies and explore additional approaches to ensure all students feel truly connected and valued within our school community.

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

To further improve our school-wide attendance, we should maintain our successful strategies of offering engaging class rewards and providing positive class recognitions to incentivize consistent presence. Simultaneously, we must continue our valuable partnership with our Child Welfare and Attendance (CWA) Specialist to conduct home visits and proactively educate parents on the critical importance of regular school attendance. This outreach should include consistent phone calls reminding parents of the procedures for reporting absences, such as calling the front office and providing a doctor's note when applicable. Finally, to address chronic absenteeism effectively, we need to refine our School Attendance Review Board (SARB) process to ensure timely and impactful interventions.

Student feedback indicates that incentives like the Friday raffles, spelling "cougars," and shout-outs are well-received and clearly contribute to a positive school climate. Teachers value the consistent communication with parents and their colleagues, which underscores the effectiveness of our collaborative strategies for supporting student behavior. The significant role of community involvement is also evident in

shaping our school's culture. Furthermore, the diverse array of programs we offer, such as MESA, sports, ELOP, and after-school academies, undeniably provides our students with valuable opportunities to explore their interests, express their creativity, and look forward to engaging activities.

PBIS Team
Consistent Meetings: The team meets monthly,
Diverse Representation: The team includes key stakeholders: administration (Assistant Principal), a lead coordinator, teacher representatives from each grade level, and a student support team member (Language Speech Pathologist). This diverse representation ensures various perspectives are considered.
The team actively uses discipline data to identify patterns and trends, which is crucial for effective problem-solving and targeted interventions.
Meeting notes are shared with staff to solicit input, fostering a school-wide collaborative approach to PBIS.
The team actively evaluates current PBIS practices at Pittman to ensure effectiveness.
Engagement in State Recognition: Participation in the PBIS CA state recognition process demonstrates a commitment to continuous improvement and adherence to best practices.
Handbook Update: Updating the PBIS handbook ensures that guidelines and expectations are current and accessible.

PBIS Shout Out Assemblies
Monthly and trimester assemblies to celebrate a range of achievements (attendance, behavior, academics, and improvement). This provides frequent opportunities for positive reinforcement.
Categories for recognition (Perfect Attendance, Student of the Month, Most Improved, Academic Scholars, Honor Roll, Principal's Award).
Students receive meaningful rewards like trophies, medals, and certificates, which can increase the perceived value of their achievements.
Grade-Level Specific Awards: Recognizing highest scores in ELA and Math per grade level ensures that achievements are acknowledged within a student's peer group.
Middle School Academic Distinctions: Based on GPA criteria for Honor Roll (3.4-3.7) and Principal's Award (3.8 - 4.0) provide academic goals for middle school students.

Pittman was awarded the PBIS silver recognition for tier 1 universal support based on the Tiered Fidelity Inventory survey. Pittman started building the Tiered Fidelity Action plan for 25-26. Continue to implement school wide attendance, academic and behavior incentives. Continue providing the incentives based on student feedback. The ticket Cougar Color tickets and the Cougar raffle system provide students various t incentives to keep students motivated.

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.

By implementing a multi-faceted approach that explicitly addresses belonging, safety, and growth mindset, Pittman will work towards creating a more positive, supportive, and empowering environment for all students. It's important to gather student and staff feedback regularly to assess the effectiveness of these strategies and make adjustments as needed.

Some of the major adjustments for the next school year will be:

Intentional Relationship Building:

Make a more explicit connection between Sown to Grow and structured SEL conversations with all students. Make these sessions feel more like an advisory program at all 3rd-8th grade classrooms where teachers act as mentors, facilitating activities focused on social-emotional learning, community building, and individual check-ins.

Expand Cross-Grade Level Buddies (This year's one 6th grade teacher and Kinder teacher explored this option, and it went extremely well): Expand or create programs where older and younger students regularly interact in meaningful ways (beyond just the high school buddy program mentioned above). This could involve collaborative projects, reading buddies, or peer mentoring within the K-8 spectrum. The PLUS Team needs to explore this option.

Welcoming and Inclusive Practices: Train all staff on creating a welcoming and inclusive environment, emphasizing empathy, understanding, and respectful communication. Implement clear protocols for welcoming new students and ensuring their smooth integration.

Clear and Consistent Expectations:

We need to train more staff on Restorative Practices: Implement restorative approaches to address conflict and harm, focusing on repairing relationships and building understanding rather than solely on punishment.

Social-Emotional Learning (SEL) Integration:

Bullying Prevention Programs: Implement comprehensive bullying prevention programs that involve education, clear reporting procedures, and consistent consequences.

Strategies to Cultivate a Growth Mindset:

Explicit Teaching of Growth Mindset: Directly teach students about the concept of growth mindset versus fixed mindset through lessons, discussions, and examples. Emphasis on Effort and Learning: Shift the focus from innate talent to effort, persistence, and the learning process. Praise students for their effort, strategies used, and progress, rather than just achievement.

"Yet" Power: Encourage the use of "yet" when students face challenges (e.g., "I can't do this yet").

Showcasing Growth and Learning: Celebrate student growth and learning over time, not just final outcomes. This could involve progress portfolios or "growth celebrations."

Teacher Modeling: Educators should model a growth mindset in their own learning and professional development, openly discussing challenges and how they overcome them.

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	Suspension Rates	To decrease the number of suspensions for all students, but in particular to student subgroups with high suspension rates.	$137,805.00	Yes
2.2	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	To help support students who are struggling with difficult feelings and need support with reaching their academic goals.	$10,000.00	Yes
2.3	Wrap-Around Response	To help support students who are struggling with difficult feelings and need support with reaching their academic goals.	$291,037.00	Yes
2.4	PBIS	To promote and incentivize positive peer relationships and help support students with academic success and maintain systems of safety that foster healthy relationships in support of safe learning environments.	$50,000.00	Yes
2.5	Chronic absenteeism rates.	To support student attendance and academic success.	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Meaningful Partnerships Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Provide all parents with opportunities to become informed and active stakeholders in monthly SSC and ELAC meetings, as well as 4 meetings for the Charter Advisory Board meetings. We will provide opportunities for more inclusive parent involvement, by holding a number of meetings in the evening and organize childcare for attendees. The district's volunteer registering system (beamentor.org) will be pushed out throughout the year.

In addition, we will continue our efforts to reestablish our African American Black Parent Committee to lend a voice on best ways Pittman staff can best meet the academic and social-emotional needs of our students.

