Extera Public School #2

2026 Local Control Accountability Plan

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
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Plan Summary 2026-2027

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.

The mission of Extera Public School No. 2is to prepare students for 21st century life and careers. Grounded in a program built upon excellence, equity, and engagement, Extera Public School No. 2(EPS 2) will grow students into trailblazers who are conscientious change agents for their communities and beyond. With a focus on the natural world and the interconnectedness of all living things, children attending Extera Public School No. 2engage in learning that provides real world relevance and nurtures self-empowerment to develop students from local to global citizens.

The vision of EPS 2 is to empower children in Boyle Heights and East Los Angeles to thrive as leaders in the 21st century. Extera Public School No. 2personalizes the instructional program to meet the needs of every student. EPS#2 provides all students with a longer school day and longer school year, that includes 183 instructional days, that exceed the CA requirement for charter schools of 175 days. All students have access to expanded learning opportunities that take place before and after school, during intersession (fall, winter, spring) and summer programming.

EPS#2 will continue to develop its Multi-tiered System of Supports (MTSS). For the upcoming 2026-27 school year, EPS#2 has designed a robust professional development plan that is content focused in mathematics, PBIS, screeners and early identification of students needing additional support, integrated ELD, and parent engagement in instruction for all teachers and support staff to address student learning gaps. Extera Public School No. 2is situated in East Los Angeles. It serves 106 students in grades TK-5 with the following student demographics: 98.3% Hispanic, 39% English Learners (EL), 17.4% Students with Disabilities (SWD), and 100% Socioeconomically Disadvantaged (SED).

EPS#2 is not eligible for Equity Multiplier funds.

Extera Public School No. 2has developed a one-year LCAP for 2026-2027, that also serves as the school's School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

Consultation with SELPA per CA EC 5206(a)(5)

Parent Advisory Committee (PAC): CA EC 52062(a)(1)

English Learner PAC: CA EC 52062(a)(2)

Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Extera Public School #2's performance on the 2025 CA School Dashboard by indicator and student group.

Student Group Report for 2025

↻ Pivot Data by Studen

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Blue	Yellow	Blue	N/A	Yellow	Orange	--	N/A
English Learners	Blue	Green	Blue	N/A	Yellow	Orange	--	N/A
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Orange	--	N/A
Students with Disabilities	N/A	--	--	N/A	--	--	--	N/A
Hispanic or Latino	N/A	Yellow	Blue	N/A	Yellow	Orange	--	N/A
White	N/A	--	--	N/A	N/A	N/A	N/A	N/A

The following chart reflects Extera Public School #2's performance on the 2024 CA School Dashboard by indicator and student group.

Student Group Report for 2024

↻ Pivot Data by

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	Orange	Yellow	Blue	N/A	Yellow	Yellow	N/A
English Learners	Orange	Yellow	Blue	N/A	Yellow	Yellow	N/A
Long-Term English Learners	--	--	--	N/A	--	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow	N/A
Students with Disabilities	N/A	Orange	Blue	N/A	--	--	N/A
Hispanic or Latino	N/A	Yellow	Blue	N/A	Yellow	Yellow	N/A
White	N/A	--	--	N/A	--	--	N/A

The following chart reflects Extera Public School #2's performance on the 2023 CA School Dashboard by indicator and student group.

Student Group Report for 2023

↻ Pivot Data by

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Orange	Orange	N/A	Orange	Yellow	N/A
English Learners	Orange	Yellow	Green	N/A	Orange	Orange	N/A
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Orange	Orange	N/A	Orange	Yellow	N/A
Students with Disabilities	N/A	Orange	Yellow	N/A	--	--	N/A
Hispanic or Latino	N/A	Orange	Orange	N/A	Orange	Yellow	N/A
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A	N/A

We identified the following resource inequities, and how each is being addressed in the 2026-27 LCAP by goal and action, using the Alliance for Resource Equity tool on the 10 Dimensions of Education Resource Equity to unlock opportunities for every student.

Rigor of curriculum and instruction: EPS provides all students with standards-aligned curriculum. Teachers will intentionally plan and utilize the curriculum, with school leader feedback, to support students in mastering grade level standards. (LCAP Goal 1)

Physical and emotional wellness supports: School environment is crucial to student academic success and wellbeing. When students feel that they belong and are accepted, supported, and connected to their school community, they perform better academically and have better social-emotional and behavioral outcomes. The school leaders will lead schoolwide PBIS & SEL implementation. (LCAP Goal 3)

Early intervention and remediation: Through a structured MTSS, and administering universal screeners, EPS 2 will effectively and accurately identify students for tiered support; and address their individualized needs. (LCAP Goal 2)

Parental Involvement: Parental engagement in student learning is a significant factor in student success. EPS 2 will enable parent involvement through intentional opportunities that meet all six categories of Dr. Joyce Epstein's six types of parental involvement.

Chronic Absenteeism: Extera Public School No. 2 received a YELLOW Performance level for the Chronic Absenteeism indicator for 'all students' and the Socioeconomically Disadvantaged (SED) and Hispanic student groups. This was growth from Orange in 2023 to Yellow in 2024, with a lower percentage of students (declined 1.5%) in 2025. English Learners moved from Yellow to Green. The 'All Students' group outperformed their peers statewide, at 15.1% (EPS 2) vs. 17.1 (CA). In addition, with the 2025 CA School Dashboard, all student groups outperformed their peers statewide. This school year, the attendance team continued monitoring, proactively incentivizing attendance, and frequently communicating with families, all following the attendance policy.

ELA Academic Indicator: Extera Public School No. 2 received a YELLOW for All Students and all student groups (EL, SED, and Hispanic) for ELA. All student groups are outperforming their peers statewide with average distances from standard (DFS) that are closer to the standard than their peers statewide. The all student group has a slightly further DFS than the CA average, but did show a growth of 5.5 points closer to the standard than the prior year, with a steady DFS increase since 2023.

Extera Public School No. 2 (EPS 2) developed the following plan which was implemented schoolwide in the 2024-2025 school year with monthly professional development and instructional coaching. The 2024-25 school year marks the third year of implementation of Expeditionary Learning and SIPPs. Expeditionary Learning ensures all students have grade-level aligned curriculum based on complex text schoolwide. SIPPs is a multi-level foundational skills program designed to help struggling readers with phonological awareness, phonics, and sight words. One shift for SIPPs intervention structures during the 2025-2026 school year is that students are regrouped school wide based on progress monitoring and diagnostics every trimester or more frequently as needed. This allows for smaller, more differentiated groupings. Using SIPPs, there is schoolwide (TK-5) literacy intervention, which supports students below, at, and above grade level to receive the instruction they need to continue to grow in foundational literacy standards. The SIPPs block is built into the master schedule daily. In addition, to ensure all students receive both intervention and grade level phonics support, phonics block was built into the master schedule K-5 to support grade level decoding through vertically aligned phonics scope and sequences, supplemental spelling, phonics and decodable resources. Additional intervention through the Air Reading tutoring program (TK-5) was offered before or after school to all interested students during both a Fall and Winter session that were 10 weeks each, four days a week, for 30-45 minutes per day. Air Reading is offered in small groups of 2-3 students with a live, virtual teacher based on a literacy diagnostic. This 40-minute, Science of Reading-aligned program supplements the in-school intervention and provides additional, targeted support to students below grade-level expectations in reading.

Another element of the plan is school-wide professional development for ELA focused on research-based instructional strategies to increase student cognitive lift and engagement with complex texts including: collaborative reading structures, activating prior knowledge, pre-teaching vocabulary, and repeat reading for fluency and comprehension. Differentiated PD options included supporting literacy across content areas, preparing students for performance tasks, and foundational principles of teaching early literacy.

In addition, teachers continue to receive coaching and professional learning on strengthened delivery of instruction and lesson planning from their school leaders.

The Academic Leadership Team and the district instructional coach focused on ensuring implementation of these strategies schoolwide with fidelity during the English Language Arts block of instruction. The strong teacher buy-in focusing on literacy continued this year, which significantly supported our schoolwide ELA initiative. In an effort to promote long-term teacher retention, EPS introduced a comprehensive strategy that incorporates community-building activities and targeted instructional coaching.

This year, a PD focus has been on DOK and integrated ELD to support all students.

