LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawking STEAM Charter School

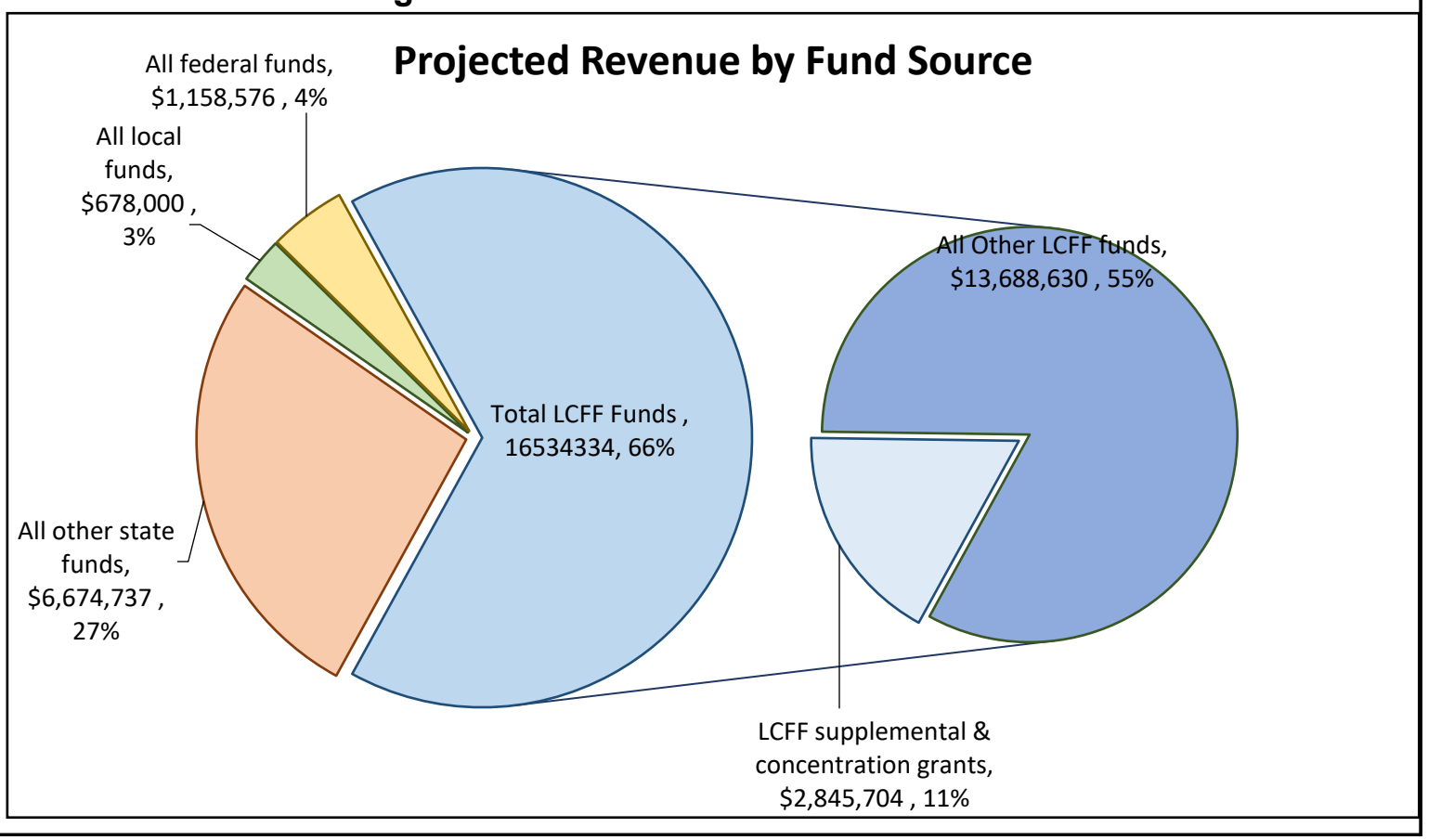
CDS Code: 37-68411-0126086

School Year: 2025-26

LEA contact information: Lorena Chavez, Executive Director 619-349-3700 lchavez@hawkingcharter.org

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

Budget Overview for the 2025-26 School Year

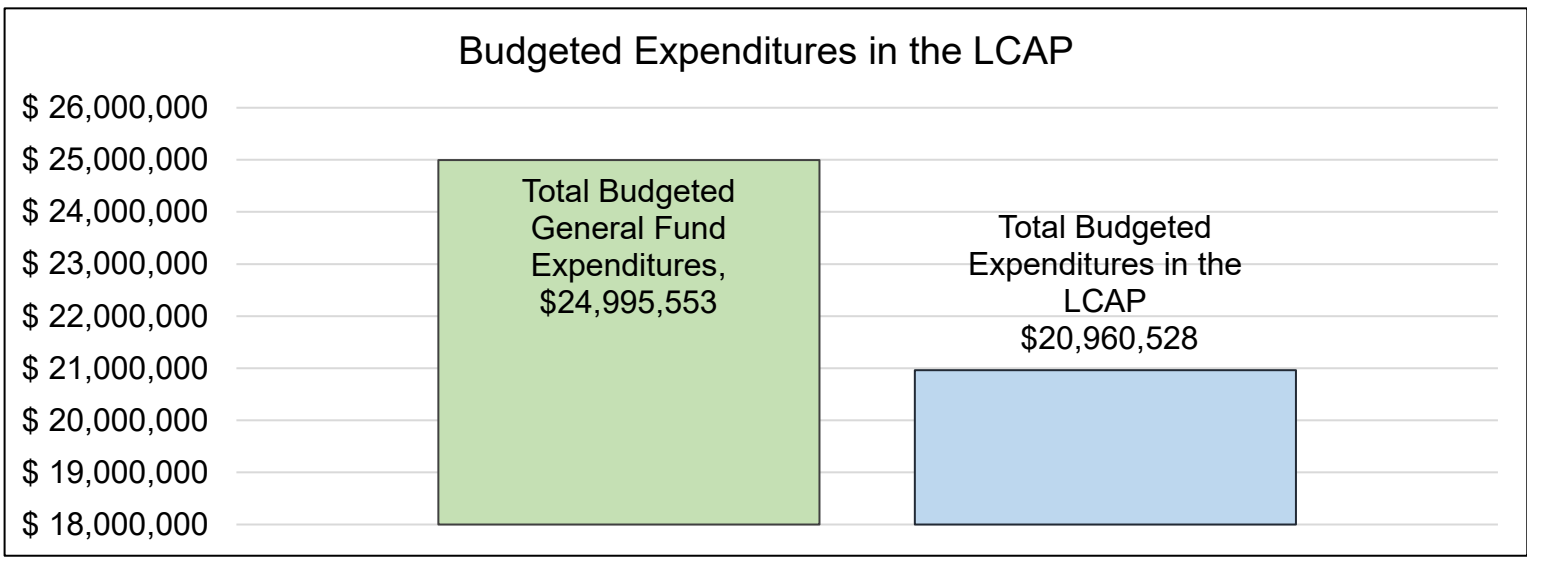


This chart shows the total general purpose revenue Hawking STEAM Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawking STEAM Charter School is $25,045,647.00, of which $16,534,334.00 is Local Control Funding Formula (LCFF), $6,674,737.00 is other state funds, $678,000.00 is local funds, and $1,158,576.00 is federal funds. Of the $16,534,334.00 in LCFF Funds, $2,845,704.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hawking STEAM Charter 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: Hawking STEAM Charter School plans to spend $24,995,553.00 for the 2025-26 school year. Of that amount, $20,960,528.00 is tied to actions/services in the LCAP and $4,035,025.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

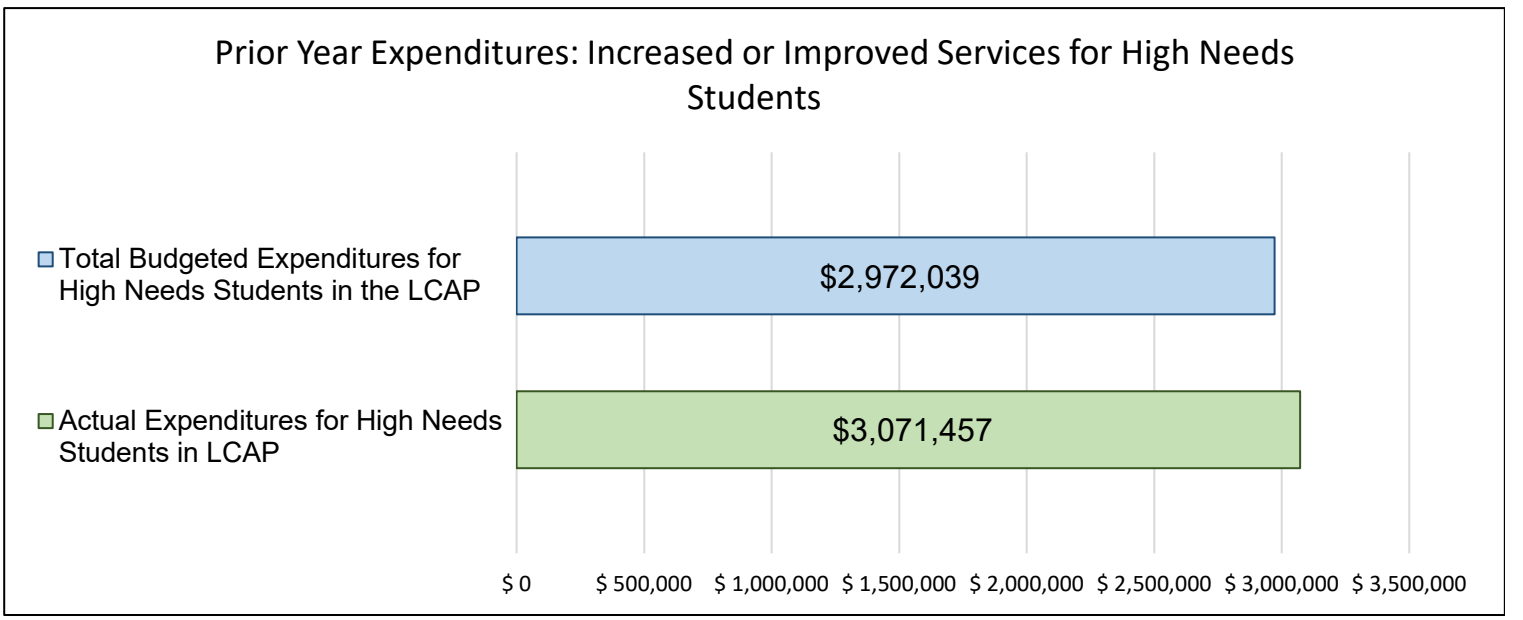
Expenditures not included in the LCAP are related to administrative and operations, such as insurance, audit, business and legal services, plus operational costs such as office costs. Some related administrative support staff costs are also not in the LCAP. Finally, the costs of the Nutrition Program are not included in