We are dedicated to maintaining recruitment and organization of volunteers. Additionally, staff will help with the five points of communication to inform parents of offerings, and soliciting parent feedback and needs requests. An SST will also assist in organizing volunteers for family events, and working with district/site community partners (i.e. SUSD PD, El Concilio) to provide requested workshops.

Per our parent survey, parents have asked for messages to be deliver via text messages. This parent request will be fulfilled. ELAC/SSC parents will give input as to which application to purchase.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Efforts the school makes to seek parent input in making decisions for the school-site.	Opportunities were provided for outreach, as well as for parent input and participation in decision-making through various monthly meetings and groups. These include the School Site Council, the English Learner Advisory Committee, Charter Board Advisory Committee, bi-monthly Family Nights, and Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)	Opportunities were provided for outreach, as well as for parent input and participation in decision-making through various monthly meetings and groups. These include the School Site Council, the English Learner Advisory Committee, Charter Board Advisory Committee, bi-monthly Family Nights, Coffee Hour and (1) Parent/Teacher Conferences.	Opportunities were provided for outreach, as well as for parent input and participation in decision-making through various monthly meetings and groups. These include the School Site Council, the English Learner Advisory Committee, bi-monthly Family Nights, Coffee Hour and (2) Parent/Teacher Conferences.	To continue provide opportunities were provided for outreach, as well as for parent input and participation in decision-making through various monthly meetings and groups. These include the School Site Council, the English Learner Advisory Committee, the (4 meetings) Charter Board Advisory Committee, bi-monthly Family Nights. (Verified by SUSD District and Site Participation Reports.)	Opportunities were provided for outreach, as well as for parent input and participation in decision-making through various monthly meetings and groups. These include the School Site Council, the English Learner Advisory Committee, Charter Board Advisory Committee (3), bi-monthly Family Nights, Coffee Hour and (2) Parent/Teacher Conferences.
	How the school will promote parental participation in programs for unduplicated pupils	Opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent	Opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups,	Opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups,	To continue to provide opportunities for outreach and parent input and participation for unduplicated pupil populations through various	Opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Advisory Committees, including English Learner Advisory Committee, Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, Committee, Title I Parent Meetings, parent/teacher conference.	such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, Committee, Title I Parent Meetings, parent/teacher conference.	parent meetings/groups, such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, Committee, Title I Parent Meetings, parent/teacher conference.
	How the school will promote parental participation in programs for individuals with exceptional needs.	To maintain the number of offerings for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs.	We continue to promote parental participation in programs for individuals with exceptional needs through SSC, ELAC, Coffee Hour Parent Meetings, during 504 Meetings, SSTs, CAC, IEPs, Title I parent meetings.	We continue to promote parental participation in programs for individuals with exceptional needs through SSC, ELAC, Coffee Hour Parent Meetings, during 504 Meetings, SSTs, CAC, IEPs, Title I parent meetings.	To maintain the number of offerings for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, District English	We provided opportunities for parental participation in programs for individuals with exceptional needs through our monthly committee meetings as well as 504 meetings, SSTs, IEPS, Title I parent meetings,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Verified by SUSD District and Site Participation Reports, SEIS Database.).			Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.).	
	Parent Empowerment and academies/Workshops/Conferences	Family Engagement through Bi-monthly Family Night events such as Literacy/Numeracy, Science Night, Art Slam, ELAC trainings. (Verified by SUSD District and Site Participation Reports.)	The following Family Night Events have been held: Title I, Back to School Night, Festival of Honor, Turkey Bingo, Toys for Tots, K-2 Dance and Black History STEAM Night, Art Slam, Middle School Dance, Path to Biliteracy Assembly, monthly Shout-Out Assemblies.	The following Family Night Events have been held: Title I, Back to School Night, Festival of Honor, Turkey Bingo, Toys for Tots, K-2 Dance and Black History STEAM Night, Art Slam, Middle School Dance, Path to Biliteracy Assembly, monthly Shout-Out Assemblies.	Establish a Parent Volunteer group and a Parent Teacher Committee. Host at least 3 Parent Engagement activities, such as Workshops, Classroom Walkthroughs and Parent Literacy/Numeracy, Science Night, Art Slam, Monthly Family themed Nights. Select at least two parents from either ELAC or SSC to attend a conference.	The following Family Night Events have been held: Title I, Back to School Night, Festival of Honor, Turkey Bingo, Toys for Tots, K-2 Dance and Black History STEAM Night, Art Slam, Middle School Dance, Path to Biliteracy Assembly, monthly Shout-Out Assemblies
	Marketing and Recruitment	A marketing campaign aimed at enrolling new students, coupled with	Radio commercials, flyers, banners,	Radio commercials, flyers, banners,	A marketing campaign aimed at enrolling new	Radio commercials, flyers, banners,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		initiatives to improve parent/community communication through flyers, postcards, radio, branding items, and social media promotion, is underway. (Flyers, two radio commercials, and post cards were used this year for promotion and recruitment.)	and post cards were used this year for promotion and recruitment.	and post cards were used this year for promotion and recruitment.	students, coupled with initiatives to improve parent/community communication through flyers, postcards, radio, branding items, and social media promotion, is underway. (Flyers, two radio commercials, and post cards were used this year for promotion and recruitment.)	and post cards were used this year for promotion and recruitment.
	Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives,	Awarded student incentives like trophies, certificates, drones, books, golden coins for book vending machine, electronics and other rewards during the monthly Shout-Out and Academic Award assemblies and weekly/biweekly recognitions. (Verified by SUSD District and Site Participation Reports.)	We awarded certificates, medals, and or trophies at each of our monthly Shout-Out assemblies. We continue to incentivize and award students who follow the 4 Pittman Values/rules: Safety, Respect, Responsibility and Kindness. Students with highest word	We awarded certificates, medals, and or trophies at 1 of our monthly Shout-Out assemblies. We continue to incentivize and award students who follow the 4 Pittman Values/rules: Safety, Respect, Responsibility and Kindness. Students with highest word	Awarded student incentives like trophies, certificates, drones, books, golden coins for book vending machine, electronics and other rewards during the monthly Shout-Out and Academic Award assemblies and weekly/biweekly recognitions	Awarded student incentives like trophies, certificates, drones, books, golden coins for book vending machine, electronics and other rewards during the monthly Shout-Out and Academic Award assemblies and weekly/biweekly recognitions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			counts in each classroom chose a free book on a monthly/bimonthly basis.	counts in each classroom chose a free book on a monthly/bimonthly basis.		

