LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter II

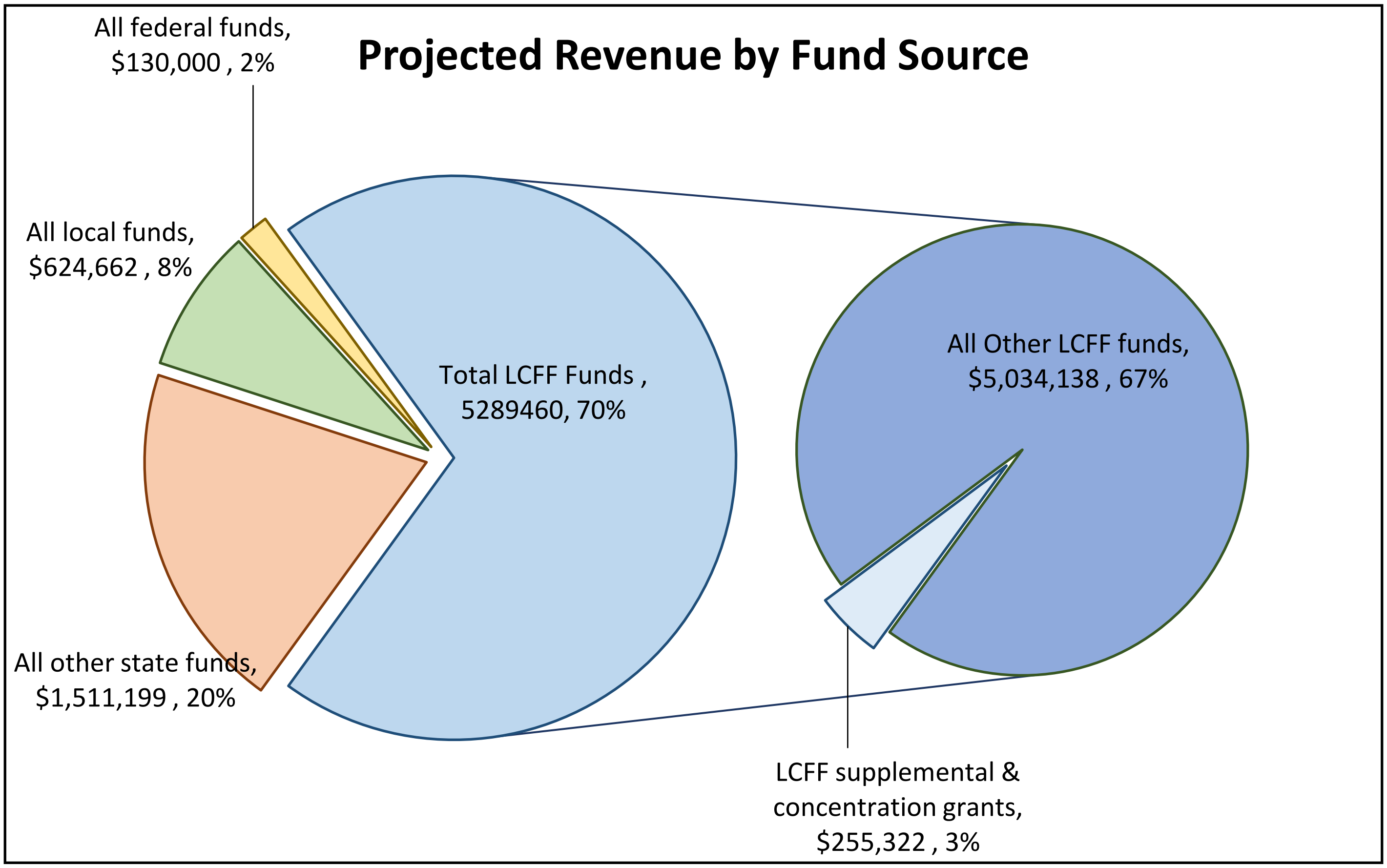
CDS Code: 43 10439 0127969

School Year: 2026-27

LEA contact information: Lety Villa, Executive Director, (408) 243-9800, lety.villa@mydiscoveryk8.org

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

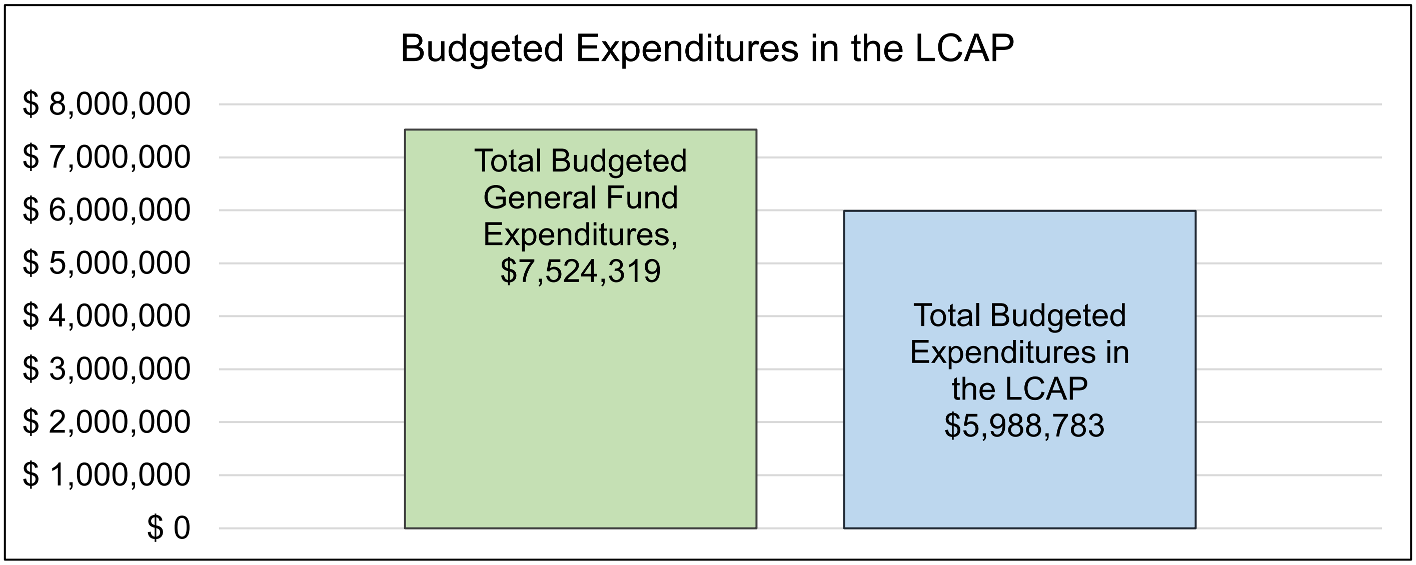


This chart shows the total general purpose revenue Discovery Charter II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Discovery Charter II is $7,555,321.67, of which $5,289,460.00 is Local Control Funding Formula (LCFF), $1,511,199.38 is other state funds, $624,662.30 is local funds, and $130,000.00 is federal funds. Of the $5,289,460.00 in LCFF Funds, $255,322.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The 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 Discovery Charter II 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: Discovery Charter II plans to spend $7,524,319.00 for the 2026-27 school year. Of that amount, $5,988,783.00 is tied to actions/services in the LCAP and $1,535,536.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

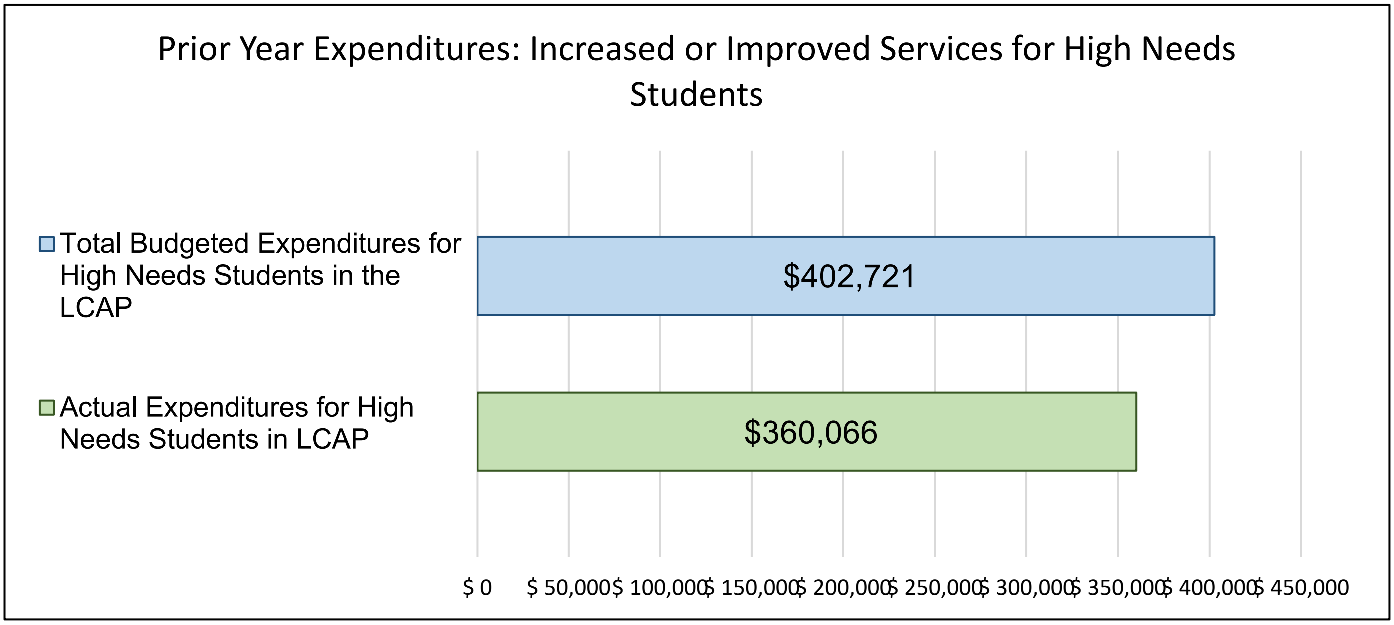
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are oversight fees, legal fees, postage, business expenses and other operating expenses.