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

In 2025-26, Hawking STEAM Charter School is projecting it will receive $2,845,704.00 based on the enrollment of foster youth, English learner, and low-income students. Hawking STEAM Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hawking STEAM Charter School plans to spend $2,892,143.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Hawking STEAM Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hawking STEAM Charter 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, Hawking STEAM Charter School's LCAP budgeted $2,972,039.00 for planned actions to increase or improve services for high needs students. Hawking STEAM Charter School actually spent $3,071,457.00 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
Hawking STEAM Charter School	Lorena Chávez, Executive Director	lchavez@hawkingcharter.org 619-483-3008

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.

Hawking STEAM Charter School (Hawking) is a public charter school situated across campuses, in Chula Vista and South San Diego/San Ysidro serving the community with grades TK-8 at both sites.

Hawking STEAM Charter School serves 1,323 students in grades TK-8 with the following demographics: 95% Hispanic, 2% White, 1% African American, 1% Two or More Races, 13% Students with Disabilities (SWD), 44% English Learners (EL), 1% Homeless Youth (HY), and 49% Socioeconomically Disadvantaged (SED).

MISSION:

Hawking's mission is to uplift the communities we serve by empowering all children to maximize their potential through opportunities to think, create, innovate, and discover in a safe, academic and inclusive environment.

VISION:

Hawking's vision is excellence. We prepare all students through STEAM Project Based learning to be culturally competent, creative problem solvers, and lifelong learners inspired to positively impact the world.

EQUITY:

At Hawking, educational equity means that every adult routinely reflects on their practice to increase academic and social-emotional learning. We pledge to advocate for and connect to each one of our students by providing them access to quality and culturally relevant instruction, from a foundation of love.

Hawking STEAM Charter School was the recipient of the CA Community Schools Partnership Program Planning Grant and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. Hawking will continue to align and strengthen its MTSS, Community Schools, with its Expanded Learning Opportunities Program (ELOP) and the Universal transitional kindergarten program (UTK).

Hawking STEAM Charter School is not eligible for Equity Multiplier Funds. Hawking STEAM Charter School's LCAP also serves as the School Plan for Student Achievement (SPSA), and meets the educational partner engagement requirements outlined in CA EC 64001(j).

Reflections: Annual Performance

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

A review of the 2024 California School Dashboard shows improvement in Chronic Absenteeism (Yellow), Suspension Rate (Green) and English Learner Progress (Green). There was a small decline in English Language Arts performance (Orange), and an increase in Mathematics performance (Yellow). All local indicator standards were met, and parent participation opportunities improved. The attendance rate and EL reclassification rate also improved from the 2022-23 school year. Survey data showed increases in student sense of safety and connectedness.

Chronic Absenteeism decreased by 8.1% schoolwide to 13.5% chronically absent, below the state average of 18.6%. There were substantially larger declines for Black/African-American students (declined 28.6% to 0%) and Students with Disabilities (SWD), whose absenteeism decreased by 12% to 13.7%, mirroring the schoolwide rate. Hispanic, White, EL, and SED students absenteeism declines closely paralleled the school's with decreases ranging from 8-9% and absenteeism rates of 11-15%. Long-Term English Learners (LTELs) had the highest absenteeism rate at 20%, as well as the smallest decline at 2.6%. Attendance rate improved in parallel from 93.8% in 2022-23 to 94.6% in 2023-24.

2023 Chronic Absenteeism*: On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. (See LCAP Goal 2, Action 5).*

To improve daily student attendance and student engagement for the white student group, the following strategies were implemented schoolwide to reduce chronic absenteeism rates:

1. Guidance advisor, school administration, and school counselors work to establish connections with students and families to address barriers to daily attendance.

2. Consistent communication and early warning to identity and support at risk students.

3. Positive interventions support student engagement daily.

4. Engagement of families to address barriers to attendance.

5. Tracking and monitoring of attendance data.

6. Use technology to track and communicate attendance, such as automated phone calls, emails or text messages.

Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Counselors provide SEL counseling support for students. Guidance Advisors and the Principal continue to strengthen and systematize the MTSS Framework addressing social-emotional, behavioral, and mental health needs of students. These efforts have shown early signs of success, with meaningful decreases in chronic absenteeism as described above, and no student groups classified as Red or Orange. White students received a Yellow performance indicator on the 2024 Dashboard.

The suspension rate declined by 0.7% to 2.1%, again below the state average of 3.2%. African-American students saw the sharpest decrease, going from 7.1% in 22-23 to 0% in 23-24. White students maintained a 0% suspension rate. Hispanic, EL, and SED students all

saw small declines and maintained suspension rates of roughly 2%. SWD suspension rates declined by 1.5% to 2%. LTELs were the one student group that saw a slight increase (1.4%) and had the highest suspension rate of 11.1%.

English Learner Progress was strong, increasing by 13.1% and exceeding the state average with 48.2% of English Learners making progress on the ELPAC. LTELs did even better, with 69.2% making progress, a huge 38-point jump from the previous year and well above the state average of 45.8%. Only 21.9% of ELs decreased one ELPI level, a significant improvement from 2022-23. The EL reclassification rate also improved from 4.9% in 2022-23 to 8.7% in 2023-24, reflecting the progress of our English Learners.

CAASPP English Language Arts performance dipped by a slight 2.7 points for a schoolwide DFS of -27.3. Proficiency rates also remained largely unchanged, declining from 40.1% meeting/exceeding the standard in 22-23 to 38% in 23-24. Students with Disabilities actually saw performance slightly improve, going from 94.7 points below standard to 94.2. ELs and LTELs, on the other hand, had larger decreases, with EL performance declining by 12 points to 66.1 points below standard and LTELs declining by 14.3 points to 86.9 points below standard. Both groups still managed to exceed the state average performance for their subgroup, however. Performance for Hispanic and SED students was slightly below the schoolwide performance, at -31.4 and -39.2, respectively, with both also exceeding the state average. White students had an average DFS of 15.4 points above the standard.

CAASPP Mathematics performance improved by 6.3 points to 50.5 points below standard. Every color-rated subgroup's average DFS improved, and these increases were also seen in the percentage of students who met or exceeded the standard, which increased schoolwide from 25% to 28.3%. LTELs saw the largest gain in DFS, improving by 14.5 points to -114.3. ELs and SWD lagged somewhat behind schoolwide performance with smaller increases (4.6 points for ELs and 3.0 points for SWD) and lower overall DFS (-70.6 for ELs and -106.2 for SWD). Performance for ELs, LTELs, and SWD still managed to exceed the state average. Hispanic students and SED students saw similar growth to the school as a whole, improving by 7 points to -53.9 and -56.7 DFS respectively, both exceeding the state average for their groups. White students were the only group that declined, decreasing 10.8 points to -10.2 DFS and matching the state average.

Proficiency on the California Science Test (CAST) improved schoolwide and for all subgroups, growing from 24% meeting/exceeding the standard to 27%. SED students saw the biggest increase, growing by 5.5% to 23.7%, and SWD improved from 0% meeting the standard in 22-23 to 3.6% meeting or exceeding it in 23-24.