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.

We believe that student, family, and community involvement and feedback are crucial for fostering a positive and safe school environment. Parent Event Nights are a chance for our staff to showcase student work through various themed events, and we invite all parents and families to attend. These events strengthen family-school relationships and motivate students to be present at school. We've established an active ELAC and School Site Committees. Additionally, we continued to host our Monthly Coffee Hours to keep parents informed about upcoming Pittman and district events.

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.

This year, our efforts to increase parent participation at our bimonthly family nights were successful. We held every event on the school year calendar and enjoyed excellent parent turnout at each. The following events took place this year: Back to School Night, Parent Teacher Conference, Festival of Honor, Turkey Bingo, Toys for Tots, K-2 Winter Ball, Black History STEAM Night, Festival del Nino, Path to biliteracy, Art Slam, and Monthly Shout-Out Assemblies.

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

While we were able to offer a number of family events, we were not able to reestablish a PTA to help organize more family events as well as to help raise funds for the school. In addition, we were not able to create a parent volunteer team to beautify the campus. We were not able to provide parent workshops.

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.

We recognize the importance of providing parents with supplemental materials; however, our focus for next year will be on enabling two parents to attend the CABE conference.

We will continue our recruitment efforts to both beautify the campus with parent volunteers and establish a Parent Teacher Association chapter at our site.

Additionally, we plan to collaborate with the ELOP department for their support in helping fund some of our bimonthly family events.

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	Efforts the school makes to seek parent input in making decisions for the school-site.	To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success.	$90,000.00	Yes
3.2	Parent and School Communication	To provide and maintain systems of communication that meets the needs of the school, parents, students and the community	$100,000.00	Yes
3.3	Promote parental participation in programs for individuals with exceptional needs.	To foster the parent relationships with parents to work in unison towards a common goal of supporting students with 504 and IEPs.	$20,000.00	Yes
3.4	Parent Empowerment and academies/Workshops/Conferences	To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success.	$80,000.00	Yes
3.5	Marketing and Recruitment	Enrollment is declining so there's a need to extend the recruitment beyond tout immediate neighborhood.	$100,000.00	Yes
3.6	Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives,	To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,218,319.00	$257,117.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.073%	42.358%	$2,598,642.78	79.431%

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:** Professional Development **Need:** ELA: Smarter Balanced Summative Assessments, the distance from standard is 48.	Data indicates that we need to address the academic needs of our African American, Homeless, and Students with Disabilities, as well as our English Learners and Hispanic students. To meet students' diverse academic needs, first, we need to refine our initial instruction. Teachers need to calibrate with grade level peers during regularly scheduled collaboration meetings as this first instruction should look like. During these	CASSPP, iReady, District Reports, Walkthroughs, CFAs

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
	Math: Smarter Balanced Summative Assessments, the distance from standard is 62. EL: ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4, currently stands at 53.1%, increased by 15.1%. **Scope:** LEA-wide	collaboration meetings, teachers also need to focus on prioritizing essential standards, analyzing common formative assessments, providing the necessary Tier 2 and Tier 3 interventions when necessary and on a timely basis, and refining best instructional practices. Every four weeks, students' progress will be monitored, and adjustments made will be based on results from informative and formative assessments. These assessments will be developed by the classroom teacher in collaboration with their grade level peers. To ensure all students receive Teir 2 and Tier 3 supports, a master scheduled will be developed and implements. The faithful implementation and continuous refinement of research-based instructional strategies/methods, acquired from participating in AVID, GLAD, CLR, CABE, Teaching and Learning Cycle and PLC professional development sessions...etc., are necessary to address the evolving needs of our students.	
1.2	**Action:** Instructional Materials **Need:** Maintaining a 1:1 ratio of all district adopted curriculum and additional supplemental materials and supplies are essential to student success. **Scope:** Schoolwide	Having the essential materials is the first component needed to successfully teach students. However, teachers, also need training and other professional development to effectively used the materials and instructional strategies. Applicable curriculum and supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers, Project	PLC meeting notes, school inventories, sign-in sheets

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
		Lead the Way specific project materials, and equipment for extended learning). Dual Immersion Program Provide Spanish support for EO students in the Spanish Dual Immersion program (one-on-one and small group instruction, language acquisition applications) focusing on the development of the Spanish language to foster academic and linguistic success. School wide data analysis of Dual Immersion Program is needed to better understand and build upon our successes and areas for improvement. Classroom libraries will need to be updated to include current, highly engaging non-fiction and fiction titles. Teachers will need to select class book sets based on grade level agreements made during PLC meetings to ensure these book selections meet grade level standards and are age appropriate. We will continue to purchase books to incentivize students love for reading and to recognize students who are passing their AR quizzes. To support these enhancements, we will ensure that educators and support staff have access to all required professional development and training opportunities, as well as additional collaboration time. This will enable a concentrated effort on the continued development of highly effective core instructional programs in reading, math, science, social studies, ELD, and AVID. Additionally, we will expand K-3 supplemental support for Tier 2 and	

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
		Tier 3 students who have not yet mastered essential grade-level learning. Professional development/trainings/extended collaboration will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull-out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation to further develop a highly effective Tier 1 instruction. Professional development opportunities will focus on strengthening Math content knowledge, the PLC collaborative process, GLAD language acquisition strategies (Pictorial Input, Sentence Patterning, 10:2, etc.), AVID strategies (focused note taking, organization, inquiry based activities, goal setting, etc.), Lesson Study (study, select, plan, implement, analyze, adjust), and other best practices relating to Integrated and Designated ELD, Reading, Writing, Math, Science, and Dual Immersion - with the end result to meet the needs of ALL students as they progress towards mastery of academic achievement.	
1.3	**Action:** Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.) **Need:** There is a constant need to replace an update technology. Parent and student surveys	We need to maintain 1:1 computer ratio at school at all times. We also need to address the lack of computers at home for students to access all programs need to complete assignments. Computers need to be purchased maintain a 2:1 ratio. Technology in all classrooms also needs to be updated (Digital boards, licenses, programs, headphones, tablets, printers, 3D printers,	Inventories, Parent and Student Surveys.