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

In 2026-27, Discovery Charter II is projecting it will receive $255,322.00 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter II must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery Charter II plans to spend $393,668.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Discovery Charter II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Discovery Charter II 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, Discovery Charter II's LCAP budgeted $402,721.00 for planned actions to increase or improve services for high needs students. Discovery Charter II actually spent $360,066.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $42,655.00 had the following impact on Discovery Charter II's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to lower personnel costs than orignially anticipated, including reduced staff hours. Services were maintianed through existing staff (including the Dean of Students, Family Liaison and administrative team) who supported attendance monitoring, family outreach, communication and intervention efforts. As a result, there was no material impact on the level of support provided to high-needs students or on the overall effectiveness of the attendance initiatives.

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
Discovery Charter School II	Lety Villa, Executive Director	lety.villa@mydiscoveryk8.org 408-243-9800

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.

Discovery Charter School II is a CA public school serving transitional kindergarten through eighth-grade students at our San Jose Falcon campus.

Discovery Charter School II (Discovery II) draws students from surrounding communities with an instructional model based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery II into a world-class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success. Discovery II staff, parents, and community collaborate to meet the cognitive, social, emotional, and physical needs of every child. Our teachers and staff are committed to achieving the school's mission. Discovery II is dedicated to creating lifelong learners that are prepared to meet the challenges of the future by educating the whole child through family involvement, project-based learning, and respect for individual learning styles and developmental readiness. We are committed to: (1) building an educational environment where developing, building, and engaging families and communities will provide a common vision for lifelong learning and student success; (2) respecting the cognitive, emotional, social, and physical development of each child; (3) partnering with staff, students, parents, and community to create a unique, challenging, and individualized learning environment with high academic standards and expectations; (4) building programs that foster thinking which is original, critical, collaborative, and reflective; (5) developing students who are self-motivated, self-disciplined, and socially responsible, and; (6) continuous improvement of teaching and learning techniques based on supporting research.

Discovery II serves approximately 454 students with diverse needs and backgrounds. Significant student groups include socioeconomically disadvantaged students (22.0%), English Learners (8.8%), students qualifying for special education services (16.3%) and homeless and foster youth (1.1%). Approximately 26.9% of Discovery's students identify as white, 28.2% as Hispanic or Latino, 16.5% as Asian, 17.2% as Two or More Races, and 7.3% as African American. The LCFF Unduplicated percentage is approximately 27% (25-26 DataQuest).

Discovery Charter School does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

2025 Dashboard Performance

<u>Academic Performance in English Language Arts (ELA)</u>: Overall, Discovery II demonstrated continued growth in English Language Arts outcomes in 2025, increasing from 4.8 points above standard in 2024 to 8.9 points above standard in 2025 while maintaining a Green performance level on the Dashboard. Improvement was observed across multiple student groups, reflecting sustained progress in student achievement and continued growth in Distance from Standard (DFS). Several student groups demonstrated notable growth between 2024 and 2025. English Learners experienced the largest improvement, increasing from 70.6 points below standard to 18.4 points below standard and improving to a Yellow performance level. Notable gains were observed among Asian students, who increased from 46.2 points above standard to 54.9 points above standard while maintaining a Blue performance. Socioeconomically disadvantaged students and Hispanic/Latino students also continued improving and maintaining Yellow performance levels, while students with disabilities demonstrated a slight growth, maintaining an Orange performance level. These outcomes reflect the continued implementation of data-informed instruction, differentiated supports, progress monitoring, intervention systems, and targeted instructional strategies to accelerate learning and improve outcomes across student groups.

<u>Academic Performance in Math</u>: Discovery II also showed growth in Math outcomes in 2025, increasing from 2.4 points below standard in 2024 to 9.6 points above standard in 2025 while maintaining a Green performance level on the Dashboard. This reflects meaningful growth in mathematics achievement and continued progress in improving outcomes across multiple student groups. Several student groups demonstrated significant gains between 2024 and 2025. English Learners showed the largest improvement, increasing from 60.2 points below standard to 1.4 points below standard and improving to a Green performance level. Students with disabilities also improved, moving from 92.4 points below standard to 74.7 points below standard and improving from a Yellow to a Green performance level. Additional growth was observed among White students, who improved from 3.2 points below standard to 13.0 points above standard and advanced from a Green to a Blue performance level. Asian students maintained a Blue performance level with continued growth, while Hispanic/Latino students continued improving and maintaining a Yellow performance level. These outcomes reflect continued implementation of targeted instruction, differentiated supports, progress monitoring, intervention systems, and data-informed instructional practices to strengthen math achievement across student groups.

<u>English Learner Progress Indicator (ELPI)</u>: Overall, Discovery II maintained its English Learner Progress Indicator (ELPI) in 2025 with 53.8% of English Learners making progress toward English language proficiency. The school did not receive a performance level color for this indicator. While growth remained modest and performance stayed within the same Dashboard performance band, the results reflect ongoing progress in supporting English Learners' language acquisition and access to instruction. To continue building on this, the school will strengthen implementation of both designated and integrated English Language Development (ELD), continue using data to monitor student progress and inform instructional decisions, and provide targeted classroom supports to increase language development opportunities and improve access to core academic instruction.

<u>Suspension Rate</u>: Overall, Discovery II experienced an increase in Suspension Rate in 2025, rising from 1.6% in 2024 to 2.7% in 2025 (+1.1 percentage points) and maintaining an Orange performance level on the Dashboard. Although suspension rates remained relatively low overall, increases were observed across several student groups, most notably among English Learners (1.4% to 9.3%) and Socioeconomically Disadvantaged students (1.0% to 5.6%). English learners received a Red performance level, indicating a significant

increase in suspension rates compared to prior years. Additional increases occurred among Asian students (0.8% to 3.0%) and White students (1.2% to 2.8%), while Hispanic/Latino students decreased from 4.5% to 3.1% but continued to demonstrate elevated suspension rates. Students with Disabilities demonstrated improvement, decreasing from 6.0% to 5.2% and improving from an Orange to a Yellow performance level. These outcomes indicate a continued need to strengthen proactive and preventative student support systems and ensure consistent implementation of behavior supports across student groups. The school will continue prioritizing restorative practices, positive behavior supports, social-emotional learning, early intervention strategies and individualized student and family supports to reduce exclusionary discipline, improve school climate, and strengthen outcomes. Particular attention will be given to English Learners and other student groups that experienced the largest increases in suspension rates to ensure students receive the supports necessary for success. .

Chronic Absenteeism: Discovery II demonstrated strong improvement in Chronic Absenteeism in 2025, decreasing the overall chronic absenteeism rate from 20.9% in 2024 to 15.8% in 2025, a 5.1 percentage point decrease, while maintaining a Yellow performance level on the Dashboard. Positive outcomes were observed across multiple student groups, including English Learners (36.8% to 21.4%), Students with Disabilities (33.8% to 28.9%), Asian students (15.5% to 9.2%), White students (17.2% to 12.0%), and African American students (9.7% to 3.3%), with several groups demonstrating improved performance levels. These results reflect continued progress in student engagement and the effectiveness of attendance-focused supports and intervention strategies. Although overall chronic absenteeism improved substantially, Socioeconomically disadvantaged students continue to experience elevated rates of chronic absenteeism at 29.2% and received a Red performance level on the 2025 Dashboard. Hispanic/Latino students also continued to demonstrate a high rate at 31.7%. To sustain and build on this progress, the school will continue strengthening attendance monitoring, early intervention and outreach efforts, family partnerships, and targeted supports to address attendance concerns and reduce chronic absenteeism. Continued focus will remain on supporting socioeconomically disadvantaged students, English Learners, Students with Disabilities, and Hispanic/Latino students, where chronic absenteeism rates continue to remain high.

