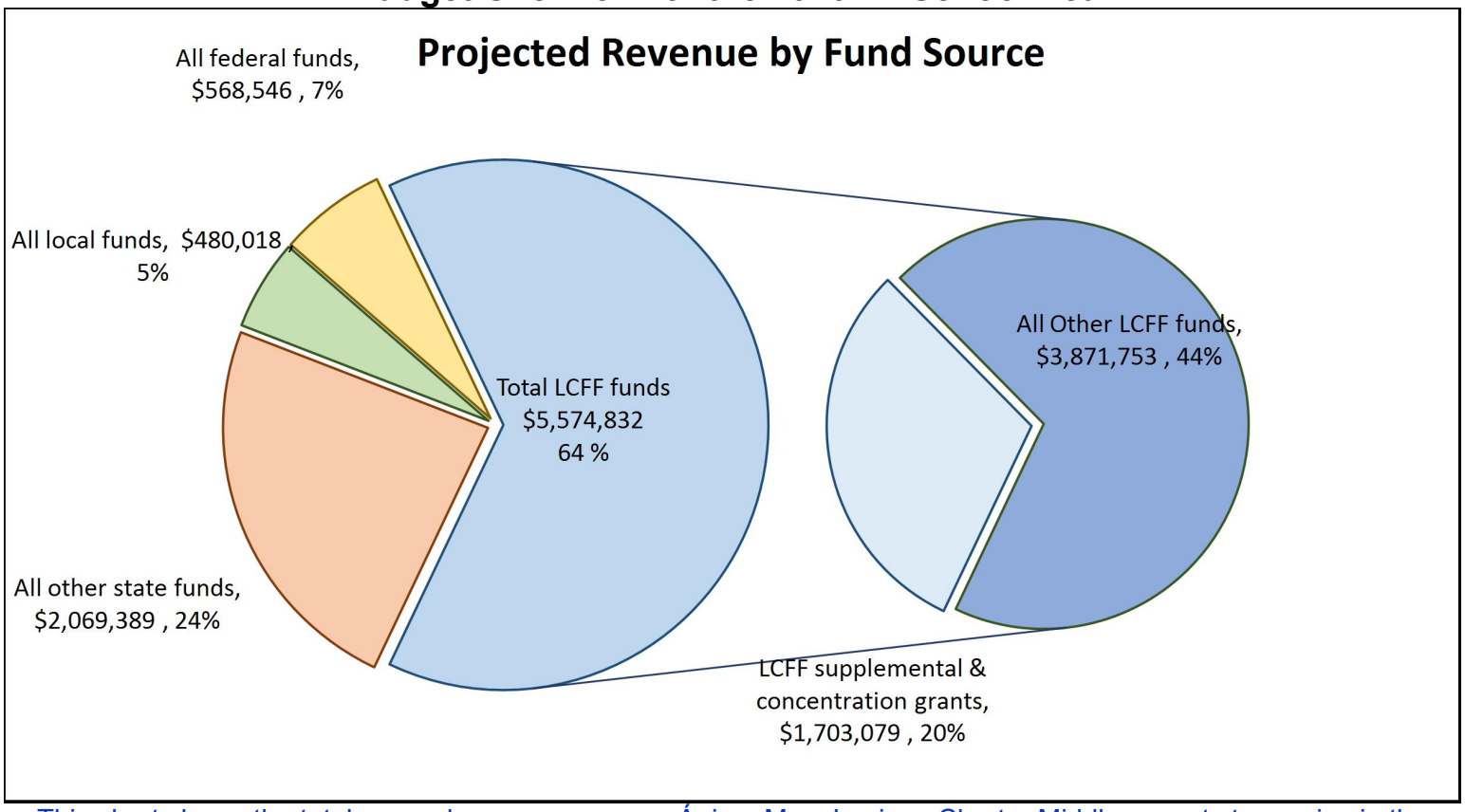
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ánimo Mae Jemison Charter Middle
CDS Code: 19-64733-0129270
School Year: 2026-27
LEA contact information:
Annette Gonzalez
Chief Education Officer
angonzalez@greendot.org
323-565-1600

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

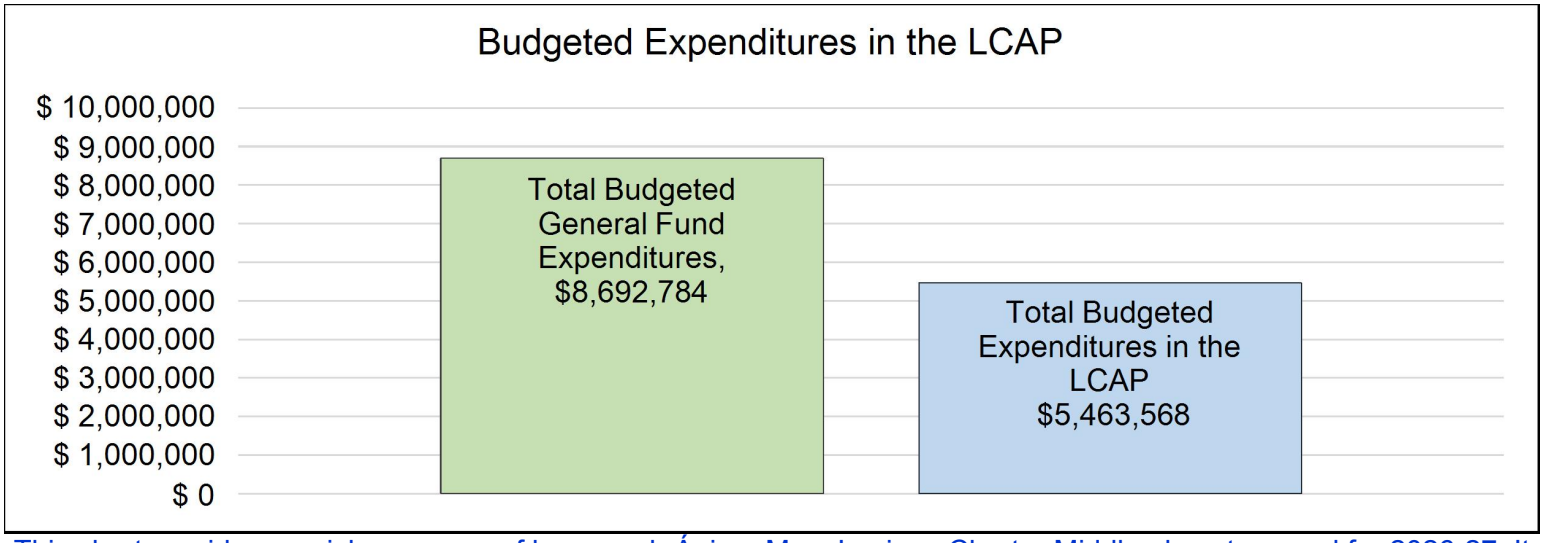


This chart shows the total general purpose revenue Ánimo Mae Jemison Charter Middle expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ánimo Mae Jemison Charter Middle is $8,692,785, of which $5,574,832 is Local Control Funding Formula (LCFF), $2,069,389 is other state funds, $480,018 is local funds, and $568,546 is federal funds. Of the $5,574,832 in LCFF Funds, $1,703,079 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 Ánimo Mae Jemison Charter Middle plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