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
	indicate that they also need to have access to the software/programs being used at school and the hardware to access these programs. **Scope:** LEA-wide	ink,...etc., and infrastructure needed to maintain the systems working at optimum.) In addition, we need to continue to provide the materials need for all 4 PLW classes. We will continue to purchase books to incentivize students love for reading and to recognize students who are passing their AR quizzes.	
1.4	**Action:** PLC, AVID, ELD, Family Events, etc., Additional Compensation time for all staff to complete necessary tasks. **Need:** Dashboard and Panorama surveys indicate that all staff needs time to complete and refine teaching practices to better meet the needs of their students. However, there's a need for additional time to complete many of these tasks. Data indicates that we need to address the academic needs of our African American, Homeless, and Students with Disabilities, as well as our English Learners and Hispanic students. **Scope:** LEA-wide	To meet students' diverse academic needs, first, we need to refine our initial instruction. Teachers need to calibrate with grade level peers during regularly scheduled collaboration meetings as this first instruction should look like. During these collaboration meetings, teachers also need to focus on prioritizing essential standards, analyzing common formative assessments, providing the necessary Tier 2 and Tier 3 interventions when necessary and on a timely basis, and refining best instructional practices. Every four weeks, students' progress will be monitored, and adjustments made will be based on results from informative and formative assessments. These assessments will be developed by the classroom teacher in collaboration with their grade level peers. To ensure all students receive Teir 2 and Tier 3 supports, a master scheduled will be developed and implements. The faithful implementation and continuous refinement of research-based instructional strategies/methods, acquired from participating in AVID, GLAD, CABE, and PLC professional	District data reports, iReady, CFA data, Walkthough 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
		development sessions...etc., are necessary to address the evolving needs of our students. Every four weeks, the Leadership Team and Guiding Coalition will review Common Formative Assessment (CFA) data and CORE curriculum unit assessments to offer recommendations to teachers. Feedback will highlight effective practices and necessary adjustments to address the instructional needs of all subgroups, with a particular focus on African American students, homeless students, students with disabilities, English learners, and Hispanic students. Support staff, including counselors, program specialists, mental health clinicians, instructional coaches, resource teachers, and administrators, will provide extra support for these students as required throughout the year. To support these enhancements, we will ensure that educators and support staff have access to all required professional development and training opportunities, as well as additional collaboration time. This will enable a concentrated effort on the continued development of highly effective core instructional programs in reading, math, science, social studies, ELD, and AVID. Additionally, we will expand K-3 supplemental support for Tier 2 and Tier 3 students who have not yet mastered essential grade-level learning. Intervention teacher will target students needing additional supports. In addition, bilingual and instructional aides will help support with these interventions through a pullout program coordinated with the support of the intervention teacher.	

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
		Professional development/trainings/extended collaboration will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull-out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation to further develop a highly effective Tier 1 instruction. Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement teacher development and collaboration through substitute expenditures. These funds will also be used to hire additional bilingual and instructional aides to help support T3 interventions. As of June 30, 2026, we have unspent funds of $346,900, we may receive XXXXX in 2026-2027 2026-2027 SY LREBG $346,900 Research supports teacher professional development to improve teacher practices which results in overall improvement in student academic performance. Metrics to be used to measure the impact of LREBG funds within this strategy include: iReady, CFAs, Unit Assessments, ELPAC, SBAC and instructional walkthroughs.	

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
1.5	**Action:** Certificated and Classified Support Staff: Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal, Librarian **Need:** Both academic and parent/student/teacher surveys indicate that students and teachers need additional support to meet the grade level expectations. **Scope:** LEA-wide	Offer students suitable and pertinent intervention supports that enhance the ELA/ELD and Math curriculum, catering to their needs as they advance toward academic achievement and grade level mastery. Provide Intervention and RSP teachers, support staff with training that will address effective systems of interventions with limited personnel and resources to create a tiered system of support that will work parallel with PLCs. Intervention Teacher will provide support with phonemic awareness, phonics, high frequency words, reading fluency math fluency, to all K-4 students needing Tier 2/Tier 3 interventions, on six-to-ten-week cycles. Students' participation in these Tier 2/ Tier 3 groups will be based on relevant data. This supplemental support will be a pull-out program coordinated by an intervention/TOSA teacher and using the SIPPS curriculum. In addition, 4-5 instructional aides will need to be hired to assist with small group instruction. While we hire the intervention/TOSA teacher and the instructional aides, the pull-out program will be coordinated by the Program Specialist in conjunction with roving subs. They will support Tier 2/Tier 3 students who have not mastered essential learning outcomes in teacher led small group.	Dashboard, iReady, CFAs, Walkthoughs, Discipline Reports, Surveys