While we have seen great shifts in the engagement and rigor of the daily instruction through walkthroughs this school year, as well as positive growth in internal data measures, EPS 2 continues to need to push for shifts in instruction to better support student learning, as outlined in the LCAP actions below. The findings from our Instructional Leadership Team's most recent needs assessment and root cause analysis in Spring of 2025 identified the following: need to strengthen Tier 1 instructional practices since most students were not performing at grade level, a need for additional data monitoring for reading informational, reading literature, writing, and language standards to drive instruction, and ELD supports for integrated ELD.

Frequent observations and feedback: Frequent observations and school-leader teacher check-ins will be implemented to support high-quality instruction by providing teachers with timely, actionable feedback aligned to instructional priorities and student data. School leaders will use evidence from student work, engagement, and assessment data to tailor support, promote reflective practice, and drive continuous improvement. Additionally, trends identified during observations will inform professional development planning.

Frequent data collection: Frequent, meaningful data collection for ELA and Math will be conducted using MAP Growth assessments, CAASPP interim and summative results, curriculum based assessments, and a standards-based assessment system aligned to grade-level expectations. These assessments will be administered strategically throughout the school year to monitor student progress, identify learning gaps, and inform instruction. Data from multiple sources will be triangulated to ensure a comprehensive understanding of student performance across reading informational text (RI), reading literature (RL), and language standards. Teachers will engage in regular data analysis during check-ins with the coach and school leader, and plan to adjust instruction, differentiate support, and implement targeted interventions, ensuring that instruction remains responsive and standards-aligned.

AIR Reading: AIR Reading literacy intervention will be offered after school to provide targeted support for students who are reading below grade level. The program will focus on foundational skills such as phonics, fluency, vocabulary, and reading comprehension, using research-based instructional strategies aligned to the Science of Reading. Small group sessions will be facilitated by trained staff and will incorporate progress monitoring tools to track student growth and adjust instruction as needed. The intervention aims to close literacy gaps, accelerate reading development, and support students in meeting grade-level ELA standards. Parent communication and regular data reviews will be integrated to ensure transparency and ongoing support.

English Learners (EL): Extera PS #2 received a BLUE on English Learner Progress Indicator in 2025 (from an ORANGE in the 2024 and 2023 Dashboards). The ELPI declined 7.3% between 2023 and 2024 CA School Dashboards, but increased by 15.6% between the 2024 and 2025 school dashboards. As part of the needs assessment and root cause analysis in 2022, we identified the need to research and adopt a new ELD curriculum that was rigorous, standards-aligned and would meet the language needs of our students. We have implemented EL Achieve and provided professional development since the 2022-2023 school year. Administrators also participated in professional development on the curriculum and the supplemental tools to conduct observations and feedback cycles. However even with the support of the ELD curriculum, we identified a gap in support for integrated ELD, newcomers, and ELPAC practice which has been addressed during PD. These will continue to be priorities of the 2026-2027 school year professional development led by the school leadership and instructional coach.

Additional strategies that have been and will continue to be implemented and strengthened to improve outcomes for ELs includes:

Annual review and revision of the EL Master Plan

Continue with the revised the elementary master schedule to include addressing foundational reading skills

Provide ELs with Practice ELPAC tests, to provide students the opportunity to become familiar with the computer-based test delivery platform and the types of questions that may appear on the operational test.

Teachers will continue to participate in EL Achieve Symposium

Continued support for ELs in foundational reading and language acquisition utilizing the Language and Literacy intervention platform and SIPPs Intervention Blocks.

Increase student education on goal setting during mentor block, and recognize students for growth (awards).

Math Academic Indicator: Extera Public School No. 2 received an ORANGE for All Students and all student groups on the 2025 CA School Dashboard (EL, SED, and Hispanic) for Mathematics. All student groups are outperforming their peers statewide with average distances from standard (DFS) that are closer to the standard than their peers statewide. The All Student group also has a closer DFS to meeting standard than the CA average, but declined by 6.1 points.

In the 2024–2025 school year, EPS continued its instructional focus on mathematics, with an emphasis on aligning practices to the California Math Framework. This shift prioritizes a deeper conceptual understanding of mathematical content—an evolution that enriches our instructional approach while requiring thoughtful adaptation of teaching strategies for successful classroom implementation.

To support this transition, the district instructional coach led a series of professional development sessions, coaching cycles, and model lessons for all educators. This support focused on the following key areas:

Lesson Planning Feedback: The school principal works to build teacher capacity to plan rigorous and standards-aligned math lessons by using student data and curriculum resources to provide specific, strengths-based feedback that supports lesson improvement and instructional clarity. This year, PD focused on project based learning in mathematics and the 8 mathematical practices will support teacher planning of intentional lessons.

Small Groups in Math: This session provided teachers with strategies for planning and managing small group instruction in math, including how to use formative data to group students, plan differentiated tasks, and create structures for meaningful student collaboration and discourse.

Structuring the Math Block for Maximum Efficacy: This PD supported teachers in designing a comprehensive math block that maximizes instructional time, balances whole group instruction with small group and independent practice, and integrates routines that promote student engagement, fluency, and conceptual understanding.

Test preparation tutoring support was offered this year before and after school by teachers using targeted resources based on data.

The findings from our most recent needs assessment, and root cause analysis identified the following: need to strengthen Tier 1 instructional practices since most students were not performing at grade level, data-driven instructional practices to more frequently monitor student mastery of concepts, and foundational math skills (math fact fluency, math procedural skills etc.).

Deep understanding of the design and approach of the Math curriculum (Eureka Math) through professional development.

Consistent data review and time for differentiated small group instruction built into the daily master schedule.

Grade level planning and use of curriculum vertically and horizontally.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Reflections: Technical Assistance

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

Extera Public School No. 2 is not eligible for CSI.

Support for Identified Schools

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

Extera Public School No. 2 is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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 including those representing Unduplicated Pupils	**Panorama Surve**y Parents were surveyed in March 2026, to solicit input and feedback on school climate, student engagement, attendance, and school connectedness for the 2026-27 LCAP. Feedback provided: Family feedback on the survey demonstrated an increase (between 2-6%) on all categories except family engagement. Increases were demonstrated in school fit, school climate, school rigorous expectations, school safety, and family support. Family support showed a decrease in parent involvement in school committees, workshops, and participation in school events; and an increase in frequency of supporting students with learning at home. In the open ended questions, parents requested more family engagement events, particularly in the evening. **Parent Advisory Committee (PAC)** **On 2/18/26**, the Parent Advisory Committee (PAC) met and completed a school needs assessment, including a review of the CA School Dashboard. Feedback provided for academics included that Air Reading is beneficial for students in the afternoon session, but attendance was low for the morning session. Parents recommend only having Air Reading after school. Parents liked math intervention after school. Parents like the SIPPs intervention and math groups during the day. Feedback for school climate and culture included that the school sense of belonging is strong, and negative peer interactions have decreased. Parents like the PBIS rewards, Critter Coin and student stores, spirit weeks, attendance competitions and after school clubs. Parents would like to continue the after school clubs including yoga and sports. Feedback for parent engagement included celebrating communication via fliers and Class Dojo, parent attendance at the showcase, and donations to support the school and students for engagement activities. Parents shared that attendance in parent meetings is low, and would like to request more afternoon meetings and more raffles to encourage parent attendance. The feedback was incorporated into the 2026-27 LCAP (Goal 3, Action 1 and 3 & Goal 2, Action 2). **On 4/15/26** Parents also gave feedback on the draft LCAP for 2026-2027. Parents requested that parent trainings continue, and share the following topics as high interest topics: finance, mental health, technology, emergency protocols and drills, and educational rights of parents. **English Language Advisory Committee (ELAC)/ District English Language Advisory Committee (DELAC)/ English Learner Parent Advisory Committee (EL-PAC)** On 4/15/26: Discussion took place on developing and revising LCAP goals, metrics, and actions.

<table>
<tr><td></td><td>Feedback provided was to ensure high-quality trainings for science of reading to supplement SIPPs literacy intervention, and to increase funding for furniture as compared to prior years for the new school site location next, should the school relocate next school year.</td></tr>
<tr><td>Principals, Administrators and Other School Personnel</td><td>ILT

During monthly leadership team meetings, instructional leaders analyzed high and low points for data, metrics, and revised goals and actions for ELA, Math, Suspension, Chronic Absenteeism, ELPI and all numerically significant student groups.

