LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Global Education Academy

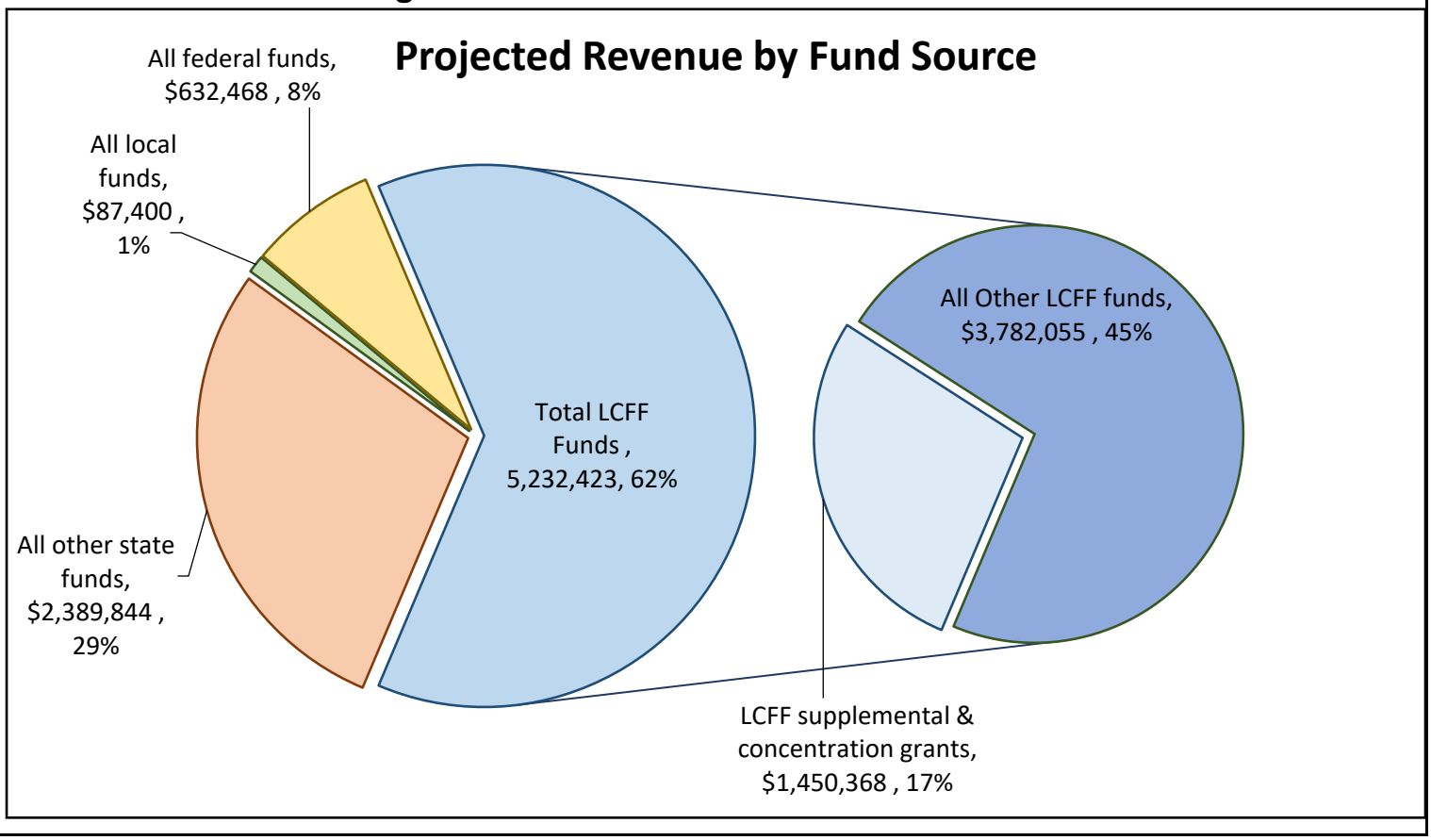
CDS Code: 19 64733 0114967

School Year: 2026-27

LEA contact information: Raul Carranza, Principal; rcarranza@geaschool.com; (323) 232-9588

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

Budget Overview for the 2026-27 School Year

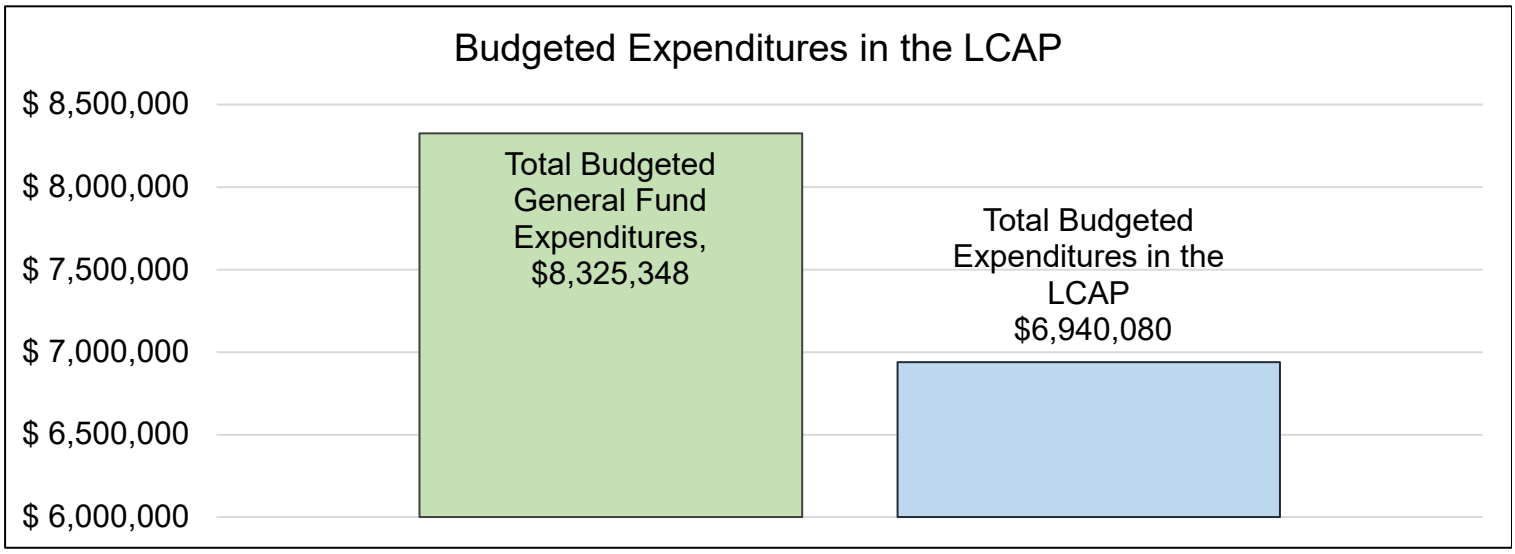


This chart shows the total general purpose revenue Global Education Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Global Education Academy is $8,342,135.00, of which $5,232,423.00 is Local Control Funding Formula (LCFF), $2,389,844.00 is other state funds, $87,400.00 is local funds, and $632,468.00 is federal funds. Of the $5,232,423.00 in LCFF Funds, $1,450,368.00 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 Global Education Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Global Education Academy plans to spend $8,325,348.00 for the 2026-27 school year. Of that amount, $6,940,080.00 is tied to actions/services in the LCAP and $1,385,268.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