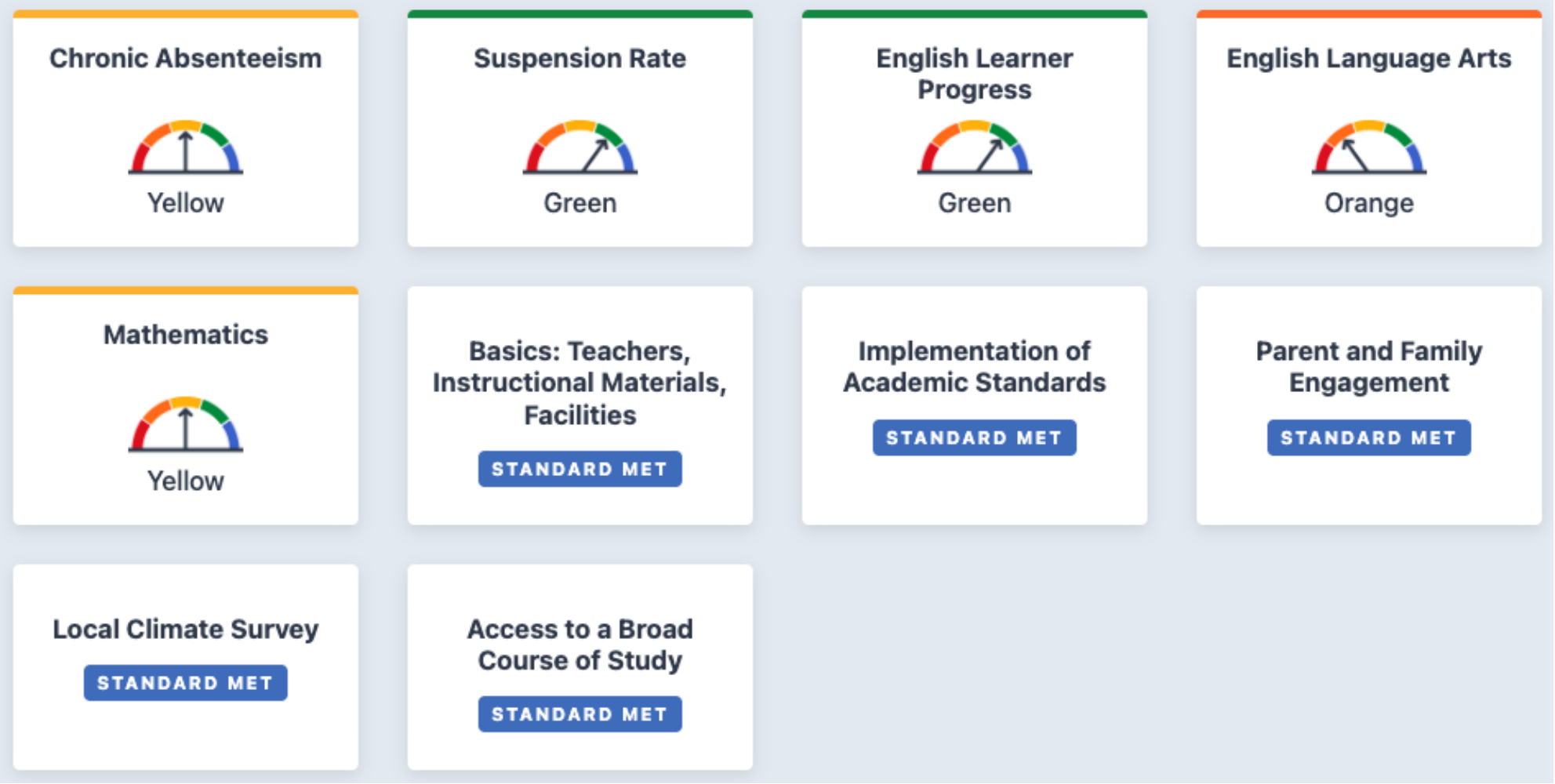
2023 ELA & Math Academic Indicator: *The Students with Disabilities (SWD) student group received a RED Performance level for the ELA and Math Academic Indicators on the 2023 Dashboard.*

Hawking's Leadership Team in collaboration with the Special Education Department developed a CIM Plan – Plan for Improvement (see below). In both 2023-24 and 24-25, the Reading Interventionist provided Tiers 2 and 3 support for struggling learners including Students with Disabilities (SWD) who also have access to the SIPPS program that provides targeted intervention. This year, Fundations was added as a Tier 1 instructional support for phonics at the early grades, allowing SIPPS to be used as a stronger Tier 2 support. In addition, SWD have access to after school academic and social enrichment. The Special Education Department also added additional staff: the Special Education and Student Services Coordinator and Associate Principal for Supplemental Services at each school site. Our continued focus has been on high leverage strategies: updating the PLC Structure and support and collaboration on high level practices with accommodations and access to the general education curriculum. Collaboration with the SELPA has been positive and beneficial.

As a result of this work, we have seen the performance of SWD increase, most notably in mathematics and science. SWD are no longer in the Red performance level for math, and we believe that our continued focus in the area will show improvement in ELA, as well as increased growth in these areas. These commitments continue as outlined in LCAP Goal 1, Action 6.

The school maintained a 0% dropout rate and 0% expulsion rate. The student sense of safety and connectedness increased for both elementary and middle school students. Parent, teacher, and staff survey results on safety and connectedness were more mixed, with teachers showing a decline in perceptions of safety and teachers and parents showing a slight decline in connectedness.

California School Dashboard for 2023-24:



Hawking has $446,789 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2025-26 school year. This funding will be used to support academic achievement for SWD as described in Goal 1, Action 6: Services to Support Students with Disabilities in order to provide evidence-based learning supports, including one-on-one and small group learning supports provided by paraprofessionals, and evidence-based pupil support through behavior interventionists and psychologists in order to address other barriers to learning. As discussed above, SWD have been an area of both need and focus for the school based on their academic achievement, and are an appropriate area of focus for the allowable use of our LREBG funds.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel	**Process Timeline**: September 2024 – May 2025 **Engagement Strategies**: Teachers and staff have multiple avenues for being engaged in the development of the LCAP. Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed regularly during weekly PLCs and monthly staff meetings, as well as via email. A formal LCAP input meeting was held on April 30, 2025, and teachers and staff were invited to provide formal input via Google Form on the developing LCAP. Teachers and staff are also surveyed annually for their input. This data informs the LCAP metrics as well as helping shape goals, actions, and metrics. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.
Principals and Administrators	**Process Timeline**: ongoing **Engagement Strategies**: Principals and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the other educational partners in the LCAP process as described elsewhere in this table. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.
Parents and Community Partners	**Process Timeline**: October - April **Engagement Strategies**: Parents are embraced as partners in the LCAP process throughout the year. In addition to ongoing opportunities for dialogue and input through *Cafecitos*, parent volunteer meetings, ELAC, and other parent input bodies, LCAP-specific input opportunities were held by the Parent Advisory

	Committee (PAC) five times in October, February, and April. Parents are also surveyed annually for their input. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.
Students	**Process Timeline**: Fall, Winter, and Spring **Engagement Strategies**: Hawking STEAM Charter School is dedicated to providing opportunities for student voice in the LCAP process. The primary avenue for equitable representation of student voice is our Panorama Survey, which is administered to students three times a year, and addresses a range of questions relevant both to LCAP metrics (student perception of safety and connectedness) as well as actions. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.

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

All educational partners noted in different ways that having additional context for LCAP metrics would be helpful in evaluating them. Thus, in order to make the data in the LCAP more meaningful for educational partners to reflect on annually, Hawking has shifted from a one-year LCAP cycle to the more typical three-year LCAP cycle, which provides more year-over-year context for data and the opportunity to track progress over a longer time-frame. Additionally, data has been realigned to ensure that each column generally aligns to the same school year (Baseline = 2022-23, Y1 = 2023-24, etc.) so that there is a common point of reference for comparing data. (Due to the lag in Teacher Assignment Monitoring Outcomes [TAMO] data, this alignment is not possible for teacher credentialing rates [Goal 1, Metric 1]).

In response to parent concerns about safety and communication in survey responses and input meetings, supported by teacher and staff input, Hawking has invested in the Centegix Safety Platform to replace the Raptor visitor management protocol, expanding our crisis management capacity. (Goal 3, Action 3).

Teachers and staff emphasized the importance of special events and celebrations of student learning like Fall Festival, Fab Fridays, and Expos, which are maintained in Goal 2, Action 4, particularly as a lever for inviting parents into the school. Parents also expressed appreciation for these events.

Teachers and staff appreciated the commitment to Parent-Teacher Home Visits and hoped that they would continue; these visits are embedded in Goal 3, Action 1.

Teachers and staff also emphasized the need for additional professional development and curriculum support to more fully deliver on the STEAM vision of the school, requests which are supported in Goal 1, Action, 2 and Goal 1, Action 5.

Teachers and staff expressed the need for strong alignment and investments in staffing to ensure that the school's Multi-Tiered System of Supports is fully successful, including instructional aides in classrooms. These investments are seen in Goal 2, Action 3, as well as Goal 1, Action 2.

Teachers and staff identified the need for continued and expanded EL support, both for integrated and designated ELD instruction. These needs are addressed in Goal 2, Action 2.

Principals and administrators identified the need for a second Student Supports Coordinator role to ensure each site has adequate support (Goal 1, Action 6).

Parents expressed appreciation for the after-school tutoring; these efforts have been expanded in Goal 2, Action 3.

Parents identified the need for continued and expanded SEL education and mental health support for students, which is developed in Goal 2, Action 4 and further supported in Goal 3, Action 1.

Students expressed appreciation for field trips, a continued commitment in Goal 3, Action 1.

From the Winter 2024-25 Student Survey:



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide every child with standards-aligned STEAM-focused project-based learning to prepare them to be culturally competent, creative problem-solvers, and lifelong learners inspired to impact the world positively. Hawking will provide educators with professional development and coaching focusing on educational equity, building capacity, to address our students' academic and social-emotional needs to improve outcomes across all student groups.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Based on findings from the needs assessment, review of dashboard findings, and feedback from educational partners there is a need to provide professional development and coaching for teachers and support staff on tiered academic and behavioral intervention and supports, that includes behavior expectations, while addressing the social and emotional needs so that students can thrive and succeed in school; and the adults are held accountable in implementing evidence-based strategies. There is also a need for co-planning and/or co-teaching between general education teachers and Education Specialist to improve student outcomes for SWD, increase student engagement and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% teachers – fully credentialed & appropriately assigned Source: CDE TAMO	2021-22: 89.9%	2022-23: 83.3%		2025-26: 95%	6.6% decline

1.2	% students with access to standards-aligned materials Source: Textbook inventory/classroom observations	2022-23: 100%	2023-24: 100%		2025-26: 100%	No change
1.3	Implementation of the State Academic content & performance standards for all students, including access for ELs Rating Scale 1 – Exploration & Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability Source: Priority 2 Self-Reflection Tool (CA School Dashboard Local Indicator)	2022-23 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 4	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4		2025-26 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4	Decline in ELD and PE rating; all others remained constant
1.4	% of students participating in elective or enrichment course Source: Master Schedule (CALPADS)	2022-23: 100%	2023-24: 100%		2025-26: 100%	No change

1.5	% students participating in all 5 components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 100%		2025-26: 100%	No change
1.6	% students participating in all 5 components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 100%	2023-24: 100%		2025-26: 100%	No change

Goal Analysis for 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.