Feedback provided
ELA (English Language Arts): ELA DFS increased this year by a small amount (5.5 points). Due to this, ELA and Foundational Reading was a focus during the 2025-2026 school year. During learning walks and observations during the spring of 2026, there has been a significant increase in students actively engaging with text, and carrying the cognitive load for ELA. In addition, reading foundational skills has been intentionally developed with engaging activities to increase student foundational reading skills. SIPPs groups are updated by trimester, and progress is consistent as students move up levels and exit out of the literacy intervention. Next year, the need is to focus on strategies to increase the percentage of students demonstrating grade level proficiency in ELA through coaching and mentorship, and additional support for small groups in ELA.
Mathematics: Mathematics data has shown a plateau this school year. Teacher feedback and use of Eureka online assessment platform was inconsistent at EPS 2. After school intervention facilitated by teachers.
Attendance:
Attendance has shown significant improvement with much higher ADA and lower percentages of chronic absenteeism. The ILT identified that student incentives, monitoring, early intervention, and tiered interventions have supported this shift. In addition, the academic centered student culture and shifting parent mindsets regarding the importance of attendance have also helped increase ADA.
English Learners / Long-Term English Learners (EL/LtEL):
PD on designated ELD has supported teachers this year. Last year, there was a significant increase in the percentage of students showing growth on the ELPI.</td></tr>
</table>

SELPA Administrator	**May 6, 2025:** The managing director of academics and compliance met with the Charter Operated Programs specialist (LAUSD COP SELPA) on the proposed changes to the LCAP. Feedback provided: COP is in agreement with proposed changes. In addition, it is important to note that COP offers training and can come to support with training related to behavior and interventions and instructional practices.
Teachers and other School Personnel	**Panorama** Teachers and staff were surveyed in March of 2026 on school culture and climate, academics, and school leadership. Feedback provided: ● Teacher surveys showed increases in the following categories: pedagogical effectiveness (25 point increase), school climate (12 point increase) and evaluation (10 point increase). Teacher surveys showed decreases in family-staff relationships, staff-leadership relationships, professional learning, feedback and coaching, and school leadership. Teachers prioritized daily intervention, enrichment opportunities, and culturally relevant or sustaining curriculum as the three main priorities for the next three school years. **Needs Assessment** Teachers were surveyed and participated in a staff meeting with the principal in April 2026. Discussion took place on developing new LCAP goals, metrics, and actions, including the school's performance on the 2024 CA School Dashboard as well as internal data including verified data and summative ELPAC results. Feedback provided: • Continue accelerated groups in the schedule, continue SIPPs, look into new phonics curriculum, planning time for Science scope and sequence, integrating science in Expeditionary Learning, support for teachers new to grade level, parent engagement evenings (math, science, literacy), more parent attendance competitions, focusing on school belonging. • PD for science of reading, PD on: integrated ELD, math project based learning, 8 mathematical practices, develop writing program.

Students	Students were surveyed in **March 2026** on school climate, student engagement, attendance, and school connectedness. Feedback provided: Student surveys showed increases in valuing of school (3 point increase; 60th-79th percentile nationally), school belonging (11 point increase; 60th-79th percentile nationally), and school climate (15 point increase; 60th-79th percentile nationally). There was a slight decrease in school safety of 2 points, focused on people being disrespectful at the school. Students showed a decrease in self-efficacy for ELA (13 points) and Math (3 points).

Insert or delete rows, as necessary.

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

The development of the 2026-2027 LCAP was influenced by feedback provided by our educational partners as follows:

Goal 1, Action 2: PD Topics driven by data, teacher, leader, and parent input.

Goal 2, Action 1: Teacher and student input on testing platforms.

Goal 2, Action 2: Academic intervention, tutoring services, Language and Literacy, and Intervention block.

Goal 2, Action 3: PBIS training and implementation

Goal 2, Action 5: Special education services

Goal 2, Action 6: Integrated ELD services

Goal 3, Action 1: School climate, parent engagement opportunities

Goal 3, Action 3: Teacher and family input on parent engagement opportunities, hands on workshops, and teacher training on parent engagement.

EPS #2 consulted with its educational partners to develop and implement its LCAP, where the 2026-2027 LCAP also serves as the SPSA.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide professional learning opportunities and instructional coaching to strengthen implementation of the CA Academic Standards, use of evidence-based instructional strategies that addresses the diverse learning needs of all students including English Learners (EL) and Students with Disabilities (SWD) and promotes scholar engagement.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Research demonstrates that teachers influence student outcomes more than any other school factor (Chetty et al., 2013; McCaffrey et al., 2003). One of the primary levers for teachers to impact student achievement is through the effectiveness of instruction, using evidence-based instructional practices and varying their approaches to meet different student needs. Last school year a focus on planning increased teacher preparation and intentionality of lessons. This year, an increased focus will be placed on data-based decision making to guide instruction, centered on student performance on grade level standards. This will allow teachers frequent checkpoints to determine the effectiveness of different strategies in their classroom, and intentional next steps based on the data to support all students. In addition, another professional development aligning writing instruction methodology TK-5 to support the general student population, ELs, and students with disabilities.

Measuring and Reporting Results

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

4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-2023 ELA CAASPP**		**2023-24 ELA CAASPP**		**2024-2025 ELA CAASPP (Actual)**		**2024-2025 ELA CAASPP Target**		**2025-2026: ELA CAASPP**		
		Student Group	**DFS**	**Student Group**	**DFS**	**Student Group**	**DFS**	**Student Group**	DFS	**Student Group**	DFS	
		All Students	-38.2	All Students	-32.9	All Students	-27.4	All Students	-29.9	All Students	-26	Met Target for Year 2 (increase of 10.8 points closer to standard from baseline)
		Hispanic	-37.6	Hispanic	-34	Hispanic	-27.4	Hispanic	-30.4	Hispanic	-26	Met Target for Year 2 (increase of 10.2 points closer to standard from baseline)
		EL	-63.3	EL	-44.2	EL	-37.4	EL	-40	EL	-37	Met Target for Year 2 Met Target for Year 2 (increase of 25.9 points closer to standard from baseline)
		SED	-38.2	SED	-32.9	SED	-27.4	SED	-28.9	SED	-26	Met Target for Year 2 (increase of 10.8 points closer to standard from baseline)

5	CAASPP Math Assessment: Distance from Standard (DFS) Source: [CA School Dashboard]()	**2022-2023 Math CAASPP**		**2023-2024 Math CAASPP**		**2024-2025 Math CAASPP (Actual)**		**2024-2025: Math CAASPP Target**		**2025-2026: Math CAASPP**		
		Student Group	**DFS**	**Student Group**	**DFS**	**Student Group**	**DFS**	**Student Group**	DFS	**Student Group**	DFS	
		All Students	-45.5	All Students	-29.7	All Students	-35.7	All Students	-29.9	All Students	-28.5	Did Not Meet Target for Year 2 (increase of 9.8 points from baseline)
		Hispanic	-45.2	Hispanic	-29.6	Hispanic	-35.7	Hispanic	-30.4	Hispanic	-28.5	Did Not Meet Target for Year 2 (increase of 9.5 points from baseline)
		EL	-51	EL	-41.9	EL	-40.4	EL	-40	EL	-37.9	Met Target for Year 2 (increase of 10.6 points closer to standard from baseline)
		SED	-45.5	SED	-29.7	SED	-35.7	SED	-28.9	SED	-28.5	Met Target for Year 2 (increase of 9.8 points from baseline)
6	% Proficient CAST Source: [CAASPP website]()	**2022-2023 CAST % Proficient**		**2023-2024 CAST % Proficient**		**2024-2025 CAST % Proficient (Actual)**		**2024-2025: CAST % Proficient Target**		**2025-2026: CAST % Proficient**		
		Student Group	**%**	**Student Group**	**%**	**Student Group**	**%**	**Student Group**	**%**	**Student Group**	%	

