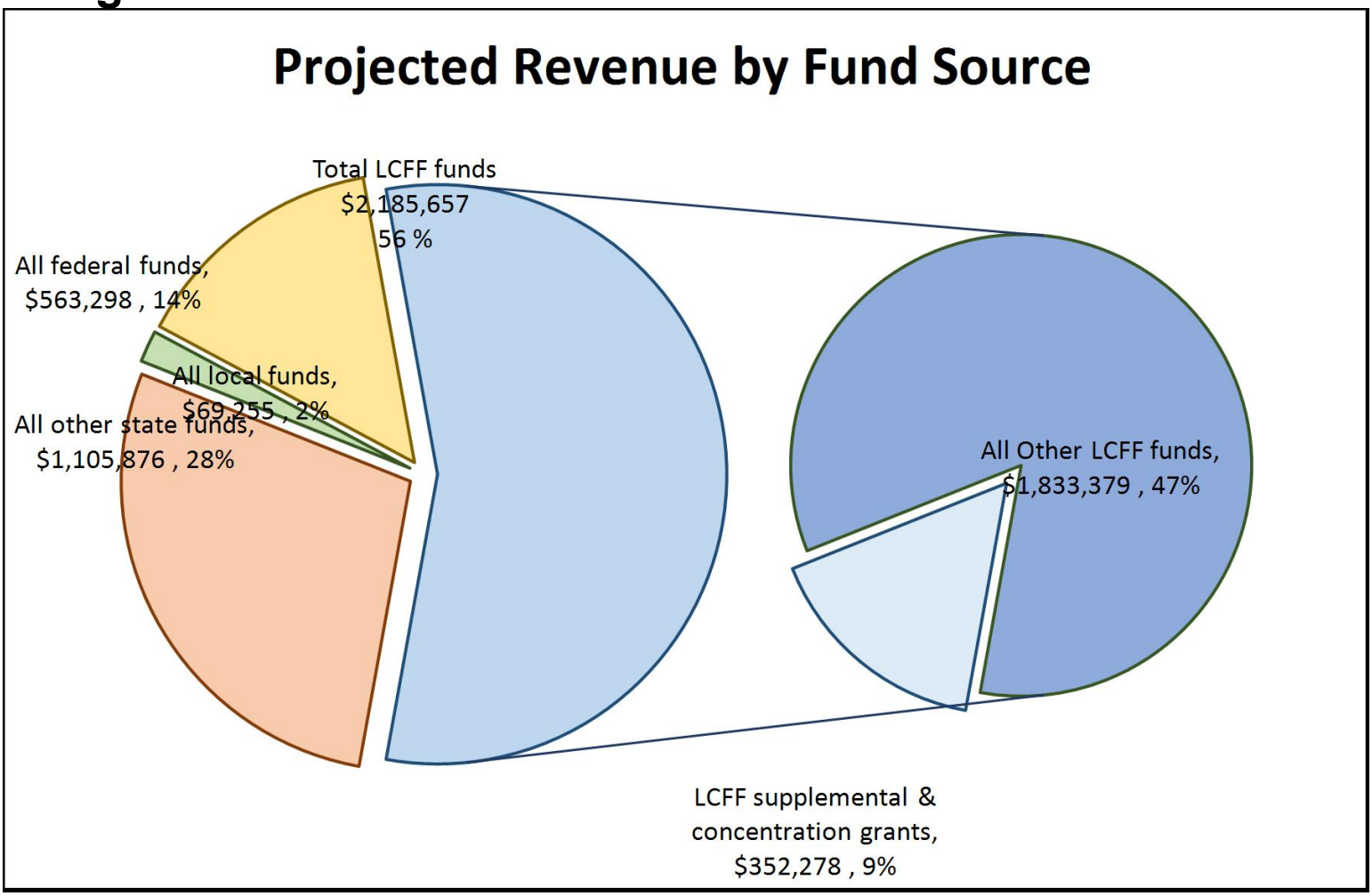
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Howard Gardner Community School
CDS Code: 37103710124321
School Year: 2025-26
LEA contact information:
Kat Shaw
Executive Director
kshaw@hgcschool.org
619-934-0300