For Action 1, there was a change in the principal at one campus. For Action 2, Hawking opted out of TCI training because it was web-based and determined to be less effective than other trainings. GLAD training was replaced by SDAIE training. Eureka Math training was added. For Action 3, Wit and Wisdom was expanded to additional grades. For Action 6, efforts to grow to four education specialists were somewhat stymied by unexpected turnover.

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

There were no material differences.

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

Action 1: Admin. & Educators that Support the Ed Program was effective in providing a strong base for the instructional program; core instructional staff has had more continuity than in years past, allowing our Clear credentialing rate to stay above 80%, and contributing to some of the improvements we have seen in student outcomes.

Action 2: Professional Development has been an important lever and is consistently seen as a priority by our teachers and staff. These efforts have helped improve absenteeism, suspension rates, EL progress, and math proficiency.

Action 3: Core Curricular Program Needs has continued to be successful in ensuring that all students have access to standards-aligned materials.

Action 4: Closing the Digital Divide has continued to ensure that all students have access to a technology device, and that teachers have the technology they need to support instruction.

Action 5: Broad Course of Study has been effective in ensuring that all students have access to electives and that Hawking is delivering on our STEAM vision for student learning.

Action 6: Services to Support SWD has been effective in improving results for SWD, even as the work continues in most areas.

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 noted in the Engaging Educational Partners section, Hawking has now shifted to a 3-year LCAP cycle, and aligned data across years so that wherever possible, Y1 data is aligned to the 2023-24 school year. This adjustment allows for more meaningful comparisons and connections to be made across data points.

Parent-Teacher Home Visits were removed from Goal 1, Action 2 and added to Goal 3, Action 1. While these visits do serve a PD function for participants, the primary goal is to support parent engagement and participation, and learn from the perspective of our families, engaging them as partners. This purpose makes it a more appropriate fit for Goal 3, Action 1.

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	Admin. & Educators that Support the Ed program	Hawking STEAM Charter School will employ (2) Principals (one per site) and appropriately credentialed teachers to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school's educational program. Instructional aides will support each TK classroom in order to maintain an appropriate staff-student ratio and support student learning. Substitute teachers will be employed to maintain continuity of instruction across all disciplines.	$7,349,630	N

		All teachers are thoroughly screened and go through a thorough vetting process to ensure appropriate credentialing. Hawking posts all jobs on EdJoin and participates in the SDCOE county-wide job fair to seek appropriately credentialed staff. We select individuals who carry appropriate credentials, to the extent possible. If the candidate is not fully credentialed, we ensure they are pursuing their appropriate credentials and notify all appropriate educational partners. Hawking provides all students with a longer school year, exceeding CA state requirement of 175 instructional days for charter schools. All teachers will participate in Summer Professional Development to prepare for the 2025-26 school year, with additional non-instructional days during the academic year in addition to weekly PLC or professional learning led by Principals, APs or Instructional Coaches.		
2	Professional Development	An area of identified need is to provide coaching for teachers on tiered supports to address the data-determined learning needs and achievement gaps that are prevalent among EL and SWD. The Principals, Assistant Principals, and Instructional Coaches will lead and facilitate professional development, conduct classroom walkthroughs, feedback cycles, and instructional coaching on evidence-based pedagogical strategies. Instructional Coaching will include training on differentiation and tiered intervention to accelerate student learning and improve student engagement. After an extensive review of benchmark and formative data, observations from administrative walkthroughs, and feedback from teacher surveys, the following are identified areas of need for professional learning: • Multi-tiered System of Support (MTSS) Academic Collaborative with SDCOE • NGSS GLAD • Continue with Targeted Feedback (SDCOE) • Curriculum PD: Wit & Wisdom PD, Eureka PD • Panorama SEL (Universal Screener) Implementation • AVID Training • COTA (Arts integration in STEAM) PD • New Teacher Orientation • Lead Teacher Mentorship To increase teacher effectiveness, credential clearance and teacher retention rates, teacher induction expenses will be reimbursed.	$494,248	Y

		Leadership efficacy will be supported through participation in the Deloitte Courageous Principals Program.		
3	Core Curricular Program Needs	Hawking STEAM Charter School has adopted standards aligned curriculum and instructional materials for all content areas and will continue to ensure all students have access. Annually purchases of curriculum and/or consumables will be made to ensure sufficient inventory and access for all students.	$270,710	N
4	Closing the Digital Divide	Hawking STEAM Charter School will ensure that all students have access to a technology device to access curricular, instructional materials and assessments. Technology devices, equipment, and platforms will be available for all teachers. IT Support Team will ensure all devices are updated, maintained and ready for immediate use.	$242,771	N
5	Broad Course of Study	Hawking STEAM Charter School will provide all students with a broad course of study during the instructional day beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include: • Music • Visual Arts • Robotics/Coding • AVID (Grades 6-8 only) • Spanish Extensive research has shown that music assists students with learning all subjects by allowing them to critically think about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps.	$783,592	N
6	Services to Support SWD	**LREBG Action** The Students with Disabilities (SWD) student group received a Red Performance level for ELA and Math Academic Indicators on the 2023 Dashboard; on the 2024 Dashboard performance in Math improved to Orange while ELA performance remained Red. The following services will be provided to improve academic outcomes within this student group.	$3,732,609	N

		El Dorado Charter is the SELPA provider for Hawking STEAM Charter School. The Special Education Student Services Coordinator will ensure IEP timelines and related services are addressed and communicated with parents. The SPED Team is now composed of two SPED/ Student Services Associate Principals, Board Certified Behavior Analyst, Education Specialists, School Psychologists, Paraprofessionals, and contracted services will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. Interpreter services and other requested accommodations are provided at all IEP meetings as needed. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning. **CIM Team Root Cause:** It is likely that our practices for determining and implementing testing accommodations have been inconsistent possibly because of staff turnover, teachers not understanding accommodations, and students not being supported in the use of accommodations. It is believed that this resulted in students with disabilities not being able to demonstrate their learning on the local measure, NWEA MAP, or statewide assessment, CAASPP. **High Leverage Strategy**: Strengthen PLC structure to ensure collaboration and co-planning among General Education and Education Specialists to support the diverse learning needs of SWD, ensuring that accommodations and/or modifications are provided. To further support the academic needs of SWD, they will be prioritized for tutoring through our expanded earning opportunities program that takes place afterschool, intersession and summer programming. **Expected Outcomes**: By building on the structure that is already in place, we will improve teacher capacity to identify and implement accommodations, and monitor student responses through ongoing, embedded professional learning and data monitoring. As a result, we expect our SWDs to demonstrate the following:		

		• NWEA MAP: mean RIT growth similar to that of their grade level cohort
		• CAASPP: Students meeting or exceeding compared to previous year
		  • ELA: at least 3% increase annually
		  • Math: at least 2.5% increase annually
		
		Progress will be monitored through surveys, observations, meeting notes, student progress, and student feedback.
		
		LREBG funding will be used to support academic achievement for SWD in order to provide evidence-based learning supports, including one-on-one and small group learning supports provided by paraprofessionals, and evidence-based pupil support through trained behavior interventionists and psychologists in order to address other barriers to learning. As discussed above and in Reflections; Annual Performance, SWD have been an area of both need and focus for the school based on their academic achievement, and are an appropriate area of focus for the allowable use of our LREBG funds.
		
		Metric being used to monitor this action: 2.1, 2.2, 2.3, and 2.4
		
		LREBG Funds supporting this action: $446,789		

Goal

Goal #	Description	Type of Goal
2	Continue to strengthen and expand Multi-tiered System of Supports (MTSS) in alignment with the CA Community Schools Framework and 4 Pillars of Community Schools to address the academic, social- emotional, behavioral, and mental health needs of our students especially among English Learners and Students with Disabilities (SWD) to close ELA and Math achievement gaps and improve daily attendance. This will empower our students to maximize their potential to think, create, innovate, and discover in a safe, academic, and inclusive learning environment.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of the State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Addressing students' social and emotional needs gives all students the opportunity to thrive and succeed in school. These behavioral supports are integrated with academic supports in the MTSS framework, and the CA Community Schools Framework of integrated supports. MTSS continues to focus on academic support which will be expanded to also address achievement gaps among SWD. There is a need to continue to strengthen the social-emotional, behavioral and mental health needs; and ensure systems are in place and held accountable by administrators to improve overall student SEL needs, and behavioral issues that impede instruction, school climate and student academic outcomes. Chronic absenteeism remains an area for improvement. With the full implementation of tiered intervention attendance plan, including supports and home visits, we anticipate significant improvement in daily student attendance and a reduction in chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23** **Students** / **DFS** All / -24.6 Hispanic / -28.9 EL / -54.0 LTEL / N/A SED / -34.0 SWD / -94.7	**2023-24** **Students** / **DFS** All / -27.3 Hispanic / -31.4 EL / -66.1 LTEL / -86.9 SED / -39.2 SWD / -94.2		**2025-26** **Students** / **DFS** All / -23.3 Hispanic / -27.4 EL / --62.1 LTEL / -82.9 SED / -35.2 SWD / -90.2	**Students** / **Change** All / -2.7 Hispanic / -2.5 EL / -12.1 LTEL / N/A SED / -5.2 SWD / 0.5
2.2	CAASPP ELA Assessment: % Met/Exceeded Standard Source: CAASPP	**2022-23** **Students** / **% Proficient** All / 40.10% Hispanic / 38.03% EL / 14.28% LTEL / 3.03% SED / 35.76% SWD / 15.12%	**2023-24** **Students** / **% Proficient** All / 38.02% Hispanic / 35.93% EL / 12.83% LTEL / 4.55% SED / 34.58% SWD / 15.18%		**2025-26** **Students** / **% Proficient** All / 40.02% Hispanic / 37.93% EL / 14.83% LTEL / 6.55% SED / 36.58% SWD / 17.18%	**Students** / **Change** All / -2.08% Hispanic / -2.10% EL / -1.45% LTEL / 1.52% SED / -1.18% SWD / 0.06%
2.3	CAASPP Math Assessment: DFS Source: CA School Dashboard	**2022-23** **Students** / **DFS** All / -56.8 Hispanic / -60.8 EL / -75.2 LTEL / N/A SED / -63.7 SWD / -109.2	**2023-24** **Students** / **DFS** All / -50.5 Hispanic / -53.9 EL / -70.6 LTEL / -114.3 SED / -56.7 SWD / -106.2		**2025-26** **Students** / **DFS** All / -46.5 Hispanic / -49.9 EL / -66.6 LTEL / -110.3 SED / -52.7 SWD / -102.2	**Students** / **Change** All / 6.3 Hispanic / 6.9 EL / 4.6 LTEL / N/A SED / 7.0 SWD / 3.0