		All Students	11.11 %	All Students	25.71%	All Students	22.23%	All Students	27%	All Students	27%	Did Not Meet Target for Year 2 (increase of 11.12% from baseline)
		Hispanic	11.43 %	Hispanic	25.71%	Hispanic	22.23%	Hispanic	27%	Hispanic	27%	Did Not Meet Target for Year 2 (increase of 10.8% from baseline)
		SED	11.11 %	SED	25.71%	SED	Unavailable	SED	27%	SED	N/A due to Group Size	Unavailable due to Group Size
7	% EL who made progress towards English Language Proficiency Source: [ELPI – CA School Dashboard]()	2022-2023 47.7% Source: 2023 Dashboard		**2023-2024** 40.5%		**2024-2025 (Actual)**: 56.1% Source: 2025 Dashboard		**2024-2025 Target:** 49%		**2025-2026**: 57%		Met Target for Year 2 (increase of 1.3% from baseline)
8	% students English Language Proficiency for Summative ELPAC	2022-2023: 15.63%		2023-2024 7.27%		**2024-2025 (Actual):** 18.8%		**2024-2025 Target:** 10.27%		**2025-2026:** 19.5%		Met Target for Year 2 (increase of 3.17% from baseline)
9	Reclassification Rate Source: [Dataquest]()	2022-2023: 14%		2023-2024: 6.4%		**2024-2025 (Actual):** 18.8%		**2024-2025 Target:** 7.4%		2025-2026: 19%		Met Target for Year 2 (increase of 4.8% from baseline)
10	Attendance Rate Source: CALPADS	2022-23: 92.6%		2023-2024: 93.57%		**2024-2025 (Actual):** 94.4%		**2024-2025 Target:** 94%		**2025-2026:** 94.5%		Met Target for Year 2 (increase of 1.4% from baseline)

		2022-23: Chronic Absenteeism		2023-2024: Chronic Absenteeism		2024-2025: Chronic Absenteeism (Actual)		2024-2025: Chronic Absenteeism (Target)		2025-2026: Chronic Absenteeism (Target)		
11	Chronic Absenteeism Rates Source: [Dashboard]	**Student Group**	**Rate**	**Student Group**	**Rate**	**Student Group**	**Rate**	**Student Group**	**Rate**	**Student Group**	**Rate**	
		All Students	24.9%	All students	19.3%	All Students	15.1%	All students	22%	All students	14.1%	Met Target for Year 2 (decrease of 9.8% from baseline)
		Hispanic	25.2%	Hispanic	18.5%	Hispanic	15.3%	Hispanic	25%	Hispanic	14.3%	Met Target for Year 2 (decrease of 9.9% from baseline)
		EL	17.4%	EL	14%	EL	7.8%	EL	15%	EL	7.5%	Met Target for Year 2 (decrease of 9.6% from baseline)
		SED	25.1%	SED	19.3%	SED	14.4%	SED	21%	SED	13.4%	Met Target for Year 2 (decrease of 11.11% from baseline)
		SWD	28.6%	SWD	24.4%	SWD	Unavailable	SWD	28%			Unavailable
12	Suspension Rate Source: [Dashboard]	**2022-23: Suspension**		**2023-2024: Suspension**		**2024-2025 Suspension (Actual)**		**2024-2025: Suspension (Target)**		**2025-2026: Suspension (Target)**		
		Student Group	**Rate**	**Student Group**	**Rate**	**Student Group**	**Rate**	**Student Group**	**Rate**	**Student Group**	**Rate**	
		All Students	2.7%	All students	0.5%	All Students	0.0%	All students	0.5%	All students	0.5%	Met Goal (decrease of 2.7% from baseline)
		Hispanic	2.8%	Hispanic	0%	Hispanic	0.0%	Hispanic	0%	Hispanic	0%	Met Goal (decrease of 2.8% from baseline)

		EL	4.7%	EL	0%	EL	0.0%	EL	0%	EL	0%	Met Goal (decrease of 4.7% from baseline)
		SED	2.5%	SED	0.5%	SED	0.0%	SED	0%	SED	0%	Met Goal (decrease of 2.5% from baseline)
		SWD	5.3%	SWD	0%	SWD	0.00%	SWD	0%	SWD	0%	Met Goal (decrease of 5.3% from baseline)
13	Expulsion Rate Source: [Dataquest]	2022-23: 0%		**2023-2024:** **0%**		**2024-2025 (Actual):** 0%		**2024-2025 (Target):** **0%**		**2025-2026 (Target):** **0%**		Met Goal (0% change from baseline)
14	% students participating in elective or enrichment courses. Source: Master Schedule, CALPADS	2023-24: 100%		**2023-2024:** **100%**		**2024-2025 (Actual):** 100%		**2024-2025 (Target):** **100%**		**2025-2026 (Target):** **100%**		Met Goal (0% change from baseline)
15	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: [SARC]	2022-23: 100%		**2023-2024:** **100%**		**2024-2025 (Actual):** 100%		**2024-2025 (Target):** **100%**		**2025-2026 (Target):** **100%**		Met Goal (0% change from baseline)

Goal Analysis for 2025-2026

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

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

Action 1: This action was fully implemented. The school employed a principal and appropriately credentialed teachers as part of the school's core educational program providing instruction in ELA, ELD, Math, Science, Social Studies, and Physical Education. EPS provided all students with 184 instructional days (longer school year) and extended school day (additional minutes) as well as full-day transitional and traditional kindergarten. This includes the support of aides.

Action 2: This year PD has been focused on all of the topics described within the actions. Informal classroom walkthroughs have been happening with fidelity. Classroom observations occur on a regular basis. Bi-weekly check-ins with teachers allows for coaching cycles with admin to provide more feedback and resources. Our instructional coach and teachers had opportunities to attend virtual and in person PDs Getting Reading Right, a 20 hour course for literacy based on the science of reading. Successes this year include continuing the Literacy PD, our teacher pre-service before students returned to school, and the integrated ELD PD.

Action 3: Implementation of the curriculum in alignment with the master schedule has shown continuous improvement for the past four years, which is the foundation of a comprehensive, aligned academic program for students. The school purchased refill materials for TWIG, as well as consumables for students for ELA and mathematics.

Action 4: Extera PS #2 provides all students with 1:1 device access, equipping students in Kinder and first grade with iPads and students in grades 2-5 with Apple Macbooks. Each student receives a managed email address and Single Sign-On profile, granting access to digital curriculum, student information systems and other resources. To Ensure consistent availability, and uptime, all student and teacher devices are regularly updated, maintained and refreshed as needed.

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

There are no material differences.

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

Action 1, 2 and 3: Based on the 2025 CA School Dashboard, which shows results from testing prior to the implementation of this plan, we have seen improvement in ELA DFS with a small decline in Math DFS (which is still above state average) showing our students moving closer to grade level mastery. One standout is the ELPI which showed a significant increase, and is now above the state average per the 2025 CA School Dashboard. Internal data measures (NWEA MAP Growth Conditional Growth Index) demonstrate student growth in ELA, and a plateau in mathematics, while students are showing target growth in ELA and Math to reach one year's growth by the end of the school year. This growth is due to the effectiveness of actions 1-4 supporting a strong culture of learning and improving student achievement. We have also seen decreases in teacher turnover and increases in retention. Based on initial analysis of summative ELPAC data, we anticipate seeing an increase in students showing progress.

Action 4: 100% of students have access to technology which is supporting access to online learning platforms and opportunities for intervention.

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.

For the 2026-2027 school year, the following changes are proposed to the actions.

Focus of PD: Professional development will be focused in mathematics, PBIS, screeners and early identification of students needing additional support, integrated ELD, and parent engagement in instruction for all teachers and support staff to address student learning gaps, pending summative data from the end of the 2025-2026 school year. Coaching will be focused on early literacy and small groups in ELA and small group literacy from early grades, screeners and early identification. The master schedule will be revised to fit the new campus and increase phonics block and potentially decrease SEL time to be able to dedicate more time to literacy. If any teachers new to elementary school join the team, they will be supported by the coach and school leader.