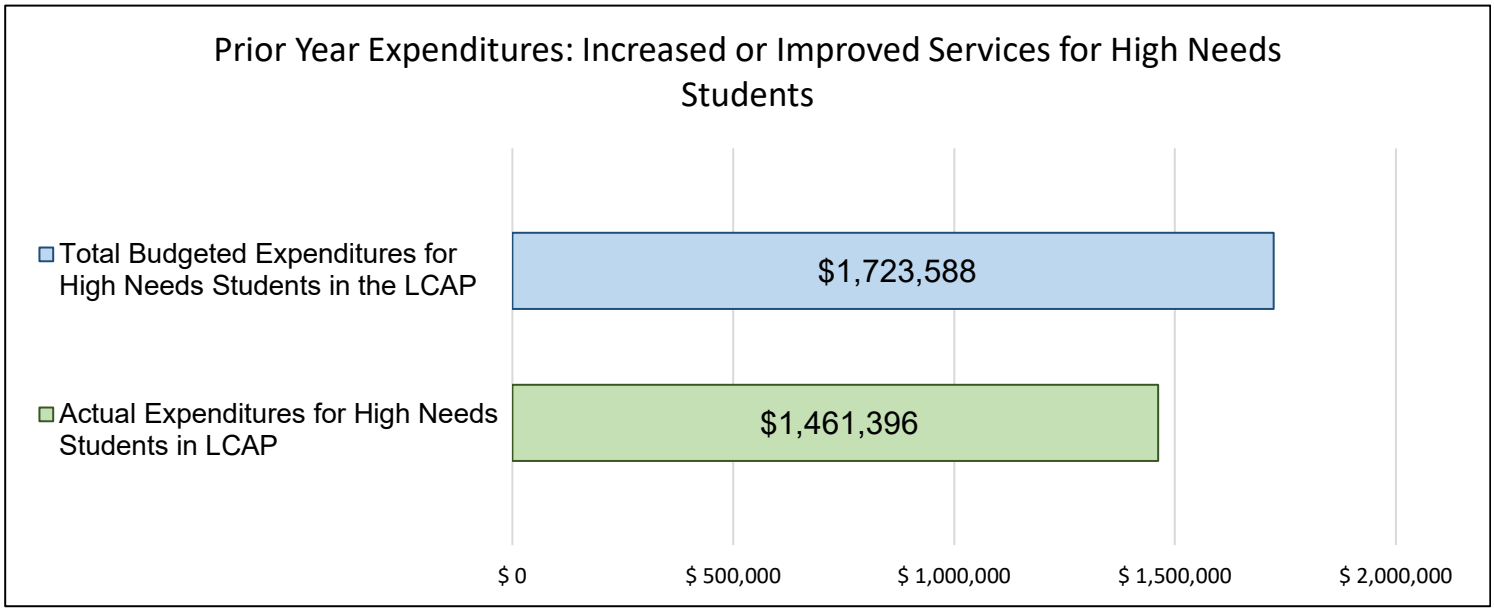
depreciation, district oversight fee, office expenses (administrative salaries, non-instructional consulting fees, business services, legal fees)

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

In 2026-27, Global Education Academy is projecting it will receive $1,450,368.00 based on the enrollment of foster youth, English learner, and low-income students. Global Education Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Global Education Academy plans to spend $1,723,587.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Global Education Academy's LCAP budgeted $1,723,588.00 for planned actions to increase or improve services for high needs students. Global Education Academy actually spent $1,461,396.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $262,192.00 had the following impact on Global Education Academy's ability to increase or improve services for high needs students:

All services were provided as planned. New curricular materials to support English learner needs were not purchased as planned, but will be purchased next year. English Learners were able to use existing the English language curriculum.

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
Global Education Academy	Raul Carranza, Principal	rcarranza@geaschool.com 323-232-9588

Plan Summary 2026-27

General Information

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

Global Education Academy (GEA) is a public charter school located in the inner city of Los Angeles, approximately four blocks south of the University of Southern California in a racially mixed neighborhood whose population is primarily Hispanic and African-American. Approximately 95% of students attending the school are Hispanic. The socio-economic status of most families living in the neighborhood is lower-middle class to poor. 94% of students are socioeconomically disadvantaged, 45% are English Learners and 12% are students with disabilities. In 2025-26, GEA serves approximately 330 students in grades TK-8 with two classes per grade level and approximately 20 students in each class in grades TK-5 and about 25 students in each class in grades 6-8.

GEA can be considered a neighborhood school. Most students attending GEA live within five miles of the school. Approximately 50% of students walk to school with a parent, relative, or other adult. The vast majority of students live with one or both parents. 25-40% of each incoming kindergarten class has a sibling who also attends GEA.

Mission of Global Education Academy
The mission of Global Education Academy is to create a safe and challenging learning environment that emphasizes global awareness and leadership. GEA is committed to providing students with a wide variety of linguistic and cultural experiences that give students the opportunity to develop a true understanding and respect for all people.

Vision of Global Education Academy
Global Education Academy will develop citizens of the world who are successful leaders not only in their local communities, but in the international community as well. Through a balanced curriculum that addresses academic, linguistic, social, physical, and emotional development, Global Education Academy students will close the achievement gap.

Global Education Academy believes its students will:
-Achieve at or above federal, state, and district academic expectations; and,
-Acquire high levels of academic proficiency and literacy in English and in another language; and,
-Participate in a variety of multicultural experiences to develop understanding and respect for all people.

GEA believes that its overall mission will be achieved when students receive:
-A wide variety of linguistic and cultural learning experiences that develop an understanding of and respect for all people, their languages and cultures.
-A comprehensive balanced academic curriculum that addresses each student's academic, linguistic, social, physical, and emotional development using culturally and linguistically relevant strategies and materials.
-Opportunities to develop high levels of academic English and another language.
-Opportunities to use technology for learning.
-A safe and challenging learning community for students, parents, and faculty that emphasizes global awareness and leadership.
-A safe and challenging learning community for students, parents, and faculty that seeks to assure grade-level student achievement in all content areas and supports students with learning differences.