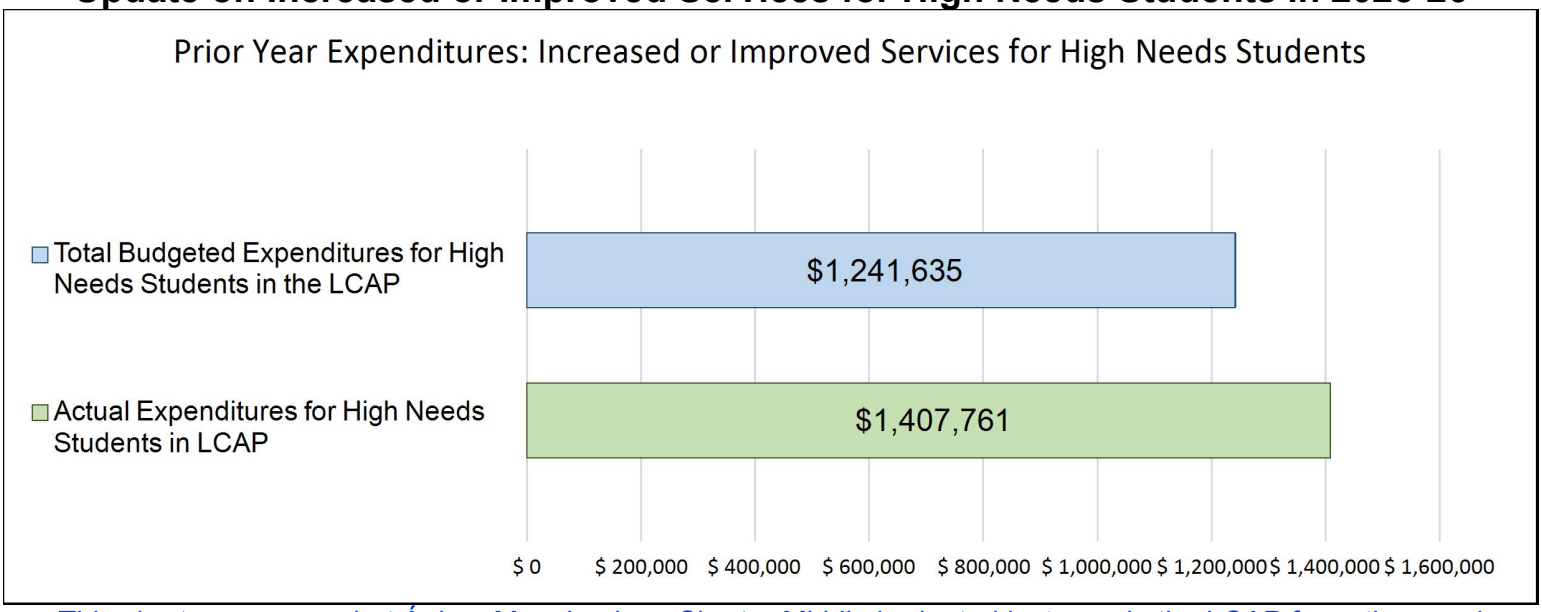
The text description of the above chart is as follows: Ánimo Mae Jemison Charter Middle plans to spend $8,692,784 for the 2026-27 school year. Of that amount, $5,463,568.22 is tied to actions/services in the LCAP and $3,229,215.7,800,000,003 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Ánimo Mae Jemison Charter Middle is projecting it will receive $1,703,079 based on the enrollment of foster youth, English learner, and low-income students. Ánimo Mae Jemison Charter Middle must describe how it intends to increase or improve services for high needs students in the LCAP. Ánimo Mae Jemison Charter Middle plans to spend $1,188,114.53 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 Ánimo Mae Jemison Charter Middle budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ánimo Mae Jemison Charter Middle 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, Ánimo Mae Jemison Charter Middle's LCAP budgeted $1,241,635.14 for planned actions to increase or improve services for high needs students. Ánimo Mae Jemison Charter Middle actually spent $1,407,760.59 for actions to increase or improve services for high needs students in 2025-26.

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
Ánimo Mae Jemison Charter Middle	Annette Gonzalez Chief Education Officer	angonzalez@greendot.org 323-565-1600

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.

Ánimo Mae Jemison Charter Middle School (AMJ) - a member of Green Dot Public Schools - is a public charter middle school located between the Watts and Compton communities of South Los Angeles. AMJ was founded in 2014, serving 118 6th grade students in that year and growing by a grade level every year since. We currently serve 441 students, grades 6-8. 79.1% of our student body is Latino and 19.7% is African American. We have 14.3% Students with Disabilities and have 18.4% students who are classified as English Language Learners. 96.4% of our students are socioeconomically disadvantaged. Ánimo Mae Jemison Charter Middle School operates with the same mission of its parent organization: We seek to help transform public education so all students graduate prepared for college, leadership, and life. The vision of Ánimo Mae Jemison was collectively crafted in the 2017-18 school year by a diverse group of educational partners (teachers, students, parents): At Ánimo Mae Jemison, we are a constellation of learners working to forge an equitable future for our school and community. Together, we imagine, we explore, we persist, we challenge, and we support each other to set our expectations in the sky. We are currently working to build goals that put us on a path towards realizing our vision and to weave our vision into our daily work. One example is our FLIGHT characteristics that evoke the values of our namesake Dr. Mae Jemison, the first African American woman in space: (a) Foster Teamwork (b) Learn Daily (c) Inspire Integrity (d) Go The Distance (e) Hold High Expectations (f) Take Initiative.

Reflections: Annual Performance

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

The 2025 California Dashboard indicates areas of both progress and continued need when compared to 2024 outcomes. Overall, the data reflects improvement in key climate and language development indicators, while academic achievement—particularly in Mathematics and ELA—continues to be an area requiring focused attention.

Areas of Progress
The most notable improvement is seen in Chronic Absenteeism, which decreased from 28.7% (2024) to 24.9% (2025). While the school remains in the Yellow performance band, this nearly 4% reduction reflects the positive impact of targeted attendance interventions, including consistent monitoring, family outreach, and tiered supports for students with attendance challenges.
Additionally, English Learner Progress (ELPI) improved from 51.9% to 55.1%, moving the school back into the Green performance band and exceeding the State. This growth demonstrates strengthened systems to support language acquisition, including designated ELD instruction, progress monitoring, and increased alignment of language supports within core instruction.
School climate indicators remain a relative strength. Suspension rates remained low (1.4% to 1.9%), maintaining a positive school environment overall, despite a slight increase. This suggests that behavior systems are largely effective, though continued attention to subgroup disparities is needed.

Areas of Decline or Continued Need
Academic performance continues to present the most significant challenge. In ELA, the school declined from -57.6 to -65.7 points below standard, remaining in the Orange performance band and showing a widening distance from standard. Similarly, Mathematics declined from -113.0 to -123.1, placing the school in the Red performance band and indicating a deepening gap in student achievement.
While Chronic Absenteeism improved, it remains above desired levels, and disparities persist across student groups. Programs and Efforts to Improve Outcomes

In response to these trends, the school has implemented a series of targeted strategies aligned to its instructional framework, “Talk It. Read It. Write It. Own It.”, to drive improvement:
-Strengthening Tier 1 Instruction: Professional development has been focused on increasing rigor through structured academic discourse, close reading, and writing across content areas. Teachers are being supported to design lessons that require students to think critically, engage in discussion, and produce evidence-based writing.
-Data-Driven Instruction (PDSA Cycles): Departments and grade-level teams are engaging in ongoing Plan-Do-Study-Act cycles, using interim assessment and classroom data to adjust instruction, identify student needs, and plan targeted interventions.
-Targeted Small Group Instruction: Dedicated time for small group instruction has been prioritized to address skill gaps, particularly in Math and ELA. This includes reteach cycles, intervention blocks, and focused support for English Learners and Students with Disabilities.
-English Learner Supports: Expanded designated and integrated ELD strategies, including language objectives, sentence frames, and structured student talk, have contributed to gains in ELPI and will continue to be a focus to accelerate both language and content mastery.
-Attendance and Engagement Systems: Continued implementation of attendance monitoring systems, family communication, incentives, and tiered interventions (including counseling and case management) have contributed to reductions in chronic absenteeism.
-Positive School Culture and Restorative Practices: The school continues to emphasize restorative approaches to discipline, minimizing exclusionary practices while maintaining a safe and supportive environment.

Conclusion
Compared to 2024, the 2025 Dashboard reflects meaningful progress in attendance and English Learner outcomes, alongside stable school climate conditions. However, small declines in ELA and Math performance highlight the need for continued, focused instructional improvement. Moving forward, the school will maintain its emphasis on rigorous Tier 1 instruction, targeted intervention, and data-driven practices to accelerate student achievement and close persistent gaps.