Local Indicators: All state-mandated local indicator requirements were met.

The 2025 California Dashboard identified English Learners as a student group requiring additional support related to Suspension Rate and identified socioeconomically disadvantaged students as requiring additional support related to Chronic Absenteeism. In response, the 2026-27 LCAP includes actions focused on strengthening attendance monitoring, family outreach, tiered re-engagement strategies, Positive Discipline, restorative practices, social-emotional learning, counseling supports and individualized student interventions to improve outcomes for these student groups (see Actions 2.2 Attendance Initiatives, 2.3 Positive Discipline/Restorative Practices and 2.4 Social Emotional Learning.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to chronic absenteeism, English Language Arts (ELA) and Math on the 2023 Dashboard:

Chronic Absenteeism: Students with disabilities, Hispanic and White students (see Action 2.2 Attendance Initiatives). The implementation of Action 2.2 Attendance Initiatives contributed to a 9.7% decrease in absenteeism for students with disabilities, a 4% decrease in absenteeism for Hispanic students and a 9.3% decrease for White students. Despite this progress, the rates for students with disabilities and Hispanic students are amongst the highest absenteeism rates in the school. Targeted efforts will continue in 2026-27 to further reduce absenteeism for these student groups.

English Language Arts and Math: Students with disabilities (see Actions 1.7 Special Education and 1.8 Intervention). Students with disabilities continue to demonstrate the lowest academic performance in ELA and Math. While targeted interventions and supports have been implemented, additional growth is needed to close achievement gaps and improve access to grade-level standards. Discovery II will continue to focus on inclusive instructional practices, progress monitoring, intervention services and collaboration between general education and special education staff to improve outcomes for students with disabilities.

Learning Recovery and Emergency Block Grant

Discovery Charter School does not have any unexpended LREBG funding.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Discovery Charter School II is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Discovery II prioritizes meaningful educational partner engagement as a core part of its mission. As a parent partnership school, families are integral to both the planning and implementation of school programs. These collaborative efforts are strengthened through the Local Control and Accountability Plan (LCAP) development process. Parents and guardians, including those of unduplicated pupils and students with exceptional needs, are actively recruited to serve on advisory councils and participate in public meetings where feedback can be shared. The Program Site Council (PSC), which also functions as the LCAP Parent Advisory Council, holds monthly open forums to discuss and plan school initiatives. Additionally, families involved in the English Learner Advisory Committee (ELAC) provide input specific to the needs of English Learners. Discovery II gathers parent input for the LCAP through several key strategies. The 2026-27 LCAP draft was presented to parents for feedback and input during an educational partner meeting on April 15, 2026. LCAP discussions and feedback are an agenda item during PSC and ELAC meetings in both the fall and spring. Families also complete the annual Family LCAP survey during mid-January to mid-February, which is promoted during the survey window via ParentSquare and the monthly school newsletter. Open-ended survey questions are also included in the survey to encourage deeper feedback. Spring conferences, which are well-attended by families, serve as another opportunity for parents to engage and provide feedback. The principal also hosts informal, interactive events throughout the year, such as Walk and Talks and Coffee with the Principal, where families can ask questions, learn about programs, and offer input. These efforts are designed to ensure all voices, including those of underrepresented student groups, are heard in developing the LCAP.

Teachers, administrators, and other school personnel	Discovery II actively engages teachers, administrators, and other school personnel in the LCAP development process through both formal and informal feedback opportunities. Teachers provide formal input via the annual LCAP survey, administered from mid-January to mid-February, and also have opportunities to share feedback during staff meetings and through ongoing dialogue with administration. Administrators, including School Leadership and the Executive Director, meet weekly to support continuous improvement and hold monthly meetings with fiscal support and a board designee to review the budget and ensure alignment with school goals. Administrative staff also complete the LCAP survey each March. All remaining school personnel are invited to provide feedback through the annual LCAP survey from mid-January to mid-February. In addition, during a staff development day on March 12, 2026, staff participated in an LCAP and school improvement discussion where they reviewed student outcome data from the Mid-Year LCAP Review, discussed and reflected on program implementation and provided input regarding ongoing and future priorities and actions to support reflection on progress and future planning.
Students	Administration communicates regularly with students in the classroom, during school activities, and through informal interactions to gather feedback regarding school programs, climate and academic experiences. Teachers also collaborate with students and share student input during regularly scheduled meetings. Formal feedback is collected through the annual Student Climate Survey administered from mid-March through mid-April. Student feedback is also gathered informally throughout the year during school events, leadership opportunities and classroom discussions. Student input was considered during the development of the 2026-27 LCAP, particularly regarding school climate, engagement and belonging.
SELPA	The school solicited feedback on the 2026-27 LCAP Public Hearing draft from special education partners. The LCAP was submitted to the SELPA on June 2, 2026 and to the Santa Clara County Office of Education (SCCOE) Special Education Department on June 8, 2026, for review, feedback and input regarding services and supports for students with disabilities. On June 11, 2026, the SCCOE Special Education Department completed its review and approved the school's LCAP with no recommended revisions or feedback.
Board	The board holds monthly open meetings that provide the public the opportunity to comment. Discovery II promotes parent participation in public meetings and at public hearings through website and agenda postings. Translations are provided, as requested. The LCAP public hearing was held on May 27, 2026 and the Board will consider adoption of the LCAP on June 24, 2026.

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

Feedback from educational partners has influenced the following aspects of Goal 1:

Feedback from staff, students and families reinforced the importance of differentiated instruction, personalized learning experiences, and engaging instructional practices as key contributors to Goal 1 and aligned with Actions 1.1 High Quality Instruction, 1.4 Electives and Enrichment, 1.5 Assessment, and 1.7 Special Education. Stakeholders highlighted strengths in project-based and hands-on learning, flexible grouping practices, small group instruction, intervention supports, enrichment opportunities and individualized services, noting that these approaches support student engagement, confidence, inclusion, and academic growth across a range of learner needs.

Educational partner feedback also identified opportunities to strengthen implementation and consistency across Goal 1 actions. Families expressed interest in greater consistency in academic rigor, instructional practices, classroom management and instructional feedback; expanded challenge and enrichment opportunities for advanced learners; and continued refinement of intervention and support systems for students with academic, behavioral, and learning needs. Feedback also emphasized refining designated and integrated ELD instruction across grade levels, improving academic performance for all student groups and strengthening staffing and support structures to ensure all students have equitable access to rigorous and appropriately supported learning experiences.These themes reinforce continued attention to Actions 1.1 High Quality Instruction, 1.2 Professional Development, 1.4 Electives and Enrichment, 1.5 Assessment, and 1.7 Special Education.

Feedback from educational partners has influenced the following aspects of Goal 2:

Feedback from educational partners affirmed that Goal 2 actions have supported positive school climate, student well-being, and relationship-building, aligning with Actions 2.1 School Counselor, 2.2 Attendance Initiatives, 2.3 Positive Discipline/Restorative Practices and 2.4 Social Emotional Learning. Stakeholders highlighted strengths in counseling supports, Positive Discipline practices, social-emotional learning, family engagement opportunities and classroom environments that promote belonging and emotional wellness. Families noted appreciation for caring staff, responsive supports and school practices that contribute to a welcoming and inclusive student experience.

Educational partner feedback and student outcome data also reinforced the importance of continuing attendance interventions, family outreach, restorative practices and social emotional supports to improve student engagement,school connectedness and attendance outcomes. These support the continued implementation of Actions 2.1 School Counselor, 2.2 Attendance Initiatives, 2.3 Positive Discipline/Restorative Practices and 2.4 Social Emotional Learning.

Feedback from educational partners has influenced the following aspects of Goal 3:

Feedback from educational partners reinforced that Goal 3 actions have strengthened family partnerships, communication, community involvement and opportunities for meaningful engagement, aligning with Actions 3.1 Family Education, 3.2 Family Communication, 3.3 Family Leadership and Engagement, and 3.4 Community Partnerships and Participation. Stakeholders highlighted strengths in family education opportunities, school communication practices, conferences, volunteer opportunities, community events, and flexible ways for families to engage over time. Families also noted appreciation for a welcoming school culture, engaged staff and volunteers, and opportunities that strengthen relationships and build a sense of belonging across the school community.

Educational partners also emphasized the importance of continuing efforts to increase parent participation in leadership groups, including Program Site Council (PSC) and English Learner Advisory Committee (ELAC).

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Our school fosters developmentally-based, experiential learning that produces well-rounded, capable, critically thinking citizens who become life-long learners.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This broad goal is central to the school's model and mission in creating life-long learners that are prepared to meet the challenges of the future by educating the whole child through family involvement, project-based learning, and respect for individual learning styles and developmental readiness. The goal is also aligned with the school's commitment to creating a unique, challenging, and individualized learning environment with high academic standards and expectations; building programs that foster thinking which is original, critical, collaborative, and reflective. It is also aligned with the school's commitment to continuous improvement of teaching and learning techniques based on supporting research.