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

Budget Overview for the 2025-26 School Year

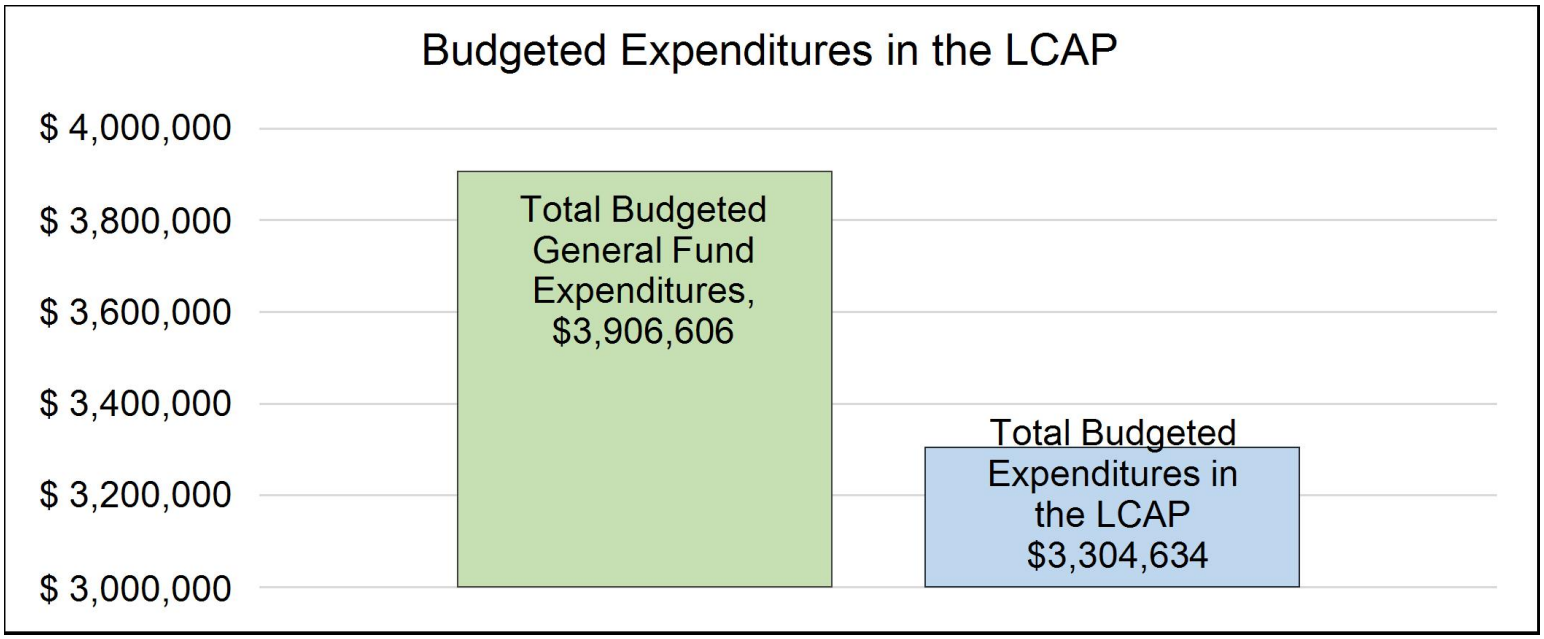


This chart shows the total general purpose revenue Howard Gardner Community School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Howard Gardner Community School is $3,924,086, of which $2,185,657 is Local Control Funding Formula (LCFF), $1,105,876 is other state funds, $69,255 is local funds, and $563,298 is federal funds. Of the $2,185,657 in LCFF Funds, $352,278 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Howard Gardner Community School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Howard Gardner Community School plans to spend $3,906,606 for the 2025-26 school year. Of that amount, $3,304,634 is tied to actions/services in the LCAP and $601,972 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

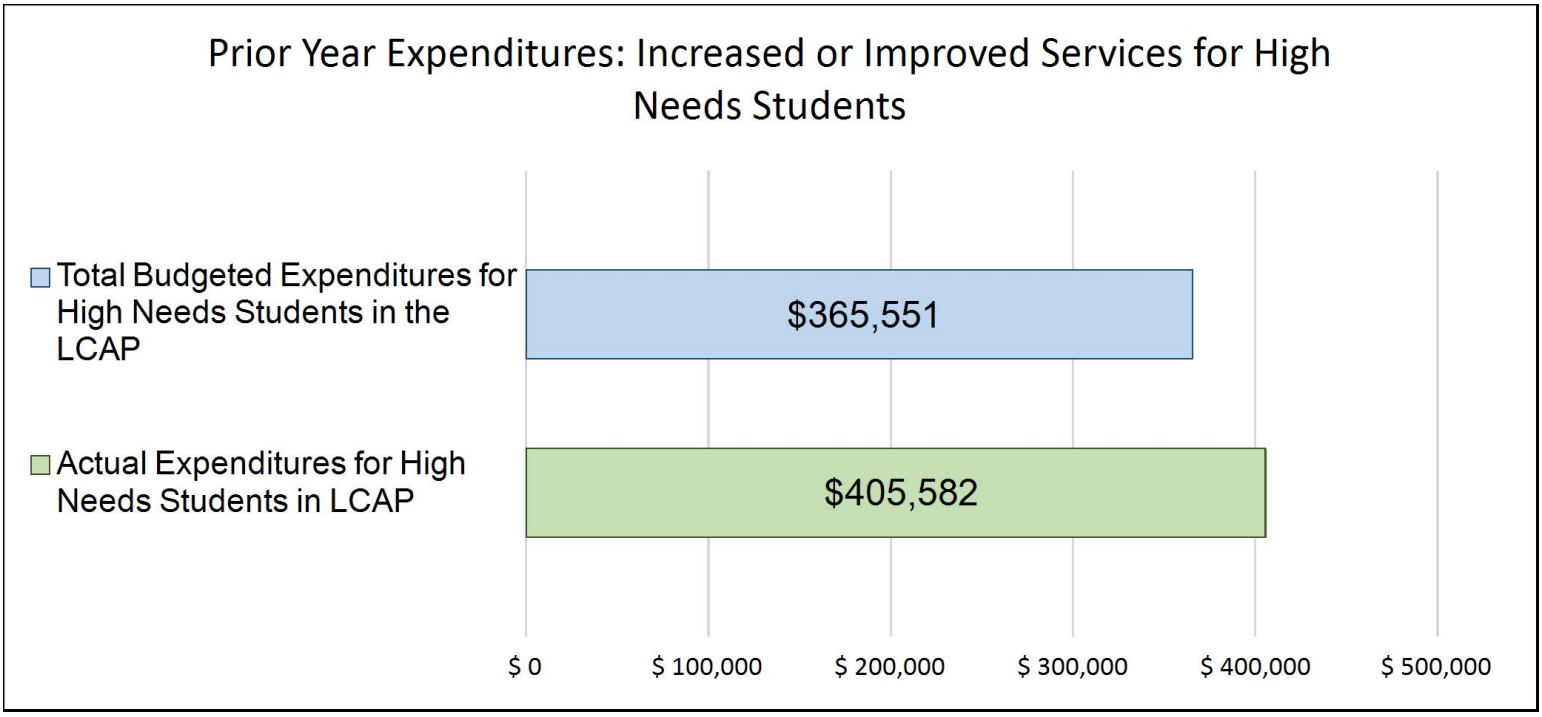
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Howard Gardner Community School is projecting it will receive $352,278 based on the enrollment of foster youth, English learner, and low-income students. Howard Gardner Community School must describe how it intends to increase or improve services for high needs students in the LCAP. Howard Gardner Community School plans to spend $365,550.51 towards meeting this requirement, as described in the LCAP.

Legal fees, Consulting Services fees and contracts, oversight fees, Depreciation and Building improvements expenses

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Howard Gardner Community School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Howard Gardner Community School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Howard Gardner Community School's LCAP budgeted $365,550.51 for planned actions to increase or improve services for high needs students. Howard Gardner Community School actually spent $405,581.62 for actions to increase or improve services for high needs students in 2024-25.

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
Howard Gardner Community School	Kat Shaw Executive Director	kshaw@hgcschool.org 619-934-0300

Plan Summary [2025-26]

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.