2025 California Dashboard Analysis
English Language Arts:
Based on our results of the 2025 California Dashboard, Animo Mae Jemison declined 8.1 Points in ELA to 65.7 Points Below Standard from the previous year of 57.6 Points Below Standard. The Color Indicator in 2025 maintained an “Orange” from the previous year. In addition, Animo Mae Jemison is behind the state average of 8.1 Points Below Standard. Analysis by student groups:
-English Learners: 96.4 Points Below Standard, Declined 13.8 points from the previous year, behind the state at 59.9 Points Below Standard, increased 7.6 Points from the previous year.
-Hispanic: 57.1 Points Below Standard, Declined 7.4 Points from the previous year, behind the state at 33.7 Points Below Standard, increased 5.7 points from the previous year.
-Socioeconomically Disadvantaged: 66.4 Points Below Standard, Declined 10.2 Points from the previous year, behind the state at 35.3 Points Below Standard, increased 5.5 points from the previous year.
-Students with Disabilities: 141.7 Points Below Standard, Increased 12.5 Points from the previous year, behind the state at 89.4 Points Below Standard, increased 6.2 points from the previous year.
-African American: 109.3 Points Below Standard, Declined 17.5 Points from the previous year, behind the state at 51.3 Points Below Standard, increased 7.5 points from the previous year.
-Long-Term English Learners: 125.1 Points Below Standard, Declined 20.9 Points from the previous year, behind the state at 104.5 Points Below Standard, increased 5.1 points from the previous year.

Mathematics:
Based on our results of the 2025 California Dashboard, Animo Mae Jemison declined 10.1 Points in Mathematics to 123.1 Points Below Standard from the previous year of 133.2 Points Below Standard. The Color Indicator in 2025 declined to “Red” from the previous year of “Orange.” In addition, Animo Mae Jemison is behind the state average of 42.4 Points Below Standard. Analysis by student groups:
-English Learners: 139.6 Points Below Standard, Declined 5.2 points from the previous year, behind the state at 86.1 Points Below Standard, increased 7.3 Points from the previous year.
-Hispanic: 112 Points Below Standard, Declined 3.7 points from the previous year, behind the state at 73.6 Points Below Standard, increased 5.6 Points from the previous year.
-Socioeconomically Disadvantaged: 123.5 Points Below Standard, Declined 11.8 points from the previous year, behind the state at 72.9 Points Below Standard, increased 5.3 Points from the previous year.
-Students with Disabilities: 189.4 Points Below Standard, Declined 19.2 Points from the previous year, behind the state at 120.7 Points Below Standard, increased 3.6 points from the previous year.
-Long-Term English Learners: 180 Points Below Standard, Declined 23.7 Points from the previous year, behind the state at 158.9 Points Below Standard, increased 4.6 points from the previous year.

-African American: 167.6 Points Below Standard, Declined 34.6 Points from the previous year, behind the state at 95.8 Points Below Standard, increased 6.4 points from the previous year.

English Learner Progress (ELPI):
Based on our results of the 2025 California Dashboard, Animo Mae Jemison increased 3.1 Percentage Points in ELPI to 55.1% making progress from the previous year of 52% making progress. The Color Indicator in 2025 improved to “Green” from the previous year of “Orange.” In addition, Animo Mae Jemison is exceeding the state average of 46.4% making progress. Analysis by student group:
-Long-Term English Learners (LTEL): 69.2% making progress, Increased 15.7 Percentage Points from the previous year, exceeding the state at 49.1% making progress, increased 3.3 Percentage Points from the previous year.

Chronic Absenteeism:
Based on our results of the 2025 California Dashboard, Animo Mae Jemison declined 3.7 Percentage Points in Chronic Absenteeism to 24.9% from the previous year of 28.6%. The Color Indicator in 2025 maintained a “Yellow” from the previous year. In addition, Animo Mae Jemison’s rate is higher than the state average of 17.1% of Chronic Absenteeism. Analysis by student group:
-English Learners: 31% chronically absent, Increased 1 Percentage Points from the previous year, higher than the state at 18.1% chronically absent, Declined 2 Percentage Points from the previous year.
-Hispanic: 24.9% chronically absent, Declined 2 Percentage Points from the previous year, higher than the state at 20.1% chronically absent, Declined 1.6 Percentage Points from the previous year.
-Long-Term English Learners (LTEL): 29.5% chronically absent, Increased 0.7 Percentage Points from the previous year, higher than the state at 22.5% chronically absent, Declined 1.4 Percentage Points from the previous year.
-Socioeconomically Disadvantaged: 24.8% chronically absent, Declined 5 Percentage Points from the previous year, higher than the state at 21.7% chronically absent, Declined 1.6 Percentage Points from the previous year.
-Students with Disabilities: 28.6% chronically absent, Declined 0.9 Percentage Points from the previous year, higher than the state at 24.9% chronically absent, Declined 1.5 Percentage Points from the previous year.
African American: 26.6% chronically absent, Declined 10.9 Percentage Points from the previous year, lower than the state at 29.8% chronically absent, Declined 1.5 Percentage Points from the previous year.

Suspension Rate:
Based on our results of the 2025 California Dashboard, Animo Mae Jemison increased 0.5 Percentage Points in Suspension Rate of 1.9% suspended at least one day from the previous year of 1.4%. The Color Indicator in 2025 declined to “Yellow” from the previous year of “Green.” In addition, Animo Mae Jemison had a lower suspension rate than the state average of 2.9% suspended at least one day.
Science:
Based on our results of the 2025 California Dashboard, Animo Mae Jemison declined 3 Science Points to 39 Science Points from the previous year of 42 Science Points. The Color Indicator in 2025 achieved a rating of “Orange.” In addition, Animo Mae Jemison is behind the state average of 52.6 Science Points. Analysis by student group:
-English Learners: 33.1 Science Points, Declined 2.8 Points from the previous year, behind the state at 41.1 Science Points, increased 2.1 points from the previous year.
-Hispanic: 39.9 Science Points, Declined 3.9 Points from the previous year, behind the state at 47.1 Science Points, maintained 1.7 points from the previous year.

-Socioeconomically Disadvantaged: 38.9 Science Points, Declined 3.1 Points from the previous year, behind the state at 47.1 Science Points, maintained 1.5 points from the previous year.

The review of the 2025 Dashboard, and verified internal data demonstrates a mixed performance trend, highlighting strong systems-level implementation alongside persistent academic achievement gaps and subgroup disparities.

At the systems level, the school has demonstrated full implementation and sustainability of core conditions for learning. Metrics related to teacher credentialing, access to standards-aligned curriculum, and facility conditions remained at 100%, indicating a stable and compliant instructional environment. Additionally, Average Daily Attendance improved from 89.0% (2022–23) to 92.6% (2024–25), exceeding the 90% target, which reflects successful attendance systems and student engagement efforts. Family engagement data also shows notable growth, with parent participation increasing from 6.1% to 17.0%, and family survey satisfaction remaining high at over 93%, indicating strong school-community relationships.

Academic achievement data highlights areas of progress alongside opportunities for continued growth. In SBAC ELA, performance for all students increased from 27.4% (2022–23) to 29.4% (2023–24), before declining slightly to 26.3% (2024–25). While performance remains below the annual growth target and local district benchmark of 41%, the data underscores the importance of maintaining consistent instructional support to sustain gains over time. Similar trends are reflected across student subgroups, particularly among African American students and English Learners, where additional targeted support may help accelerate achievement. Latinx students demonstrated early growth, though sustaining that momentum remains an area of focus.
In SBAC Math, student outcomes continue to reflect an important area for ongoing instructional emphasis. Performance increased modestly from 10.2% to 10.9%; however, results remain below annual targets and district benchmarks. Subgroup data reflects similar trends, with English Learners and Students with Disabilities continuing to benefit from targeted interventions and differentiated support to strengthen proficiency and long-term growth.

Science performance (CAST) showed promising improvement from 9.1% to 14.4%, followed by a decline to 10.5% the following year. These fluctuations suggest an opportunity to strengthen vertical alignment, instructional consistency, and science literacy across grade levels.

English Learner progress data demonstrates areas of recovery and continued opportunity for growth. The reclassification rate declined from 34% to 17%, before improving to 28%, reflecting positive movement while highlighting the need for continued focus on language acquisition support. Similarly, ELPI growth shifted from 61% to 51.9%, reinforcing the importance of ongoing strategies to accelerate language development outcomes.
Growth data through CORE SGP remains within the threshold of typical growth (31-70), with a student growth percentile of 60 in ELA and 46 in Math. The data provides valuable insight to guide instructional planning and targeted interventions moving forward.

School climate indicators present a more positive trend. Suspension rates remain low (approximately 1.4%), and expulsion rates are below 1%, demonstrating effective behavior systems. Chronic absenteeism decreased significantly from 38.5% to 28.7%, though it remains above the desired threshold, particularly for high-need subgroups such as African American students and Students with Disabilities.