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 hiring of an additional bilingual aide is necessary to support English Language Learners at levels 1 and 2 who require support in their primary language. Teachers will aid the bilingual aides by supplying updated lessons and identifying skills that students need to master. Bilingual aides, in return, will use the students' primary language when needed to facilitate their understanding of grade-level concepts. Instructional aides will deliver individual and small group instruction, concentrating on fundamental skills students still need to master.	
1.6	**Action:** Field Trips, extracurricular activities and incentives. **Need:** Both academic and parent/student/teacher surveys indicate that students and teachers need additional support to meet the grade level expectations. **Scope:** LEA-wide	Fund hands on experiential learning opportunities for students to supplement core instruction through field trips, guest speakers, traveling exhibits, after school academies (gardening, dance, drone, e-sports, robotics, PLTW, Mesa, Art,...), etc. For all approved fieldtrips, costs will include any entrance fees, transportation (District, Charter Busses, Train tickets, etc.) and lunches. At a minimum, each grade level will schedule at least one fieldtrip. After school academies will be funded in partnership with ELOP. Additional funds required will be through Title I and General Budget.	Surveys, iReady, District Discipline and Attendance Reports
1.7	**Action:** Tutoring **Need:** Both academic and parent/student/teacher surveys indicate that students and teachers	Teachers, third party agencies and other staff will have opportunities to be compensated for providing additional support for students who are struggling with grade level expectations through tutoring. To ensure students who need additional	CFAs, iReady, District Data Reports, Surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need additional support to meet the grade level expectations. **Scope:** LEA-wide	learning opportunities have a teacher available to meet their needs after the instructional day is over.	
1.8	**Action:** Roving Subs **Need:** Both academic and parent/student/teacher surveys indicate that students and teachers need additional support to meet the grade level expectations. **Scope:** Schoolwide	Professional development/trainings/extended collaboration will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull-out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation to further develop a highly effective Tier 1 instruction.	walkthroughs, CFAs, Teacher feedback, iReady
1.9	**Action:** Basic Instruction/Teacher Staffing **Need:** To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. **Scope:**	As we balance the needs of two programs running parallel to one another, Spanish Dual and Regular Program, it is essential to accurately project enrollment needs to minimize combo classes in the future and to ensure both programs are fully staffed. For the Spanish Dual Immersion Program, the hiring process must be a focus as it is more difficult to hire highly qualified Dual teachers as they need to have a BLCAD or be Spanish authorized.	Enrollment number projections.
2.1	**Action:** Suspension Rates	District Data indicates that many of the discipline arises during non-structure times such as passing periods, recess and lunch recess. To help reduce	Discipline and Attendance Data Reports, Monthly Meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Suspension rate was maintained at 1.4% per Dashboard, with slight decrease of .4%. Subgroups suspension rates Socioeconomically Disadvantaged 1.4%, Hispanics 1.1%, African American 8.6% Students with Disabilities 2.8%, English **Scope:** LEA-wide	these incidents during these times, we will be partnering with an agency that provides structure activities during all recesses and lunch periods. We also need to secure the services of other agencies that help support instruction and promote positive peer relationships and empower students. In addition, we will continue to refine our PBIS Program. Pittman's Campus Safety Assistants and Noon-Duty staff ensure student safety, build rapport with students, and minimize disruptions to learning. Strategically placed CSA/Noon-Duties provide campus supervision and student assistance where most negative interactions occur, during recesses and lunches, as well as during arrival and dismissal. When fully staffed, there is sufficient supervision for all outdoor and common areas, including both the East and front gates, front parking lot, and crosswalk. CSA/Noon-Duties will continue to participate in the district's CPI Non-Violent Crisis Intervention training, and other site and/or district PBIS PD opportunities, to become further equipped in de-escalation and behavior management strategies. They further support staff and students by providing push-in/pull-out assistance for students and classes, as well as offering alternatives to discipline (i.e. restorative conversations, Supervision Buddies).	
2.2	**Action:**	According to the Student Needs Survey, 50% of students need support with dealing with their challenging feelings.	iReady, District Reports, Student Data Binders

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
	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. **Need:** Panorama results for students, Parents, and Teachers and Staff: Students: Growth mindset 54% Challenging feelings: 50% Parents: Barriers to engagement: 89% Family Efficacy: 83% School Climate: 81% School Safety: 80% Teachers and Staff: Belonging 86% Staff-Leadership Relationships: 76% Well-being: 75% School Climate: 68% **Scope:** LEA-wide	While many students indicated that they know an adult who cares for them, many still do not feel like they belong at the school. Conversations with key personnel must be refined to better address socio-emotional needs of students. Counselors, CSAs, Noon-Duty staff, and the support team should expand individual and group sessions to focus on skills for resolving peer conflicts. It's crucial that one-on-one sessions are prioritized for students who need them most, including African-American/Black, Homeless, Students with Disabilities, ELs, and Hispanic students. These sessions should be consistently scheduled throughout the year, possibly during recesses and transitions. Noon Duty Staff should be assigned to specific areas and times where disciplinary incidents are more likely, and they should also provide close support to students in need. Monthly meetings will be scheduled to update progress on discipline and absentee rates. Every staff member is pivotal in fostering relationships with students grounded in mutual trust and respect. Teachers will employ the SAP process to manage student behavior and address their social and emotional requirements.	

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
		Counselors will persist in instructing students on coping and social skills through small group sessions, individual discussions, and classroom presentations. They will also utilize the Second Step curriculum to create presentations that focus on the social skills most essential in K-8 classrooms. Counselors will help provide social-emotional curriculum (Second Step), coaching on restorative conferences and redirecting towards appropriate behaviors, match needs of teachers to available PBIS resources. Pittman's site counselors will continue to provide supports including 1:1 counseling sessions, small group meetings, and classroom presentations. The counselors offer individual counseling to help students resolve personal or interpersonal problems- addressing social skills, emotion regulation, behavior management, self-confidence, etc. Based on discipline data, the counselors provide classes/grade levels with relevant presentations, as well as workshops to parent groups (i.e. vaping, social media, bullying). In addition, the counselors support admin with alternatives to discipline (counseling, peer groups). The counselors are also readily available to assist parents with necessary resources and services, on a walk-in or as needed basis. The Assistant Principal will continue to meet with CSAs and Noon Duty personnel, to continue to refine our PBIS process, sharing expectations with students, having restorative conversations, and applying progressive discipline, as well as delivering student recognitions and incentives.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Wrap-Around Response **Need:** Panorama survey results for students a large percentage of our students are struggling with socio-emotional concerns beyond what a classroom teacher can support: Panorama results for students: Students: 3-5 Grade Growth mindset 51% Challenging feelings: 56% 6-8 Grade Students: Growth mindset 51% Challenging feelings: 61% 3-5 Grade Students: Rigorous expectations 74%, 0 Teacher/student relationships 67%, -1 Sense of Belonging 64%, 0 School Climate 60%, 0 6-8 Grade Students: Rigorous expectations 71%, -2 Teacher/student relationships 63%, +7 Sense of Belonging 51%, +5 School Climate 49%, +6 **Scope:** LEA-wide	All staff will play a critical role in developing relationships with students that are based on mutual trust and respect. Teachers will utilize the SAP process to address student behavior, social, and emotional needs. Counselors will use the Second Step curriculum to develop class presentations to help support students' emotional needs in the classroom first. Counselors will help provide social-emotional curriculum (Second Step), coaching on restorative conferences and redirecting towards appropriate behaviors, match needs of teachers to available PBIS resources. The Assistant Principal will continue to meet with CSAs and Noon Duty personnel, to continue to refine our PBIS process, sharing expectations with students, having restorative conversations, and applying progressive discipline, as well as delivering student recognitions and incentives. Modify some staff meetings to include PD on Restorative Justice, Kelso's Choice, CHAMPs or other teacher needs identified through teacher needs assessment survey. These trainings will be facilitated by teacher peers, district personnel, instructional coach, or administration. Teachers, RSP teachers, MHC and counselors will help identify students who need academic and behavioral supports.	Discipline and Attendance District Reports, Referrals to the office, Panorama Survey, HKS