Howard Gardner Community School (HGCS), established in Fall 2012 as a direct-funded Charter School in Chula Vista, is dedicated to empowering all learners by fostering a vibrant environment that celebrates multiple intelligences. With its charter recently renewed by the San Diego County Office of Education for an additional five years, HGCS currently serves 185 students across grades transitional kindergarten through 8. The student body is notably diverse, with demographics including 97.5% Hispanic, 2.1% African American, and 0.4% Asian students. A significant portion of the student population comprises 15.5% Students with Disabilities (SWD), 55.6% English Learners (EL), 0.4% Foster Youth (FY), 29.7% Homeless Youth (HY), and 84.9% Socioeconomically Disadvantaged (SED) students.
MISSION

Howard Gardner Community School empowers all learners by fostering a vibrant environment that celebrates multiple intelligences. We ignite a passion for learning and equip students with the 21st-century skills they need to thrive.

Our focus this year is rooted in Gardner's concept of Multiple Intelligences delivered through Project-Based Inquiry. The school's vision is centered on cultivating thriving, diverse learners and critical thinkers, fostering an innovative learning community, and maintaining a steadfast commitment to excellence. Reflecting this foundational approach, the school continuously integrates project-based inquiry and emphasizes increasing engagement with Multiple Intelligences across all core content areas, thereby ensuring a dynamic and inclusive educational experience for every student.

Reflections: Annual Performance

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

Areas of Strength and Standards Met:

Suspension Rate: HGCS demonstrates a significant strength with a Blue performance color, maintaining a 0% suspension rate, indicating a highly positive and safe school climate where students are not suspended at least one day. This is also reflected in the "Conditions & Climate" local indicator where the Local Climate Survey and Access to a Broad Course of Study both met the standard.
Basics: Teachers, Instructional Materials, Facilities: The school has met the standard for providing adequate teachers, instructional materials, and facilities, ensuring a foundational level of resources for learning.
Implementation of Academic Standards: HGCS has met the standard for the implementation of academic standards, suggesting that curriculum and teaching align with state expectations.
Parent and Family Engagement: The school has met the standard for Parent and Family Engagement, indicating effective efforts to involve families in the educational process.
Access to a Broad Course of Study: This local indicator also met the standard, confirming that students have access to a wide range of educational opportunities.
Local Climate Survey: The Local Climate Survey also met the standard.

Areas for Continued Focus and Improvement:

Academic Performance (English Language Arts and Mathematics): Both English Language Arts and Mathematics performance are in the Red category. English Language Arts declined 15.9 points, placing it 107.5 points below standard. Mathematics also declined, by 20 points, and is 144.5 points below standard. These indicators highlight a critical need for targeted academic interventions, especially considering the school's high percentage of English Learners (55.6%) and Socioeconomically Disadvantaged students (84.9%).
Science: While not assigned a performance color in 2024, Science performance is 26.3 points below standard, though it showed a slight increase of 0.2 points. This suggests that while not as dire as ELA and Math, science also requires attention.
Chronic Absenteeism: This area shows a Yellow performance color, with 39.7% of students chronically absent, representing a decline of 10.3%. High chronic absenteeism can significantly impact academic progress and overall student well-being, necessitating strategies to improve attendance.
English Learner Progress: English Learner Progress is in the Yellow category, with 49.4% making progress, and this metric maintained 1.9%. While progress is being made, this still indicates that nearly half of ELLs are not making progress, underscoring the ongoing need to enhance language proficiency and academic achievement for this significant student subgroup. This is particularly relevant given our focus on supporting ELLs and its recent transition to CSI for academics among this group.

Reflections: Technical Assistance

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

HGCS was removed from Differentiated Assistance, but remains in the Comprehensive Support and Improvement (CSI) for academics among ELLs following the 23-24 CAASPP data release, Howard Gardner Community School remains committed to enhancing the academic achievement and language proficiency of its ELLs. Our work underway as part of technical assistance continues a comprehensive approach initiated under Differentiated Assistance. This includes the strategic adoption of the Benchmark curriculum to support language development, along with increased bilingual support delivered through targeted small-group instruction. We emphasize extensive staff training focused on ELPAC and English Language Development (ELD) standards, ensuring our educators are well-equipped to support ELLs. Our instructional practices are data-driven, utilizing insights from ELPAC, iReady, CAASPP, and EL Roadmap data to inform and adapt our teaching methods. Furthermore, we actively encourage our teachers to pursue multilingual education courses, fostering a deeper understanding and expertise in supporting our diverse student population.

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.

Howard Gardner Community School

Support for Identified Schools

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

HGCS will examine baseline data (CAASPP ELA and Math, iReady literacy assessments) for all students at all grade levels, and ELPAC assessment data for English Learners, to identify specific barriers to learning and where knowledge and skills gaps exist. We will implement frequent common internal assessments (iReady and teacher-created common assessments) to collect and analyze student achievement data to monitor student progress toward meeting standards every four weeks. This frequent analysis will provide critical information to make adjustments to pacing or reteach skills and content as necessary. Furthermore, we will provide specific training in best instructional practices for English Learners such as: culturally responsive instruction, literacy instruction in primary language when possible, vocabulary across content areas, increased academic oral language development, encouraging family involvement through book sharing and at home reading (in child's home language), among other strategies.

Monitoring and Evaluating Effectiveness

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

Administration and faculty will collaborate to design common assessments in each grade level to evaluate student progress toward mastery of CCSS in ELA, Math, literacy and English Language development. Every four weeks, teachers will implement common assessments to gauge student progress for the prior 4 week period. They will collect, score and analyze student results through norming sessions to identify common areas where skills and knowledge gaps exist at each grade level. Pacing will be customized by grade level teams to reteach specific

standards and concepts. Then those areas of skills and knowledge gaps will be reassessed through this Tier 1 MTSS intervention strategy. The effectiveness of this CSI plan will be evaluated based on progress students make during the reassessment phase of skills and knowledge that have been retaught using data proven methodologies. In order to ensure the CSI plan is working, a minimum percentage of students must show evidence of progress each time a concept is retaught and reassessed for mastery. Instructional coordinators will collaborate with teachers and engage in strong professional development practices such as peer observation and training to address specific skills gaps and evaluate the effectiveness of the approach.