<table>
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<td>2.4</td>
<td>CAASPP Math Assessment: % Met/Exceeded Standard
Source: CAASPP</td>
<td>2022-23
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>25.00%</td></tr><tr><td>Hispanic</td><td>22.79%</td></tr><tr><td>EL</td><td>9.35%</td></tr><tr><td>LTEL</td><td>0%</td></tr><tr><td>SED</td><td>21.68%</td></tr><tr><td>SWD</td><td>10.35%</td></tr></table></td>
<td>2023-24
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>28.29%</td></tr><tr><td>Hispanic</td><td>26.80%</td></tr><tr><td>EL</td><td>12.88%</td></tr><tr><td>LTEL</td><td>2.27%</td></tr><tr><td>SED</td><td>25.50%</td></tr><tr><td>SWD</td><td>13.39%</td></tr></table></td>
<td></td>
<td>2025-26
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>30.29%</td></tr><tr><td>Hispanic</td><td>28.80%</td></tr><tr><td>EL</td><td>14.88%</td></tr><tr><td>LTEL</td><td>4.27%</td></tr><tr><td>SED</td><td>27.50%</td></tr><tr><td>SWD</td><td>15.39%</td></tr></table></td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>3.29%</td></tr><tr><td>Hispanic</td><td>4.01%</td></tr><tr><td>EL</td><td>3.53%</td></tr><tr><td>LTEL</td><td>2.27%</td></tr><tr><td>SED</td><td>3.82%</td></tr><tr><td>SWD</td><td>3.04%</td></tr></table></td>
</tr>
<tr>
<td>2.5</td>
<td>California Science Test (CAST): % Met/Exceeded Standard
Source: CAST</td>
<td>2022-23
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>24.13%</td></tr><tr><td>Hispanic</td><td>21.97%</td></tr><tr><td>EL</td><td>2.99%</td></tr><tr><td>LTEL</td><td>0.00%</td></tr><tr><td>SED</td><td>18.19%</td></tr><tr><td>SWD</td><td>0.00%</td></tr></table></td>
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<td>2025-26
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>28.96%</td></tr><tr><td>Hispanic</td><td>26.66%</td></tr><tr><td>EL</td><td>8.06%</td></tr><tr><td>LTEL</td><td>3.00%</td></tr><tr><td>SED</td><td>25.68%</td></tr><tr><td>SWD</td><td>5.57%</td></tr></table></td>
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</tr>
<tr>
<td>2.6</td>
<td>% EL who made progress towards English Language Proficiency (ELPI)
Source: CA School Dashboard</td>
<td>2022-23: 35%</td>
<td>2023-24: 48.2%</td>
<td></td>
<td>2025-26: 50.2%</td>
<td>Increased 13.2%</td>
</tr>
<tr>
<td>2.7</td>
<td>EL Reclassification Rate
Source: CALPADS</td>
<td>2022-23: 4.9%</td>
<td>2023-24: 8.7%</td>
<td></td>
<td>2025-26: 10.7%</td>
<td>Increased 3.8%</td>
</tr>
<tr>
<td>2.8</td>
<td>Attendance Rate
Source: CALPADS</td>
<td>2022-23: 93.8%</td>
<td>2023-24: 94.6%</td>
<td></td>
<td>2025-26: 95%</td>
<td>Increased 0.8%</td>
</tr>
</table>

<table>
<tr>
<td>2.9</td>
<td>Chronic Absenteeism Rates
Source: CA School Dashboard</td>
<td>2022-23:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>21.6%</td></tr><tr><td>African American</td><td>28.6%</td></tr><tr><td>Hispanic</td><td>21.5%</td></tr><tr><td>White</td><td>20.5%</td></tr><tr><td>EL</td><td>22.1%</td></tr><tr><td>LTEL</td><td>22.6%</td></tr><tr><td>SED</td><td>23.3%</td></tr><tr><td>SWD</td><td>25.7%</td></tr></table></td>
<td>2023-24:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>13.5%</td></tr><tr><td>African American</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>13.5%</td></tr><tr><td>White</td><td>11.6%</td></tr><tr><td>EL</td><td>12.7%</td></tr><tr><td>LTEL</td><td>20.0%</td></tr><tr><td>SED</td><td>14.9%</td></tr><tr><td>SWD</td><td>13.7%</td></tr></table></td>
<td></td>
<td>2025-26:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>18%</td></tr><tr><td>African American</td><td>18%</td></tr><tr><td>Hispanic</td><td>18%</td></tr><tr><td>White</td><td>18%</td></tr><tr><td>EL</td><td>18%</td></tr><tr><td>LTEL</td><td>18%</td></tr><tr><td>SED</td><td>18%</td></tr><tr><td>SWD</td><td>18%</td></tr></table></td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>-8.1%</td></tr><tr><td>African American</td><td>-28.6%</td></tr><tr><td>Hispanic</td><td>-8.0%</td></tr><tr><td>White</td><td>-8.9%</td></tr><tr><td>EL</td><td>-9.4%</td></tr><tr><td>LTEL</td><td>-2.60%</td></tr><tr><td>SED</td><td>-8.4%</td></tr><tr><td>SWD</td><td>-12.0%</td></tr></table></td>
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<td>2.10</td>
<td>Middle School Dropout Rate
Source: CALPADS</td>
<td>2022-23: 0%</td>
<td>2023-24: 0%</td>
<td></td>
<td>2025-26: 0%</td>
<td>No change</td>
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<td>2.11</td>
<td>Suspension Rate
Source: CA School Dashboard</td>
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<td>2023-24:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>2.1%</td></tr><tr><td>African American</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>2.3%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>EL</td><td>1.6%</td></tr><tr><td>LTEL</td><td>11.1%</td></tr><tr><td>SED</td><td>2.4%</td></tr><tr><td>SWD</td><td>2.0%</td></tr></table></td>
<td></td>
<td>2025-26:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>2%</td></tr><tr><td>African American</td><td>2%</td></tr><tr><td>Hispanic</td><td>2%</td></tr><tr><td>White</td><td>2%</td></tr><tr><td>EL</td><td>2%</td></tr><tr><td>LTEL</td><td>2%</td></tr><tr><td>SED</td><td>2%</td></tr><tr><td>SWD</td><td>2%</td></tr></table></td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>-0.7%</td></tr><tr><td>African American</td><td>-7.1%</td></tr><tr><td>Hispanic</td><td>-0.4%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>EL</td><td>-0.5%</td></tr><tr><td>LTEL</td><td>1.4%</td></tr><tr><td>SED</td><td>-1.0%</td></tr><tr><td>SWD</td><td>-1.5%</td></tr></table></td>
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<tr>
<td>2.12</td>
<td>Expulsion Rate
Source: Dataquest</td>
<td>2022-23: 0%</td>
<td>2023-24: 0%</td>
<td></td>
<td>2025-26: 0%</td>
<td>No change</td>
</tr>
</table>

NOTE: Hawking STEAM Charter School currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:

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

Goal Analysis for 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.

For Action 4, UFLI has been an additional intervention for small group instruction. Attendance incentives have also been increased, including individual and class incentives for perfect attendance.

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.

For Action 3, curriculum costs were slightly lower than budgeted. For Action 4, overall costs were not significantly different, but funding sources shifted between Supplemental & Concentration Grant funding and ELO-P funding.

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

Action 1 was effective in identifying students for targeted support, and helped drive the improvements we saw in EL progress, math and science, as well as SEL indicators like chronic absenteeism, suspension rates, and student survey results.

Action 2 has been effective in improving both our ELPI and reclassification rates, as well as academic growth for ELs. Gaps remain, but these early successes are strong indicators of effectiveness.

Action 3 has been effective as seen in improved ELPAC results for our LTELs, stronger reclassification rates, and academic growth for LTELs. Discrepancies in chronic absenteeism and suspension rates are areas of concern, but can be addressed through a stronger approach this year.

Action 4 has been effective in improving academic results in math and science and strengthening our early literacy efforts. Teacher support in early literacy at both sites has been strong, and implementation of Fundations as a Tier 1 instructional support for phonics at the early grades has been effective. SIPPs as Tier 2 is now stronger with the use of Fundations as a Tier 1 support.

Action 5 has been effective as demonstrated by declines in chronic absenteeism and suspension rate, and improvements in student survey results.

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 noted in the Engaging Educational Partners section, Hawking has now shifted to a 3-year LCAP cycle, and aligned data across years so that wherever possible, Y1 data is aligned to the 2023-24 school year. This adjustment allows for more meaningful comparisons and connections to be made across data points. For ELA and math performance, the percent of students meeting or exceeding the standard was added as a metric in addition to DFS, in order to provide a fuller portrait of student progress. LTEL data is now available for Chronic Absenteeism rates and Suspension rates, and so this data was added. The reclassification rate for 2022-23 was corrected and aligned to the CALPADS Fall 1 report, as this data is not current in DataQuest. The % of students English Language Proficiency for Summative ELPAC was removed in order to focus more clearly on ELPI and reclassification rates.