The data indicates continued need for a coherent instructional strategy, particularly aligned to the school's framework of Talk It, Read It, Write It, Own It, with an emphasis on rigorous grade-level instruction, structured student discourse, literacy across content areas, and targeted small group interventions.

Moving forward, the school should prioritize:
-Strengthening Tier 1 instruction in ELA and Math
-Implementing consistent data-driven cycles (PDSA) focused on subgroup performance
-Increasing targeted supports for English Learners and Students with Disabilities
-Expanding structured academic discourse and writing opportunities across content areas
-Improving progress monitoring systems for both achievement and growth metrics
This reflection underscores the importance of aligning instructional practices, professional development, and intervention systems to accelerate student outcomes and close persistent achievement gaps.

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.

Not applicable

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
Teachers	Teachers engage in the LCAP development process through staff meetings, professional development sessions, Instructional Leadership Team (ILT) meetings, and department collaboration. Grounded in the “Talk It. Read It. Write It. Own It.” framework, teachers analyze student work, assessment data, and instructional practices to provide input on literacy, discourse, and writing across content areas. Their feedback directly informs priorities related to Tier 1 instruction, small group learning, and targeted academic support.
Principals	The principal facilitates LCAP engagement by leading discussions during DELAC, SAC, Coffee with the Principal, and staff meetings. These sessions are intentionally structured to model the school’s instructional focus—providing opportunities for stakeholders to talk through data, read and interpret trends, write reflections and feedback, and own shared goals. The principal synthesizes input from all groups to align LCAP actions with the school’s vision for student achievement.
Administrators	Administrators collaborate in leadership team meetings by using a data-driven approach. They engage in cycles of inquiry that mirror the “Talk It. Read It. Write It. Own It.” framework, analyzing performance trends, identifying areas of need, and refining strategies that support rigorous instruction and equitable outcomes for all students.
Other School Personnel	Counselors, interventionists, and classified staff contribute through staff meetings, surveys, and targeted feedback sessions. Their engagement centers on identifying barriers to student success and strengthening supports for attendance, social-emotional learning, and

Educational Partner(s)	Process for Engagement
	intervention systems. Through structured opportunities to share observations and recommendations, they actively contribute to creating conditions where students can fully engage, reflect, and take ownership of their learning.
Parents	Parents are engaged through SAC, DELAC, Coffee with the Principal, and family workshops. These spaces are designed to be interactive and accessible, where families talk about their experiences, review and understand school data, provide written and verbal feedback, and partner in shaping school goals. Their input informs priorities related to communication, school climate, academic programming, and support for diverse learners.
Students	Students engage in the LCAP process through advisory, student leadership groups, surveys, and classroom discussions. Aligned to the school's theme, students are given structured opportunities to talk about their learning experiences, analyze their progress, reflect in writing, and take ownership of their academic growth. Their voice is critical in shaping initiatives that increase engagement, relevance, and rigor across the school experience.
SELPA	Our SELPA is provided our LCAPs early in our process for review and feedback to ensure that we are providing the proper support, documentation, and explanation of the supports we provide our Students with Disabilities.

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

Educational partners played a central role in shaping the development of the LCAP through ongoing engagement in SSC, ELAC/DELAC, Coffee with the Principal, staff meetings, ILT, and student feedback structures. Aligned to the school's theme, "Talk It. Read It. Write It. Own It.", stakeholders analyzed data, discussed student needs, and provided both verbal and written input. Teacher and staff feedback highlighted the need to strengthen Tier 1 instruction, particularly in ELA and Math, leading to a focus on academic discourse, literacy, and small group instruction. Input from families and students emphasized the importance of communication, engagement, and a supportive school climate, resulting in actions that prioritize family partnerships, student voice, and wellness support. Leadership synthesized all input to ensure the LCAP reflects data-driven priorities, targeted interventions for student groups, and a cohesive plan to improve student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Basic Services by: • Maintaining the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching • Providing students will have access to and be enrolled in a broad course of study (i.e., science, social science, VAPA, PE for high school students), and have access to standards-aligned instructional materials and the educational program as outlined in the school's charter petition • Maintaining school facilities are maintained in good repair	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To provide and maintain Basic Services for students and schools.
To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1a Credentialed Teachers: 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they are teaching. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1b Broad Course of Study: 100% of students will have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school's charter petition. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%
1.3	1c Facilities: School facilities are in good or exemplar repair as measured by the Facility Inspection Tool (FIT). Data Source: Facility Inspection Tool (FIT)	All: 100% Source: Facility Inspection Tool (2022-23)	100% Source: Facility Inspection Tool Year: 2024-25	100% Source: Facility Inspection Tool Year: 2025-26	90%	0%

Goal Analysis [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.

Overall, the school implemented the majority of actions aligned to Goal 1 with a strong focus on improving Tier 1 instruction through the instructional framework "Talk It. Read It. Write It. Own It." Key actions included ongoing professional development, structured collaboration through ILT and department meetings, implementation of data-driven cycles (PDSA), and increased opportunities for small group instruction. Teachers were supported in integrating academic discourse, close reading, and writing across content areas, while leadership monitored progress through classroom observations, data reviews, and coaching cycles.

Successes in implementation included the establishment of consistent collaboration structures, increased use of student data to inform instruction, and improved systems to support English Learners, as evidenced by growth in ELPI outcomes. Additionally, strong

implementation of attendance systems contributed to improved ADA and reductions in chronic absenteeism, supporting overall student engagement.

Despite these successes, challenges impacted full implementation and outcomes. While professional development and instructional strategies were delivered as planned, there was variability in the depth and consistency of execution across classrooms, particularly in Mathematics. Small group instruction and targeted interventions were implemented; however, they were not always as tightly aligned to real-time data or consistently monitored for effectiveness. Additionally, the shift from advisory-based testing to core content testing required adjustments in scheduling and instructional time, which impacted continuity in some planned supports.

No major actions were omitted; however, some were implemented with less intensity or coherence than originally planned, particularly around progress monitoring systems and differentiated support for subgroups. Moving forward, the school will focus on strengthening implementation fidelity, increasing accountability around instructional practices, and ensuring that all strategies are consistently executed to drive improved student outcomes.

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 between planned expenditures and estimated actual expenditures.

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

Over the three-year LCAP cycle, the effectiveness of actions aligned to Goal 1 has been mixed, with stronger outcomes in systems-level improvements and student engagement, and more limited impact on academic achievement outcomes.

Actions focused on strengthening instructional practices—particularly professional development aligned to “Talk It. Read It. Write It. Own It.”, collaborative planning (ILT/department meetings), and the use of data cycles (PDSA)—were partially effective. These efforts improved instructional coherence, increased opportunities for student discourse, and supported gains in English Learner Progress (ELPI), which moved into the Green performance band. Additionally, actions tied to attendance systems and school climate were effective, as evidenced by improved Average Daily Attendance and a reduction in chronic absenteeism, along with consistently low suspension and expulsion rates.

However, actions aimed at significantly improving academic achievement in ELA and Mathematics were less effective in producing the desired outcomes. Despite the implementation of small group instruction, intervention supports, and increased focus on literacy strategies, SBAC results indicate that performance declined in ELA and Mathematics over the cycle, and students remain below district benchmarks. This suggests that while structures and strategies were in place, they did not consistently translate into accelerated student learning or mastery of grade-level standards.

Some actions, such as targeted supports for subgroups (English Learners and Students with Disabilities), showed emerging effectiveness, particularly in language acquisition metrics, but have not yet resulted in consistent academic gains across content areas. Variability in implementation fidelity, especially in Mathematics instruction and progress monitoring, limited the overall impact of these efforts.

It is important to note that not all actions were intended to directly impact all metrics. For example, actions related to attendance, school climate, and family engagement were successful in improving student engagement and access to learning, which are critical foundational conditions, even if they did not immediately result in increased academic performance.

Overall, while the school has built strong systems and improved key engagement indicators, the data indicates a need to refine and intensify instructional actions to ensure they more effectively drive student achievement outcomes, particularly in ELA and Mathematics.