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
Principal consulted with Governing Board at monthly board meetings	Data points shared with discussions related to pertinent issues affecting school and LCAP goals and metrics
Internal on-site leadership and faculty	Bi-weekly professional development meetings and trainings coordinated in collaboration with school leadership in response to data points, LCAP goals and actions and input related to adjustments to make for 24-25 LCAP goals, metrics and actions. For the 25-26 SY, HGCS will move away from the "admin team" and create a "leadership team" focused on hearing more voices from all faculty.
Classified and support staff	Weekly staff development meetings provided information exchange and input/feedback from staff for adjustments to LCAP goals and actions
Parents and families	On-site parent engagement meetings with principal every month to review concerns, questions, suggestions and public comment from parents and families to inform future actions and keep community apprised of student progress; Additional school safety and connectedness surveys sent out to families annually mid-year for input and review of parent concerns and questions. Additionally, parent advisory committee meetings 3x/ annually provided input from families on specific metrics and formation of actions for 24-25 LCAP. ELAC, DLAC, EL Parent Advisory Committee met 4x/ annually to engage parents, share information, hear concerns and address questions to shape needs/goals for 24-25 LCAP. This will continue into the 25-26 SY LCAP.

Educational Partner(s)	Process for Engagement
SELPA consulted via email	SELPA consulted via email for 24-25 goal and metric review and input for the 25-26 LCAP.
HGCS Students	Students consulted during specific student led conferences and leadership meetings as well as in SEL circles to share feedback and commentary which was used to inform the 24-25 LCAP. Students were also surveyed at the start of the school year to share feedback about feelings of connectedness and safety at school, which informed goal 2 of the 24-25 LCAP. The continued surveying of students helped fine tune the 25-26 goals.
Community Meetings	During the 2024-2025 school year, community meetings were conducted both in-person and via Zoom to engage stakeholders in discussions regarding upcoming changes, challenges, and to solicit fresh ideas. These meetings were offered in both English and Spanish to ensure broad accessibility and inclusivity. These will continue into the 25-26 SY.

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

Specific feedback from educational partners included a need for specific, consistent interventions to provide wraparound support for students and families to feel safe and secure in order to optimize learning. Professional development in EL strategies resulted in gains for our EL population with regard to reclassification rate, but additional training in best instructional practices and culturally responsive teaching methods are needed to increase student achievement in specific content areas for English and math. Overall, feedback provided indicated most students and families feel connected and safe and feel comfortable reaching out to administration for information and guidance about their child's progress. While most feel safe and secure at school, survey feedback from students indicated about 40% of students do not feel connected or safe. Combined with frustrations and challenges related to chronic absenteeism, more innovative strategies to bridge the learning gap between school and home are necessary. Families appreciated personnel dedicated to family engagement efforts and these actions will continue in the 25-26 LCAP, through committees.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To provide a high-quality, standards-aligned, and rigorous instructional program that meets the diverse needs of all students, particularly English Language Learners (ELLs), to ensure academic success for all.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is a strong foundation for a HGCS because it directly addresses the core issue of providing high-quality instruction to all students. By focusing on standards-alignment and rigor, the goal ensures that students are receiving a challenging and meaningful education. Additionally, the specific mention of English Language Learners highlights HGCS' commitment to supporting the unique needs of diverse learners. This goal provides a clear direction for improvement, is measurable through various academic indicators, and can be broken down into actionable strategies. By implementing evidence-based practices, such as differentiated instruction, small-group interventions, and data-driven decision-making, HGCS can work towards achieving this goal and ultimately improve student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP - ELA	2023-2024: Overall: 107.5 pts below standard; declined 15.9 points EL: 126.7 pts below standard; declined 17.7 points SWD: 111.8 pts below standard; increased 3.5 points	Data not available at this time		Increase 30 pts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP - Math	2023-2024: 144.5 pts below standard; declined 20 points EL: 160.8 pts below standard; declined 17.2 points SWD: 161.6 pts below standard; declined 9.6 points	Data not available at this time		Increase 30 pts	
1.3	CAST Schoolwide	2023-2024: 6.52% EL: 0% SWD: 0%	Data not available at this time		25% or +10% annually	
1.4	CAST - 5th Grade	2023-2024: 10.52% EL: 0% SWD: 0%	Data not available at this time		20% or +10% annually	
1.5	CAST - 8th Grade	2023-2024: 3.70% EL: 0% SWD: 0%	Data not available at this time		20% or +5% annually	
1.6	iReady Scores - ELA	2023-2024: 16% on grade level or above	18%		30% or +5% annually	2% increase
1.7	iReady Scores - Math	2023-2024: 9% on grade level or above	15%		20% or +5% annually	6% increase
1.8	% of Instructional Staff who are fully credentialed and appropriately assigned	2023-2024: 90%	2024-2025: 90%		100%	0%
1.9	% of Students with access to standards aligned material	2023-2024:100%	2024-2025: 100%		100%	0%
1.10	% Of EL who made progress toward English	2023-2024: 49.4% making progress	Data not available at this time		75% making	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficiency measured by ELPAC	1.9% maintained Number of students: 83				
1.11	Reclassification Rate for EL	2023-2024: 4%	Data not available at this time		20% of +5% annually	

Goal Analysis [2024-25]

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.

The Local Education Agency (LEA) is actively implementing its overarching goal to provide a high-quality, standards-aligned, and rigorous instructional program that effectively addresses the diverse needs of all students, particularly English Language Learners (ELLs), thereby ensuring academic success for all. Overall implementation has been robust, with a strong alignment between planned actions and their execution.

Curriculum Alignment is being meticulously managed through the use of 9-week curriculum maps that clearly outline instruction and Common Core standards. Practical steps are being taken to enhance student performance on the CAASPP, including dedicated work on "pass the task" items to help students identify critical information within test questions, alongside the daily incorporation of comprehensive writing support. A significant addition has been the purchase of the Benchmark EL curriculum, specifically utilized during ELD group instruction to cater to the linguistic needs of ELLs.