In alignment with these changes, the goals for 25-26 were established using the most current 23-24 data as a starting point.

This year's LCAP also combines the actions for our EL Program and support for our LTELs into one unified action (Action 2), more clearly acknowledging the intertwined and mutually supporting elements of this action.

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	Measuring Student Progress - Assessments	As part of the Multi-tiered System of Support (MTSS), Hawking STEAM Charter School administers academic universal screeners to students to establish baseline, identify learning gaps for tiered intervention, to develop annual growth targets, measure progress throughout the year and to measure program effectiveness. To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. Students will be assessed using NWEA MAP Reading, Math, & Science assessments three times per year to provide baseline performance (Fall); and develop trimester growth targets. ESGI assessments will be	$282,472	N

		administered to grades TK-1; SIPPS Benchmark Assessment (Grades 1-4) and Edulastic that aligns to Eureka Math. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Hawking will develop data-rich disaggregated reports of schoolwide, internal, and state mandated assessments for administrators, and teachers to inform instruction and decision-making. The ELPAC testers will ensure that all EL and TBD students are tested within required time frames and under appropriate protocols.		
2	Strengthening EL Program & Services & Supporting Long-Term English Learners (LTELs)	To support EL student needs, teachers will participate in the following professional learning to support English Learners: • ELD Standards and strategies to support ELs with the acquisition of academic language as "bridging" the transfer of information from L2 (English) to L1 (native language) • Differentiation including providing tiered intervention to improve language acquisition for ELs. • SDAIE strategies that focus on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards. Training will be delivered gradually, by grade level over the next three years and will encompass key SDAIE strategies that include: Modeling, Schema-Building, Text Representation, Contextualization, Metacognitive Development specific to meeting the needs of our ELs. All ELs receive designated and integrated English Language Development, supported by the efforts of our EL Inteventionist. Hawking STEAM Charter School conducted a needs assessment of Long-Term English Learners (LTELs), and there is a need to focus on targeted content-rich instruction that develops language skills. LTELs continue to struggle with reading comprehension and writing. Teachers will receive instructional coaching on strategies to support LTEL with	$66,794	Y

		language acquisition, differentiation, and increase student engagement, including Kagan strategies. To support LTEL with language acquisition, the EL Interventionist will provide Tier 3 support, including small group instruction, and tiered intervention. Through targeted activities and personalized instruction, students will have the opportunity to practice speaking, listening, reading, and writing in a supportive and engaging environment. Instruction will aim to build confidence and proficiency in the target language, ultimately helping students achieve greater success in their academic and social endeavors. Hawking STEAM Charter School will continue using Ellevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LTELs. In addition, LTELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.		
3	Addressing Academic Needs to Accelerate Learning	An area of concern is the overall student performance on the ELA and Math Academic indicators on the 2023 & 2024 Dashboard. Based on our schoolwide needs assessment, Hawking STEAM Charter School will take the following steps to improve student academic outcomes. Hawking STEAM Charter School will provide two Reading Interventionists to help support progress in literacy development. All grade levels will continue to have an Instructional Aide (IA). Instructional Aides will participate in professional learning opportunities needed to support students in their role, as described in Goal 1, Action 2. We will continue to expand our targeted Teacher After-School Tutoring program, providing students with support from credentialed teachers beyond the school day, in addition to the other intervention and enrichment opportunities offered through our after-school program. Hawking STEAM Charter School will use data from academic universal screeners, including our newly adopted reading difficulty screener, to identify learning and achievement gaps and provide tiered academic	$1,580,562	Y

		intervention to maximize student learning. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student's progress will be closely monitored to assess both the learning rate and level of performance of individual students. The Reading Interventionist will provide Tiers 2 and 3 support. Students will have access to the following intervention platforms and online tools for use during the intervention block and as part of the expanded learning opportunities program (ELOP). They include Achieve 3000 (grades 2-8), Reading A-Z (K-3), SIPPS Phonics Program (K-5), Zearn Math (TK-8), Fundations Reading (K-2), and the Geodes Eureka Readers for small-group instruction. Zearn is an evidence-based math learning platform that helps kids explore concepts, discover meaning, and make sense of math. It provides differentiated support including visual models and digital manipulatives, to help students learn from their mistakes, and advance. Fundations, is an early prevention program designed to help improve reading and spelling. The program is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on carefully-sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. Fundations is designed to complement existing literature- based reading programs in general education classes but can also be used in small groups of low-achieving or learning-disabled students for 40–60 minutes each day. Students rotate through different targeted interactive activities. The program is based on the principles of the Wilson Reading System.		
4	Addressing Social-Emotional & Behavioral Student Needs	On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. To improve daily student attendance and student engagement for the white student group Hawking will employ the following approaches, which will also be implemented schoolwide to reduce chronic absenteeism rates: • Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance.	$941,064	Y

		• Consistent communication and early warning to identity and support at risk students • Positive interventions will support student engagement daily. • Engagement of families to address barriers to attendance. • Tracking and monitoring of attendance data. • Use technology to track and communicate attendance, such as automated phone calls, emails or text messages. Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education, Cloud 9 SEL Curriculum, and Second Step SEL Curriculum. Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students. The Assistant Principals will support staff on Restorative Practices, SEL, and School Culture; and lead the implementation of these initiatives schoolwide. Panorama surveys will continue to be used as an annual SEL universal screener for students. Hawking STEAM Charter School has partnered with HereNow Program through the South Bay Community Services, a referral service for suicide prevention available to students in grades 5-8; and a partnership with the San Ysidro Health Center that provides Sex and Health Education for 7th and 8th grade students. This action is partially supported with Title I funds, which help provide 4 School Counselors. The Title I funds include rollover funds from Title II and Title IV to support this action.		

Goal

Goal #	Description	Type of Goal
3	Engage parents/families/caregivers and the community as partners through education to empower all students to maximize their potential in a safe and inclusive learning environment to improve school climate and student engagement.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

An explanation of why the LEA has developed this goal.

There is a need to continue to engage and partner with families/caregivers and provide volunteer opportunities to serve on committees and advisory groups that provide decision-making, connectedness and supports student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) Report Score Source: SARC	**2022-23**: Exemplary	**2023-24**: Exemplary		**2025-26**: Exemplary	No change
3.2	Parent input in decision-making for UP & SWD (Questions 9-12) <u>Rating Scale</u> 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	**2022-23**: 9. 4 10. 4 11. 4 12. 4	**2023-24**: 9. 4 10. 4 11. 4 12. 4		**2025-26**: 9. 4 10. 4 11. 4 12. 4	No change

	5 – Full Implementation & Sustainability Source: CA School Dashboard					
3.3	Parent participation in programs for UP & SWD (Questions 1-4) Source: CA School Dashboard	**2022-23**: 1. 4 2. 4 3. 4 4. 4	**2023-24**: 1. 4 2. 5 3. 5 4. 4		**2025-26**: 1. 5 2. 5 3. 5 4. 5	Two out of four questions increased from Full Implementation (4) to Full Implementation & Sustainability (5).
3.4	Student Survey: Sense of Safety & School Connectedness Source: Panorama	**2022-23**: **Safety** ES: 51% MS: 55% **Connectedness** ES: 62% MS: 36%	**2023-24**: **Safety** ES: 56% MS: 56% **Connectedness** ES: 68% MS: 37%		**2025-26**: **Safety:** ES: 58% MS: 58% **Connectedness** ES: 70% MS: 39%	Sense of Safety increased by 5% for elementary students and 1% for middle school students. Connectedness increased by 6% for elementary students and 1% for middle school students.
3.5	Other Local Measure – Parent Survey: Sense of Safety & School Connectedness Source: Panorama	**2022-23**: 79% Sense of Safety 91% Connectedness	**2023-24**: 80% Sense of Safety 81% Connectedness		**2025-26**: 82% Sense of Safety 83% Connectedness	Sense of safety increased by 1%. Connectedness declined by 10%.
3.6	Other Local Measure – Staff & Teacher Survey: Sense of Safety & School Connectedness Source: Panorama	**2022-23**: **Safety** Staff: 74% Teachers: 72% **Connectedness** Staff: 84% Teachers: 77%	**2023-24**: **Safety** Staff: 73% Teachers: 65% **Connectedness** Staff: 84% Teachers: 69%		**2025-26**: **Safety** Staff: 75% Teachers: 67% **Connectedness** Staff: 86% Teachers: 71%	Sense of safety declined by 1% for staff and 7% for teachers. Connectedness was unchanged for staff and declined by 8% for teachers.

Goal Analysis for 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.

There were no substantive differences.

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

There was an increased cost for campus safety staff in Action 1, as well as a shift in funding sources between Supplemental & Concentration Grant funding and ELO-P funding.

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

Action 1 was effective, as demonstrated by the decline in suspension rate schoolwide, as well as the increased student and parent perception of safety in surveys. The small decline in perception from teachers/staff appears to be more related to crisis management practices, addressed in the addition of Centegix in Action 3 as described below. All educational partners expressed appreciation for efforts like Fab Friday, which brought parents into the classroom for a STEAM-based activity, as well as Fall Festival, Field Day, and Expos.

Action 2 and 3 were effective, as demonstrated by the steady and improving ratings for parent input and participation. This is an area of continued commitment for the school.

Action 4 was effective as evidenced by the Exemplary FIT rating.

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 noted in the Engaging Educational Partners section, Hawking has now shifted to a 3-year LCAP cycle, and aligned data across years so that wherever possible, Y1 data is aligned to the 2023-24 school year. This adjustment allows for more meaningful comparisons and connections to be made across data points. Additionally, survey data was more clearly disaggregated to align to the manner in which it is captured in Panorama, separating results for elementary grade students and middle school students, as well as staff and teachers, who are all surveyed separately. The connectedness rating for parents was re-aligned to a more explicit connection about connectedness on the survey, and the metric was updated accordingly.