Measuring and Reporting Results

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

1.1	CAASPP progress ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students: 53.0% English Learners: 26.3% SED: 34.1% SWD: 25.6% African American: 53.3% Asian: 69.2% Hispanic: 23.6% Two or More: 63.4% White: 57.0% Data Year: 2022-23	All Students: 53.0% English Learners: 0.0% SED: 35.9% SWD: 19.6% African American: 50.0% Asian: 65.5% Hispanic: 33.3% Two or More: 62.5% White: 54.2% Data Year: 2023-24	All Students: 54.9% English Learners: 15.4% SED: 42.6% SWD: 14.9% African American: 78.3% Asian: 74.5% Hispanic: 25.4% Two or More: 61.9% White: 55.4% Data Year: 2024-25	All: 60% EL: 18% SED: 40% SWD: 18% African American: 59% Asian: 74% Hispanic: 29% Two or More: 68% White: 63% Data Year: 2025-26	All: +1.9% EL: -10.9% SED: +8.5% SWD: -10.7% African American: +25.0% Asian: +5.3% Hispanic: +1.8% Two or More: -1.5% White: -1.6%
1.2	CAASPP progress Math - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students: 50.6% English Learners: 26.3% SED: 32.6% SWD: 34.9% African American: 33.3% Asian: 67.3% Hispanic: 20.4% Two or More: 61.0% White: 57.7% Data Year: 2022-23	All Students: 49.7% English Learners: 11.1% SED: 37.7% SWD: 19.6% African American: 50.0% Asian: 72.7% Hispanic: 23.0% Two or More: 54.2% White: 52.1% Data Year: 2023-24	All Students: 56.7% English Learners: 0% SED: 29.8% SWD: 25.5% African American: 73.9% Asian: 80.4% Hispanic: 25.4% Two or More: 54.8% White: 65.1% Data Year: 2024-25	All: 55% EL: 7% SED: 28.5% SWD: 38% African American: 37% Asian: 72% Hispanic: 25% Two or More: 58% White: 62% Data Year: 2025-26	All: +6.1% EL: -26.3% SED: -2.8% SWD: -9.4% African American: +40.6% Asian: +13.1% Hispanic: +5.0% Two or More: -6.2% White: +7.4%

1.3	CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All: 52.8% SED: 66.7% SWD: 20.0% Asian: 68.8% Hispanic: 46.2% Two or More Races: 53.9% White: 52.0% Data Year: 2022-23	All: 36.4% SED: 20.0% SWD: 15.8% Asian: 52.6% Hispanic: 22.7% Two or More Races: 42.9% White: 35.7% Data Year: 2022-23	All Students: 51.7% SED: 31.3% SWD: 29.4% Asian: 76.9% Hispanic: 17.4% Two or More: 50.0% White: 65.7% Data Year: 2024-25	All Students: 57.0 % SED: 34.3% SWD: 25.0% Asian: 70.0% Hispanic: 20.4% Two or More: 57.0% White: 57.0% Data Year: 2025-26	All: -1.1% SED: -35.4% SWD: +9.4% Asian: +8.1% Hispanic: -28.8% Two or More: -3.9% White: +13.7%
1.4	iReady Reading: % of students meeting grade level expectations in Reading Data Source: Local Data iReady	45% Data Year: 2023-24	33% Data Year: 2024-25	59% Data Year: 2025-26	50% Data Year: 2026-27	+14%
1.5	iReady Math: % of students meeting grade level expectations in Math Data Source: Local Data iReady	44% Data Year: 2023-24	33% Data Year: 2024-25	62% Data Year: 2025-26	50% Data Year: 2026-27	+18%

1.6	EL Reclassification rate Data Source: CalPADS (modified from DataQuest - Annual Reclassification (RFEP) Counts and Rates)	10.0% Data Year: 2022-23 Data Source: CalPADS	16.0% Data Year: 2023-24 Data Source: CalPADS	20.0% Data Year: 2024-25 Data Source: CalPADS	>15% Data Year: 2026-27	+6.0%
1.7	ELPI - % of English Learners improving on the ELPAC Data Source: CA School Dashboard	55.3% Data Year: 2022-23	52.8% Data Year: 2023-24	53.8% Data Year: 2024-25	60% Data Year: 2025-26	-1.5%
1.8	% of teachers properly credentialed and appropriately assigned Data Source: SARC	84.4% Data Year: 2021-22	86.7% Data Year: 2022-23	83.2% Data Year: 2023-24	90% Data Year: 2024-25	-1.2%
1.9	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintain

1.10	Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) Data Source: CA School Dashboard Priority 2 Self Reflection Tool	3.4 Data Year: 2023-24	3.86 Data Year: 2024-25	4.1 Data Year: 2025-26	3.8 Data Year: 2025-26	+0.7 rating
1.11	% of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study Data Source: Local Indicator - Master Schedule in SIS	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintain

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, with ongoing refinement to strengthen instructional effectiveness and better meet student needs. Discovery II experienced success through continued implementation of high-quality instruction, assessment-informed decision making, targeted intervention, and inclusive instructional practices (Actions 1.1, 1.5, 1.7, and 1.8). Teachers strengthened instructional collaboration through co-teaching, unit development, and content-area planning, while data deep dives, i-Ready, the Otus platform, progress monitoring, and intervention efforts including WIN time and the FLIP model supported more personalized instruction and responsive supports for students (Actions 1.1, 1.5, 1.6, 1.7, and 1.8). Professional learning in ELD, assessment practices, project-based learning, and GLAD implementation further strengthened staff capacity to support student outcomes, while expanded clubs, electives, and enrichment opportunities increased student engagement and access (Actions 1.2, 1.4, and 1.6).

While implementation remained aligned to planned actions, challenges continued to impact the consistency of implementation. Ongoing instructional shifts, including Illustrative Math, expanded ELD practices, assessment systems, and deeper integration of project-based learning, require continued coaching and support to ensure consistent implementation across classrooms (Actions 1.1, 1.2, and 1.5). The school also identified continued challenges related to supporting students with intensive academic and behavioral needs, maintaining consistent instructional and classroom management practices, refining designated and integrated ELD implementation and sustaining staffing capacity and program fidelity (Actions 1.1, 1.3, and 1.7). As a result, Discovery II will continue focusing on strengthening GLAD implementation, enhancing FLIP supports, deepening science instruction, and sustaining data-driven intervention systems through WIN time to improve outcomes for all students (Actions 1.6, 1.7, and 1.8).

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

The explanation for the differences between Budgeted Expenditures and Estimate Actual Expenditures are as follows:

Action 1.2 Professional Development: Budgeted: $176,060; Actual $141,775. Difference due to lower professional development expenditures than originally budgeted for the year.

Action 1.4 Electives and Enrichment: Budgeted: $148,607; Actual $131,463. Difference due to lower field trip expenses during the year.

Action 1.8 Intervention: Budgeted: $41,842; Actual $47,773. Difference due to higher cost associated with Otus platform than originally budgeted.

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

Based on the analysis of metrics and outcomes, the implementation of actions demonstrated overall effectiveness in making progress toward Goal 1, particularly through Action 1.1 High Quality Instruction, Action 1.2 Professional Development, Action 1.5 Assessments, and Action 1.8 Intervention. Discovery II improved overall academic outcomes in ELA from 53.0% to 54.9% meeting or exceeding standards and in Mathematics from 50.6% to 56.7%, with notable gains across multiple student groups, including socioeconomically disadvantaged students, African American students, Asian students, Hispanic students, and White students. In addition, 59% of students met or exceeded grade-level expectations in Reading on the iReady Spring Diagnostic, while 62% of students met or exceeded grade-level expectations in Mathematics on the iReady Spring Diagnostic. These outcomes in ELA and Math reflect the continued implementation of data-driven instruction, teacher collaboration, assessment cycles, targeted interventions, and differentiated instructional supports (Actions 1.1, 1.2, 1.5, and 1.8).

Additional actions demonstrated mixed but positive progress toward the goal. Actions 1.1 and 1.4 maintained 100% student access to standards-aligned instructional materials and a broad course of study, while Action 1.3 improved teacher credentialing to 90.0% appropriately assigned teachers. Actions 1.6 English Language Development demonstrated effectiveness, with the EL Reclassification Rate increasing from 16.0% to 20.0% and ELPI increasing from 52.8% to 53.8%, although continued acceleration is needed for English Learners. While overall academic outcomes improved across several student groups, English Learners and students with disabilities continued to demonstrate lower performance levels on state assessments, indicating a continued need to strengthen designated and integrated ELD, targeted intervention supports, inclusive instructional practices and progress monitoring. These results support continued focus on GLAD implementation, strengthening FLIP supports, science instruction, and ongoing data deep dives to refine interventions and improve outcomes for all students (Actions 1.6, 1.7, and 1.8).

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.