For Data-Driven Instruction, the school regularly conducts data deep dives, meticulously forming student groups and aligning instructional strategies directly to identified areas of need based on a variety of data sources including iReady, iXL, CAASPP, ELPAC, and daily classroom assessments. Tutoring and Homework Support are provided by credentialed teachers through an intensive 8-week after-school program, specifically targeting students on the cusp of academic proficiency in Math and English Language Arts by focusing on language breakdown in questions, identifying key information, and making connections. All tutoring is offered free of charge, as is on-site homework support available Monday through Thursday through the after-school program and HGCS staff.

Regarding Intervention Support, the school has strategically enhanced its capacity by hiring a credentialed Reading Interventionist who works directly with struggling readers and provides support to ELD groups. Additional paraprofessionals have been brought on to assist Students with Disabilities (SWD) and English Learners within the classroom setting. A highly impactful initiative is "Power Hour," a school-wide reading and math intervention time offered Monday through Friday for students in transitional kindergarten through 8th grade. During Power Hour, 2-3 adults are present in each room, and teachers utilize data to divide students into targeted groups for assistance with foundational skills, vocabulary review, writing, and math strategies.

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.

Our expenditures largely aligned with budgeted allocations, with a slight increase in actual spending to ensure the comprehensive achievement of our LCAP goals.

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

While awaiting the official CAASPP and ELPAC reports, preliminary raw data indicates a promising effectiveness of our implemented actions in making progress toward our goals. There is significant optimism regarding student performance, as students demonstrated enthusiasm in showcasing their learning. Based on the initial raw data, we have already observed an increase of over 15% in students achieving scores of 3s and 4s in English Language Arts, and a 10% increase in 3s and 4s for Mathematics, suggesting positive momentum in academic achievement.

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.

Based on reflections from prior practice, our foundational plan for the coming year will largely continue as implemented, with strategic refinements to enhance focus and impact. A key adjustment includes modifying the "Power Hour" intervention schedule to dedicate three days a week to mathematics support and two days to reading, optimizing instructional time for these core subjects. Furthermore, we plan to significantly increase the integration of STEM-related activities, expanding their presence in both after-school programs and parent engagement nights to foster greater interest and proficiency in these critical areas. Finally, our targeted tutoring services will broaden their scope to specifically address mathematics, ensuring comprehensive academic support for our 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
1.1	Certificated Administration and Faculty	Provide a highly qualified certificated Administrative staff and faculty to support the instructional program	$885,466.00	No
1.2	Targeted instructional supports - S&C	Instructional Support resources and personnel for Socioeconimically Disadvantaged, English Learner, and Foster students	$278,187.26	Yes
1.3	Classified Instructional Support	Salaries for specific instructional support professionals - school wide	$154,990.84	No

Action #	Title	Description	Total Funds	Contributing
1.4	Clerical and Office Staff	Classified salaries for clerical and office staff	$170,650.42	No
1.6	Professional Development-specific to targeted support for unduplicated populations - S&C	Specific training for certificated and classified instructional personnel to provide targeted support for unduplicated populations	$8,926.86	Yes
1.7	Instructional Materials	Materials to support educational development, including books, texts, and supplementary media	$63,527.78	No
1.8	S&C - Specific EL Curriculum	Instructional Materials to provide increased and improved supports for English Learners through adopted curriculum, books, software, and instructional technology	$20,092.58	Yes
1.9	Instructional Technology	Instructional Technology tools and materials such as software licenses, computers, monitors, mice, keyboards, laptops, etc	$40,752.82	No
1.10	Testing Materials and Software	Materials and software related to required standardized state and interim assessment testing	$20,552.47	No
1.11	Special Education Services	All related services for the special education program including specified personnel, instructional materials, classified support personnel (Paraprofessionals)	$606,031.29	No
1.12	Academic Enrichment Programs	Enrichment programs and experiences including field trips, extended learning, specialized programs, assemblies	$265,569.13	No

Action #	Title	Description	Total Funds	Contributing
1.13	Reading Intervention	Reading Interventionist/ELD provider. Work with ELL population during different times of the day.	$64,382.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To establish a positive school climate that promotes student well-being and academic success for all students, by implementing a strong Multi-Tiered System of Supports (MTSS) framework and fostering strong parent and community partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

HGCS recognizes students learn best when they feel a sense of belonging and connection in a positive climate. Desiring success for all students and families, we have developed this goal because learning happens in the greater context of factors impacting students beyond the classroom. We will provide supports to address the needs of the whole child in a restorative and culturally responsive context.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	2023-2024: 90.55%	91%		95%	Increase .45%
2.2	Chronic Absenteeism	2023-2024: 39.7%; declined 10.3%	Data not available at this time		25% or decrease by 10% annually	
2.3	Parent Engagement Survey: % satisfaction with information about child's progress	Established at end of 24-25 year, new goal	73% of parents reported strong agreement or that the school communicated "very well" regarding school-		90%	New data, year 1 is baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% whose child connected to adult at school		related matters, which includes information about a child's progress. 68% of parents strongly agreed that the school has adults who genuinely care about students. Additionally, 97% of parents agreed or strongly agreed that teachers are responsive to their child's social and emotional needs			
2.4	Parent attendance at school events and activities	2023-2024: 25% of Tk-8th grade parents	85% of parents from tk-8th attended at least one school meeting, activity, or event once each semester.		70% of parents will attend at least one school meeting, activity or event once each semester	+60%
2.5	Student Climate Surveys - % of students: who feel safe - who feel connected - who feel like they matter - who feel like they belong -	Established at end of 24-25 year, new goal	Secondary School: Who feel safe: Grade 7: 87% Grade 8: 94% Who feel connected to adults at school: Grade 7: 64%		90% and above in all areas	New data, year 1 is baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 8: 83% Who feel like they matter (Meaningful Participation at School): Grade 7: 38% Grade 8: 30% Who feel like they belong (Overall School Connectedness): Grade 7: 50% Grade 8: 59% Elementary School: Who feel safe: Grade 3: 93% Grade 4: 93% Grade 5: 88% Grade 6: 89% Who feel connected to adults at school: Grade 3: 87% Grade 4: 87% Grade 5: 88% Grade 6: 83% Who feel like they matter (Meaningful Participation at School):			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 3: 65% Grade 4: 53% Grade 5: 20% Grade 6: 59% Who feel like they belong (Overall School Connectedness): Grade 3: 84% Grade 4: 87% Grade 5: 81% Grade 6: 85%			
2.6	Facilities in Good Repair	2023-2024: 100%	100%		100%	0%
2.7	Suspensions	2023-2024: 0.0%	Data not available at this time		5%	
2.8	Expulsions	2023-2024: 0.0%	0%		0%	0%

Goal Analysis [2024-25]

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.