As part of this change, the 25-26 targets were set using the most recent 23-24 data as a starting point.

Previously, there were two separate parent actions—one supporting parent input, and the other supporting parent engagement and participation. These have been combined into one action (Action 2), as these opportunities both overlap and reinforce each other and are part of one aligned and ongoing effort to embrace parents as active partners at Hawking.

Our commitment to our safe & clean school facility in Action 3 (formerly Action 4) has further expanded with the addition of Centegix Safety Platform, an added fence and extension of the play area at H1, and the potential extension of the elevated play area at H2.

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	Promoting positive school climate, student engagement & safe learning environment	Providing a welcoming, safe, and positive school climate is essential to every student's well-being and learning. It is also a critical element in our schoolwide initiative to reduce chronic absenteeism rates and improve daily student attendance. Hawking STEAM Charter School will provide all students with opportunities to engage in outdoor learning experiences including but not limited to field trips, 6th grade camp, Inner-city Outings; to further enhance student learning, engagement, motivation, and inquiry. Members of the Leadership team and Campus Safety Supervisors (Noon Duty Supervisors) will review and revise the Comprehensive School Safety Plan, ensure drill preparations occur, and present the plan staff-wide. Campus Safety Supervisors are tasked with maintaining a safe and positive learning environment for students and staff. Hawking STEAM Charter School will continue to provide students with opportunities to engage in clubs and the athletic program; including afterschool enrichment provided by the South Bay Community Services. We will continue to administer Panorama surveys that serve as an SEL universal screener for students; and to measure safety and connectedness among staff and parents/families. Parent-Teacher Home Visits will continue as a relationship-building approach strongly supported by the school.	$986,295	Y
2	Opportunities provided to support parent engagement and participation and parent input in decision-making	Hawking STEAM Charter School will provide all parents including those of unduplicated students (UPP), and Students with Disabilities (SWD), with opportunities to engage as partners in their child's education through volunteer opportunities, and parent workshops. Areas of focus	$14,050	N

		for upcoming workshops as requested by families and schoolwide initiatives include: • Impact of chronic absenteeism on student learning • Academics • SEL and behavior challenges • Contents & interpretation of Summative ELPAC results • Strategies to support EL/LTEL at home School staff will utilize multiple methods to communicate with families including but not limited to Class Dojo, School Messenger, social media, and updates posted on the school's website. Parents will have access to PowerSchool Parent Portal where they can view their child's attendance, behavior, academic progress and communicate with teachers/staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services are available for all parent events upon request. Opportunities for parents to provide input and engage in decision-making that will take place through the following committees (that include parents representing Unduplicated Pupils (UPP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Committee Translation will be provided at each committee meeting, and upon request.		
3	Maintaining safe & clean school facilities	Hawking STEAM Charter School has two sites in Chula Vista and South San Diego. We strive to provide all students and staff with a safe and clean facility maintained by the janitorial and maintenance team. In order to ensure an even stronger sense of safety, Hawking has invested in the Centegix Safety Platform for its sites in 2025-26. For extreme situations, the Campus-wide Alert instantly initiates a campus-wide rapid response to emergencies. It notifies 911 dispatch, activates full audio and visual communication, and delivers precise location details with a map displaying who needs help and where they're located.	$4,215,731	N

		Annually, the Facility Inspection Tool (FIT) report will be completed for each site, and issues/findings will be addressed. FIT Report results will be reported annually on the SARC, Local Indicators Report, and LCAP.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,845,704	$207,530

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
20.79%	0%	0%	20.79%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	**2022-23** Educational Partners have identified the need for professional development on GLAD, Kagan Strategies and Fundations, and ongoing instructional coaching on strategies to support EL/LTEL and SWD to improve student academic outcomes and close the widening achievement gaps in ELA and Math as evidenced in the following chart. (Source: 2023 CA School Dashboard) **2022-23 CAASPP ELA**	An area of identified need is to provide coaching for teachers on tiered supports to address the data-determined learning needs and achievement gaps that are prevalent among EL and SWD. Hawking STEAM Charter School will provide all grade levels with an Instructional Aide (IA). Instructional Aides will participate in professional learning opportunities needed to support students in their role. The Principals, Assistant Principals, and Instructional Coaches will lead and facilitate professional development, conduct classroom walkthroughs, feedback cycles, and instructional	The metrics that will be used to monitor effectiveness are: • 1.1: % teachers – fully credentialed & appropriately assigned. • 1.3: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Students	DFS
All	-24.6
Hispanic	-28.9
EL	-54.0
LTEL	-72.6
SED	-34.0
SWD	-94.7

2022-23 CAASPP Math	
Students	**DFS**
All	-56.8
Hispanic	-60.8
EL	-75.2
LTEL	-128.8
SED	-63.7
SWD	-109.2

2023-24

The same trends have continued, even as we saw growth for ELs and LTELs in math.

2023-24 CAASPP ELA	
Students	**DFS**
All	-27.3
Hispanic	-31.4
EL	-66.1
LTEL	-86.9
SED	-39.2
SWD	-94.2

2023-24 CAASPP Math

coaching on evidence-based pedagogical strategies. Instructional Coaching will include training on differentiation and tiered intervention to accelerate student learning and improve student engagement. After an extensive review of benchmark and formative data, observations from administrative walkthroughs, and feedback from teacher surveys, the following are identified areas of need for professional learning:

- Multi-tiered System of Support (MTSS) Academic Collaborative with SDCOE
- NGSS GLAD
- Continue with Targeted Feedback (SDCOE)
- Curriculum adoption PD: TCI & Fundations Phonics Program
- Kagan Collaborative Strategies
- Panorama SEL (Universal Screener) Implementation
- Project Based Learning (PBL)

Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide effective instruction, using evidence-based strategies to meet the diverse learning needs of Unduplicated Pupils is also essential and will benefit all students.

	<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-50.5</td></tr><tr><td>Hispanic</td><td>-53.9</td></tr><tr><td>EL</td><td>-70.6</td></tr><tr><td>LTEL</td><td>-114.3</td></tr><tr><td>SED</td><td>-56.7</td></tr><tr><td>SWD</td><td>-106.2</td></tr></table>		
Goal 2, Action 3	An area of concern is the overall student performance on the ELA and Math Academic indicators on the 2023 and 2024 Dashboard. (see above charts) The Students with Disabilities (SWD) student group received a Red Performance level for ELA and Math Academic Indicators on the 2023 Dashboard. In 2024, SWD continued to receive a Red rating for ELA, while improving to Orange for Math. The following services will be provided to improve academic outcomes within this student group.	Hawking STEAM Charter School will outline the steps we will take to improve student academic outcomes, based on our schoolwide needs assessment. Hawking STEAM Charter School will use data from academic universal screeners to identify learning and achievement gaps and provide tiered academic intervention to maximize student learning. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student's progress will be closely monitored to assess both the learning rate and level of performance of individual students. The Reading Interventionist will provide Tiers 2 and 3 support. Students will have access to the following intervention platforms and online tools to accelerate learning: Achieve 3000 (grades 2-8), Reading A-Z (K-3), SIPPS Phonics Program (K-5), Zearn Math (TK-8), and Fundations Reading (K-2). Zearn is an evidence-based math learning platform that helps kids explore concepts, discover meaning, and make sense of math. It provides differentiated support including visual models and digital manipulatives, to help students learn from their mistakes, and advance.	The metrics that will be used to monitor effectiveness are: • 2.1: CAASPP ELA Assessment: Distance from Standard (DFS) • 2.2: CAASPP ELA Assessment: % Met/Exceeded Standard • 2.3: CAASPP Math Assessment: Distance from Standard (DFS) • 2.4: CAASPP Math Assessment: % Met/Exceeded Standard

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<td>Fundations, is an early prevention program designed to help improve reading and spelling. The program is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on carefully-sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development.

Fundations is designed to complement existing literature-based reading programs in general education classes but can also be used in small groups of low-achieving or learning-disabled students for 40–60 minutes each day. Students rotate through different targeted interactive activities. The program is based on the principles of the Wilson Reading System.

Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide effective academic intervention and support to meet the learning needs of Unduplicated Pupils is also essential and will benefit all students.</td>
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<td>Goal 2, Action 4</td>
<td>2022-23
On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. (Source: 2023 CA School Dashboard)

<table>
<tr><th colspan="2">2022-23 Chronic Absenteeism</th></tr>
<tr><th>Students</th><th>Rate</th></tr>
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</td>
<td>To improve daily student attendance and student engagement, for the white student group which will also be implemented schoolwide to reduce chronic absenteeism rates:
• Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance.
• Consistent communication and early warning to identity and support at risk students
• Positive interventions will support student engagement daily.
• Engagement of families to address barriers to attendance.</td>
<td>The metrics that will be used to monitor effectiveness are:
• 2.9: Chronic Absenteeism Rates
• 3.4: Student Survey: Sense of safety & school connectedness</td>
</tr>
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	All 21.6% African American 28.6% Hispanic 21.5% White 20.5% EL 22.1% LTEL 22.6% SED 23.3% SWD 25.7% **2023-24** While Chronic Absenteeism improved overall and for White Students, this is still an area of focus for the school. LTELs now stand out as the most challenged group, followed by SED students. **2023-24 Chronic Absenteeism** **Students** / **Rate** All 13.5% African American 0.0% Hispanic 13.5% White 11.6% EL 12.7% LTEL 20.0% SED 14.9% SWD 13.7%	• Tracking and monitoring of attendance data. • Use technology to track and communicate attendance, such as automated phone calls, emails or text messages. Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students. The Assistant Principals will support staff on Restorative Practices, SEL, and School Culture; and lead the implementation of these initiatives schoolwide. Hawking STEAM Charter School has partnered with HereNow Program through the South Bay Community Services, a referral service for suicide prevention available to students in grades 5-8. Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide effective SEL supports to meet the needs of Unduplicated Pupils is also essential and will benefit all students.	
Goal 3, Action 1	**2022-23** Based on feedback from our educational partners including student survey results, there is a need to continue to provide and expand Campus Safety Supervisors to ensure the safety of students and	Members of the Leadership team and Campus Safety Supervisors will review and revise the Comprehensive School Safety Plan, ensure drill preparations occur, and present the plan staffwide. Campus Safety Supervisors are tasked with	The metrics that will be used to monitor effectiveness are: • 2.11: Suspension Rates • 3.4: Student Survey: Sense of safety & school connectedness

implement de-escalation techniques including restorative practices to further reduce suspension rates and support a positive and safe learning environment for all students. (Source: CA School Dashboard)

2022-23 Suspension Rate	
Students	**Rate**
All	2.8%
African American	7.1%
Hispanic	2.7%
White	0.0%
EL	2.1%
LTEL	9.7%
SED	3.4%
SWD	3.5%

2023-24
While we have seen improvement in suspension rates, student connectedness is still far lower for middle school students than elementary students, and our Hispanic, EL, SED, SWD, and particularly LTEL students are the focus of suspensions, indicating the need for continued work in this area.