In grades TK-5, students learn a foreign language in either Spanish or Korean. In each grade level TK-5, they receive up to an hour of instruction in Korean or Spanish language three times a week following the Foreign Language for Elementary Students (FLES) model. Learning a second language allows for students to be more successful in school as it improves students' reading, writing, and math skills.

For grades 6-8, we are co-located on an LAUSD campus. In previous years, students were taught in a coring model with a teacher who teaches English and history and another teacher who teaches math and science. Next year, the school is transitioning to a single subject model where students will have a teacher for each subject. All students will take Korean as their foreign language in the middle school.

Most of our support staff, especially our office staff, are fluent in Spanish as that is the predominant language spoken by our families. We ensure that all information shared with our families is sent out in both English and Spanish so that our families are informed, involved, and engaged with what is going on with our school.

Our LCAP serves as our School Plan for Student Achievement (SPSA). We have engaged our Parent Advisory Council and English Language Advisory Council, as well as teachers, staff, and students, in the development of our LCAP.

The school does not qualify for Equity Multiplier funding.

Reflections: Annual Performance

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

Academic Indicators

The **English Language Arts** indicator is Green with achievement increasing 22 points to 3.3 points below standard in 2024-25, outperforming the state of California. The school is purchasing a new ELA curriculum for next year to ensure the progress continues.

The **Mathematics** indicator is Yellow with achievement increasing 16 points to 36 points below standard in 2024-25. To address this, the school switched from using NWEA MAP to the iReady assessments this year. iReady provides the data that allows teachers to group students for small group instruction, and also provides individualized instruction to students based on their needs. Students who are below grade level are provided small group instruction by the math coach, intervention teacher or intervention aid. Next year, the school will change the middle school model and hire single subject teachers with the expectation that students will benefit from the content expertise.

English Learner Progress maintained with approximately 47% of English Learners making progress or maintaining at the highest level on the ELPAC, earning a Yellow indicator. This year English learners' needs have been addressed though targeted small group pull out ELD instruction. The school sees the need to provide additional staffing to support English Learners and will hire an ELD Coordinator for next year to ensure a deep understanding of English learner data to support students in reclassifying to English Fluent Proficienct and prevent them from becoming classified as Long Term English Learners. The school has also purchased a new ELA curriculum that is designed to address the language needs of English Learners.

Student Engagement

15% of GEA students were **chronically absent** in 2024-25. This is a 8.5 percentage point decrease from the previous year, earning a Yellow indicator. The school will continue the Goal 3 actions that support student and family engagement to continue this progress.

School Climate

The **Suspension** indicator is Orange with 2.4% of students suspended at least one day in 2024-25. To address this, the school has strengthened implementation of Positive Behavior Interventions and Supports (PBIS) that focuses on rewarding students with good attendance and positive citizenship.

Local Indicators were met in all areas.

Learning Recovery and Emergency Block Grant

GEA has $0 in unexpended LREBG funds for the 2026-27 school year. If additional funds are received in the new budget, they will be addressed in the Mid-Year update during 2026-27.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Global Education Academy is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents participate and provide feedback in monthly Coffee with the Principal meetings, School Site Council meetings and in the annual family survey in Spring. Parents provided feedback during the May Coffee with the Principal meeting and the May School Site Council meeting.
Teachers, principals, administrators, and other school personnel	Teachers, principals, administrators, and other school personnel meet regularly to review student outcome data and determine how to prioritize the use of funding to best meet students' needs.
Students	Student government is composed of a group of middle school students who meet regularly to discuss student feedback and provide suggestions to administration. They specifically discussed feedback for next year during a May meeting. All students also participate in the student survey.
Mixed Group	Our School Site Council is composed of parents, teachers, principals, and other school personnel. The LCAP was discussed at the May meeting to solicit feedback and approve the final version.
SELPA	The school consults with the SELPA throughout the year on best practices to support students with disabilities.

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

Educational partner feedback indicates the school is on the right track with implementation of the current plan and no substantive changes are needed this year.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Students will have access to essential resources and personnel in order to close the achievement gap.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services; Priority 2: Implementation of State Standards

An explanation of why the LEA has developed this goal.

We have developed this goal in order to ensure that we provide a safe learning environment so students are able to be successful in school. Due to the majority of our students coming from low socio-economic status families, our goal is to provide students with access to materials, supplies, technology, and other resources that will allow them to close the achievement gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students who have access to their own copies of standards-aligned instructional materials Data Source: SARC	100%	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.2	% of adopted standards including ELD are implemented Data Source: Teacher Observation Data	100%	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.3	% of teachers who are fully credentialed and correctly assigned Data Source: SARC	67%	80% Data Year: 2022-23	64% Data Year: 2023-24	100%	-3
1.4	% of facilities in good repair/clean Data Source: SARC	100%	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.5	% of classified positions filled Data Source: Local	90%	92%	100% Data Year: 2025-26	100%	+10
1.6	% of students who have access to breakfast, lunch, and fresh fruit and vegetable snacks provided by the school Data Source: Local	100%	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Goal Analysis for 2025-26

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

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

The school implemented a comprehensive set of actions aligned to ensuring student access to qualified personnel, essential services, and standards-aligned instructional materials. Overall implementation of Goal 1 actions was largely successful, particularly in strengthening administrative leadership, maintaining core student services, and expanding access to instructional resources. The hiring of a highly qualified assistant principal with a strong background in curriculum significantly enhanced instructional leadership and supported the development and implementation of professional development and instructional systems. Additionally, the provision of healthy meal services continued to be a consistent strength, ensuring that all students had access to nutritious meals that support learning readiness.

The school also made progress in ensuring access to standards-aligned curriculum resources and materials. A wide range of programs and instructional tools were made available, and a shift toward more cohesive, schoolwide adoption of curriculum is underway to ensure consistency across classrooms. Support staff structures were effectively supplemented through strategic partnerships, such as the after-school program, which allowed for more efficient allocation of personnel and resources during the school day.

Despite these successes, implementation challenges impacted the full realization of Goal 1. Staffing shortages presented a significant barrier, as two teaching positions have been open for part of the school year due to unforeseen personnel circumstances. Additionally, facilities constraints remain the most significant ongoing challenge. The school continues to face difficulty securing adequate space to serve the full student population, even with the use of multiple campuses. This limitation has implications for enrollment capacity, program expansion, and overall student access. Fiscal considerations also influenced implementation, particularly as attendance and enrollment fluctuations affected funding levels. In response, the LEA has taken a more conservative approach to budgeting based on actual enrollment trends to ensure sustainability of services. Moving forward, the LEA plans to address these challenges through staffing model adjustments, including a transition to a single-subject model in upper grades, and continued efforts to secure adequate facilities.

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.