Metrics 1.1, 1.2, 1.3 - Targets for Year 3 Outcomes were updated. With two years of CAASPP trend data now available, the school refined its 3-year targets to align with demonstrated student group growth patterns and statewide performance benchmarks.

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	High Quality Instruction	• Discovery II will provide high-quality instruction to all students based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. • Discovery II will provide curricular resources for students that best meet their academic and developmental needs with a focus on project-based, hands-on learning. • Teachers will use a variety of resources that focus on Math standards and will support student achievement. These instructional materials include: TERC Investigations, CPM (College Preparatory Math), Kathy Richardson, Marcy Cook and Greg Tang San Francisco Math, and teacher-created materials. Additionally, Mindset Mathematics is used to support the development of foundational skills and Generation Genius will be used to focus on visual math. These added resources will provide differentiated support for all students and significant student groups. • Online tools will be used for interventions as well as targeted small group interventions to increase academic outcomes. Lexia will be used for ELA interventions for English Learners and students with exceptional needs.	$ 2,107,619	No

1.2	Professional Development	● Discovery II will provide professional learning opportunities and resources for all staff to engage collectively in professional learning that enables them to effectively apply the learning in service of improved student outcomes and continuously improve their practice in service of students. Specific professional learning topics include: ○ Math problem solving ○ Tiered Interventions ○ ELD ○ SPED ○ Assessments and Data Analysis ○ Student Centered Learning/Whole Child Approach ■ PBL ■ Class Management/Engagement (Goal 2) ■ Workshop Model ■ Playful Learning ■ Inclusion - Anti-bias (Goal 2) ● Teachers will also have teacher collaboration time and receive feedback from Directors to support their professional learning. There will be an administrator and teacher committee formed to revamp the current teacher evaluation tool.	$196,340	No
1.3	Teacher Recruitment and Retention	● Discovery II will continue to recruit fully credentialed, highly qualified teachers to provide the highest quality instruction to all of our students. ○ Outreach and support (job fairs, marketing, credential analysis) ○ Use of recruitment platforms that include social media ● HR Manager supports recruitment and retaining teachers. The HR manager will also support the monitoring of current teachers who need to meet credentialing requirements.	$146,843	No

1.4	Electives and Enrichment	Discovery II will provide enrichment opportunities and electives for all students to foster the development of well-rounded students. ● Enrichments for K-5 (Art, gardening, cooking, foreign language) ● Electives for 6-8 (i.e. Boxing, Cross Training, Art, Ceramics, WoodShop, Coding, Cooking), Performing Arts, student- created Welcome Murals ● Electives are assigned to students (i.e. book club based on student's needs (EL, SWD); targeted electives for students based on student needs (literacy, SEL, Math) ● Junior Spirit Team (4-5) - leading efforts of Kindness Closet ● Spirit Team (MS) - focused on school culture ● Student Council ● Student Clubs (staff sponsored, GSA, ukulele, Math club, Girls on the Run, Kindness Crusaders, Crochet club)	$131,463	No

1.5	Assessments	- Discovery II will administer regular assessments to inform teaching and learning and to monitor student progress on grade-level content. Key within the assessment portfolio are periodic Math and English Language Arts (ELA) assessments administered at the beginning of the year and at specific checkpoints throughout. These ‘diagnostic screeners’ allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and, most importantly, identification of specific support needs for students. - i-Ready ELA and Math assessments K-8 - Data Analysis to guide intervention - Fountas & Pinnell (F & P) K-3 and with upper grade students as needed - Discovery II created benchmarks - 3 times - Writing rubric grade level benchmarks - Multitudes Reading Screener (K-2) - Otus platform - all teachers will have access to look at formative and summative assessment data to further monitor student group outcomes. - A Teacher on Special Assignment will support the analysis of assessment data (CAASPP, iReady, F & P, instructional data) to build out an intervention road map to target the greatest area of need. The results can inform instruction (lesson design, unit design), intervention and, most importantly, identification of specific support needs for students. Data will be used to create personalized learning paths for students. - Discovery II will also focus on the importance of participation with state assessments.	$66,867	No

1.6	English Language Development	Discovery II offers a structured English immersion program in which English learners receive both Integrated and Designated English Language Development (ELD) throughout the school day. Designated ELD instruction is delivered through short, frequent lessons embedded in core academic subjects, ensuring that English Learners receive targeted language support while fully participating in the core curriculum. ● ELD Teacher on Special Assignment (TOSA) to implement the ELD Road Map and refine the ELD program as needed ○ TOSA co-teaching with GenEd to implement GLAD strategies and developing ELD GLAD resource library ● Ongoing ELPAC testing and EL Progress Monitoring ● EL small group instruction focused on targeted language skills ● Encourage student participation with the ELPAC, as participation rates may impact ELPI outcome ● Use of online tools for interventions, such as Lexia, to support ELs along with targeted small group interventions ● Use of ParentSquare to communicate with families of English Learners	$44,729	Yes
1.7	Special Education	● We will provide students with disabilities increased support in the general education classroom to ensure they can meet their IEP goals and grade level standards. ● Falcon FLIP (Falcon Learning Inclusion Program - not SDC; but intensive part of TLC): includes 1 RSP working with students with higher needs with more supports and intervention in ELA and Math; RSP will work with instructional aide ● Mindset Mathematics is used to support the development of foundational skills and Generation Genius will be used to focus on visual math. These added resources will provide differentiated support with IEPs. ● Online tools for interventions in ELA, such as Lexia, will be used to support SWD along with targeted small group interventions ● Increased speech and psychology services for students	$1,234,232	No

1.8	Intervention	● Discovery II will provide students targeted math and English Language Arts interventions based on the quarterly review of internal and CAASPP assessment data. ○ Interventionists for Reading and Math ○ Embedded WIN (What I Need - Extension or intervention) time on a daily basis in Grades 1-5 ● The Otus platform will support the identification and monitoring of outcomes of unduplicated student groups and individuals with exceptional needs. ○ Teachers will have access to live data and be able to analyze internal assessments to target student groups. ● Online tools for interventions such as Lexia will be used to support English Learners and students with disabilities as well as create targeted small group interventions ● The primary means of intervention will be the tiered instruction delivery. The strategies at each Tier of Instruction are: ○ Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. ○ Tier 2: Supports will be provided primarily through small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss, and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support. ○ Tier 3: Students who require support that is even more intensive will be provided one on one instruction through individual sessions.	$46,729	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Discovery II develops students who are self-motivated, self-disciplined, and socially responsible.	Broad

State Priorities addressed by this goal.

Priority 1: Basic, Priority 5: Student Engagement, Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Central to the school’s mission is the commitment to respect the cognitive, social, emotional, and physical needs of every child. Discovery II believes that by providing enhanced supports like a school counselor, attendance initiatives, positive discipline and social emotional learning lessons, we will see improved outcomes in attendance, disciplinary events, and survey results showing students believe school is safe and that they have a sense of belonging to the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	All Students: 25.8% English Learners: 28.8% SED: 31.7% SWD: 38.6% African American: 0.0% Asian: 21.1% Hispanic: 35.7% Two or More Races: 20.8% White: 26.5% Data Year: 2022-23	All Students: 20.9% English Learners: 36.8% SED: 25.8% SWD: 33.8% African American: 9.7% Asian: 15.5% Hispanic: 38.5% Two or More Races: 11.5% White: 17.2% Data Year: 2023-24	All Students: 15.8% English Learners: 21.4% SED: 29.2% SWD: 28.9% African American: 3.3% Asian: 9.2% Hispanic: 31.7% Two or More Races: 11.3% White: 12% Data Year: 2024-25	All Students: 15.0% English Learners: 15.0% SED: 20.0% SWD: 20.0% African American: 0.0% Asian: 10.0% Hispanic: 20.0% Two or More: 10.0% White: 15.0% Data Year: 2025-26	All: -10.0% EL: -7.4% SED: -2.5% SWD: -9.7% African American: +3.3% Asian: -11.9% Hispanic: -4.0% Two or More: -9.5% White: -14.5%

2.2	Attendance Rate Data Source: CALPADS P-2	93.1% Data Year: 2023-24	93.8% Data Year: 2024-25	93.9% Data Year: 2025-26	95.0% Data Year: 2026-27	+0.8%
2.3	Suspension Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	All Students: 1.0% EL: 3.3% SED: 2.4% SWD: 3.4% African American: 0% Asian: 0.9% Hispanic: 0.8% Two or More: 0% White: 1.8% Data Year: 2022-2023	All Students: 1.6% EL: 1.4% SED: 1.0% SWD: 6.0% African American: 0% Asian: 0.8% Hispanic: 4.5% Two or More: 0.0% White: 1.2% Data Year: 2023-24	All Students: 2.7% EL: 9.3% SED: 5.6% SWD: 5.2% African American: 3.2% Asian: 3.0% Hispanic: 3.1% Two or More: 1.4% White: 2.8% Data Year: 2024-25	All Students: 0.5% EL: 2.5% SED: 1.5% SWD: 2.5% African American: 0% Asian: 0.5% Hispanic: 0.5% Two or More: 0% White: 1.0% Data Year: 2025-26	All: +1.7% EL: +6.0% SED: +3.2% SWD: +1.8% African American: +3.2% Asian: +2.1% Hispanic: +2.3% Two or More: +1.4% White: +1.0%
2.4	Expulsion Rate for all students and all numerically significant subgroups Data Source: DataQuest Expulsion Rate	0% for all students and all student groups Data Year: 2022-23	0% for all students and all student groups Data Year: 2023-24	0% for all students and all student groups Data Year: 2024-25	0% for all students and all student groups Data Year: 2025-26	Maintain