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 PBIS incentives will be reintroduced, and the system will be in place (Class DoJo) to implement school-wide expectations monitoring. We will need to purchase and have ready our PBIS incentives for students to help incentivize academics and positive behaviors. Schedule beginning of the year school-wide rally focusing on Pittman's four rules: Be Safe, Be Responsible, Be Respectful, Be Kind. Modify morning announcements to emphasize Pittman's four rules and school-wide PBIS expectations. Mental Health Clinician will need to ensure that all students who need social emotional support receive it on a timely basis.	
2.4	**Action:** PBIS **Need:** Panorama results for students: Students: 3-5 Grade Growth mindset 51% Challenging feelings: 56% 6-8 Grade Students: Growth mindset 51% Challenging feelings: 61% 3-5 Grade Students: Rigorous expectations 74%, 0	Pittman's school-wide PBIS program provides a framework of behavior expectations and management strategies for successful student behaviors, across all campus areas: At Pittman all students strive to be Responsible, Respectful, Safe, and Kind. Pittman's PBIS program fosters engagement in school and motivation to perform well, through relationship building, trauma informed instruction, and incentivized programs-The incentivized components within Pittman's PBIS program improve student achievement, behavior, and attendance. Campus incentives include: Shout-Out and Cougar Pride recognitions/raffles for responsibility, respect,	Discipline and Attendance District Reports, Referrals to the office, Panorama Survey, HKS

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
	Teacher/student relationships 67%, -1 Sense of Belonging 64%, 0 School Climate 60%, 0 6-8 Grade Students: Rigorous expectations 71%, -2 Teacher/student relationships 63%, +7 Sense of Belonging 51%, +5 School Climate 49%, +6 **Scope:** LEA-wide	safety, and kindness. Accelerated Reader highest word count earning coins for Pittman's book vending machine; class celebrations for words read and progress competitions.	
2.5	**Action:** Chronic absenteeism rates. **Need:** Pittman's Chronic Absenteeism Rate is at 20.4% **Scope:** LEA-wide	Continue with attendance supports, including a coordinated effort to include CWA in our Support Team meetings. Support will be provided for the CWA to work with the teachers to incorporate/document more Tier 1 & 2 supports, prior to moving onto Tier 3, SARBs, etc., and access our PBIS incentives. Continue to implement school-wide attendance incentives and recognize individual students and classrooms throughout the year (Cougar Paws, and district incentive programs). Provide incentives such as certificates, pencils, notebooks, stickers, tablets, trophies, etc. to students improving their attendance or being present 100% of the time. Continue to invite parents to all Shout-Out assemblies.	District Attendance and Discipline Reports

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
		Continue to rely on district provided PD to enhance and expand our PBIS, Champs and PLUS programs to develop students' organizational and time management skills; teachers will have access to Step Up, as well.	
3.1	**Action:** Efforts the school makes to seek parent input in making decisions for the school-site. **Need:** Need to continue to increase parent involvement at the school to ensure parents are better informed and better able to support their children at home. There is a need for parents to participate in classroom walkthroughs. **Scope:** LEA-wide	Most information will be shared during the committee meetings. However, parents can also volunteer at all school events. Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. We are dedicated to maintaining recruitment and organization of volunteers. Additionally, staff will help with the five points of communication to inform parents of offerings, and soliciting parent feedback and needs requests. An SST will also assist in organizing volunteers for family events and working with district/site community partners (i.e. SUSD PD, El Concilio. other agencies...) to provide requested workshops. We are dedicated to beautifying our campus and will commence the year with a recruitment effort and organize volunteers to help 3 times a year. We will also be asking for plant donations from our parents and community partners.	Sign-in Sheets, Committee Minutes, Parent Surveys.

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
		Provide essential materials to hold Family Event Nights and the aforementioned parent/community meetings- pencils/pens/markers, paper, books, newsletters, flyers, folders, painter's tape, poster boards, light snacks and refreshments.	
3.2	**Action:** Parent and School Communication **Need:** Need to continue to increase parent involvement at the school to ensure parents are better informed and better able to support their children at home. There is a need for parents to participate in classroom walkthroughs. **Scope:** LEA-wide	We'll maintain our current level of parent outreach through committees, Family Event Nights, and workshops. To further boost inclusivity, we plan to reestablish our PTA. If that's not possible, our ELAC parents have expressed interest in forming a volunteer group to help arrange more family events and raise funds for the school. To ensure all parents have opportunities to become informed and active stakeholders, we'll continue offering monthly SSC and ELAC meetings, along with four Charter Advisory Committee meetings. We're committed to more inclusive parent involvement by holding some meetings in the evening and organizing childcare for attendees. Throughout the year, we'll also promote the district's volunteer registration system, beamentor.org. These committees will provide valuable input on how Pittman staff can best meet the academic and social-emotional needs of our students.	Sign-in Sheets, Committee Minutes, Parent Surveys.
3.3	**Action:** Promote parental participation in programs for individuals with exceptional needs. **Need:**	By creating more opportunities and improving communication channels, and by regularly updating parents on academic progress and student needs, we can better equip them to support their children's education at home.	District reports, iReady scores, Enrollment in T3 intervention groups, IEPs and 504 meetings.

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
	Attendance, Academic progress and discipline continue to be areas of concern for students with exertional needs. **Scope:** LEA-wide	Additionally, parents should know they're welcome to offer their insights and participate in various committees and meetings, including: Title I Parent Meetings 504 Meetings Student Success Teams (SSTs) English Learner Advisory Committees (ELAC) Charter Advisory Committees District Committees	
3.4	**Action:** Parent Empowerment and academies/Workshops/Conferences **Need:** Surveys have revealed that parents are seeking additional support in assisting their children with academic tasks at home. **Scope:** LEA-wide	Teachers will allocate a portion of their 18 hours to meet with parents in individual Parent/Teacher conferences, sharing information about student learning and progress. Each teacher will offer two sessions for classroom parents to learn how they can support their children's education at home. These sessions will be available in the Fall and Spring. Establishing a Parent Volunteer group and a Parent Teacher Committee will enhance the partnership between the school and parents. This effort will promote dialogue about academic and institutional needs, providing an opportunity for all parents to participate. Administrators will enlist teachers or external agencies to conduct workshops for parents. Depending on the availability of providers, the school will organize workshops on various topics including academics, discipline, social media, school software programs (such as iReady), student success skills, attendance, English Language Development (ELD), Advancement Via	Parent Surveys, Sign-In Sheets, Project Completions