Action 1.3 Support Staff expenditures were higher than budgeted in part due to shifting roles of some staff members this year.

Action 1.4 Healthy Meal Service expenditures were less than budgeted due to decreased daily attendance rates, resulting in less funding received to provide meals..

Action 1.6 Standards-Aligned Curriculum Resources and Materials expenditures were higher than budgeted due to some of the budgeted expenditures mistakenly included in this action, when they were also included as part of Action 2.12 for supplementary materials.

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

Action 1.1 Hire Credentialed Teachers with Competitive Salaries has been partially effective as evidenced by the school having 64% properly credentialed and assigned teachers.

Action 1.2's effectiveness is demonstrated with a combination of Goal 2 and 3 metrics.

Action 1.3 Support Staff has been effective as evidenced by the school staffing 100% of classified positions.

Action 1.4 Provide Students with Healthy Meal Service Daily has been effective as evidenced by 100% of students who have access to breakfast, lunch, and fresh fruit and vegetable snacks provided by the school.

Action 1.5 Maintenance of School Facility has been effective as evidenced by 100% of facilities in good repair/clean.

Action 1.6 Standards-Aligned Curriculum Resources and Materials have been effective as evidenced by 100% of students who have access to their own copies of standards-aligned instructional materials and 100% of adopted standards including ELD are implemented.

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.

No substantive changes were made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers with Competitive Salaries	Hiring credentialed teachers and paying competitive salaries allows our students to have access to high-quality instruction from qualified teachers.	$ 641,245	N
1.2	Highly Qualified Administrators	Experienced and highly qualified administrators will oversee the operations of the school to ensure that all goals and actions are being fully implemented. The administrators devote substantial time to the implementation of professional development to ensure teachers have the support they need to provide differentiated instruction to meet the needs of GEA's unique learner profiles. Administrators also oversee the implementation of the intervention program to ensure students are receiving instruction that meets their needs. Additionally, the administrators devote substantial time to fostering a positive school climate that is welcoming for students and their families.	$ 252,632	Y

1.3	Support Staff	Clerical, lunch service, yard duty aides and custodial staff will be hired to ensure students are provided with a clean, safe and welcoming learning environment that meets all of their essential needs during the school day.	$ 1,827,278	N
1.4	Healthy Meal Service Daily	As the majority of our students come from low income households, it is necessary for our school to provide nutritional meals for students at school on a daily basis to ensure that all students are able to function at their maximum potential within the classroom setting. All students will be offered breakfast and lunch service during the school day.	$ 409,534	N
1.5	Maintenance of School Facility	School will ensure facilities are clean/in good condition by providing regular maintenance of the building and any repairs that are necessary. Paying rent and utilities.	$ 755,747	N
1.6	Standards-Aligned Curriculum Resources and Materials	The school will provide standards-aligned curriculum resources and materials that include embedded scaffolds to provide access to grade level standards for students who are performing below grade level or learning English. These materials will include textbooks, workbooks, educational software, and supplies so all students have access to their own copies of standards-aligned instructional materials. Teachers will be provided with all essential components of the curriculum to ensure that all adopted standards are being implemented and students are given the necessary support to master grade level content within the school year.	$ 592,272	Y

Goal 2

Goal #	Description	Type of Goal
2	Students will make significant progress in math and language arts each school year.	Broad

State Priorities addressed by this goal.

Priority 4: Pupil Achievement; Priority 7: Broad Course of Study; Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

We have developed this goal in order to increase the academic success of our students as stated in our mission statement that our school will close the achievement gap. Due to the circumstances of the pandemic, our focus is to ensure that learning loss in our students is addressed in order for our students to continue to achieve mastery of the Common Core State Standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students who met or exceeded the CAASPP ELA standards Data Source: Dataquest	49% Data Year: 2022-23	38% Data Year: 2023-24	49% Data Year: 2024-25	55%	Maintained
2.2	% of students who met or exceeded the CAASPP math standards Data Source: Dataquest	35% Data Year: 2022-23	30% Data Year: 2023-24	39% Data Year: 2024-25	50%	+4
2.3	% of students meeting growth goals in Reading and Math Data Source: Local Data	Reading : 53% Math: 69% Data Year: 2024-25	N/A - New metric added in 2025	Reading: 43% Math: 22% Data Year: 2025-26	50%	Reading -10 Math -47
2.4	% of ELs and LTELs who improve or maintain a 4 on the ELPAC Data Source: CA Dashboard	EL: 49.6% LTEL: 37.5% Data Year: 2022-23	EL: 45.9% LTEL: 47.6% Data Year: 2023-24	EL: 47.3% LTEL: 50% Data Year: 2024-25	60%	EL: -2.3 LTEL: +12.5
2.5	% of English Learners who reclassify Data Source: Local Data	2023 13%	2024 14%	2025 9%	25%	-4
2.6	% of students who met or exceeded the standards on the CAST (Science) Data Source: Dataquest	22.5% Data Year: 2022-23	27.6% Data Year: 2023-24	19.2% Data Year: 2024-25	40%	-3.3

2.7	Distance from Standard on the ELA CAASPP Data Source: CA Dashboard	All Students: +5.1 EL: -22.3 SED: +3.3 SWD: -58.3 Hispanic: +4.9 Data Year: 2022-23	All Students: -25 EL: -45.3 SED: -25.5 SWD: -63.4 Hispanic: -24.2 Data Year: 2023-24	All Students: -3.3 EL: -20.4 SED: -5 SWD: -28.6 Hispanic: -2.2 Data Year: 2024-25	+15	All Students: -8.4 EL: +1.9 SED: -8.3 SWD: +29.7 Hispanic: -7.1
2.8	Distance from Standard on the Math CAASPP (LREBG) Data Source: CA Dashboard	All Students: -31.4 EL: -47.9 SED: -30.8 SWD: -100.4 Hispanic: -30.5 Data Year: 2022-23	All Students: -51.9 EL: -69.8 SED: -50.7 SWD: -93.2 Hispanic: -51.6 Data Year: 2023-24	All Students: -35.7 EL: -40.5 SED: -38.6 SWD: -63.7 Hispanic: -34.4 Data Year: 2024-25	+15	All Students: -4.3 EL: +7.4 SED: -7.8 SWD: +36.7 Hispanic: -3.9
2.9	% of students who have access to and are enrolled in a broad course of study Data Source: CA Dashboard Local Indicators	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2025-26	100%	Maintained

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, except the Action 2.8 Music Program due to the inability to hire a Music teacher this year.

The school implemented a broad range of actions to support academic achievement, with a focus on intervention services, special education, professional development, and access to instructional programs. Overall, implementation of Goal 2 actions demonstrated strong alignment with identified student needs and resulted in improved coordination of academic supports and services. A key area of success was the restructuring of special education services. The addition of an in-house special education teacher and the transition to a new service provider resulted in both improved service delivery and cost efficiencies. Similarly, the after-school program continued to provide both academic and enrichment opportunities.