The implementation of our goal to establish a positive school climate that promotes student well-being and academic success has been robust, with a strong focus on a Multi-Tiered System of Supports (MTSS) framework and robust parent and community partnerships. In the area of Student Engagement and Behavior, our efforts to strengthen Positive Behavioral Interventions and Supports (PBIS) have seen the successful implementation of a school-wide behavioral system, which is proving instrumental in cultivating a more positive school culture. This has directly enhanced instructional time by effectively monitoring and limiting student time out of class. Furthermore, Social-Emotional Learning (SEL) is deeply embedded in our daily routines through programs like Collaborative Classroom and MooZoom, which are successfully helping students develop crucial coping and social skills while enabling staff to provide timely support. We have also significantly strengthened Family Engagement through active involvement in newly established committees such including the School Site Council (SSC), Parent Advisory Committee (PAC), and English Language Advisory Committee (ELAC, alongside regular principal chats and a weekly newsletter, all contributing to a more connected school community.

Regarding Increased Attendance, Howard Gardner Community Charter School has effectively implemented a comprehensive strategy. A robust Attendance Monitoring System is in place, with bilingual staff making daily phone calls for absences and teachers following up after

three consecutive days, ensuring proactive communication. We are actively fostering attendance through various Attendance Incentive programs, such as monthly awards and developing friendly "attendance battles" between classes. Crucially, our Home Visits and Outreach component directly addresses barriers to attendance: a dedicated team of bilingual staff conducts weekly home visits to discuss challenges and offer practical support, including access to a working washer and dryer, regular food bank distributions, and mileage reimbursements for carpooling families. This holistic approach demonstrates a commitment to not only identify, but also actively mitigate, real-world obstacles to student attendance and well-being. Overall, the actions undertaken have largely aligned with planned implementation, consistently demonstrating success in fostering a more supportive and engaged school environment.

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.

Based on our ongoing financial review, a material difference between budgeted and estimated actual expenditures is observed in the area of counseling and Social-Emotional Learning (SEL) support. We have overspent in this particular category due to the significantly high needs of our student population. This increased expenditure was necessitated by a strategic adjustment in how we provide comprehensive counseling services to ensure all students receive the critical support required for their well-being. While specific percentages are not yet available for the impact on improved services, this investment reflects our commitment to addressing student needs as they arise.

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

Our specific actions to date have focused on a strategic restructuring and expansion of mental health and social-emotional learning (SEL) support, which are actively contributing to progress toward our goal of establishing a positive school climate. We have successfully transitioned from providing services through a full-time, in-house counselor to leveraging a community-based model. Furthermore, we are consistently conducting SEL lessons every morning, have introduced additional SEL groups for 7th and 8th graders through outside providers, and are implementing an SEL Art class throughout the day for transitional kindergarten through 6th grade. To increase direct access to mental health services, we have contracted with a local university to provide more frequent counseling sessions throughout the week. These comprehensive efforts are designed to enhance student well-being across all grade levels.

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.

As a result of ongoing reflection and in response to the high needs of our student population, several key changes have been implemented in our approach to mental health and social-emotional support. These include a strategic shift from relying on a single full-time, in-house counselor to integrating a more flexible community-based counseling model. For the coming year, we are continuing to embed daily SEL lessons as a foundational practice. Additionally, we have introduced new initiatives such as specialized SEL groups for 7th and 8th graders, delivered by outside providers, and an SEL Art class integrated throughout the school day for transitional kindergarten through 6th grade. To further bolster accessible mental health services, we have secured a contract with a local university to provide an increased number of counseling sessions throughout the week, directly addressing our students' evolving needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling and SEL Support Personnel	All funding related to counseling and support services for students	$93,015.17	No
2.2	Attendance supports - S&C	Staffing to assist with addressing chronic absenteeism, family outreach and supports to improve chronic absenteeism among unduplicated student populations, as well as incentives, transportation reimbursements, basic needs support	$58,343.81	Yes
2.3	Parent Engagement	All funding related to parent based engagement activities and communication	$35,131.25	No
2.4	Before and After School Enrichment Program	Funding for the development and implementation of the Before and After School Enrichment Programs	$217,055.32	No
2.5	Social and Emotional Student Support Programs	Funding for social and emotional student well-being support programs, MTSS and student wellness, as well as instructional supplies to raise awareness and promote good nutrition and physical and mental wellness	$2,500.00	No
2.6	Health and Safety Materials	Materials for student wellness including health and safety materials	$5,000.00	No
2.7	Food and Nutrition for Students	Food and nutrition services for students	$182,753.84	No
2.8	Facilities Management	Funding related to the upkeep and maintenance of school facilities to maintain a clean, safe, secure learning environment.		No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To improve student achievement by providing high-quality, ongoing professional development opportunities that equip teachers with the knowledge and skills to effectively implement rigorous and engaging instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A robust professional development plan is essential to ensure that our educators are equipped with the knowledge and skills to meet the diverse needs of our students. By investing in ongoing professional development, we can improve teaching practices, enhance student learning, and create a positive school climate. Through targeted professional development, teachers can develop expertise in evidence-based instructional strategies, data-driven decision-making, and culturally responsive teaching. This, in turn, will lead to improved student achievement and increased student engagement. (CSI support)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	To ensure broad participation, we will track the percentage of eligible teachers who attend professional development sessions and the total number of hours of professional	Established at end of 24-25 year, new goal	100% of teachers attended professional development from outside providers.		100% of teachers attending	Year 1 outcome is the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development completed by each teacher.					
3.2	We will administer pre- and post-assessments to measure changes in teacher knowledge and skills, and collect teacher feedback through surveys and focus groups.	Established at end of 24-25 year, new goal	Assessment with multiple intelligences went from 20% to 60% feeling like they have applied and understood the concept of MI in the classroom this year.		Gain 40% from pre-post assessments amongst teachers	Year 1 outcome is the baseline.
3.3	We will conduct classroom observations to assess the implementation of professional development strategies and provide targeted feedback to teachers.	Established at end of 24-25 year, new goal	60% implementing (6 out of 10 teachers)		100% of teachers implementing strategies during observations	Year 1 outcome is the baseline.
3.4	To measure the impact of our peer-to-peer mentoring program, we will track the participation rate of eligible students. We will calculate the percentage of students who actively engage in mentoring activities, such as tutoring, study groups, or peer coaching. By setting a specific target participation rate, we can monitor progress and make adjustments to the program as needed.	Established at end of 24-25 year, new goal	100% of eligible 6th-8th participated (25 students applied in total)		75% of eligible candidates participating	Year 1 outcome is the baseline.