2.5	School Climate: Pupil, parent, & teacher surveys: % of respondents who feel safe at school and feel connected to school Data Source: Local Survey Pupil: Student Climate Survey Parent: Family Mid Year LCAP Survey Teacher: Mid Year LCAP Goal 2 Survey	Pupil: 67.8% feel safe 64.4% feel connected Parent: 84.3% Teacher: 100% Data Year: 2023-24	Pupil: 61.0% feel safe 59.3% feel connected Parent: 86.0% Teacher: 100% Data Year: 2024-25	Pupil: 74.4% feel safe 65.4% feel connected Parent: 94.1% Teacher: 100% Data Year: 2025-26 as of February 2026	Pupil: 85.0% feel safe 75.0% feel connected Parent: 90.0% Teacher: 90.0% Data Year: 2026-27	Pupil: Feel safe: + 6.6% Feel connected: +1.0% Parent: +9.8% Teacher: Maintain
2.6	Facilities meet the “good repair” standard Data Source: SARC	Good Data Year: 2023-24	Good Data Year: 2024-25	Good Data Year: 2025-26	Good Data Year: 2026-27	Maintain
2.7	Middle School Dropout Rate Data Source: CALPADS Fall 1 Report 8.1c	0.0% Data Year: 2022-23	0.0% Data Year: 2023-24	0.0% Data Year: 2024-25	0.0% Data Year: 2025-26	Maintain

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, with ongoing refinement to strengthen school climate, attendance systems, social-emotional supports, and student wellness. Discovery II experienced success through continued implementation of school-based counseling, attendance monitoring, Positive Discipline practices, social-emotional learning, and campus safety efforts (Actions 2.1, 2.2, 2.3, 2.4 and 2.6). Professional learning, family education, tiered attendance supports, counseling services, and implementation of MTSS, Wayfinder, Zones of Regulation, Everyday Speech, and schoolwide expectations strengthened student engagement, supported attendance improvement, and reinforced a safe and supportive school environment (Actions 2.1 through 2.4 and 2.6).

While implementation remains aligned to planned actions, continued refinement is needed to strengthen consistency and sustainability. Ongoing implementation of Positive Discipline, MTSS behavior systems, and social-emotional programming requires continued staff training and consistent application across classrooms and campus settings (Actions 2.3 and 2.4). Additional focus remains on sustaining attendance gains through proactive intervention and family engagement, reducing suspension rates through restorative practices and early intervention and family intervention strategies, and strengthening participation in mental health and wellness supports to ensure systems remain responsive to evolving student and family needs (Actions 2.1 through 2.6).

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

The explanation for the differences between Budgeted Expenditures and Estimate Actual Expenditures are as follows:

Action 2.2 Attendance Initiatives: Budgeted: $143,746; Actual $102,272. Difference due to lower Parent Liaison personnel costs than originally budgeted as a result of reduced staff hours.

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

Based on the analysis of metrics and outcomes, the implementation of actions demonstrated mixed but overall effective progress toward Goal 2. Actions 2.2 Attendance Initiatives, 2.3 Positive Discipline/Restorative Practices, and 2.4 Social Emotional Learning (SEL) were effective in improving student engagement and strengthening school connectedness. Discovery II reduced Chronic Absenteeism from 25.8% to 15.8%, a 10 percentage point decrease from baseline, with improvement across multiple student groups, while overall attendance remained stable and improved from 93.1% to 93.7%. These outcomes reflect the effectiveness of tiered reengagement systems, proactive outreach, attendance monitoring, family communication, counseling supports, and social-emotional practices (Actions 2.1, 2.2, 2.3, and 2.4).

Additional actions demonstrated effectiveness in supporting student well-being and school climate. Student perceptions of feeling safe increased from 61.0% to 74.4% and feeling connected increased from 59.3% to 65.4%, while parent perceptions improved from 86.0% to 94.1% and teacher responses remained at 100%. The school also maintained a 0% expulsion rate and continued to meet the Good Repair standard for facilities (Actions 2.1, 2.4, and 2.6). At the same time, Action 2.3 Positive Discipline/Restorative Practices demonstrated mixed effectiveness as the Suspension Rate increased from 1.0% to 2.7%. English Learners experienced the largest increase and received a Red performance level on the Dashboard. Although overall Chronic Absenteeism improved significantly, socioeconomically disadvantaged students continued to high rates and received a Red performance level. These outcomes indicate a continued need to strengthen proactive behavior supports, restorative practices, attendance interventions, family outreach and targeted supports for identified student groups (Actions 2.2, 2.3, and 2.4).

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.

While there are no changes planned to the goal, metrics or target outcomes, refinements were made to Action 2.2 Attendance Initiatives, Action 2.3 Positive Discipline/Restorative Practices and Action 2.4 Social Emotional Learning based on analysis of student outcome data, 2025 California Dashboard results and educational partner feedback. Action 2.2 was refined to strengthen attendance monitoring, family outreach, tiered re-engagement strategies and targeted supports for student groups experiencing high chronic absenteeism rates, including socioeconomically disadvantaged students. Action 2.3 was refined to strengthen implementation of Positive Discipline and restorative practices to address increases in suspension rates and reduce exclusionary discipline. Action 2.4 was refined to continue supporting student well-being, school connectedness and social emotional development through schoolwide SEL instructions and supports, with focused attention on student groups experiencing high suspension rates, including English Learners.

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	School Counselor	The School Counselor will provide professional development to all staff and provide parent education sessions to support the mental health and social and emotional well-being of all students. The School Counselor will also provide school-based counseling to individual students based on identified needs.	$144,946	No

2.2	Attendance Initiatives	The school will continue to implement and refine its systems to support and monitor attendance and chronic absenteeism, with particular attention to socioeconomically disadvantaged students, English Learners and other student groups experiencing elevated absenteeism rates. Strategies will include: ● The Dean of Students will ensure students are receiving the planned interventions in the classroom and will work with the school to coordinate additional support outside of the classroom as needed. ○ The Dean of Students and Parent/Family Liaison will bridge the gap between home and school by connecting with and supporting students and families. ● New Attendance Policy - updated short and long-term independent studies policies will help to reduce attendance concerns/chronic absenteeism ● Professional development for Office staff (PowerSchool University) to be able to run reports (use data) to support the school with identifying students with attendance concerns ● Additional communications to all families regarding the importance of attendance ● Focus on students at any given time throughout the year who are approaching 10%, including targeted monitoring and outreach for socioeconomically disadvantaged students and English Learners. ● Tiered Reengagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework: ○ Tier 1: Students attending school regularly ■ Positive relationships, engaging school climate, clear and consistent communication between school and families ○ Tier 2: Students who attend/engage moderately ■ Phone calls home, informational emails ■ Referral to Counselor ○ Tier 3: Students who attend 40% of the time or less ■ Action Plan created with student and family ■ School Attendance Review Board (SARB) meeting ○ Tier 4: Unreachable students: No contact or engagement ■ Home visits	$92,699	Yes

		▪ Referral to outside agencies ● To support implementation of the above strategies, the school administrator will conduct weekly data reviews, student level case management, and data-based planning to address identified issues. Data review is supported by PowerSchool, a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. ● The school will communicate the importance of attendance via newsletters, coffees, school events ● Offer Summer School for students		
2.3	Positive Discipline/Restorative Practices Approach	● To ensure a positive school culture, the school implements a Positive Discipline Approach with training provided to staff and families through an external partner focused on developing problem solving and conflict resolution skills. Specific curriculum is implemented by the classroom teachers and staff members implement the approach during recess times as well. The Dean of Students also provides additional targeted supports for individual students and the upper grade levels. ○ Particular attention will be given to student groups experiencing elevated suspension rates, including English Learners, through relationship-building, proactive behavior supports, restorative conversations, family engagement and early intervention strategies designed to reduce exclusionary discipline. ● Expanding positive discipline training team (train the parents) - goal for 100% of parents trained in positive discipline ● Positive Discipline round tables monthly	$100,017	No