Professional development was another area of effective implementation. A comprehensive plan was developed at the beginning of the school year based on teacher needs assessment data and was implemented early in the year. This proactive approach supported teachers in delivering instruction aligned to standards and student needs. The addition of a full-time physical education teacher further strengthened the instructional program.

The school also implemented a structured system of benchmark assessments using iReady, replacing prior assessment systems. This provided more consistent and actionable data to inform instruction, identify students for intervention, and monitor progress. Intervention services were implemented across both campuses using a data-driven approach, with teachers and staff identifying students in need of support based on assessment results and classroom performance. Dedicated intervention staff provided both push-in and pull-out services.

The school is currently evaluating the effectiveness and balance of technology use, with concerns about over-reliance on devices and the need to ensure appropriate instructional use. Consideration is being given to reducing screen time and increasing the use of textbooks and hands-on materials.

Implementation of enrichment programs also required adjustment. Due to staffing limitations, the music program was not sustained; however, this gap was partially mitigated through partnerships that provided arts programming. Fortunately, foreign language offerings were maintained with both Spanish and Korean language offerings.

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.

Action 2.2 Daily After School Program expenditures were higher than budgeted due to the school receiving additional funding that allowed it to expand the after school program this year.

Action 2.5 Standards-Based Benchmark Assessments expenditures were higher than budgeted due to additional costs due to changing the assessment vendor from NWEA MAP to Curriculum Associates (i-Ready).

Action 2.8 was not implemented because a music teacher couldn’t be hired.

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

Action 2.2 Daily After School Program and Action 2.9 Foreign Language Program are effective as they are providing all students with access to a broad course of study and enrichment opportunities.

Action 2.6 is showing effectiveness with increases in CAASPP ELA and Math scores compared to the previous year. However, mathematics performance remains an area of concern, particularly in upper grades where data indicates a decline beginning in grade five. In response, the school is planning a transition to a single-subject instructional model in grades 6–8 to better leverage teacher expertise in content areas, particularly mathematics. This year, students did not show as much growth as anticipated on the Middle of the Year iReady Reading and Math assessments. This is a new platform for the students, so the data will need to be further analyzed to determine if it matches other outcomes data.

Action 2.8 Music Program was not effective because it was not implemented.

Action 2.10 ELD was somewhat effective for the overall English learner subgroup as evidenced by the maintenance of the percentage of English learners making progress or maintaining at Level 4 on the 2025 ELPAC. However, there was a 2.4 percentage point increase for the Long Term English Learner subgroup indicating this action is more effective for this subgroup.

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

There were no changes made to the planned goal, metrics, or target outcomes.

Action 2.8 Music Program will be removed due to not being able to fund the 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
2.1	Special Education Services	These intervention services will be provided through a variety of strategies that will include push in support within the classroom setting, pull out support for small group and one on one instruction, and participation in our school-wide response to intervention program. Special education support services will be provided by a full time Resource Specialist Program teacher, a Resource Specialist Program assistant, intervention teachers, and intervention instructional aides.	$ 546,054	N
2.2	Daily After School Program	Our after school program provides enrichment activities to students such as additional P.E. time, participation in Science, Technology, Engineering, Art, Math activities, and coding. Academic support is also provided for students who are not performing at grade level.	$ 203,483	N
2.3	Technology Access	Each student is provided with their own Chromebook, mouse, and headphones. They have access to various instructional learning programs such as Google Applications, Accelerated Reader, and Lexia in addition to their standards-aligned instructional material. For students who do not have internet access at home, we provide them with their own hotspot.	$ 116,890	Y
2.4	Teacher and Support Staff PD	Professional development will be provided to all teachers and instructional support staff based on identified needs in areas that will include Common Core State Standards, English language development, intervention strategies for students that are performing below grade level, and strategies for working with students that have experienced trauma or have social emotional challenges.	$ 38,758	N

2.5	Standards-Based Benchmark Assessments	Standards-based benchmark assessments are crucial in evaluating students' academic progress in mastering grade level standards throughout the school year. This formative assessment data will be discussed by teachers and administrators in Professional Learning Community meetings, with the expectation that teachers will use the data to make adjustments to their instructional program which will include reteaching standards, identifying students for the response to intervention program, and providing small group instruction within the classroom setting.	$ 2,984	Y
2.6	Intervention (Title I and LCFF)	A comprehensive response to intervention program will be implemented to help meet the needs of students in all subgroups who are performing below grade level in the core subject areas of math and language arts. The school provides both an extended school year and extended school day to provide additional instructional time. The school also ensures that class sizes remain at approximately 22:1 to allow all students to receive small group instruction from the teacher and instructional support staff. Instructional support staff will work with students one on one and in small groups, in both push in and pull out settings under the direct guidance of the classroom teachers. Formative assessment data will be analyzed on an ongoing basis throughout the school year to identify students in need of intervention services and to monitor student progress.	$ 202,660	Y
2.7	Summer School Program	Our summer school program will provide enrichment opportunities. Teachers and support staff will utilize intervention strategies focused on foundational reading skills as well as foundational math skills.	$ 655,606	N
2.8	Foreign Language Program	Students will be offered Spanish or Korean foreign language classes on a daily basis. We will continue to implement our foreign language program in Spanish and Korean to facilitate students' acquisition of the English language.	$ 4,862	Y
2.9	ELD (Title III)	In order to ensure that our English Learners (ELs) and Long Term English Learners (LTEL) make progress in their English language acquisition and ultimately reclassify, effective designated and integrated ELD instruction in the classroom on a daily basis is vital to meet this goal. EL students will have access to curriculum and resources that will support their English language acquisition, which will also be used by teachers and intervention staff to support our ELD program.	$ 20,605	N

2.10	Teachers to Support Academic Programs	Select GEA teachers support the implementation of academic standards with additional duties. 1) The ELD Coordinator will support teachers to provide designated and integrated ELD instruction as well as supporting the implementation of the ELD program in order for our English Learners to ultimately reclassify. 2) Testing coordinators will ensure that at least 95% of students participate in state testing. Additionally, the testing coordinators will provide all teachers with professional development on how to best support students to be successful on CAASPP and ELPAC assessments. 3) The Teacher on Special Assignment (TOSA) will serve as a math coach to provide professional development to teachers on implementation of the CA Mathematics Framework.	$ 125,411	Y
2.11	Supplemental Materials and Resources	Teachers will be provided with supplemental resources to support their instructional delivery of the core curriculum to ensure student mastery of grade level standards. Supplemental resources will include consumable workbooks, educational software, math manipulatives, guided reading book sets for all grade levels, science kits, and news subscriptions. Students will have access to books in various reading levels, languages, and topics in their classroom libraries. Additional materials and resources will be provided to students to enhance our school-wide response to intervention program.	$ 145,659	Y

Goal 3

Goal #	Description	Type of Goal
3	School will provide a positive welcoming environment for parents and students to increase parent and student engagement.	Broad

State Priorities addressed by this goal.