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.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 1.2 Academic - Curriculum Design: Updated the action to a non-contributing action following closer review of the description and LCAP instructions
- 1.3 Academic - Master Scheduling & Staffing: Added language regarding services and support block time for English Learners and Students with Disabilities

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	Teacher Credentialing:	Human Resources: • The principal reviews teacher, counselor and administrator credentials during the master scheduling process and throughout the year to ensure all credentials are properly maintained. The principal collaborates with the Green Dot Human Resources Team to for mid- year hires and/or course changes for teachers throughout the year. • Green Dot implemented a system to maintain the employee lifecycle process (HRIS)	$88,611.68	No
1.2	Academic - Curriculum Design:	• Grade level - standards aligned curriculum has been adopted district-wide for grades 6-12 in English and Math. • All students have access to published standards-aligned curricular materials. Additional curricular resources may be available online	$565,440.63	No

Action #	Title	Description	Total Funds	Contributing
		and includes sample unit plans, lesson plans and summative assessments • Professional Development is provided to all teachers and administrators on the effective use of aligned curricular materials. • Textbooks and classroom materials are tracked using an online system to ensure access for all students • Students have access to technology and electronic materials which support student-aligned curriculum		
1.3	Academic - Master Scheduling & Staffing:	• Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • The master schedule reflects an emphasis on high school ready and A- G courses that are supported with Common Core and Next Generation Science Standard curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, additional support for core classes, and dsignated support time for English Learners and Students with Disabilities • The school will be appropriately staffed to implement the school master schedule, including elective courses.	$350,219.94	Yes
1.4	Facility Inspections:	• Regular facility inspections and audits will be conducted by Green Dot Operations and Facilities staff • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors • Actions/services include expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities • School buildings will be supplied with sufficient furniture, utilities, and developments in order to support a safe and effective learning environment, including upgrades to infrastructure which support student use of educational technology	$879,485.16	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Proficiency for All: • Increase the percent of students scoring Met Standard and above on SBAC ELA, SBAC Math and CAST assessments annually or outperform the district average. • Increase percent of EL students who reclassify as Fully English Proficient. • Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency. Assessments for California (“ELPAC”) annual assessment. • Increase or maintain growth on CORE ELA and Math "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To increase the percent of students who score Met Standard and above on the SBAC and CAST assessments.
To increase the percent of English Learners who achieve full English language proficiency.
To increase the percent of English Learners who make progress towards English proficiency.
To increase student growth percentile on the CORE assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2a SBAC ELA: Increase percentage of students scoring Proficient and above on SBAC ELA assessment by 3	All Students: 27.42% Low Income: 27.68% African American: 14.77% Latinx: 30.68%	All Students: 29.4% SED: 29.8% African American: 9.9%	All Students: 26.3% SED: 25.5% African American: 11.7%	All Students: 36.42% Low Income: 36.68%	All Students: +1.15% SED: +2.17% African American: -3.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	English Learners: 6.25% Long Term EL: <30 Students with Disabilities: 5% Homeless: <30 Foster Youth: No Data Source: CAASPP (2022-23)	LatinX: 34.3% English Learner: 8.3% LTEL: Less than 30 students SWD: 6.1% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2023-24	LatinX: 29.7% English Learner: 3.0% LTEL: Less than 30 students SWD: 10.0% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2024-25	African American: 23.77% Latinx: 39.68% English Learner: 15.25% Students with Disabilities: 14.45%	LatinX: +1.02% English Learners: -3.26% LTEL: No Data SWD: +4.55% Homeless: No Data Foster: No Data
2.2	2b SBAC Math: Increase percentage of students scoring Proficient and above on SBAC Math assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	All Students: 10.16% Low Income: 10.05% African American: 7.95% Latinx: 10.65% English Learners: 0% Long Term EL: <30 Students with Disabilities: 4% Homeless: <30 Foster Youth: <30 Source: CAASPP (2022-23)	All Students: 10.9% SED: 10.5% African American: 4.2% LatinX: 12.6% English Learner: 0% LTEL: Less than 30 students SWD: 2% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2023-24	All Students: 12.6% SED: 12.4% African American: 5.3% LatinX: 14.7% English Learner: 2.9% LTEL: Less than 30 students SWD: 5.0% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2024-25	All Students: 19.16% Low Income: 19.05% African American: 16.95% Latinx: 19.65% English Learners: 9.00% Students with Disabilities: 12.70%	All Students: +2.40% SED: +2.36% African American: -2.69% LatinX: +4.03% English Learners: +2.94% LTEL: No Data SWD: +1.3% Homeless: No Data Foster: No Data
2.3	2c CAST (Science): Increase percentage of students scoring Proficient and above on CAST (Science) assessment by 3	All Students: 9.09% Low Income: 8.61% African American: 2.86% Latinx: 10.26% English Learners: <30	All Students: 14.4% SED: 14.8% African American: Less than 30 students	All Students: 10.5% SED: 10.3% African American: Less than 30 students	All Students: 18.09% Low Income: 17.61% African American: 11.86%	All Students: +1.40% SED: +1.68% African American: No Data LatinX: +0.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	Long Term EL: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CAASPP (2022-23)	LatinX: 16.7% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available Source: CAASPP Year: 2023-24	LatinX: 10.7% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available Source: CAASPP Year: 2024-25	Latinx: 19.26%	English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.4	2d EL Reclassification: Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) by 3 percentage points per year or to be at/above 2020-21 local district rate. Data Source: Internal Data	All Students: 34% Source: Internal Data (2022-23)	English Learners: 17% Source: Internal Data Year: 2023-24	English Learners: 28% Source: Internal Data Year: 2024-25	All Students: 43.00%	English Learners: -6.0%
2.5	2e ELPI Levels: Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 3 percentage points per year or be at/above 2022-23 local district ELPI rate.	All Students: 61% Source: CA School Dashboard (2022-23)	English Learners: 51.9% LTEL: 53.5% Source: CA School Dashboard Year: 2023-24	English Learners: 55.1% LTEL: 69.2% Source: CA School Dashboard Year: 2024-25	All Students: 70.00%	English Learners: -5.90% LTEL: +8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California School Dashboard					
2.6	2f CORE SGP ELA: Increase the CORE student growth percentile (SGP) in ELA to be at or above 50% Data Source: CORE	All Students: 93% Low Income: 93% African American: 93% Latinx: 93% English Learners: No Data Long Term EL: No Data Students with Disabilities: 91% Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	All Students: 60% SED: 60% African American: 63% LatinX: 59% English Learner: 49% LTEL: No Data Available SWD: 66% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2023-24	All Students: 44% SED: 42% African American: 49% LatinX: 47% English Learner: 16% LTEL: No Data Available SWD: 17% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2024-25	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: -49% SED: -51% African American: -44% LatinX: -46% English Learners: No Data LTEL: No Data SWD: -74% Homeless: No Data Foster: No Data
2.7	2g CORE SGP Math: Increase the CORE student growth percentile (SGP) in Math to be at or above 50% Data Source: CORE	All Students: 63% Low Income: 63% African American: 66% Latinx: 62% English Learners: 63% Long Term EL: No Data Students with Disabilities: 79% Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	All Students: 46% SED: 45% African American: 57% LatinX: 43% English Learner: 40% LTEL: No Data Available SWD: 52% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2023-24	All Students: 12% SED: 10% African American: 20% LatinX: 20% English Learner: 11% LTEL: No Data Available SWD: 18% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2024-25	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% English Learner: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: -51% SED: -53% African American: -46% LatinX: -42% English Learners: -52% LTEL: No Data SWD: -61% Homeless: No Data Foster: No Data

Goal Analysis [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 and there were no substantive differences. Goal 2 at Ánimo Mae Jemison prioritized equity-focused academic supports for Emergent Bilinguals (EBs), Students with Disabilities (SWD), Long-Term English Learners (LTELs), and High-Achieving Students. It also emphasized professional development, interim assessments, and test preparation. Most actions were implemented effectively, though some required adjustments to better serve student needs.