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	Staffing: Educational Program	Extera Public School No. 2(EPS#2) will employ a principal and appropriately credentialed teachers as part of the school's core educational program providing instruction in ELA, ELD, Math, Science, Social Studies, and Physical Education. EPS will provide all students with 183 instructional days (longer school year) and extended school day (additional minutes) as well as full-day transitional and traditional kindergarten. This includes the support of aids. All teachers will participate in professional development as follows: • 8 days Summer (prior to the start of the school year) (and 10 for new teachers) • 10 non-instructional days during the academic year Weekly professional development during the school year	$1,037,285	Y

2	Professional Learning Opportunities	EPS#2 will provide all teachers with professional learning opportunities in alignment with schoolwide initiatives and identified student needs. As noted in Goal 1, Action 1 – EPS#2 will provide robust professional development and instructional coaching for all educators with a focus on the following areas based on schoolwide and student identified needs, and the school's performance on the 2025 Dashboard: ● Mathematics: 8 mathematical practices, authentic & hands-on learning in math ● PBIS: Responding to behavior and interventions to reduce and prevent undesired behaviors ● Utilizing our screeners for early identification of students needing additional support, early parent communication expectations for students struggling ● Integrated ELD ● Planning opportunities for parent engagement in instruction School leaders will review all lesson plans and provide feedback focusing on student-centered, backwards planned lessons. The principal will conduct classroom walkthroughs, feedback cycles, facilitate professional development, ensuring schoolwide initiatives and evidence-based pedagogical strategies are implemented in all classrooms with fidelity. During weekly observations, leaders will also observe for academic rigor, intentional use of DOK in discussions and coursework, student engagement, classroom management, and the use of differentiation to address the diverse learning needs of students. To support teachers new to the profession and/or working towards clearing their credentials, and improve teacher retention rates, EPS#2 will participate in an induction program. Administrators, Instructional Coaches, and Teachers will have the opportunity to attend conferences, workshops, and symposiums aligned to school wide initiatives including reading PDs based upon the science of reading.	$3,385	N

3	Basic Services: Core Curricular Materials	EPS#2 will ensure all students have access to standards aligned core curriculum and instructional materials. Annual purchases will be made to ensure sufficient materials which include: • TWIG Science curriculum • Expeditionary Learning (ELA) • Eureka Math • TCI: Social Studies (5th grade) If there are over 10 students enrolled in TK, the TK specific ELA curriculum will be purchased.	$48,546	N
4	Technology Learning Platform	EPS#2 provides all students with access to a technology device to access instructional, curricular materials and testing platforms. Annual purchases will be made as needed. IT support will be provided to ensure devices are up-to-date, and functional for student use.	$25,100	N

Goal

Goal #	Description	Type of Goal
2	Develop a Multi-tiered System of Support (MTSS) to address student barriers to learning including academic, social-emotional, behavioral, and mental health; and implement systems for the collection and analysis of multiple types of student data; to ensure services are provided in a timely manner to improve student outcomes. Utilize MTSS and data collection to evaluate program implementation on an annual basis.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement Priority

5: Student Engagement Priority

6: School Climate Priority

7: Course Access Priority

8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

To improve student achievement, there is a need to continue to implement MTSS using multiple types of data and tiered responses. To continue to effectively implement MTSS, there is a need to hone established systems and protocols to ensure continued improvement to student outcomes. This includes administering academic and SEL universal screeners to identify and address the academic, social-emotional, behavioral, and mental health needs of our students which impacts academic outcomes, student engagement, attendance, and overall school culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	**Target for Year 2 Outcome**	**Target for Year 3 Outcome**	Current Difference from Baseline
Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	May 2024: Exemplary	June 2025 (Actual): Exemplary	2024-2025 (Target): Good	2025-2026 (Target): Good	Target Met (No change from baseline)

Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool].	2023-2024: 9. 4 10. 4 11. 4 12. 3	2024-2025: 9. 4 10. 4 11. 4 12. 3	2025-2026 (Actual): 9. 4 10. 4 11. 4 12. 4	2025-2026 (Target): 9. 4 10. 4 11. 5 12. 4	2026-2027 (Target): 9. 4 10. 4 11. 4 12. 5	2024-2025: 9. Same 10. Same 11. Same 12. Increase of 1

Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-2024: 1. 3 2. 4 3. 3 4. 5	2024-2025: 1. 4 2. 4 3. 3 4. 5	2025-2026: 1.4 2. 4 3. 3 4. 5	2025-2026: 1.4 2. 4 3. 4 4. 5	2026-2027: 1.4 2. 4 3. 4 4. 5	2025-2026: 1. Increase of 1 (3 to 4) 2. Same 3. Same 4. Same
Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-2024: 58% Sense of Safety 65% School connectedness	2024-2025: 51% Sense of Safety 65% School connected ness	2025-2026 (Actual): 49% Sense of Safety 62% School connectedness	2025-2026 (Target): 58% Sense of Safety 70% School connectedness	2025-2026 (Target): 58% Sense of Safety 65% School connectedness	Did not meet outcome -9% difference from baseline Did not meet outcome -3% difference from baseline
Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-2024: 76% Sense of Safety 86% School connectedness	2024-2025: 78% Sense of Safety 89% School connectedness	2025-2026 (Actual): 81% Sense of Safety 92% School connectedness	2025-2026 (Target): 80% Sense of Safety 90% School connectedness	2025-2026 (Target): 82% Sense of Safety 93% School connectedness	Met outcome 5% increase from baseline Met outcome 6% increase from baseline

Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-2024: 63% Sense of Safety 73% School connectedness	2024-2025: 64% Sense of Safety 85% School connectedness	2025-2026 (Actual): 76% Sense of Safety 86% School connectedness	2025-2026 (Target): 66% Sense of Safety 88% School connectedness	2026-2027 (Target): 77% Sense of Safety 88% School connectedness	Meet outcome +12% difference Met outcome +13% difference

NOTE: Extera Public School No. 2currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2025-2026

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

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

Action 1: EPS 2 has implemented a calendar of the different assessments including NWEA in Reading, Math, and Language three times a year for all grades, and Interim Comprehensive Assessments (ICA) for grades 3rd-5th grade. We have completed 3 rounds of NWEA MAP testing and the 1 round of ICA testing In addition, this year reading foundational skills were measured every 8-10 weeks using NWEA Reading Fluency, and each trimester using the SIPPs diagnostic and placement test. In addition, this year the team added the Amira Dyslexia screener. The academic leadership team and instructional leadership team continue to review and analyze this data and share during professional/staff meetings, and during teacher planning to create a data driven instructional program. The Panorama Success Platform continues to help identify students for intervention and monitors student performance. All of this works to ensure our students are meeting the annual growth targets. Parents are provided test results after each test administration, and they are discussed during student led conferences. The data compliance team continues to analyze and communicate the data to drive instruction.

Action 2: Multi-tiered systems of support (MTSS) are being implemented TK-5 through SSPTs and intervention during the day, before and after school. School wide literacy intervention groupings are monitored regularly and are assessed and regrouped each trimester. School wide literacy intervention groupings are monitored regularly and are assessed and regrouped each trimester. Language and Literacy has been utilized. Successes this year include regular progress monitoring and data collection to develop school wide literacy intervention groupings. Another success is K-5 completing the NWEA Map during the winter window, to allow mid-year progress monitoring data. Air Reading was implemented before and after school. Math clubs were launched after school.

Action 3: The following have been fully implemented in the 2025-2026 school year: Attendance Monitoring at EPS #2, Attendance SSPTs, and SART meetings at the Home Office. PBIS monthly meetings attended by a variety of staff and students. School Beat (previously known as MooZoom) curriculum is used during SEL instructional block and PBIS incentives and fully in place. Attendance has rebounded at EPS#2 and has remained high this year. Attendance SSPTs have resulted in improved attendance for students. SEL curriculum is consistently used in all classes and PBIS incentives and raffles happen regularly. Spirit weeks have high participation and all students completed the Fall Panorama Surveys.

Action 4: All students receive instruction in the essential subjects of ELA, Math, Science, Social Studies, PE, and Art. This is embedded into their daily schedule. Clubs are also offered during lunch and after school. Students are engaged in the curriculum and activities, receiving a well rounded education. This also sparks long-term interest in science, technology, and arts, and helps promote physical and mental well-being. Sports are included in after school and occasional weekend tournaments. In addition, Air Reading is offered before school and after school, and Trapezium math clubs after school. One area for growth is having more staff interest to implement more clubs during lunch time.

Action 5: The following have been fully implemented in the 2025-2026 school year: Collaboration period with special education teachers and general education teachers, support services for all students, special education PDs and special education parent workshops. Special education IAs and RSTs are supporting with SIPPs to increase reading fluency for students. Collaboration periods with special education teachers and general education teachers occur on a weekly basis.. EPS 2 continues to have strong parent participation in IEP meetings, and attendance for students with disabilities improved dramatically this year. Some areas to improve implementation are additional supports and trainings for new RSTs.