Priority 3 Parent Engagement; Priority 5 Pupil Engagement; Priority 6 School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in order to ensure that parents and students have a voice in the decision-making processes for our school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate Data Source: CALPADS P-2	93%	94.6% Data Year: 2024-25	94.0% Data Year: 2025-26	96%	+1.0
3.2	Chronic Absence Rate Data Source: CA Dashboard	28.8% Red	23.6% Yellow Data Year: 2023-24	15.2% Yellow Data Year: 2024-25	10%	-13.6
3.3	Percentage of students dropping out in middle grades Data Source: CALPADS 8.1c	0%	0% Data Year: 2023-24	0% Data Year: 2024-25	0%	Maintained
3.4	Suspension rate for all students Data Source: CA Dashboard	3.2%	2% Data Year: 2023-24	2.4% Data Year: 2024-25	<2% and lower than the state	-0.8
3.5	Expulsion rate for all students Data Source: Dataquest	0	0% Data Year: 2023-24	0% Data Year: 2024-25	0	Maintained
3.6 (LREBG)	% of students who feel they are a valued member of the school community Data Source: Student Survey	44%	46% Data Year: 2024-25	Data not available at the time of LCAP publication Data Year: 2025-26	75%	+2
3.7	Number of meetings to seek parent input throughout the year Data Source: School Calendar	19	18 Data Year: 2024-25	Data not available at the time of LCAP publication Data Year: 2025-26	20	-1

3.8	Number of school-wide activities promoting parent participation Data Source: School Calendar	13	14 Data Year: 2024-25	Data not available at the time of LCAP publication Data Year: 2025-26	10	+1

Goal Analysis for 2025-26

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

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

All actions were implemented as planned.

The school continued to implement a variety of engagement opportunities for families, including monthly meetings, workshops, and school events. The parent workshop series, developed in partnership with an external provider, offered sessions on topics such as internet safety, nutrition, and social-emotional development. Additionally, established practices such as weekly newsletters, assemblies, award ceremonies, and booster club activities supported ongoing communication and community building.

The implementation of a schoolwide positive behavior system remained consistent, with recognition systems such as reward tickets and student store incentives reinforcing positive student behavior. Opportunities for enrichment, including field trips and schoolwide activities, were also maintained and contributed to a positive school culture.

The school is planning to expand access to health and wellness services by planning for on-site clinics and health events, including vaccination and dental services. This proactive approach is intended to reduce barriers to care and improve student readiness for school.

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 for Goal 3 actions.

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

Overall, implementation of Goal 3 actions was successful in maintaining a welcoming environment for students and families while expanding systems of support and communication.

The Opportunities for Parent Involvement and Input, Parent Workshop, and Parent Communication actions have been effective as evidenced by the school hosting 18 meetings to seek parent input throughout the year and 14 school-wide activities promoting parent participation last year.

The School-Wide Positive Behavior System and Activities actions, as well as the Teacher/Staff with Positive School Culture PD action have been effective as evidenced by the decreasing chronic absence and suspension rates. Daily attendance has increased 1 percentage point since 2024 and is averaging 94.0% for this year.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions.

The school has identified the need to improve the effectiveness of the parent coordinator role and is transitioning to a two-position model to better meet the needs of the school community. One position will focus on on-campus support, including attendance, behavior, and direct family communication, while the other will focus on connecting families to external resources such as healthcare, housing assistance, and social services. This restructuring reflects a more strategic and comprehensive approach to addressing barriers to student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Opportunities for Parent Involvement and Input	In order for parents to be engaged in the decision-making process, parent meetings and informational sessions will be held at least once a month (Coffee with the Principal, School Site Council/English Learner Advisory Committee meetings, etc.). Various events to encourage parent involvement will be held throughout the year such as Parent Appreciation Breakfast, Booster Club Meetings, and Parent Volunteer Awards Assemblies.	$ 32,345	Y
3.2	School-Wide Positive Behavior System	We will continue to implement a school wide positive behavior system that focuses on rewarding students with good attendance and for positive citizenship. Awards assemblies to recognize students who display positive behaviors will be held monthly.	$ 119,193	Y

3.3	School-Wide Activities	Various school-wide activities are provided for students throughout the school year to honor local and federal holidays and to provide students with enrichment experiences that allow them to broaden their interests outside of the classroom setting. These activities will support a welcoming and engaging school environment Some examples include Harvest Festival, Book Fair, Field Day, Talent Show, Career Week, and Theme Day. All grade levels participate in at least one field trip aligned to the content standards to provide enrichment and real life applications for the content students learn in the classroom.	$ 40,421	Y
3.4	Parent Workshops	Continue to provide workshops on various topics for parents based on needs identified by parents and staff.	$ -	N
3.5	Teacher/Staff with Positive School Culture PD	Teachers will be provided with professional development that will inform them of effective strategies they can implement in their classrooms to reinforce a positive school culture.	$ -	N
3.6	Parent Communication	We will continuously update parents with school news regarding activities, events, workshops, and informational meetings. Parents will be provided with an updated Parent Student Handbook that includes all school policies, procedures, and protocols in compliance with California Education Codes at the beginning of each school year. Important events, announcements, and information will be shared with parents and families by using OneCall, sending home newsletters, posting on Class Dojo, and posting on our school website.	$ 86,462	Y
3.7	Essential Health Services	Staff will be hired to ensure that all students are provided with supportive health and wellness services throughout the school day that will include health screenings, wellness checks, and counseling. Staff will facilitate communication between parents, administrators, and community outreach when students are in need of services beyond what can be offered at the school site.	$ 119,979	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,450,368	$ 170,605

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
38.35%	0%	$ 0	38.35%

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 & 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
1.2	Socioeconomically disadvantaged students, English Learners, and Foster Youth need to receive differentiated instruction in order to ensure that their needs are met. They also need a positive school climate to be academically successful.	Additional staff time is devoted to implementation of professional development to ensure teachers have the support they need to provide differentiated instruction to meet the needs of GEA's unique learner profiles. Administrators also oversee implementation of the intervention program to ensure students are receiving instruction that meets their needs. Additionally, the administrators devote substantial time to fostering a positive school climate that is welcoming for students and their families.	2.7-2.8 Distance from Standard for ELA and Math for EL and SED subgroups