2.4	Social Emotional Learning (SEL)	● To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons are developed by our teachers and implemented at all grade levels during dedicated SEL time. The school has also provided the Wayfinder activity library for teachers and other staff to access SEL lessons. In addition, the school has implemented Zones of Regulation curriculum in grades 2-3 and Everyday Speech for students in grades K-1. ● Resources are provided to support families in fostering their child's social and emotional well-being. Additionally, since cyberbullying is a continuing concern, we train students, staff, and parents on internet safety. ● SEL instruction will continue to support positive student behavior, school connectedness and student well-being for all students, including English Learners.	$264,377	No

2.5	Foster Youth and Homeless Youth Services	● Homeless Youth supports include: ○ Coordination & communication with shelters and homeless agencies to engage students and expand awareness. ○ Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed. ○ Communication with teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services ○ Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies. ○ Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified. ● Foster Youth supports include: ○ Check-ins with students and foster parents via phone, zoom, and e-mail. ○ Monitoring of attendance/engagement and communication with teachers and administrators when needed. ○ Referrals to both district and community agencies for additional support/resources as needed. ● Student led Kindness Closet provides resources and supplies for students	$6,414	Yes

2.6	Health and Safety	We will provide a clean, safe campus for our students by continuing the following actions. ● Regular Cleaning and Sanitizing ● Health Screenings ● Facilities Maintenance ● Annual Safety Plan updates and trainings ● Safety Team monthly meetings ● Student-centered Blue Gummy Bears Clean-up Crew - students supporting clean, safe campus ● Implemented schoolwide agreements that promote safety and posted them throughout campus	$1,194,324	No

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	Discovery II ensures that families can become involved in our school community in ways which reflect their own skills, interest, talents, and time; as well as, taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

The research indicates that parents who are involved in their child's education provide numerous benefits to their own children and the wealth of skills, interests, talents, and resources they bring benefits the entire school community. A high level of parent participation and community involvement greatly contributes to developing the school into a world-class learning community.

Measuring and Reporting Results

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

3.1	Measure of parental input in decision-making, including student group populations: % of families who report the effectiveness of the parent partnership model providing opportunities to give input into the decision-making process at the school Data Source: Family LCAP Survey	91.3% Data Year: 2023-24	84.2% Data Year: 2024-25	97.1% Data Year: 2025-26	90% Data Year: 2026-27	+5.8%
3.2	Promotion of participation in programs: % of families who report the effectiveness of the school's communication methods to promote participation in programs for all students and student groups Data Source: Family LCAP Survey	92.8% Data Year: 2023-24	86.0% Data Year: 2024-25	94.1% Data Year: 2025-26	90% Data Year: 2026-27	+1.3%

3.3	Participation in programs: % of families attending parent-teacher conferences, school workshops, or other school-wide family events. Data Source: Family LCAP Survey	97.4% Data Year: 2023-24	98.2% Data Year: 2024-25	97.1% Data Year: 2025-26	90% Data Year: 2026-27	-0.3%
3.4	Participation in programs: % of families volunteering in programs Data Source: Local Data	71% Data Year: 2023-24	66% Data Year: 2024-25	81% Data Year: 2025-26	85% Data Year: 2026-27	+10%

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, with continued refinement to strengthen family engagement, communication, leadership opportunities, and community partnerships. Discovery II experienced success through expanded efforts to increase family education, improve communication systems, strengthen family leadership, and foster community connection through opportunities such as ParentSquare communication, family education sessions, conferences, PSC and ELAC participation, community events, and recruitment outreach (Actions 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6). These efforts increased access to information, expanded opportunities for family participation, and strengthened relationships between families and the school community.

While implementation remained aligned to planned actions, the school identified opportunities to increase participation across leadership and volunteer systems, strengthen parent participation in ELAC and ensure important school information remains accessible to families (Actions 3.1, 3.2, and 3.3). Additional focus remains on strengthening volunteer systems, expanding representation, and sustaining broad community involvement while maintaining a welcoming and inclusive school environment (Actions 3.3 and 3.5).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
The explanation for the differences between Budgeted Expenditures and Estimate Actual Expenditures are as follows: Action 3.5 Community Building: Budgeted: $40,415; Actual $34,425. Difference due to lower expenditures for event supplies and reduced Parent Liaison personnel costs than originally budgeted. Action 3.6 Student Recruitment: Budgeted: $15,455; Actual $4,842. Difference due to lower student recruitment and marketing expenditures than originally anticipated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Based on the analysis of metrics and outcomes, the implementation of actions demonstrated overall effectiveness in making progress toward Goal 3. Actions 3.1 Family Education, 3.2 Family Communication, 3.3 Family Leadership Groups, 3.4 Family/Teacher/Student Conferences, and 3.5 Community Building were effective in strengthening family engagement, participation, and school connectedness. Family survey results showed strong outcomes, with 97.1% of families reporting that the parent partnership model provided opportunities for input into school decision-making, exceeding both the prior year and target, while 94.1% reported that communication methods effectively promoted participation in programs. Participation also remained high, with 97.1% of families reporting attendance at conferences, workshops, or schoolwide events, reflecting sustained family engagement and access to school opportunities (Actions 3.1 through 3.5). Additional actions supported expanded family access and community connection through ParentSquare, multilingual communication, Family Liaison outreach, PSC and ELAC participation, leadership opportunities, community events, and recruitment partnerships (Actions 3.2, 3.3, 3.5, and 3.6). Continued refinement of the Family Partnership Model, volunteer systems, ELAC participation and leadership opportunities will remain important to broaden participation and ensure engagement structures remain inclusive and manageable for families with varying schedules and needs (Actions 3.3 and 3.6).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
There are no changes planned to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing

3.1	Family Education	Provide family education opportunities to provide parents and/or guardians with opportunities to obtain parenting skills or training specific to their classroom needs, and help them become effective community members. ● Positive Discipline ● Conflict Resolution, Bullying Awareness, Digital and Social Media ● Family Academy: teachers train parents to support in the classroom ● Monthly teacher-led class meetings ● Educational coffee - topics based on safety, volunteering, handbook, etc. ● Facilitating campus safety roundtable; brunch and lunch training for volunteers ● LCAP ● Safety, attendance, participation rates - CAASPP, handbook elements	$187,656	Yes
3.2	Family Communication	● The school will utilize a variety of family communication tools to ensure all families, including unduplicated pupils and individuals with exceptional needs (English Learners and Hispanic students), are informed about what is happening at school. ○ Parent Square - allows for multiple languages ○ Weekly Newsletters ○ Classroom weekly communication ○ Executive Director Newsletter monthly ○ Family Liaison	$5,087	No

3.3	Family Leadership Groups	● Program Site Council (PSC) -
		  ○ Provides skills and encouragement for parents to take on leadership roles within their school communities.
		  ○ Meets monthly, admin attends
		  ○ Positive discipline teams
		● ELAC
		  ○ Enhanced ELAC
		  ○ ELAC calendared events in advance for parents to participate
		  ○ Specific trainings in regards to attendance, ELPAC, redesignation
		● Family Education Team
		● Family Partnership Model: The school will reassess and refine, as needed, the Family Partnership agreement to ensure expectations are inclusive, clearly defined and manageable for families with varying schedules and needs.
			$0	No

3.4	Family/Teacher/Student Conferences	● Fall Goal Setting ● Spring Student-led Conferences	$0	No
3.5	Community Building	The school and PSC will host Community Building events for families and community members, including but not limited to events such as the Winter Fair, Family Dance, Coffees with Director and PSC, Hot Cocoa events, Kindness Week, Ceramics Parent Night, Math Festival, Family Campouts, Assemblies, Movie nights, Spirit week, Holi celebration, Spring Fun Fair, Walk and Talks with Director and special guests, Cross-campus Park Day, and Community Work Days to improve campus.	$15,441	Yes
3.6	Student Recruitment	● The school will continue to recruit students from diverse backgrounds to attend the school through outreach to local preschools and parent participation in elementary schools, social media, and other advertising and networking opportunities. ● Hired Family Liaison to develop and support a plan for recruitment and partnership opportunities ● New partnerships: Rocketship Middle school expo, Las Madres, Information meetings with middle school representatives and Kinder representatives ● Internal Middle School Show-case for 4th-5th grade	$3,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$255,322	$-

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
5.07%	0%	$0	5.07%

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 #(s)	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