Action 6: The following have been fully implemented in the 2025-2026 school year: instruction with EL Achieve, leveled ELD groups, and integrated ELD instruction during core curriculum. Additionally EL PDs have been offered, teachers consistently use EL Achieve, teachers focus on listening and speaking practice during ELD instruction and core instructional periods. ELPAC practice tests and test prep were fully implemented.

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.

Due to lower enrollment, the academic coordinator position was frozen and unfilled during the 2025-2026 school year.

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

We have seen significant improvement in foundational reading as demonstrated by the improved ELA DFS, internal data, and observations during learning walks. We have seen significant improvement in ADA through the implementation of action 3 based on our attendance data (ADA and decreases in chronic absenteeism). We saw growth in ELPI and reclassification rates as well.

One area that was less effective has been mathematics growth, which has plateaued. Trapezium Math Clubs have been engaging for students but we have not seen significant improvement in data from the intervention. Air Reading in the morning has had lower attendance, so it will only be offered in the afternoon.

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

Action 1: No significant changes Action 2: Transition math intervention to teacher led after school intervention. Offer Air Reading intervention only after school. Action 3: No significant changes Action 5: Increase support offered to new RSTs including literacy training. Action 6: Continue PD on integrated ELD, remove Rosetta Stone.

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	Student assessment of learning	EPS#2 will administer the following assessments to establish baseline reports, monitor student growth, and identify learning gaps for additional targeted tiered intervention: NWEA Measure of Academic Progress (MAP) assessments in reading and math, three times a year: Grades TK-5 NWEA MAP Writing, three times a year: Grades 2-5 CDE: Interim Comprehensive Assessments (ICA): Grades 3-5 Amira: CDE approved Dyslexia Screener: Grades K-2 Eureka Affirm Math Online Assessment, Homework, and Exit Ticket Platform Expeditionary Learning Online Instruction and Assessment Platform for 5th-8th Grade The Data compliance team (principal, teachers, Instructional coaches, and Director of special education and Intervention Programming) will review, disaggregate, analyze, and present assessment findings during professional/staff development meetings, and teacher planning meetings to inform instruction, and goal setting. EPS#2 will utilize a staff, parent, student, and family survey for identifying students for intervention, measuring and monitoring student performance and outcomes, to ensure all students meet annual growth targets.	$7,700	Y

2	Addressing Academic Barriers to Learning	An area of identified need is to continue to decrease the Distance from Standard (DFS) in ELA as compared to the CA State Average and to reach zero, to demonstrate students are achieving grade level mastery. An analysis of our internal data identified that students have grown significantly in decoding this school year, but need to continue to grow in fluency and reading comprehension and writing. In math, students need support in building their conceptual understanding and mathematical reasoning in multi-step word problems and real world applications involving all four operations. In addition, teachers need more immediate, actionable data regarding mastery of standards. EPS#2 will identify and monitor students for additional support and tiered intervention using its Multi-tiered System of Supports (MTSS) model. All teachers will implement daily small group instruction for literacy, with structured phonics built into the instructional day, and mathematics, in addition to the daily 30-minute intervention block. Teachers will also provide an acceleration block (TK-5) four times per week, led by teachers, using NWEA MAP and ICA (reading or math) assessments to address learning gaps and accelerate learning. Based on the Science of Reading, Air Reading Literacy intervention, is a virtual literacy program taught by teachers in small groups daily for 40 minutes and will also be offered daily before school and after school for students in grade 5. Math intervention will be launched after school for mathematics tutoring. This work is supported and led by the literacy coach and school principal. In addition to intervention before and after school, students also receive 30 additional school days of learning that include camps, field trips, tutoring, ELD interventions, test preparation, small group access to tutoring during the school day, and online intervention platforms to be used in intervention, at home, and during the extended school day. For students in grades K-5: SIPPS Phonics Program will be utilized in differentiated groups taught by a credentialed teacher. Language & Literacy will be utilized for K-5, a supplemental online ELA intervention tool. The instructional coach will support teacher professional development, data analysis and instructional practices. EPS#2 will provide all students with access to onsite tutoring services available after school as an additional academic support.	$252,854	Y

3	Addressing SEL/Behavioral Barriers to Learning	An area of concern is the high chronic absenteeism across all student groups. A needs assessment was conducted to identify the root causes, which were lack of parent education on the impact of student attendance and lack of a SART board to refer students to after interventions at the school level had not been effective. This resulted in the school leaders and the director of special education and intervention programming taking the lead on attendance monitoring and intervention and consolidating roles in order to fully implement the attendance & truancy policy as outlined. The school leaders and the special education team will continue to lead implementation of the Attendance & Truancy Policy, a multi-tiered approach that outlines the attendance policy, and the available supports to address truancy/chronic absenteeism. The school leaders will ensure tiered services are implemented with fidelity to reduce chronic absenteeism rates and take a proactive approach to improve student attendance and address barriers to learning. School leaders will continue to monitor chronic absenteeism and take steps such as implementing attendance SSPTs, attendance contracts and referral for SART meetings. The director of special education and intervention programming will continue to facilitate a monthly data analysis of attendance data and lead SART meetings at the Home Office. The school principal and school wellness counselors will lead the PBIS team and facilitate staffwide professional learning and coaching on positive behavior, restorative practices, alternatives to suspension, community circles and de-escalation techniques. Campus monitors and BIIs will provide behavior support in the classroom and during the instructional day, and trauma-informed practices will be used by all staff and teachers to support a positive and safe learning environment for all students. EPS 2 will continue to use School Beat (previously known as MooZoom) SEL curriculum that will be embedded in daily instruction. EPS 2 will continue to implement PBIS strategies including PBIS rewards, recognize students for positive behavior, and perfect/improved attendance. EPS 2 will continue to administer SEL and educational partner surveys. Counselors will provide small group and one-on-one counseling to address the behavioral, and/or mental health needs of our students.	$376,386	Y

4	Broad Course of Study	All students will be enrolled in a broad course of study (ELA, math, Science, Social Studies, Physical Education, and Art). EPS#2 will also provide the clubs and enrichment either during lunch and afterschool. They will also host a culminating art walk community event.	$56,535	Y

5	Supporting Students with Disabilities (SWD)	To address the needs of our students with disabilities we have an inclusion-based model for our students. Instructional assistants push into the classroom and provide support for our students during their ELA and Math instructional periods. Special education teachers and general education teachers meet weekly and collaborate on ways to pre-plan supports for SWDs and review students goals and accommodations. Special education teachers provide pull out services directly to students where they work on the specific skills to target their academic goals. The special education team meets weekly with the director of special education & intervention programming for professional development focused on meeting the needs of SWDs. We also have a full continuum of support from service providers ranging from behavioral intervention, speech therapy, occupational therapy, and counseling to ensure that students can access the curriculum in the classroom and meet their individualized goals. To support new RSTs, we would like to offer additional literacy training to new RSTs should a new RST join the team during the 26-27 school year.	$342,438	N

		Our SWDs have also struggled to achieve the expected progress in ELA and Math. Root causes in ELA include missing foundational skills in reading and scaffolds in ELA and Math to reach grade-level rigor. In response to these needs, the special education model of push in and pull out services was adjusted to include a collaboration period where a general education teachers and the special education teacher pre-planned supports for SWDs focusing on both ELA and Math. Additionally, more time was built into the master schedule to allow all special education staff to support foundational reading skills which is the SIPPs program, this year it was expanded to add the Special Education Teacher and special education instructional assistant to provide more targeted groupings. UDL focused PDs on ways to teach reading fluency to students were offered during the school year in full day and half day PDs. Support for math groupings and reteaching concepts during math based on data was given to teachers from our instructional coach. For the 26-27 school year, we will continue with collaboration pairing for the general education teacher and special education teacher, the special education team teaching foundational reading skills and also implement data meetings for the special education team to review their progress monitoring data and make instructional decisions based on data during their pull out services. The master schedule will continue to have dedicated time for students to receive foundational reading instruction and students will have access to Air Reading tutoring before and after school. Our special education learning walks will continue, as well as PDs on UDL and supporting students with differentiation in the classroom. PDs to support small groups in math and coaching will be given to all teachers as well as continued use of supplemental math tools for practice outside of the classroom.		