1.6	Socioeconomically disadvantaged students, English Learners, and Foster Youth need to receive differentiated instruction in order to ensure that their needs are met.	Purchasing additional curriculum resources with embedded supports for ELs and students performing at different levels addresses the need for high needs students to receive differentiated instruction. These materials are being purchased with the specific needs of Socioeconomically disadvantaged students, English Learners, and Foster Youth, but are being provided on a school wide basis because access to these resources will benefit all students.	2.7-2.8 Distance from Standard for ELA and Math for EL and SED subgroups
2.3, 2.5, 2.6, 2.10, 2.11	Socioeconomically disadvantaged students, English Learners, and Foster Youth need to receive differentiated instruction in order to ensure that their needs are met.	The school will purchase and administer benchmark assessments using additional technology resources. These assessments are necessary to monitor the progress of Socioeconomically Disadvantaged students, English learners, and Foster Youth in order to provide differentiated intervention services to meet their needs. Additional software and instructional materials are provided to provide personalized instruction for students. Data analysis and differentiation strategies are informed by high-quality professional development for educators. These services are provided on a schoolwide basis because all students will benefit, but are principally directed toward Socioeconomically Disadvantaged students, English learners, and Foster Youth.	2.7-2.8 Distance from Standard for ELA and Math for EL and SED subgroups
2.8	Unduplicated students often do not have access to the same foreign language enrichment opportunities as their more affluent peers.	The Foreign Language program provides additional language instruction to ensure unduplicated students have access to foreign language instruction that will also benefit their English language literacy. This service is being provided to meet the specific needs of Socioeconomically disadvantaged students, English Learners, and Foster Youth, but is being provided on a school wide basis because access will benefit all students.	2.9 % of students with access to a broad course of study
3.2,3.3	Socioeconomically disadvantaged students, English Learners, and Foster Youth need school to be a positive, welcoming environment with clear expectations for student behavior, so that they want to attend each day.	The School-Wide Positive Behavior System and School-wide Activities actions helps create this type of environment for students by providing additional staffing and resources to implement strong behavior systems and provide student activities. All students benefit from this program, but Socioeconomically Disadvantaged students, Foster Youth and English learners benefit even more so from the consistency and rewards provided.	3.2 Chronic Absence Rate 3.4 Suspension Rate

3.1, 3.6	In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	GEA provides multiple opportunities for parents to participate in the school community with various activities throughout the year. Parent workshops and events are conducted throughout the year and parent surveys are administered annually. This action is provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged, Foster Youth and English learners will benefit the most from the additional outreach and parent workshops.	3.7 Number of meetings to seek parent input throughout the year 3.8 Number of school-wide activities promoting parent participation
3.7	Socioeconomically disadvantaged students, English Learners, and Foster Youth have higher rates of negative health outcomes and barriers to accessing health services in the community.	This action provides these student groups vision and hearing screenings, as well as counseling services. These services will help ensure students can make academic progress. This service is being provided to meet the specific needs of Socioeconomically disadvantaged students, English Learners, and Foster Youth, but is being provided on a school wide basis because access will benefit all students.	3.6 % of students who feel they are a valued member of the school community

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

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

Not applicable

Additional Concentration Grant Funding

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

The additional concentration grant funding will be used to retain staff (Goal 2, Action 10) that will provide support to students who are performing below grade level. With the majority of our students being English learners and coming from low-income families, we have seen that they need additional support in order to learn their foundational reading and math skills to meet grade level standards. These funds will also help retain staff in Goal 3, Action 2 who support positive student behavior.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,782,055	$ 1,450,368	38.35%	0.00%	38.35%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,525,896	$ 2,030,998	$ -	$ 383,186	$ 6,940,080	$ 3,982,254	$ 2,957,827

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	Credentialed Teachers with Competitive Salaries	All	No	LEA-wide	N/A	GEA	Ongoing	$ 641,245	$ -	$ 641,245				$ 641,245	0.000%
1	2	Highly Qualified Administrators	All	Yes	LEA-wide	All	GEA	Ongoing	$ 252,632	$ -	$ 252,632				$ 252,632	0.000%
1	3	Support Staff	All	No	LEA-wide	N/A	GEA	Ongoing	$ 1,827,278	$ -	$ 1,827,278				$ 1,827,278	0.000%
1	4	Healthy Meal Service Daily	All	No	LEA-wide	N/A	GEA	Ongoing	$ 87,474	$ 322,061		$ 329,408		$ 80,126	$ 409,534	0.000%
1	5	Maintenance of School Facility	All	No	LEA-wide	N/A	GEA	Ongoing		$ 755,747	$ 446,684	$ 309,063			$ 755,747	0.000%
1	6	Standards-Aligned Curriculum Resources and Materials	All	Yes	LEA-wide	All	GEA	Ongoing		$ 592,272	$ 566,391	$25,881			$ 592,272	0.000%
2	1	Special Education Services	All	No	LEA-wide	N/A	GEA	Ongoing	$ 191,141	$ 354,913		$ 460,979		$ 85,075	$ 546,054	0.000%
2	2	Daily After School Program	All	No	LEA-wide	N/A	GEA	Ongoing	$ 39,000	$ 164,483		$ 203,483			$ 203,483	0.000%
2	3	Technology Access	All	Yes	LEA-wide	All	GEA	Ongoing		$ 116,890	$ 116,890				$ 116,890	0.000%
2	4	Teacher and Support Staff PD	All	No	LEA-wide	N/A	GEA	Ongoing	$ 20,697	$ 18,061		$ 20,697		$ 18,061	$ 38,758	0.000%
2	5	Standards-Based Benchmark Assessments	All	Yes	LEA-wide	All	GEA	Ongoing		$ 2,984	$ 2,984				$ 2,984	0.000%
2	6	Intervention	All	Yes	LEA-wide	All	GEA	Ongoing	$ 202,660	$ -	$ 23,341			$ 179,319	$ 202,660	0.000%
2	7	Summer School Program	All	No	LEA-wide	N/A	GEA	Ongoing	$ 245,097	$ 410,509		$ 655,606			$ 655,606	0.000%
2	8	Foreign Language Program	All	Yes	LEA-wide	All	GEA	Ongoing	$ 4,862	$ -	$ 4,862				$ 4,862	0.000%
2	9	ELD	All	No	LEA-wide	N/A	GEA	Ongoing	$ 20,605	$ -				$ 20,605	$ 20,605	0.000%
2	10	Teachers to Support Academic Programs (LREBG)	All	Yes	LEA-wide	All	GEA	Ongoing	$ 125,411	$ -	$ 125,411				$ 125,411	0.000%
2	11	Supplemental Materials and Resources	All	Yes	LEA-wide	All	GEA	Ongoing		$ 145,659	$ 119,778	$ 25,881			$ 145,659	0.000%
3	1	Opportunities for Parent Involvement and Input	All	Yes	LEA-wide	All	GEA	Ongoing	$ 30,354	$ 1,991	$ 32,345				$ 32,345	0.000%
3	2	School-Wide Positive Behavior System	All	Yes	LEA-wide	All	GEA	Ongoing	$ 119,193	$ -	$ 119,193				$ 119,193	0.000%
3	3	School-Wide Activities	All	Yes	LEA-wide	All	GEA	Ongoing		$ 40,421	$ 40,421				$ 40,421	0.000%
3	4	Parent Workshops	All	No	LEA-wide	N/A	GEA	Ongoing		$ -					$ -	0.000%
3	5	Teacher/Staff with Positive School Culture PD	All	No	LEA-wide	N/A	GEA	Ongoing		$ -					$ -	0.000%
3	6	Parent Communication	All	Yes	LEA-wide	All	GEA	Ongoing	$ 86,462	$ -	$ 86,462				$ 86,462	0.000%
3	7	Essential Health Services	All	Yes	LEA-wide	All	GEA	Ongoing	$ 88,143	$ 31,836	$ 119,979				$ 119,979	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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,	Totals by Type	Total LCFF Funds
$ 3,782,055	$ 1,450,368	38.349%	0.000%	38.349%	$ 1,723,587	0.000%	45.573%	**Total:**	$ 1,610,689
								LEA-wide Total:	$ 1,610,689
								Limited Total:	$ -
								Schoolwide	$ -