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
		Individual Determination (AVID), gardening, and more. Additionally, a minimum of three to four parent volunteers from the English Learner Advisory Committee (ELAC) or School Site Council (SSC) will be given the opportunity to attend conferences.	
3.5	**Action:** Marketing and Recruitment **Need:** Every year there are number of Combination classes that need to be created. This is because we only having two dual and one regular kinder class. As students move from 3rd to 4th grade the number of students needed to be fully enrolled jumps from 24 to 33 students, coupled with attrition, there are not always enough students to have full classes in grades 4th-8th grade. **Scope:** LEA-wide	As a charter school, we have the unique ability to recruit students from all over the city. However, a significant number of Stockton residents are still unaware of the opportunity to enroll their children in a Spanish Dual Immersion School. A dedicated marketing campaign is essential to reach all families in Stockton, especially considering the specific nature of our Spanish Dual Immersion program. For students to be most successful, it is crucial for them to begin their Spanish instruction in Kindergarten, as it is significantly more challenging for students to enroll in middle grades without prior Spanish language skills.	Enrollment numbers, reduction in combination classes need, phone calls inquiring about the Spanish Dual Immersion Program.
3.6	**Action:** Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives, **Need:** Student Panorama Survey results reveal that approximately 50% of our 3rd-8th grade students require support in feeling more connected to the school community. Therefore, it is important to recognize students	We plan to implement monthly "Shout-Out" Assemblies to empower teachers in promoting PBIS goals and acknowledging students who demonstrate progress and embody the school's values. Similarly, academic assemblies will be held to specifically recognize students making strides in their classes. Furthermore, it's crucial that we keep providing opportunities for all students to participate in activities they enjoy or wish to explore. Our after-	PBIS, iReady, Sign-in Sheets, ELOP attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	who demonstrate academic progress and positive social interactions. **Scope:** LEA-wide	school academies will enable students to form new relationships with other students and staff while giving them the freedom to choose an academy that aligns with their interests.	

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
2.1	**Action:** Suspension Rates **Need:** Subgroups suspension rates Socioeconomically Disadvantaged 1.4%, Hispanics 1.1%, African American 8.6% Students with Disabilities 2.8%, English **Scope:** Limited to Unduplicated Student Group(s)	Support staff, including CSAs, Noon Duties, Counselors, RSP teachers, MHC, Third Party Agencies and Administrators will need to prioritize and help support emotional needs and help conflict resolution for students in need. MTSS and PBIS will be used to help monitor and motivate students to follow Pittman's four rules: Be Safe, Be Respectful, Be Responsible and above all Be Kind. Pittman Staff needs training on Restorative Conversations. CSAs and noon-duties, will continue to build rapport with students, and be proactive with de-escalation and behavior management strategies.	District Attendance and Discipline Reports, Office Referrals, Meeting Minutes,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Counselors will help lead the Girl's and Boy's Empowerment Teams and ensure students who need the additional support are part of these teams and or are part of their small groups. RSP teachers will also need to ensure they're providing the appropriate socio-emotional supports needed as written in students' IEPs. Parental support is an essential component when having Restorative conversations. Hiring a third-party agency to help organize and help with structure activities during recess and lunch recess will also be implemented.	

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.

Teacher, Student and Parent support is an essential component when having Restorative conversations. Their commitment to these practices is a way to minimize negative student interactions.

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.

In response to the foundational skill gaps observed in our English Learners and low-income students, particularly in literacy and math, we will utilize concentration grant add-on funding to increase the number of dedicated academic intervention specialist at identified K-8 grades with high concentrations of these student groups. The intervention teacher will provide targeted, small-group instruction to accelerate learning and build the prerequisite skills necessary for accessing a broad and rigorous curriculum in their current grade level as well as later grades. In addition, we need to hire 1 additional bilingual aid and 2 instructional aides to help support these students. These classified staff will provide crucial in-classroom linguistic support, facilitate parent-school communication, and assist EL students, foster youth, and low-income students in navigating course content, thereby improving their access to and success in a broad course of study.

To address the barrier of high counselor caseloads and limited individualized academic advising, behavior support, and socio-emotional supports, Pittman will fund an additional days for a mental health clinician to help support students with tier 3 needs.

Our iReady, ELPAC and SBAC data indicate that additional after school tutoring is needed. While some of our onsite teachers will be able to provide some of these tutoring opportunities, we will also need to contract with third party agencies to ensure all students have access to these services.

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	ELs 242 of 619 Foster Youth 12 of 619 Students with IEP 56 of 619 Socioeconomically Disadvantaged 544 of 619	4 to 400
Staff-to-student ratio of certificated staff providing direct services to students		3 to 400

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	$5,983,573.00	$2,218,319.00	37.073%	42.358%	79.431%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,035,249.00	$220,178.00	$0.00	$0.00	$6,226,016.00	$5,146,558.00	$1,079,458.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		25-26	$0.00	$175,491.00	$175,491.00				$175,491.00	
1	1.2	Instructional Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		25-26	$0.00	$202,067.00	$202,067.00				$202,067.00	
1	1.3	Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		25-26	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.4	PLC, AVID, ELD, Family Events, etc., Additional Compensation time for all staff to complete necessary tasks.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		25-26	$25,000.00	$121,900.00	$50,000.00	$96,900.00			$146,900.00	
1	1.5	Certificated and Classified Support Staff: Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal, Librarian	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$775,197.00	$0.00	$651,919.00	$123,278.00			$775,197.00	
1	1.6	Field Trips, extracurricular activities and incentives.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$30,000.00	$30,000.00				$30,000.00	

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	1.7	Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$40,000.00	$0.00	$40,000.00				$40,000.00	
1	1.8	Roving Subs	All English Learners Foster Youth Low Income Students who are need of reading/math intervention supports	No Yes	School wide	English Learners Foster Youth Low Income			$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.9	Basic Instruction/Teacher Staffing	All	No					$3,637,519.00	$0.00	$3,637,519.00				$3,637,519.00	
1	1.10	Hire additional BCLAD/Spanish Authorized Teachers	Students with Disabilities Spanish Dual Immersion	No					$150,000.00	$0.00	$150,000.00				$150,000.00	
2	2.1	Suspension Rates	English Learners Foster Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth		24-25	$137,805.00	$0.00	$137,805.00				$137,805.00	
2	2.2	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Wrap-Around Response	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$291,037.00	$0.00	$291,037.00				$291,037.00	
2	2.4	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.5	Chronic absenteeism rates.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$30,000.00	$30,000.00				$30,000.00	