Goal 1 Action 8	CAASPP proficiency results indicate the need for continued growth in ELA and Math for low income students and English Learners.	Discovery II will provide all students, including socioeconomically disadvantaged (SED) students and English learners, targeted math and English interventions based on CAASPP assessment data and quarterly review of internal assessment data through iReady. The continued use of the Otus platform will support the identification and monitoring of outcomes for SED students and English Learners. This live data will allow teachers to be able to create personalized learning plans in ELA and Math support for students, which will include online tools for interventions as well as targeted small group interventions.	1.1, 1.2 CAASPP Proficiency in ELA and Math 1.4 iReady Reading 1.5 iReady Math 1.6 EL Reclassification Rate 1.7 ELPI
Goal 2 Action 2	Despite overall improvement in Chronic Absenteeism, it continues to be an area of need. Based on 205 Dashboard, 21.4% of English Learners were chronically absent. Socioeconomically disadvantaged students also had a high absenteeism rate at 29.2% and received a Red performance level, indicating the need for continued attendance interventions and family outreach efforts.	Discovery II continues to focus on absenteeism. The school has updated its Attendance Initiatives action to combat continued chronic absenteeism. Strategies include updated monitoring systems, the Dean of Students and Family Liaison bridging the gap between home and school, new short- and long-term independent study policies and continued communication and outreach efforts to families, including low income and EL families, regarding the importance of attendance.	2.1 Chronic Absence Rate 2.2 Attendance Rate 2.7 Middle School Dropout Rate
Goal 3 Action 1	There is a need to continue strengthening family engagement and support student learning for low income students and English learners by increasing access to family education opportunities, school information and meaningful participation in the school community.	The school will empower families with the knowledge and tools to support their student's academic and social-emotional development. Through workshops on Positive Discipline, conflict resolution, digital literacy and classroom specific training, families who may experience barriers to engagement are better equipped to stay active in their student's education. Monthly meetings, Coffee with the Principal and Walk and Talks will also provide engaging opportunities to build connections with school staff while staying informed of school activities and student progress.	3.1 Measure of parental input 3.3 Participation in programs

Goal 3 Action 5	There is a need to strengthen school-home connections and increase equitable family engagement for low income and EL families.	The school is dedicated to creating an inclusive and supportive school environment and community that strengthens the school-home connections. Community events (many of which are culturally responsive and free) allow families to participate regardless of socioeconomic status or language background. The Family Liaison and school communication systems, including ParentSquare, will play a key role in ensuring outreach for these events is accessible and will support families in feeling welcomed and engaged in the school community.	3.2 Promotion of participation in programs 3.3 Participation in programs

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
Goal 1 Action 6	English Learners demonstrated improvement in the ELPI. However, growth in ELA and Math proficiency has been inconsistent over time and remains an area of need. The school will continue to monitor English Learner outcomes in ELA, Math ELPI and reclassification rates to ensure students are making progress toward English proficiency and academic success.	Discovery II will provide both Integrated and Designated ELD instruction throughout the school day, ensuring targeted language development while supporting access to the core curriculum. The Teacher on Special Assignment (TOSA) helps implement best practices, guide instruction, and directly support students through small group lessons, ELPAC resources, and progress monitoring. The TOSA also co-teaches with the General Ed teacher to implement GLAD strategies.	1.1, 1.2 CAASPP Proficiency in ELA and Math 1.6 EL Reclassification Rate 1.7 ELPI
Goal 2 Action 5	The school had 5 Homeless Youth (25-26 CALPADS).	Family Liaison, Operations manager and administrative team will collaborate to identify and support homeless and foster youth.	2.1 Chronic Absenteeism Rate 2.2 Attendance Rate

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.

Not applicable

Additional Concentration Grant Funding

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

Discovery Charter II is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 5,034,138	$ 255,322	5.072%	0.000%	5.072%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,270,803	$ 652,980	$ 65,000	$ -	$ 5,988,783.00	$ 4,471,443	$ 1,517,340

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	High Quality Instruction	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 2,057,812	$ 49,807	$ 2,100,619	$ 7,000		$ -	$ 2,107,619	0.000%
1	2	Professional Development	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 187,656	$ 8,684	$ 187,656	$ 8,684	$ -	$ -	$ 196,340	0.000%
1	3	Teacher Recruitment and Retention	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 145,343	$ 1,500	$ 146,843	$ -	$ -	$ -	$ 146,843	0.000%
1	4	Electives and Enrichment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 131,463	$ 66,463	$ -	$ 65,000	$ -	$ 131,463	0.000%
1	5	Assessments	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 56,866	$ 10,001	$ 66,867	$ -	$ -	$ -	$ 66,867	0.000%
1	6	English Language Development	English learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 44,729	$ -	$ 44,729	$ -	$ -	$ -	$ 44,729	0.000%
1	7	Special Education	SPED	No	Limited	N/A	All Schools	Ongoing	$ 1,076,220	$ 158,012	$ 596,936	$ 637,296	$ -	$ -	$ 1,234,232	0.000%
1	8	Intervention	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 44,729	$ 2,000	$ 46,729	$ -	$ -	$ -	$ 46,729	0.000%
2	1	School Counselor	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 144,946	$ -	$ 144,946	$ -	$ -	$ -	$ 144,946	0.000%
2	2	Attendance Initiatives	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 56,421	$ 36,278	$ 92,699	$ -	$ -	$ -	$ 92,699	0.000%
2	3	Positive Discipline/Restorative Practices Approach	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 100,017	$ -	$ 100,017	$ -	$ -	$ -	$ 100,017	0.000%
2	4	Social Emotional Learning	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 257,227	$ 7,150	$ 264,377	$ -	$ -	$ -	$ 264,377	0.000%
2	5	Foster Youth and Homeless Youth Services	All	Yes	Limited	Foster Youth and Low-Income	All Schools	Ongoing	$ 6,414	$ -	$ 6,414	$ -	$ -	$ -	$ 6,414	0.000%
2	6	Health and Safety	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 98,706	$ 1,095,618	$ 1,194,324	$ -	$ -	$ -	$ 1,194,324	0.000%
3	1	Family Education	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 187,656	$ -	$ 187,656	$ -	$ -	$ -	$ 187,656	0.000%
3	2	Family Communication	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 5,087	$ 5,087	$ -	$ -	$ -	$ 5,087	0.000%
3	3	Parent Leadership Groups	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	Parent/Teacher/Student Conferences	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Community Building	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 6,701	$ 8,740	$ 15,441	$ -	$ -	$ -	$ 15,441	0.000%
3	6	Student Recruitment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%

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
$ 5,034,138	$ 255,322	5.072%	0.000%	5.072%	$ 393,668	0.000%	7.820%	**Total:**	$ 393,668
								LEA-wide Total:	$ 342,525
								Limited Total:	$ 51,143
								Schoolwide Total:	$ -

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	6	English Language Development	Yes	Limited	English Learners	All Schools	$ 44,729	0.000%
1	8	Intervention	Yes	LEA-wide	All	All Schools	$ 46,729	0.000%
2	2	Attendance Initiatives	Yes	LEA-wide	All	All Schools	$ 92,699	0.000%
2	5	Foster Youth and Homeless Youth Services	Yes	Limited	Foster Youth and Low-Income	All Schools	$ 6,414	0.000%
3	1	Family Education	Yes	LEA-wide	All	All Schools	$ 187,656	0.000%
3	5	Community Building	Yes	LEA-wide	All	All Schools	$ 15,441	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,963,419.00	$ 5,836,554.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	High Quality Instruction	No	$ 2,289,493	$ 2,275,859
1	2	Professional Development	No	$ 176,060	$ 141,775
1	3	Teacher Recruitment and Retention	No	$ 80,312	$ 82,477
1	4	Electives and Enrichment	No	$ 148,607	$ 131,463
1	5	Assessments	No	$ 49,864	$ 49,827
1	6	English Language Development	Yes	$ 38,842	$ 37,839
1	7	Special Education	No	$ 1,052,739	$ 1,058,140
1	8	Intervention	Yes	$ 41,842	$ 47,773
2	1	School Counselor	No	$ 142,221	$ 142,277
2	2	Attendance Initiatives	Yes	$ 143,746	$ 102,272
2	3	Positive Discipline/Restorative Practices Approach	No	$ 102,869	$ 97,582
2	4	Social Emotional Learning	No	$ 294,400	$ 281,012
2	5	Foster Youth and Homeless Youth Services	Yes	$ 6,328	$ 6,331
2	6	Health and Safety	No	$ 1,203,591	$ 1,206,148
3	1	Family Education	Yes	$ 131,548	$ 131,426
3	2	Family Communication	No	$ 5,087	$ 5,086
3	3	Parent Leadership Groups	No	$ -	$ -
3	4	Parent/Teacher/Student Conferences	No	$ -	$ -
3	5	Community Building	Yes	$ 40,415	$ 34,425
3	6	Student Recruitment	No	$ 15,455	$ 4,842

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 225,048	$ 402,721	$ 360,066	$ 42,655	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	6	English Language Development	Yes	$ 38,842	$ 37,839.00	0.000%	0.000%
1	8	Intervention	Yes	$ 41,842	$ 47,773.00	0.000%	0.000%
2	2	Attendance Initiatives	Yes	$ 143,746	$ 102,272.00	0.000%	0.000%
2	5	Foster Youth and Homeless Youth Services	Yes	$ 6,328	$ 6,331.00	0.000%	0.000%
3	1	Family Education	Yes	$ 131,548	$ 131,426.00	0.000%	0.000%
3	5	Community Building	Yes	$ 40,415	$ 34,425.00	0.000%	0.000%

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)
$ 4,752,263	$ 225,048	0.000%	4.736%	$ 360,066	0.000%	7.577%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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).