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	Highly Qualified Administrators	Yes	LEA-wide	All	GEA	$ 252,632	0.000%
1	6	Standards-Aligned Curriculum Resources	Yes	LEA-wide	All	GEA	$ 566,391	0.000%
2	3	Technology Access	Yes	LEA-wide	All	GEA	$ 116,890	0.000%
2	5	Standards-Based Benchmark	Yes	LEA-wide	All	GEA	$ 2,984	0.000%
2	6	Intervention	Yes	LEA-wide	All	GEA	$ 23,341	0.000%
2	8	Foreign Language Program	Yes	LEA-wide	All	GEA	$ 4,862	0.000%
2	10	Teachers to Support Academic Programs (LREBG)	Yes	LEA-wide	All	GEA	$ 125,411	0.000%
2	11	Supplemental Materials and Resources	Yes	LEA-wide	All	GEA	$ 119,778	0.000%
3	1	Opportunities for Parent Involvement and Input	Yes	LEA-wide	All	GEA	$ 32,345	0.000%
3	2	School-Wide Positive Behavior System	Yes	LEA-wide	All	GEA	$ 119,193	0.000%
3	3	School-Wide Activities	Yes	LEA-wide	All	GEA	$ 40,421	0.000%
3	6	Parent Communication	Yes	LEA-wide	All	GEA	$ 86,462	0.000%
3	7	Essential Health Services	Yes	LEA-wide	All	GEA	$ 119,979	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,061,117	$ 5,951,694

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	Credentialed Teachers with Competitive Salaries	No	$ 1,000,350	$ 969,936
1	2	Highly Qualified Administrators	Yes	$ 262,823	$ 232,548
1	3	Support Staff	No	$ 598,882	$ 799,451
1	4	Healthy Meal Service Daily	No	$ 485,131	$ 355,455
1	5	Maintenance of School Facility	No	$ 389,971	$ 459,334
1	6	Standards-Aligned Curriculum Resources and Materials	Yes	$ 296,875	$ 168,257
2	1	Special Education Services	No	$ 424,559	$ 400,146
2	2	Daily After School Program	No	$ 152,612	$ 302,612
2	3	Technology Access	Yes	$ 133,697	$ 128,149
2	4	Teacher and Support Staff PD	Yes	$ 50,829	$ 43,700
2	5	Standards-Based Benchmark Assessments	Yes	$ 20,118	$ 28,582
2	6	Intervention	Yes	$ 648,503	$ 586,169
2	7	Summer School Program	No	$ 654,960	$ 635,572
2	8	Music Program	No	$ 82,761	$-
2	9	Foreign Language Program	Yes	$ 14,217	$ 14,230
2	10	ELD	No	$ 21,491	$ 20,605
2	11	Teachers to Support Academic Programs (LREBG)	Yes	$ 124,443	$ 122,878
2	12	Supplemental Materials and Resources (LREBG)	Yes	$ 117,707	$ 113,701
3	1	Opportunities for Parent Involvement and Input	Yes	$ 24,977	$ 28,040
3	2	School-Wide Positive Behavior System	Yes	$ 115,263	$ 131,630
3	3	School-Wide Activities	Yes	$ 45,413	$ 45,413
3	4	Parent Workshops	No	$ 10,000	$ 10,000
3	5	Teacher/Staff with Positive School Culture PD	No	$ -	$-
3	6	Parent Communication	Yes	$ 80,829	$ 80,252
3	7	Essential Health Services (LREBG)	Yes	$ 304,705	$ 275,034

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,329,334	$ 1,723,588	$ 1,461,396	$ 262,192	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	Highly Qualified Administrators	Yes	$ 262,823	$ 232,548	0.000%	0.000%
1	6	Standards-Aligned Curriculum Resources and Materials	Yes	$ 296,875	$ 168,257	0.000%	0.000%
2	3	Technology Access	Yes	$ 133,697	$ 128,149	0.000%	0.000%
2	4	Teacher and Support Staff PD	Yes	$ 34,310	$ 6,472	0.000%	0.000%
2	5	Standards-Based Benchmark Assessments	Yes	$ 20,118	$ 28,582	0.000%	0.000%
2	6	Intervention	Yes	$ 493,204	$ 389,026	0.000%	0.000%
2	9	Foreign Language Program	Yes	$ 14,217	$ 14,230	0.000%	0.000%
2	11	Teachers to Support Academic Programs (LREBG)	Yes	$ 7,303	$-	0.000%	0.000%
2	12	Supplemental Materials and Resources (LREBG)	Yes	$ 96,507	$ 92,501.27	0.000%	0.000%
3	1	Opportunities for Parent Involvement and Input	Yes	$ 24,977	$ 28,039.59	0.000%	0.000%
3	2	School-Wide Positive Behavior System	Yes	$ 115,263	$ 131,629.52	0.000%	0.000%
3	3	School-Wide Activities	Yes	$ 45,413	$ 45,413.24	0.000%	0.000%
3	6	Parent Communication	Yes	$ 80,829	$ 80,251.55	0.000%	0.000%
3	7	Essential Health Services (LREBG)	Yes	$ 98,051	$ 116,295.48	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,467,946	$ 1,329,334	3.46%	41.79%	$1,461,396	0.00%	42.14%	$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:

Local Control and Accountability Plan Instructions

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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - o 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.
    - o 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.
    - o 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).

California Department of Education
November 2024