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
3	3.1	Efforts the school makes to seek parent input in making decisions for the school-site.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$70,000.00	$20,000.00	$90,000.00				$90,000.00	
3	3.2	Parent and School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.3	Promote parental participation in programs for individuals with exceptional needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Parent Empowerment and academies/Workshops/Conferences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.5	Marketing and Recruitment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.6	Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25	$0.00	$40,000.00	$40,000.00				$40,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,983,573.00	$2,218,319.00	37.073%	42.358%	79.431%	$2,218,319.00	0.000%	37.073 %	**Total:**	$2,218,319.00
								LEA-wide Total:	$1,996,252.00
								Limited Total:	$137,805.00
								Schoolwide Total:	$222,067.00

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	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$175,491.00	
1	1.2	Instructional Materials	Yes	Schoolwide	English Learners Foster Youth Low Income		$202,067.00	
1	1.3	Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.)	Yes	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	
1	1.4	PLC, AVID, ELD, Family Events, etc., Additional Compensation time for all staff to complete necessary tasks.	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
1	1.5	Certificated and Classified Support Staff:	Yes	LEA-wide	English Learners Foster Youth Low Income		$651,919.00	

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 (%)
		Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal, Librarian						
1	1.6	Field Trips, extracurricular activities and incentives.	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	
1	1.7	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$40,000.00	
1	1.8	Roving Subs	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	
2	2.1	Suspension Rates	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth		$137,805.00	
2	2.2	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
2	2.3	Wrap-Around Response	Yes	LEA-wide	English Learners Foster Youth Low Income		$291,037.00	
2	2.4	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.5	Chronic absenteeism rates.	Yes	LEA-wide	English Learners Foster Youth Low Income		$30,000.00	
3	3.1	Efforts the school makes to seek	Yes	LEA-wide	English Learners Foster Youth Low Income		$90,000.00	

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 (%)
		parent input in making decisions for the school-site.						
3	**3.2**	Parent and School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	
3	**3.3**	Promote parental participation in programs for individuals with exceptional needs.	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,000.00	
3	**3.4**	Parent Empowerment and academies/Workshops/Conferences	Yes	LEA-wide	English Learners Foster Youth Low Income		$80,000.00	
3	**3.5**	Marketing and Recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	
3	**3.6**	Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives,	Yes	LEA-wide	English Learners Foster Youth Low Income		$40,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,989,528.00	$4,724,204.90

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**	Professional Development	Yes	$175,491.00	
1	**1.2**	Instructional Materials	Yes	$256,358.00	
1	**1.3**	Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.)	Yes	$100,000.00	$1,036.00
1	**1.4**	PLC, AVID, ELD, Family Events, etc., Additional Compensation time for all staff to complete necessary tasks.	Yes	$50,000.00	
1	**1.5**	Certificated and Classified Support Staff: Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal, Librarian	Yes	$651,919.00	$619,315.18
1	**1.6**	Field Trips, extracurricular activities and incentives.	Yes	$30,000.00	$6,634.00
1	**1.7**	Tutoring	Yes	$40,000.00	
1	**1.8**	Roving Subs	No	$20,000.00	

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)
			Yes		
1	1.9	Basic Instruction/Teacher Staffing	No	$2,592,786.00	$3,508,147.30
1	1.10	Hire additional BCLAD/Spanish Authorized Teachers	No	$167,511.00	$147,371.07
2	2.1	Suspension Rates	Yes	$108,842.00	$134,710.16
2	2.2	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Yes	$10,000.00	
2	2.3	Wrap-Around Response	Yes	$276,621.00	$280,801.30
2	2.4	PBIS	Yes	$50,000.00	
2	2.5	Chronic absenteeism rates.	Yes	$30,000.00	$8,471.48
3	3.1	Efforts the school makes to seek parent input in making decisions for the school-site.	Yes	$90,000.00	
3	3.2	Parent and School Communication	Yes	$100,000.00	$500.00
3	3.3	Promote parental participation in programs for individuals with exceptional needs.	Yes	$20,000.00	
3	3.4	Parent Empowerment and academies/Workshops/Conferences	Yes	$80,000.00	

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)
3	**3.5**	Marketing and Recruitment	Yes	$100,000.00	$17,000.00
3	**3.6**	Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives,	Yes	$40,000.00	$218.41

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)
$2,274,999.00	$2,229,231.00	$1,068,686.53	$1,160,544.47	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	Professional Development	Yes	$175,491.00			
1	1.2	Instructional Materials	Yes	$256,358.00			
1	1.3	Technology, hardware, software and license agreements (student teacher laptops, digital boards, licenses...etc.)	Yes	$100,000.00			
1	1.4	PLC, AVID, ELD, Family Events, etc., Additional Compensation time for all staff to complete necessary tasks.	Yes	$50,000.00	$1,036.00		
1	1.5	Certificated and Classified Support Staff: Instructional Coach, Program Specialist, Intervention Teacher, Counselors, Office Assistant, CSAs, Noon Duties, Library Assistant, Bilingual Aides, Instructional Aides, Assistant Principal, Librarian	Yes	$651,919.00	$619,315.18		
1	1.6	Field Trips, extracurricular activities and incentives.	Yes	$30,000.00	$6,634.00		
1	1.7	Tutoring	Yes	$40,000.00			

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	1.8	Roving Subs	Yes	$20,000.00			
2	2.1	Suspension Rates	Yes	$108,842.00	$134,710.16		
2	2.2	Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Yes	$10,000.00			
2	2.3	Wrap-Around Response	Yes	$276,621.00	$280,801.30		
2	2.4	PBIS	Yes	$50,000.00			
2	2.5	Chronic absenteeism rates.	Yes	$30,000.00	$8,471.48		
3	3.1	Efforts the school makes to seek parent input in making decisions for the school-site.	Yes	$90,000.00			
3	3.2	Parent and School Communication	Yes	$100,000.00	$500.00		
3	3.3	Promote parental participation in programs for individuals with exceptional needs.	Yes	$20,000.00			
3	3.4	Parent Empowerment and academies/Workshops/Conferences	Yes	$80,000.00			
3	3.5	Marketing and Recruitment	Yes	$100,000.00	$17,000.00		
3	3.6	Monthly Parent Events: Shout-Outs, Assemblies, Award Incentives,	Yes	$40,000.00	$218.41		

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)
$6,134,965	$2,274,999.00	22.695%	59.778%	$1,068,686.53	0.000%	17.420%	$2,598,642.78	42.358%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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