		Chronic absenteeism has also been an issue for our SWDs at EPS2. The root causes of chronic absenteeism include insufficient parent education on the impact of attendance on student outcomes and late attendance monitoring. Based on these causes, we implemented early increased attendance monitoring and parent education opportunities. The school leaders and school site teams monitor attendance daily for all students from the start of the school year and students were referred for attendance contracts and attendance SSPTs as soon as their attendance percentage dropped. These interventions were tracked and if the students' attendance did not improve, parents and students were required to meet with the principal and director of special education & intervention programming to implement a more detailed attendance contract to support with attendance. Attendance was monitored throughout the contract and if attendance did not improve, families were referred to the SART board at the home office for implementation of a SART contract with additional attendance supports offered. Additionally, EPS 2 offered attendance parent workshops through the Parent University to provide more education to parents on the importance of attendance. For the 26-27 school year, we will continue our systematic approach to increased attendance monitoring, continue to review attendance at every single IEP meeting and offer more parent education opportunities on attendance, specifically focusing on how attendance affects SWDs. It is important to note that over 50% of our students with disabilities are dually identified as ELs. Students with disabilities who are dually identified have ELD goals and services. RSTs will collaborate with ELD teachers to identify learning targets from current ELD units to support student ELD during ELD services. In addition, barriers to students with disabilities reclassifying include minimal growth on the ELPAC. A root cause analysis showed this is largely due to independent reading level, attendance and lack of preparation for ELPAC during ELD instructional periods. Attendance will be targeted through the interventions described above. SIPPs, grade-level phonics and pull out services will address reading levels. Parent meetings for ELs will be held and action plans created early in the school year. In addition, families will give input through the six ELAC meetings held each school year. Additional time after winter break will be used for interim ELPAC practice during ELD instructional periods to support students progress on the ELPAC.		

		The suspension rate for students with disabilities was 0% at EPS 2. We would like to celebrate the restorative practices across these school sites, which have led to this decrease from previous years. Our schools' actions include restorative practices, behavior contracts, in-school reassignment, and more social skills workshops. Action Items - 1. Special education Team Data Reviews 2. Provide Early Attendance Education & Notification for Parents Outcomes - Improvement in DFS rate for SWD in ELA & Math.		
6	Supporting EL with Language Acquisition	EPS#2 will provide designated ELD using Systematic EL Achieve, with differentiated supports based on their Summative ELPAC results, to support the language acquisition needs of each English learner. For our newcomers (EL) EPS#2 will also utilize Language and Literacy to support with language acquisition and proficiency. The instructional leadership team will provide professional development on integrated ELD including evidence-based strategies to support the language and learning needs of English learners. In addition, teachers will utilize integrated ELD planning to support science and build connections between the TWIG science curriculum and the Expeditionary Learning curriculum. Teachers will utilize NWEA MAP assessments to measure and monitor student progress and scaffold instruction. Additional time after winter break will be given to support interim ELPAC practice during ELD instructional blocks. Additional support and interventions available to ELs is outlined in Goal 2, Action 2.	$1,800	N

Goal #	Description	Type of Goal
3	Develop and implement strategies to engage and collaborate with families/parents as partners through ongoing effective communication, and education to improve school climate, connectedness, and student outcomes.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Ensuring parents feel welcomed and connected to our school as partners is critical to the success of our students. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation. There is a need to continue improving school climate through restorative practices, community circles, and ensuring students feel a sense of belonging, connectedness and safety. Utilizing School Beat (previously known as MooZoom) SEL Platform will support social emotional learning to address SEL and behavioral needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	**Target for Year 2 Outcome**	**Target for Year 3 Outcome**	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	May 2024: Exemplary	June 2025 (Actual): Exemplary	2024-2025 (Target): Good	2025-2026 (Target): Good	Target Met (No change from baseline)

17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-2024: 9. 4 10. 4 11. 4 12. 3	2024-2025: 9. 4 10. 4 11. 4 12. 3	2025-2026: 9. 4 10. 4 11. 4 12. 4	2025-2026: 9. 4 10. 4 11. 5 12. 4	2026-2027: 9. 4 10. 4 11. 5 12. 4	2025-2026: 9. Same 10. Same 11. Increase of 1 12. Increase of 1

18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-2024: 1. 3 2. 4 3. 3 4. 5	2024-2025: 1. 4 2. 4 3. 3 4. 5	2025-2026: 1.4 2. 4 3. 3 4. 5	2025-2026: 1.4 2. 4 3. 4 4. 5	2026-2027: 1.4 2. 4 3. 4 4. 5	2024-2025: 1. Increase of 1 2. Same 3. Increase of 1 4. Same
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-2024: 58% Sense of Safety 65% School connectedness	2024-2025: 51% Sense of Safety 65% School connected ness	2025-2026 (Actual): 49% Sense of Safety 62% School connectedness	2025-2026 (Target): 58% Sense of Safety 70% School connectedness	2025-2026 (Target): 58% Sense of Safety 65% School connectedness	Did not meet outcome -9% difference from baseline Did not meet outcome -3% difference from baseline
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-2024: 76% Sense of Safety 86% School connectedness	2024-2025: 78% Sense of Safety 89% School connectedness	2025-2026 (Actual): 81% Sense of Safety 92% School connectedness	2025-2026 (Target): 80% Sense of Safety 90% School connectedness	2025-2026 (Target): 82% Sense of Safety 93% School connectedness	Met outcome 5% increase from baseline Met outcome 6% increase from baseline

21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-2024: 63% Sense of Safety 73% School connectedness	2024-2025: 64% Sense of Safety 85% School connectedness	2025-2026 (Actual): 76% Sense of Safety 86% School connectedness	2025-2026 (Target): 66% Sense of Safety 88% School connectedness	2026-2027 (Target): 77% Sense of Safety 88% School connectedness	Meet outcome +12% difference Met outcome +13% difference

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Action 1: EPS2 has implemented many strategies to improve school culture. School Beat (previously known as MooZoom) (during SEL block), PBIS supports schoolwide, and Spirit Weeks help create a positive school climate. Field trips have allowed students to have hands-on experience and extension of their learning. School Beat (previously known as MooZoom) during our SEL block has provided intervention during the day, or when needed, including support during SSPTs.

Participation in our Spirit Weeks has been successful and provided a sense of belonging. A culture celebrating a love of literacy has been established through a variety of school wide literacy initiatives and events.

Students participated in hands-on learning experiences, aligned to the standards through field trips.

Action 2: ELAC and PAC meetings are both following the aligned planned calendars to meet the required number of meetings prior to the end of the year, with 6 ELAC meetings and 2 PAC meetings having been held. Committee members include parents who represent students who are socio-economically disadvantaged, hispanic/latino, English Learner and students with disabilities.

We have a live interpreter at every committee meeting and all documents are translated in English and Spanish.

Successes include parents sharing input on key pieces of data including attendance, school needs assessment, school surveys, and the LCAP. Parents are feeling more empowered in their voices to share opinions, and the president has taken a more active role than historically. Challenges continue to be increasing the number and variety of parents that attend, as some parents serve on both committees due to lower than desired parent interest in serving on decision making committees.

Action 3:

EPS2 has implemented a comprehensive plan to engage families including school wide events, workshops, and different channels of direct communication. Increased participation in Coffee with the Principal (Pláticas), ELAC, and volunteer opportunities on campus.

Positive feedback from families attending our parent workshops through Parent University, on attendance, math/reading strategies, safety and mental health.

Action 4:

FIT scores reported in the SARC showing exemplary ratings. Extera PS 2 continues to provide a safe and clean facility for students. As a co-located school, we endeavor to collaborate with LAUSD maintenance and custodial staff to ensure a safe and clean environment for students.

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

No material differences.

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

Action 1: This action was effective as we saw increases in student survey data.

Action 2: This action was effective in providing opportunities for parents to give feedback on EPS 2 programming. An area of growth is to have more parents involved in these committees.

Action 3: This action was effective at increasing opportunities for families to engage in instructional related topics and activities with their students and learn strategies to support from home. One area of growth is increasing teacher professional development on engaging parents in the classroom, including structured expectations for the number and frequency of opportunities. In addition, the team would like to offer more parent facilitated events.

Action 4: This action was effective as demonstrated by meeting the FIT metrics.

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

Action 1: In addition, to create an improved culture of the love of reading, incorporate reading buddies monthly, guest readers (parents, staff, librarians, older students, a mini library during recess, and monthly classroom competitions for reading.Counseling interns will provide weekly SEL activities for all students in addition to the designated SEL instructional time.