Key Implementation Highlights
2.1 Curriculum & Intervention
ELA/Math interventions were implemented for grades 6–8 using i-Ready, Read180, and Illustrative Math.
ELA showed growth; Math interventions lagged due to engagement and differentiation challenges.
PD supported teacher effectiveness with intervention materials.
2.2 Support for EL Students
Designated ELD courses, Ellevation data tracking, and PD improved EL support.
ELPAC prep and targeted strategies were used, but reclassification rates remained low.
Family engagement was inconsistent.
2.3 Support for SWD
Inclusive services delivered through co-teaching and progress-monitored IEPs.
Behavior and Math gaps persisted; staffing shortages affected service delivery.
Restorative practices helped reduce suspensions.
2.4 High-Achieving Students
AP and Dual Enrollment opportunities expanded through partnerships with local colleges.
AP pass rates remain low; students need more academic advising and test prep.
2.5 Professional Development
Weekly PD and collaboration sessions supported curriculum alignment and instructional planning.
Train-the-Trainer and ELD-focused PD improved differentiation and data use.
Some content areas needed more targeted support.
2.6 Interim Assessments & Test Prep
State-aligned interim assessments used to guide instruction.
Test prep resources (IAB/ICA) helped students gain familiarity with SBAC.
Student engagement and formative data use varied across classrooms.
2.8 LTEL Support
Integrated and designated ELD strategies supported LTELs in all content areas.
Progress monitoring and PD improved teacher support for language development.
More supports needed in Math for language-heavy tasks.

Summary of Effectiveness
Action
Effectiveness
Key Outcomes
Curriculum & Intervention
Moderately Effective
ELA gains; Math needs deeper intervention
EL Student Support
Effective
Strong tracking/PD; Reclassification still low
Special Education
Moderately Effective
Inclusion improved; Staffing gaps, behavior challenges
High-Achieving Student Support
Effective
Course access expanded; More test prep/advising needed
Professional Development
Effective
Increased collaboration; More differentiation support

Next Steps
Refine Math and LTEL intervention models.
Boost reclassification rates through stronger language development support.
Address staffing gaps and enhance behavioral interventions for SWDs.
Expand test prep and advising for high-achieving students.
Continue targeted PD aligned to instructional and subgroup needs.
These efforts will ensure equitable access and academic progress for all student groups.

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 between planned expenditures and estimated actual expenditures.

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

All actions were effective in supporting the results we were seeking. The opportunity is to continue the focus on further refining and perfecting action supports for outcome growth.

Over the three-year LCAP cycle, Goal 2 aimed to provide equitable academic support for Emergent Bilinguals (EBs), Students with Disabilities (SWD), Long-Term English Learners (LTELs), and High-Achieving Students, while emphasizing PD, assessments, and test readiness. Most actions were implemented successfully, though some required refinement.

Key Actions & Impact
Action
Effectiveness
Key Outcomes
2.1 Curriculum & Intervention
Moderately Effective
ELA growth (Lexile); Math progress limited by engagement & instructional gaps
2.2 EL Support
Effective
Improved data use & instruction; Reclassification rates still low
2.3 Special Education
Moderately Effective
Inclusion & progress tracking improved; Math & behavior supports still needed
2.4 High-Achieving Students
Effective
AP/Dual Enrollment access expanded; AP pass rates need support
2.5 Professional Development
Effective
Strong collaboration & curriculum use; More targeted PD for Math & SWD needed
2.6 Assessments/Test Prep
Moderately Effective
Exposure to CAASPP format; Engagement & use of formative data varied
2.8 LTEL Support
Moderately Effective
Improved writing/speaking skills; Language-heavy Math content remains a barrier

Next Steps for Improvement
Strengthen Math Interventions – Improve engagement, differentiation, and supports for SWD, ELs, and LTELs.
Boost EL Reclassification – Add writing support, parent outreach, and language-rich instruction.
Enhance AP/Dual Enrollment Success – Expand prep programs and academic advising.
Targeted PD Expansion – Focus on Math, Special Education, and language development strategies.
Increase Test Prep Engagement – Use interactive strategies to improve CAASPP readiness.
Goal 2 efforts led to meaningful progress, especially in ELA and access to advanced coursework. Ongoing refinement is needed to close subgroup gaps and strengthen Math outcomes in the next LCAP cycle.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 2.1 Curriculum, Resources and Materials to Support Student Subgroups: Added language regarding professional development focused on English Learners and Socioeconomically Disadvantaged students
- 2.2 Support for EL Students: Added language regarding curriculum and technology assessments used to support English Learners
- 2.5 Professional Development: Added language regarding professional development focused on supporting English Learners and Students with Disabilities

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	Curriculum, Resources and Materials to Support Student Subgroups:	Curriculum, Resources and Materials to Support Student Subgroups: • ELA and Math intervention courses are offered at the 6th – 8th grade levels to ensure students below grade level have tiered support • Math teachers use Illustrative Mathematics for the core curriculum and Ready Common Core or i-Ready Classroom for their intervention curriculum. • Green Dot ELA teachers use MyPerspectives for the core curriculum and Read180, System44, and English 3D for their intervention curriculum • Professional development to provide specialized support for highest need students such as our English Learners and Socioeconomically Disadvantaged students.	$550,094.27	Yes
2.2	Support for EL Students:	• Appropriate Designated ELD courses are offered based on student needs	$195,331.64	Yes

Action #	Title	Description	Total Funds	Contributing
		• Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and hard copy for all teachers and administrators • Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. • EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement. All teachers are trained in how to develop a language objective and support the language needs of students in an integrated classroom setting. • Student performance in ELA classes, D/F Data, attendance, Lexile growth and ELPAC data are monitored to ensure EL progress and appropriate programming. The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons. The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data. In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided.		

Action #	Title	Description	Total Funds	Contributing
		The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 12 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. A universal screener assessment is given three times per year to provide additional data on student growth. The NWEA MAP assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support.		
2.3	Special Education:	Students with Disabilities: • Students that have an Individualized Education Plan will receive educational services in the Least Restrictive environment. • In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model. • The leadership team works with Administrators , teachers, office staff, school psychologist, counselors, special ed. Aides, nurses, speech pathologist, adaptive PE providers, transition support	$867,831.02	No

Action #	Title	Description	Total Funds	Contributing
		staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities. • The master schedule is carefully reviewed and reflects the needs of the special education population and class offerings, and program models (i.e., co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction • The LEA has a Special Education Program Administrator and an Administrator over Special Education who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services. • Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports. • Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. colleagues.		
2.4	High Achieving Students:	• Eligible students are automatically enrolled in AP courses based on data and the Master Schedule is built to include a variety of AP course offerings. The school offers Dual Enrollment opportunities in collaboration with local Community Colleges to provide college - level courses to students.	$22,711.58	No
2.5	Professional Development	• Teachers participate in one professional development session and one collaboration session per week • Professional development focuses on the process of Intellectual Preparation so that teachers are planning effectively with aligned curriculum and the Common Core or Next Generation Science standards. • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional	$145,186.01	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies to lead their department in planning and student work analysis protocols • Professional development is provided to teachers around identifying English Learner students utilizing the CA ELD Standards in Integrated ELD, their Special Education students, and using accommodations and modifications to ensure that students receive appropriate support. • Professional development emphasizes the need to provide tiered interventions to support student success and is data driven utilizing universal math and literacy screeners.		
2.6	Interim Assessments:	• Green Dot interim assessments are unit- embedded assessments in the adopted core curriculum for ELA Math and Science. • Green Dot interim assessments are aligned to the Common Core content standards or Next Generation Science Standards to expose students to the structure and format of the CAASPP. • Schools are provided with additional assessment resources that can be used to prepare students including data analysis protocols and best practices for testing environments. • Student assessment results are analyzed to determine which interventions to implement using the MTSS framework and to support re-teaching opportunities in the classroom.	$132,319.72	No
2.7	Test Preparation	• Schools utilize the online test preparation resources available through the California Department of Education including the Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) along with other curriculum supplements from adopted curriculum to support students for assessment. Ed team curated resources are available by grade level and content area to support pacing and preparation for Assessments.	$160,071.98	No
2.8	Support for Long Term English Learners	The school analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the school matrix providing students with designated supports. LTELs are currently provided with Designated ELD courses that incorporate LTEL specific strategies for active engagement, writing scaffolds, academic	$41,259.77	Yes