Goal Analysis [2024-25]

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

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

In terms of Professional Development, teachers are consistently receiving targeted training in essential areas such as English Language Development (ELD), Multi-Tiered System of Supports (MTSS), data analysis, and the iReady platform, with direct support provided by the San Diego County Office of Education (SDCOE) and internal HGCS administrators. Furthermore, staff benefit from accessible coaching through the Dean of Academics, ensuring ongoing support for integrating evidence-based instructional strategies.

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.

Based on our financial review, a material difference between budgeted and estimated actual expenditures is observed in our goal to improve student achievement through high-quality professional development. We experienced an overspend in this area, primarily driven by the strategic decision to send staff out of the county for specialized learning opportunities. This was deemed necessary due to a significant identified need for team-wide learning, necessitating the engagement of external consultants to assist with both group dynamics and academic areas. While specific percentages of improved services are not yet quantifiable, this additional expenditure reflects a commitment to equipping our teachers with the essential knowledge and skills for rigorous and engaging instruction.

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

Our specific actions to date have proven very effective in making progress toward our goal. This positive impact is evident in the implementation of various initiatives aimed at enhancing student well-being and academic success. While these efforts have yielded significant positive results, we recognize the continuous need to further develop our growth in integrating Multiple Intelligences (MI) content and refining our trauma-informed practices to ensure sustained and comprehensive support for all students.

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.

As a direct result of reflections on prior practice and a commitment to continuous improvement, several strategic changes will be implemented for the coming year. To optimize resource allocation and decrease spending, we will shift towards providing more in-house professional development opportunities. Additionally, recognizing the importance of effective leadership, dedicated coaching will be provided for the executive director, specifically focusing on enhancing communication with staff. Furthermore, a concerted effort will be made to expand trauma-informed practices, ensuring teachers receive increased training and support in this critical area to better meet the evolving needs of our 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
3.1	Needs Assessment	Conduct regular needs assessments to identify the specific professional development needs of teachers.		No
3.2	Mentoring and Coaching	Provide opportunities for mentoring and coaching to support new and experienced teachers.	$21,705.53	No
3.3	Targeted Professional Development	Develop and implement targeted professional development programs that address identified needs, such as instructional ELL strategies, classroom management, and data-driven instruction. In order to strengthen the quality and delivery of instruction to accelerated student learning, address CSI needs/findings, HGCS provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program topics of focus will include: • Write Brain • ELD consultant (SDCOE) • Peer-to-peer mentoring program training • Instructional Coaching (Academic Coordinator) • Trauma- informed Practices • Restorative Practices • iReady • iXL	$110,000.00	No
3.4	Data-Driven Instruction	Train teachers on how to use data to inform instruction and make data-driven decisions.		No
3.5	Culturally Responsive Teaching	Provide training on culturally responsive teaching practices to ensure that all students' needs are met.		No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$352,278	$10034

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
19.215%	0.000%	$0.00	19.215%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Targeted instructional supports - S&C **Need:** Low academic achievement for students in ELA, math, science **Scope:** Schoolwide	Targeted instructional support personnel and strategies focused on specific learning needs of EL, foster and low income students will assist to increase achievement; most of the school population is unduplicated and will benefit from specific supports	CAASPP ELA and CAASPP Math, iReady interim assessments, CAST annual assessment for 5th and 8th grade students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Reading Intervention **Need:** English Language Learners **Scope:** Schoolwide	Our EL's were 126.7 pts below standard; which declined 17.7 points from the previous year.	iReady, ELPAC, iXL, and classroom data
2.2	**Action:** Attendance supports - S&C **Need:** Supports to address root causes of chronic absenteeism **Scope:** Schoolwide	Specific role focused on improving awareness and communication around chronic absenteeism and the need to be in school	Attendance rate and chronic absenteeism rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Professional Development- specific to targeted support for unduplicated populations - S&C **Need:**	Data proven best practices will result in academic improvement for English Learner students, low income and foster students	Interim and annual state assessments - CAASPP, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Increased academic achievement for unduplicated students **Scope:** Limited to Unduplicated Student Group(s)		
1.8	**Action:** S&C - Specific EL Curriculum **Need:** Increased proficiency for EL students in ELA, math and science **Scope:** Limited to Unduplicated Student Group(s)	Specific instructional methods data proven to address EL needs will result in increased proficiency for EL students	Interim and annual state assessments - CAASPP, CAST, ELPAC

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.

Specialized personnel - use a percentage of their time and role to implement instructional strategies for Tier 2 and Tier 3 level students vis a vis our MTSS program of supports. Increased proficiency for EL students in ELA and math as well as special professional development training for all instructional staff with unduplicated students are areas of focus for a portion of our PD time.

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.

The additional concentration grant add-on funding will be used to provide additional part-time staff will be used to support collaborative efforts to collect and analyze student performance and engagement data every 4 weeks. Support personnel will work to identify gaps in learning and design strategies to provide customized and targeted interventions for unduplicated students to increase proficiency in ELA, particularly literacy, and math foundation skills.