Action 3: Parent engagement will be increased through the revamped role for room parents and staff trainings on creating opportunities for parents to be engaged in instruction in the classroom. EPS 2 will offer additional parent events in the evening, parent-led events, and earlier communication with families of struggling students.

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	School Climate	EPS#2 will implement strategies to improve school climate, sense of connectedness and provide a safe learning environment for students and staff. As identified in school climate surveys this is an area for growth. The PBIS team will support schoolwide implementation of School Beat (previously known as MooZoom) SEL curriculum, through restorative practices, daily SEL practices, and assemblies to promote a positive school climate. Counseling interns will provide weekly SEL activities for all students in addition to the designated SEL instructional time. EPS#2 will implement daily morning community circles for TK-5 that will set the tone and expectations for all students. SEL practices will be integrated into the mentor block. To support a sense of belonging and engagement, EPS#2 will host school wide competitions (Spelling Bee, Art Walk), spirit days (College Week, Read Across America), schoolwide events (showcase, Literacy night) to also engage and welcome families. Students will participate in hands-on learning experiences, aligned to the standards through field trips to the CA Science Center, Descanso Gardens, Heal the Bay, to name a few. EPS#2 will offer an afterschool sports program including clubs and organizations. In addition, to create an improved culture of the love of reading, incorporate reading buddies monthly, guest readers (parents, staff, librarians, older students), a mini library during recess, and monthly classroom competitions for reading.	$137,465	Y

2	Parents: Decision-making	Extera Public School No. 2will provide all parents/families (including those representing unduplicated pupils and students with disabilities) opportunities to serve on decision-making committees: • English Language Advisory Committee (ELAC), DELAC, • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) Interpreter services will be available for all committee meetings, and upon request.	$1,500	N

3	Parent Engagement	EPS#2 will provide families including those of unduplicated pupils and those representing students with disabilities (SWD), with opportunities to engage in their child's education through participation in school-wide events, Coffee with the Principal (Pláticas), and volunteer opportunities. EPS 2 will offer additional eventing events, parent led events, and opportunities for parents to be engaged with instruction. EPS 2 will provide professional development to teachers regarding increasing parent engagement in the classroom, clear expectations for teacher created opportunities, and earlier notification/ communication with parents of struggling students. EPS's Attendance Committee will host parent education workshops on the importance of daily attendance and the impact of chronic absenteeism on a child's development and learning. Workshops will focus on engaging families in their child's education and to build school connectedness. The Attendance Committee will conduct home visits for at-risk students and unresponsive families to identify root causes and provide resources to re- engage students back to school. The Instructional Coach and Instructional Leadership team will be leading parent workshops including parent orientation and parent support sessions Parent workshops will focus on important topics for student success and incorporate hands-on learning and parent engagement opportunities. EPS 2 will continue teacher trainings on parent communication and parent engagement. EPS 2 will continue with room parents to increase parent engagement in instructional activities. EPS 2 will utilize its website and social media to inform families of events, resources and to increase parent engagement, in addition to Infinite Campus where families can access their child's academic progress, attendance, and communicate with staff. All materials sent to families will be translated to Spanish as required; and interpreter services will be available for parent events, workshops and upon request.	$124,000	Y

4	Basic Services: Facilities	Extera Public School 2 strives to provide all students and staff with a safe and clean school facility site that meets the learning needs of our students. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP. EPS 2 will provide healthy meals to students.	$345,000	N

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027;

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$572,247	$67,767

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.04%	0%	$0	37.04%

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 1	Student performance (Schoolwide and all numerically significant student groups) declined in academic performance as measured by the ELA and Math CAASPP assessment. There is a need for all teachers to provide Tier 1 and 2 interventions and for students to have an extended school day and school year, as well as small group instruction.	Full Day TK, Full Day Kinder, Use of instructional aides for small groups.	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 1	There is a need to ensure frequent and verified data for all educational partners.	EPS will assess students three times per year using NWEA MAP Growth, and more frequently for NWEA Reading Fluency.	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 2	There is a need for transportation to support student attendance and reduce Chronic Absenteeism.	Metro Go Pass for students to attend school regularly.	The metrics that will be used to monitor effectiveness: • #10: Attendance Rates #11: Chronic absenteeism rates
Goal 2, Action 3	An area of concern is the high Chronic Absenteeism across all student groups. A needs assessment was conducted to identify the root causes, which resulted in the development of an Attendance Committee that includes the principal, school wellness counselors, and Intervention Team). The Attendance Committee will review daily attendance reports and contact families when a student is absent to identify root cause, provide resources if necessary to improve daily student attendance, which impacts student academic outcomes. Home visits will take place for at-risk students, to re-engage our students.	The Attendance Committee will ensure tiered services are implemented with fidelity to reduce chronic absenteeism rates and take a proactive approach to improve student attendance and address barriers to learning. The Assistant Principal, the School Wellness Counselor and business manager with parent coordinator will lead the attendance monitoring, positive reinforcement and interventions.	The metrics that will be used to monitor effectiveness: • #10: Attendance Rates #11: Chronic absenteeism rates • #13 Suspension Rates

Goal 2, Action 4	To support a broad course of study to support student achievement and school climate.	The use of instructional support and equipment to provide PE to students in TK-5. Arts & Music in Schools also supports funding for the aide to also support arts instruction.	The metric that will be used to monitor effectiveness: • #21: Other Local Measure - Student Survey: Sense of safety & school connectedness

Goal 3, Action 1	There is a need to improve school climate, student connectedness and sense of belonging.	To support a sense of belonging and engagement, EPS 2 will host schoolwide competitions (Spelling Bee, Art Walk), Spirit Days (College Week, Read Across America), Schoolwide Events (showcase, Literacy night) to also engage and welcome families. Students will participate in hands-on learning experiences, aligned to the standards through field trips to the CA Science Center, Natural History Museum, La Brea Tar pits, to name a few. EPS will offer an afterschool sports program including clubs and organizations. The PBIS team and facilitate staffwide professional learning and coaching on positive behavior, restorative practices, alternatives to suspension, community circles and de-escalation techniques. Campus monitors and BII will provide behavior support in the classroom and during the instructional day, to reduce suspension rates, and support a positive and safe learning environment for all students. The counselor will provide small group and one-on- one counseling to address the behavioral, and/or mental health needs of our students. EPS 2 will adopt School Beat (previously known as MooZoom) SEL Curriculum that will be embedded in daily instruction. EPS 2 will implement PBIS strategies including PBIS rewards, recognize students for positive behavior, and perfect/improved attendance. EPS will continue to administer Panorama SEL surveys which also serve as a universal screener within our PBIS.	The metric that will be used to monitor effectiveness: • #21: Other Local Measure - Student Survey: Sense of safety & school connectedness

Goal 3, Action 3	There is a need to engage families of Unduplicated Pupils, especially English Learners to provide them with strategies to support their child at home with language acquisition.	To support the English Learners and engage families, the Parent Coordinator will recruit parents to participate in fall EL Parent conference for school leaders to meet with families individually, discuss ELPAC and CAASPP results, and develop meaningful action plans to support EL with language proficiency and provide families with tools to support their child's language needs at home. The Attendance Committee, office clerk, and Parent Coordinator will host parent education workshops on the importance of daily attendance and the impact of chronic absenteeism on a child's development and learning. Workshops will focus on engaging families in their child's education and to build school connectedness. The Attendance Committee will conduct home visits for at-risk students and unresponsive families to identify root causes and provide resources to re- engage students back to school.	The metric that will be used to monitor effectiveness: • #22: Other Local Measure – Parent Survey: Sense of safety & school connectedness

Insert or delete rows, as necessary.

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
N/A	There are no "limited" actions.	There are no "limited" actions.	Not applicable

Insert or delete rows, as necessary.

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.

There are no “limited” actions.

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.

Extera Public School No. 2will use additional concentration grant add-on funds to fund a parent coordinator, the specials instructional aide, the school counselor, the school office manager, instructional aides and full-day TK/Kinder teacher(s).

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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.
  - o 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,
  - o 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.

- o 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).
- o 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.
- o Indicate the school year to which the baseline data applies.
- o 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.
- o 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.
  - o 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.
  - o 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.

- o 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.
  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - o 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.
  - *o* 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.
  - *o* 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:
    - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - o Professional development for teachers.
    - o 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:
    - o 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.
    - o 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.
    - o 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).