Action #	Title	Description	Total Funds	Contributing
		vocabulary building, and ample practice for oral communication. In addition to Designated ELD, LTELS receive explicit language & literacy Instruction through Integrated courses across all content areas All integrated classes embed vocabulary development and grammatical structures required to access subject matter content. Lessons are designed around ELD standards-based language objectives. Subject matter content is taught alongside reading and writing skills so LTELs are using language to meaningfully engage with the academic content. Professional Development is provided to all staff with three dedicated sessions to Integrated ELD PD. These are designed to ensure that all teachers know the proficiency levels their Emergent Bilinguals, what students can do at each level and what scaffolds/accommodations can support them. The professional development also provides time and support for teachers to access their EB data on the Ellevation platform and learn strategies that can be differentiated to support EBs at every level and understand the different types of English learners including Newcomer, SLIFE, LTEL, RFEP, as well as characteristics of each. While LTELs are enrolled in designated ELD classes, they are also placed into heterogenous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilities differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the school climate. These include, but are not limited to: • flexible grouping based on language and content proficiency, • incorporating opportunities for oral language practice • developmentutilizing culturally relevant curricular materials -providing space during the school day for reading for pleasure with access to a variety of age-appropriate books • utilizing technology as a tool for background and content knowledge to enhance access to the curriculum • creating a text-rich environment that emphasizes academic language		

Action #	Title	Description	Total Funds	Contributing
		At least 2x year, the progress of LTELs is monitored and all students with Ds and Fs are provided with Additional or Intensive supports based on a Multi- Tiered System of Supports. Instructional Coaches and ELD Coordinators provide ongoing coaching and professional development cycles to admin and teachers focused on research-based strategies and interventions that address the unique learning needs of LTELs.		
2.9	Improving Mathematics Outcomes	This Action addresses whole-school red indicator on the CA School Dashboard. This action also addresses the red indicator for the Socioeconomically Disadvantaged student group and this demographic represents 83.7% of our school. Given this percentage, the supports outlined below are provided to all students. The school has adopted Illustrauve Math, a standards aligned curriculum, for Grades 6, 7 and 8 Math courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Math Curriculum Specialist, who provides targeted coaching and support to Math teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over Math to ensure alignment in supports for teachers and may also attend weekly school site professional development or Math department meetings as needed. Common math assessment from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. A universal screener assessment is given three times per year to provide additional data on student growth. The i-ready assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to provide additional supports for students which may include a Math Foundations course providing a full- block period of Math support in addition to core classes or targeted support for students close to grade level which may include Saturday Academies or a Learning Acceleration Academy over Spring Break for students to prepare for the SBAC assessment.	$11,307.99	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepared for college, leadership and life Middle School Dropout: Decrease the cohort dropout rate percent by 3% per year, or to be below 10% "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student's teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To maintain a low cohort dropout rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3a Cohort Dropout: Decrease the cohort dropout rate percent by 3 percentage points per year, or to be below 10%. Data Source: CALPADS Fall1 Report 8.1c - Student Profile	All Students: 0% Low Income: 0% African American: 0% Latinx 0% English Learners: 0% Long Term EL: No Data Students with Disabilities: 0% Homeless: 0% Foster Youth: 0%	All Students: 0% Low Income: 0% African American: 0% Latinx 0% English Learners: 0% Long Term EL: No Data Students with Disabilities: 0%	All Students: 0% Low Income: 0% African American: 0% Latinx 0% English Learners: 0% Long Term EL: No Data Students with Disabilities: 0%	All Students: 10.00% Low Income: 10.00% African American: 10.00% Latinx: 10.00% English Learners: 10.00%	All Students: 0% SED: 0% African American: 0% LatinX: 0% English Learner: 0% SWD: 0% Homeless: 0% Foster: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CALPADS Fall1 Report 8.1c - Student Profile	Homeless: 0% Foster Youth: 0% Source: CALPADS Fall1 Report 8.1c - Student Profile Year: 2023-24	Homeless: 0% Foster Youth: 0% Source: CALPADS Fall1 Report 8.1c - Student Profile Year: 2024-25	Students with Disabilities: 10.00% Homeless: 10.00% Foster Youth: 10.00%	

Goal Analysis [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 plan and there were no substantive differences between planning and implementation.
Goal 3 focused on strengthening college readiness advising, counseling services, mental health supports, and parent engagement at Ánimo Mae Jemison. Most actions were effectively implemented, though some challenges required adjustments to improve impact.

3.1 Counseling & College Readiness
Implemented:
Counselors supported students with academic planning and college prep through individual meetings.
The COST team coordinated Tier 2/3 social-emotional and mental health interventions.
A Counselor Support Specialist provided PD to enhance guidance services.
Challenges:
High caseloads limited frequent one-on-one counseling.
Limited mental health resources caused delays for high-need students.
Some students needed more proactive outreach to access college planning tools.
Successes:
Students had access to counselors.
COST referrals connected students to needed services.
PD improved counselor effectiveness in academic and SEL support.

3.2 Parent Engagement & Communication
Implemented:
ParentSquare was adopted to streamline school-home communication.
A Parent Coordinator led workshops on academic support and college planning.
Quarterly progress reports and annual events like Orientation and Back-to-School Night kept families informed.
An annual survey captured feedback on school climate and satisfaction.

Challenges:
Inconsistent parent participation, especially from hard-to-reach families.
Language barriers required more multilingual outreach.
Fluctuating survey response rates limited actionable data.
Successes:
ParentSquare improved communication.
Workshops increased family knowledge and involvement.
Survey results guided engagement strategies.

Summary Table
Action
Successes
Challenges
Next Steps
Counseling & College Readiness
Access to counselors and SEL support
Caseloads too high; limited outreach
Add college workshops & mental health partnerships
Parent Engagement
Stronger communication & workshops
Low participation; language access issues
Expand multilingual outreach & improve survey participation

Next Steps
Boost Counseling & Mental Health Capacity – Partner with external orgs and reduce counselor loads.
Improve Parent Outreach – Use multilingual strategies and targeted engagement efforts.
Expand College Readiness Supports – Increase small-group advising and family workshops.
Enhance Survey Reach – Raise participation for more representative feedback.
Overall, Goal 3 was well implemented. Ongoing refinements will strengthen student and family support systems across academic, emotional, and engagement areas.

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 between planned expenditures and estimated actual expenditures.

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

All actions were effective in supporting our metric outcomes.

Over the three-year LCAP cycle, Goal 3 at Ánimo Mae Jemison focused on strengthening counseling, college readiness, mental health services, and parent engagement. Most actions were effectively implemented, with some areas needing improvement based on student engagement, program success, and stakeholder feedback.

3.1 Counseling & College Readiness
Effectiveness: Moderately Effective
Counselors supported students with academic and graduation planning.
The COST team referred students to internal and external mental health services.
A Counselor Support Specialist enhanced site-level advising.
Challenges:
High caseloads limited frequent one-on-one counseling.
Limited access to external Tier 3 mental health services.
Students needed more structured support with college applications and financial aid.

3.2 Parent Engagement & Communication
Effectiveness: Effective
ParentSquare improved communication with families.
The Parent Coordinator led workshops on academics, SEL, and college readiness.
Families received regular updates via progress reports and annual surveys.
Challenges:
Parent participation varied; some families remained disengaged.
Language barriers reduced accessibility.
Survey response rates were inconsistent.

Summary Table
Action
Effectiveness
Key Outcomes
Counseling & College Readiness
Moderately Effective
Increased access; Caseloads and college support needed
Parent Engagement
Effective
Improved communication; Inconsistent engagement
Mental Health Services
Moderately Effective
Referrals through COST; Limited Tier 3 availability

Next Steps
Expand College Supports: Add workshops, financial aid sessions, and career exploration.