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		1:20 staff to student ratio
Staff-to-student ratio of certificated staff providing direct services to students		1:20 staff to student ratio

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,833,379	352,278	19.215%	0.000%	19.215%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,124,586.44	$1,005,665.93	$0.00	$174,382.00	$3,304,634.37	$2,375,741.81	$928,892.56

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Administration and Faculty	All	No			All Schools	Ongoing	$885,466.00	$0.00	$885,466.00				$885,466.00	
1	1.2	Targeted instructional supports - S&C	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$203,187.26	$75,000.00	$278,187.26				$278,187.26	76.1
1	1.3	Classified Instructional Support	All	No			All Schools	Ongoing	$154,990.84	$0.00	$154,990.84				$154,990.84	
1	1.4	Clerical and Office Staff	All	No			All Schools	Ongoing	$170,650.42	$0.00	$170,650.42				$170,650.42	
1	1.6	Professional Development- specific to targeted support for unduplicated populations - S&C	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,926.86	$8,926.86				$8,926.86	2.44
1	1.7	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$63,527.78	$63,527.78				$63,527.78	
1	1.8	S&C - Specific EL Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing as needed	$0.00	$20,092.58	$20,092.58				$20,092.58	5.5
1	1.9	Instructional Technology	All	No			All Schools	Ongoing	$0.00	$40,752.82	$40,752.82				$40,752.82	
1	1.10	Testing Materials and Software	All	No			All Schools	Ongoing	$0.00	$20,552.47	$20,552.47				$20,552.47	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Special Education Services	Students with Disabilities	No			All Schools	Ongoing	$531,487.29	$74,544.00	$265,743.65	$340,287.64			$606,031.29	
1	1.12	Academic Enrichment Programs	All	No			All Schools	Ongoing	$40,124.00	$225,445.13		$265,569.13			$265,569.13	
1	1.13	Reading Intervention	English Learners	Yes	School wide	English Learners	All Schools	ongoing	$64,382.00	$0.00				$64,382.00	$64,382.00	
2	2.1	Counseling and SEL Support Personnel	All	No			All Schools	Ongoing	$93,015.17	$0.00	$93,015.17				$93,015.17	
2	2.2	Attendance supports - S&C	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$55,843.81	$2,500.00	$58,343.81				$58,343.81	15.96
2	2.3	Parent Engagement	All	No			All Schools	Ongoing	$35,131.25	$0.00	$35,131.25				$35,131.25	
2	2.4	Before and After School Enrichment Program	All	No			All Schools	Ongoing	$0.00	$217,055.32		$217,055.32			$217,055.32	
2	2.5	Social and Emotional Student Support	All	No			All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.6	Health and Safety Materials	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.7	Food and Nutrition for Students	All	No			All Schools	Ongoing	$29,758.24	$152,995.60		$182,753.84			$182,753.84	
2	2.8	Facilities Management	All	No			All Schools	Ongoing								
3	3.1	Needs Assessment	All	No			All Schools	ongoing								
3	3.2	Mentoring and Coaching	All	No			All Schools	ongoing	$21,705.53	$0.00	$21,705.53				$21,705.53	
3	3.3	Targeted Professional Development	All	No			All Schools		$90,000.00	$20,000.00				$110,000.00	$110,000.00	
3	3.4	Data-Driven Instruction	All	No			All Schools									
3	3.5	Culturally Responsive Teaching	All	No			All Schools									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,833,379	352,278	19.215%	0.000%	19.215%	$365,550.51	100.000%	119.939 %	**Total:**	$365,550.51
								LEA-wide Total:	$0.00
								Limited Total:	$29,019.44
								Schoolwide Total:	$336,531.07

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Targeted instructional supports - S&C	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$278,187.26	76.1
1	**1.6**	Professional Development-specific to targeted support for unduplicated populations - S&C	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$8,926.86	2.44
1	**1.8**	S&C - Specific EL Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,092.58	5.5
1	**1.13**	Reading Intervention	Yes	Schoolwide	English Learners	All Schools		
2	**2.2**	Attendance supports - S&C	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$58,343.81	15.96

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,304,634.37	$3,513,395.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Administration and Faculty	No	$885,466.00	1018936.46
1	**1.2**	Targeted instructional supports - S&C	Yes	$278,187.26	286532.88
1	**1.3**	Classified Instructional Support	No	$154,990.84	138137.52
1	**1.4**	Clerical and Office Staff	No	$170,650.42	195756.15
1	**1.6**	Professional Development- specific to targeted support for unduplicated populations - S&C	Yes	$8,926.86	25128.95
1	**1.7**	Instructional Materials	No	$63,527.78	67320.57
1	**1.8**	S&C - Specific EL Curriculum	Yes	$20,092.58	34700.98
1	**1.9**	Instructional Technology	No	$40,752.82	57743
1	**1.10**	Testing Materials and Software	No	$20,552.47	2659.40
1	**1.11**	Special Education Services	No	$606,031.29	620341.33
1	**1.12**	Academic Enrichment Programs	No	$265,569.13	38832

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Reading Intervention	Yes	$64,382.00	0
2	2.1	Counseling and SEL Support Personnel	No	$93,015.17	135560.89
2	2.2	Attendance counselor and supports - S&C	Yes	$58,343.81	59218.81
2	2.3	Parent Engagement	No	$35,131.25	38644.38
2	2.4	Before and After School Enrichment Program	No	$217,055.32	449482.19
2	2.5	Social and Emotional Student Support Programs	No	$2,500.00	3625
2	2.6	Health and Safety Materials	No	$5,000.00	6099.24
2	2.7	Food and Nutrition for Students	No	$182,753.84	191134.09
2	2.8	Facilities Management	No		78067.40
3	3.1	Needs Assessment	No		
3	3.2	Mentoring and Coaching	No	$21,705.53	36705
3	3.3	Targeted Professional Development	No	$110,000.00	28768.95
3	3.4	Data-Driven Instruction	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Culturally Responsive Teaching	No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
328,053	$365,550.51	$405,581.62	($40,031.11)	100.000%	123.630%	23.630%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Targeted instructional supports - S&C	Yes	$278,187.26	286532.88	76.1	87.34
1	1.6	Professional Development-specific to targeted support for unduplicated populations - S&C	Yes	$8,926.86	25128.95	2.44	7.66
1	1.8	S&C - Specific EL Curriculum	Yes	$20,092.58	34700.98	5.5	10.58
1	1.13	Reading Intervention	Yes				
2	2.2	Attendance counselor and supports - S&C	Yes	$58,343.81	59218.81	15.96	18.05

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,833,379	328,053	0	17.893%	$405,581.62	123.630%	145.752%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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