2023-24 Suspension Rate	
Students	**Rate**
All	2.1%
African American	0.0%
Hispanic	2.3%

maintaining a safe and positive learning environment for students and staff.

Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide a sense of safety to Unduplicated Pupils is also essential and will benefit all students.

White	0.0%
EL	1.6%
LTEL	11.1%
SED	2.4%
SWD	2.0%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 2	**2022-23** There are significant achievement gaps among ELs, as measured by CAASPP ELA and Math assessment. Only 13% of ELs scored proficient on the Summative ELPAC (2023), and 37% of EL made progress towards English Language Proficiency as measured by the ELPI on the 2023 CA Dashboard. Additionally, Hawking conducted a needs assessment of LTELs, and there is a need to focus on targeted content-rich instruction that develops language skills. **2023-24** These needs remain, and in some cases have grown larger, particularly for LTELs. While we have seen progress in ELPI and reclassification rates, ELs and LTELs lag behind schoolwide performance academically. LTELs also have	All ELs receive designated and integrated English Language Development. To further support ELs with language acquisition and increase English language proficiency, Instructional Aides will provide language and oral support for ELs through small group, and push-in instruction to further improve academic outcomes and English Language Proficiency during the instructional day. LTELs continue to struggle with reading comprehension and writing. Teachers will receive instructional coaching on strategies to support LTEL with language acquisition, differentiation, and increase student engagement, including Kagan strategies. To support LTEL with language acquisition, the EL Interventionist will provide Tier 3 support, including small group instruction, and tiered	The metrics that will be used to monitor effectiveness are: • 2.6: % EL who made progress towards English Language Proficiency (ELPI) • 2.7: EL Reclassification Rate

	higher rates of chronic absenteeism and suspension rates.	intervention. Through targeted activities and personalized instruction, students will have the opportunity to practice speaking, listening, reading, and writing in a supportive and engaging environment. Instruction will aim to build confidence and proficiency in the target language, ultimately helping students achieve greater success in their academic and social endeavors. Hawking STEAM Charter School will pilot Ellevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LTELs. In addition, LTELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.	

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.

N/A

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 fund an additional Instructional Aides to provide direct services to students.

(Goal 2, Action 2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 13,688,630	$ 2,845,704	20.789%	0.000%	20.789%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 13,804,341	$ 6,583,619	$ -	$ 572,568	$ 20,960,528.00	$ 15,107,637	$ 5,852,891

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	Admin & Educators that Support the Ed. Program	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ 7,282,570	$ 67,060	$ 7,332,871	$ 16,759	$ -	$ -	$ 7,349,630	0.000%
1	2	Professional Development	ALL	Yes	LEA-wide	All	Hawking STEAM	2025-26	$ 308,746	$ 185,502	$ 444,257	$ 49,991	$ -	$ -	$ 494,248	0.000%
1	3	Core Curricular Program Needs	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ -	$ 270,710	$ 224,520	$ 46,190	$ -	$ -	$ 270,710	0.000%
1	4	Closing the Digital Divide	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ -	$ 242,771	$ 231,271	$ 11,500	$ -	$ -	$ 242,771	0.000%
1	5	Broad Course of Study	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ 759,592	$ 24,000	$ 63,068	$ 720,524	$ -	$ -	$ 783,592	0.000%
1	6	Services to Support SWD	SWD	No	Limited	N/A	Hawking STEAM	2025-26	$ 3,276,196	$ 456,413	$ 1,220,185	$ 2,321,024	$ -	$ 191,400	$ 3,732,609	0.000%
2	1	Measuring Student Progress--Assessments	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ 249,622	$ 32,850	$ 267,681	$ 14,791	$ -	$ -	$ 282,472	0.000%
2	2	Strengthening EL Program & Supporting LtELs	English Learners	Yes	Limited	English Learners	Hawking STEAM	2025-26	$ 54,544	$ 12,250	$ 66,794	$ -	$ -	$ -	$ 66,794	0.000%
2	3	Addressing Academic Needs to Accelerate Learning	ALL	Yes	LEA-wide	All	Hawking STEAM	2025-26	$ 839,026	$ 741,536	$ 885,464	$ 695,098	$ -	$ -	$ 1,580,562	0.000%
2	4	Addressing Social-Emotional & Behavioral Needs	ALL	Yes	LEA-wide	All	Hawking STEAM	2025-26	$ 911,072	$ 29,992	$ 559,896	$ -	$ -	$ 381,168	$ 941,064	0.000%
3	1	Promoting Positive School Climate & Student Engagement	ALL	Yes	LEA-wide	All	Hawking STEAM	2025-26	$ 817,865	$ 168,430	$ 935,732	$ 50,563	$ -	$ -	$ 986,295	0.000%
3	2	Opportunities for Parent Engagement & Participation	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ -	$ 14,050	$ 14,050	$ -	$ -	$ -	$ 14,050	0.000%
3	3	Maintaining Safe & Clean School Facilities	ALL	No	LEA-wide	N/A	Hawking STEAM	2025-26	$ 608,404	$ 3,607,327	$ 1,558,552	$ 2,657,179	$ -	$ -	$ 4,215,731	0.000%

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
$ 13,688,630	$ 2,845,704	20.789%	0.000%	20.789%	$ 2,892,143	0.000%	21.128%	**Total:**	$ 2,892,143
								LEA-wide Total:	$ 2,825,349
								Limited Total:	$ 66,794
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Professional Development	Yes	LEA-wide	All	Hawking STEAM	$ 444,257	0.000%
2	2	Strengthening EL Program & Supporting LtELs	Yes	Limited	English Learners	Hawking STEAM	$ 66,794	0.000%
2	3	Addressing Academic Needs to Accelerate Learning	Yes	LEA-wide	All	Hawking STEAM	$ 885,464	0.000%
2	4	Addressing Social-Emotional & Behavioral Needs	Yes	LEA-wide	All	Hawking STEAM	$ 559,896	0.000%
3	1	Promoting Positive School Climate & Student Engagement	Yes	LEA-wide	All	Hawking STEAM	$ 935,732	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 19,196,806.00	$ 18,399,369.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin & Educators that support Ed. Program	No	$ 6,492,306	$ 6,471,033
1	2	Professional Development	Yes	$ 1,186,408	$ 1,003,800
1	3	Core Curricular Program Needs	No	$ 220,620	$ 153,970
1	4	Closing the Digital Divide	No	$ 143,700	$ 168,439
1	5	Broad Course of Study	No	$ 626,504	$ 659,455
1	6	Services to Support SWD	No	$ 2,957,953	$ 2,544,194
2	1	Measuring Student Progress--Assessments	No	$ 270,354	$ 274,295
2	2	Strengthening EL Program &Services	Yes	$ 454,175	$ 454,538
2	3	Supporting Long Term English Learners (LTEL)	Yes	$ 75,706	$ 65,216
2	4	Addressing Academic Needs to Accelerate Learning	Yes	$ 407,615	$ 584,191
2	4	Addressing Academic Needs to Accelerate Learning	No	$ 864,879	$ 594,614
2	5	Addressing Social Emotional & Behavioral Student Needs	Yes	$ 961,797	$ 924,634
3	1	Promoting Positive School Climate, Student Engagement and Safe Learning Environment	Yes	$ 502,192	$ 652,361
3	1	Promoting Positive School Climate, Student Engagement and Safe Learning Environment	No	$ 171,278	$ 63,969
3	2	Parent Input in Decision Making	No	$ 9,000	$ 2,150
3	3	Opportunities to Support Parent Engagement & Participation	No	$ 8,250	$ 13,962
3	4	Maintaining Safe & Clean School Facilities	No	$ 3,844,069	$ 3,768,548

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,802,763	$ 2,972,039	$ 3,071,457	$ (99,418)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Professional Development	Yes	$ 1,021,286	$ 841,248.00	0.000%	0.000%
2	2	Strengthening EL Program &Services	Yes	$ 454,175	$ 454,538.00	0.000%	0.000%
2	3	Supporting Long Term English Learners (LTEL)	Yes	$ 75,706	$ 65,216.00	0.000%	0.000%
2	4	Addressing Academic Needs to Accelerate Learning	Yes	$ 407,615	$ 584,191.00	0.000%	0.000%
2	5	Addressing Social Emotional & Behavioral Student Needs	Yes	$ 511,065	$ 473,903.00	0.000%	0.000%
3	1	Promoting Positive School Climate, Student Engagement and Safe Learning Environment	Yes	$ 502,192	$ 652,361.00	0.000%	0.000%

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)
$ 13,413,967	$ 2,802,763	0.000%	20.894%	$ 3,071,457	0.000%	22.897%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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