Boost Mental Health Access: Strengthen community partnerships to support Tier 3 needs.
Enhance Parent Outreach: Use multilingual, personalized strategies to engage families.
Increase Survey Participation: Improve outreach for broader, representative input.
Balance Caseloads: Explore staffing or role adjustments for better counselor access.
Conclusion:
Goal 3 efforts improved student and family support systems. Continued refinements in mental health access, counseling capacity, and parent engagement will be key to sustained success in the next LCAP cycle.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 3.1 Counseling: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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	Counseling:	• Counselor Support Specialist provides coaching and professional development to counselors who provide academic and college readiness advising. • School support is based on enrollment which drives the number of counselors on each site with a minimum of one at a MS and 2 at a HS • Students have individual meetings with their counselors to track promotion progress and develop plans towards meeting high school graduation and college application requirements • Schools have a Coordination of Services Team (COST) which includes an Administrator, school psychologist, and a clinical or mental health supervisor that coordinates counseling and social-emotional services for students. Students needing Tier 2 and Tier	$319,213.39	No

Action #	Title	Description	Total Funds	Contributing
		3 interventions are connected with clinical and wellness services by the COST team which may include internal services or referrals to external agencies		
3.2	Parent Involvement:	• The school prioritized parent engagement and believes that parents are partners in the success of their students. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent Square has been adopted to increase communication about school events and opportunities for parents to engage with the school community. • Every school has a full -time Parent Coordinator who leads parent engagement including hosting parent workshops to educate parents on how to best support their students. • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.	$45,132.60	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Focus on school culture: • School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90% • School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10% • School will decrease suspension rate by 3% per year or to a rate at or below 5% • School will maintain an expulsion rate of 0.5% or less "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To maintain a high attendance rate.
To maintain a low chronic absenteeism rate.
To decrease the number of pupil suspensions.
To decrease the number of pupil expulsions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4a ADA: Maintain a high Average Daily Attendance (“ADA”) at a rate greater than 90%.	All Students: 89% Low Income: 89% African American: 87% Latinx: 90% English Learners: 88% LTEL: No Data	All Students: 91.7% SED: 91.6% African American: 89.8% LatinX: 92.1%	All Students: 92.6% SED: 92.5% African American: 92.4% LatinX: 92.6%	All Students: 90% Low Income: 90% African American: 90% Latinx: 90%	All Students: +3.6% SED: +3.5% African American: +5.4% LatinX: +2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System (SIS)	Students with Disabilities: 87% Homeless: 90% Foster Youth: <30 Source: Student Information System (SIS) (2022-23)	English Learner: 91.1% LTEL: No Data Available SWD: 91.4% Homeless: 93.9% Foster: Less than 30 students Source: Student Information System (SIS) Year: 2023-24	English Learner: 92.1% LTEL: No Data Available SWD: 91.8% Homeless: 93.8% Foster: Less than 30 students Source: Student Information System (SIS) Year: 2024-25	English Learners: 90% Long Term EL: 90% Students with Disabilities: 90% Homeless: 90% Foster Youth: 90%	English Learner: +4.1% LTEL: N/A Students with Disabilities: +4.8% Homeless: +3.8% Foster Youth: N/A
4.2	4b Chronic Absenteeism: Decrease student chronic absenteeism rate by 3 percentage points per year or to a rate at or below 10%. Data Source: DataQuest: Chronic Absenteeism Rate	All Students: 38% Low Income: 39% African American: 50% Latinx: 35% English Learners: 40% LTEL: No Data Students with Disabilities: 47% Homeless: 31% Foster Youth: No Data Source: Dataquest:Chronic Absenteeism Rate (2022-23)	All Students: 28.7% SED: 29.8% African American: 37.5% LatinX: 26.9% English Learner: 31% LTEL: 28.8% SWD: 32.6% Homeless: 27% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2023-24	All Students: 24.9% SED: 24.8% African American: 26.6% LatinX: 24.9% English Learner: 31.8% LTEL: No Data SWD: 22.6% Homeless: 20.5% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2024-25	All Students: 29.48% Low Income: 29.94% African American: 41.49% Latinx: 25.76% English Learners: 31.00% Long Term EL: 10.00% Students with Disabilities: 38.43% Homeless: 22.32% Foster Youth: 10.00%	All Students: -13.1% SED: -14.2% African American: -23.4% LatinX: -10.1% English Learner: -8.2% LTEL: No Data Students with Disabilities: -24.4% Homeless: -10.5% Foster Youth: N/A
4.3	4c Suspension Rate: Decrease suspension rate by 3 percentage points per year or to a rate at or below 5%.	All Students: 2% Low Income: 2% African American: 2% Latinx: 2% English Learners: 3%	All Students: 1.4% SED: 1.5% African American: 1.2% LatinX: 1.5%	All Students: 1.9% SED: 2.0% African American: 5.8% LatinX: 1.1%	All Students: <5.00% Low Income: <5.00%	All Students: -0.1% SED: 0% African American: +3.8% LatinX: -0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California School Dashboard: Suspension Rate Indicator	LTEL: No Data Students with Disabilities: 3% Homeless: 3% Foster Youth: No Data Source: CA School Dashboard: Suspension Rate Indicator (2022-23)	English Learner: 2.8% LTEL: 3.8% SWD: 4.9% Homeless: Less than 30 students Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2023-24	English Learner: 1.5% LTEL: No Data SWD: 2.6% Homeless: 0.0% Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2024-25	African American: <5.00% Latinx: <5.00% English Learner: <5.00% Long Term EL: <5.00% Students with Disabilities: <5.00% Homeless: <5.00% Foster Youth: <5.00%	English Learner: -1.5% LTEL: No Data Students with Disabilities: -0.4% Homeless: -3.0% Foster Youth: N/A
4.4	4d Expulsion Rate: Decrease expulsion rate by 2 percentage points per year or to a rate at or below 2%. Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate	All Students: 1% Low Income: 1% African American: 0% Latinx: 1% English Learners: 1% LTEL: No Data Students with Disabilities: 1% Homeless: 0% Foster Youth: No Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate (2022-23)	All Students: 0.5% SED: 0.5% African American: 0% LatinX: 0.6% English Learner: 1.7% LTEL: No Data Available SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest: Suspension and Expulsion Data > Expulsion Rate Year: 2023-24	All Students: 0.4% SED: 0.4% African American: 0.0% LatinX: 0.6% English Learner: 0.0% LTEL: No Data Available SWD: 1.3% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest: Suspension and Expulsion Data > Expulsion Rate Year: 2024-25	All Students: <2% Low Income: <2% African American: <2% Latinx: <2% English Learners: <2% Long Term EL: <2% Students with Disabilities: <2% Homeless: <2% Foster Youth: <2%	All Students: -0.6% SED: -0.6% African American: 0% LatinX: -0.4% English Learner: -1.0% LTEL: N/A Students with Disabilities: +0.3% Homeless: N/A Foster Youth: N/A

Goal Analysis [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.

Overall, the school successfully implemented the majority of actions aligned to Goal 4, with a focus on improving school climate, student engagement, and family partnership systems. Key actions included strengthening attendance systems, implementing tiered interventions to address chronic absenteeism, expanding family engagement opportunities (SSC, ELAC/DELAC, Coffee with the Principal), and maintaining restorative practices to support a positive school culture.

Successes in implementation are evident in improved Average Daily Attendance and a reduction in chronic absenteeism, reflecting the effectiveness of consistent monitoring, targeted outreach, and incentive-based strategies. The school also sustained low suspension and expulsion rates, demonstrating strong implementation of restorative approaches and proactive behavior supports. Family engagement efforts were expanded through regular meetings and workshops, resulting in high levels of family satisfaction and increased participation compared to baseline data.
Despite these successes, there were challenges in ensuring consistent implementation across all student groups. While attendance systems were in place, chronic absenteeism remains elevated for certain subgroups, indicating a need for more targeted and differentiated interventions. Additionally, while family engagement opportunities increased, participation was not always representative of all student populations, particularly for harder-to-reach families.

Most planned actions were implemented as described; however, some were adjusted in practice. For example, family engagement events and workshops were offered more flexibly (e.g., varied times or formats) to increase accessibility, rather than strictly following the original schedule outlined in the LCAP. Similarly, attendance interventions evolved throughout the year to include more individualized supports, such as case management and student-specific plans, in response to emerging needs.

Moving forward, the school will focus on deepening the impact of these actions by strengthening targeted supports for high-need student groups, increasing equitable family participation, and continuing to refine systems that promote consistent student attendance, engagement, and a positive school climate.

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 between planned expenditures and estimated actual expenditures.

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

Over the three-year LCAP cycle, actions aligned to Goal 4 were largely effective in improving school climate, student engagement, and family partnership outcomes, though some areas showed only partial effectiveness.
Actions focused on attendance improvement were effective, as evidenced by increased Average Daily Attendance and a reduction in chronic absenteeism from prior years. Systems such as consistent monitoring, tiered interventions, and family outreach contributed to these gains.

However, chronic absenteeism remains above the desired threshold for several student groups, indicating these actions were partially effective and require continued refinement to achieve equitable outcomes.

Efforts to maintain a positive school climate, including restorative practices and behavior supports, were also effective. Suspension and expulsion rates remained low throughout the cycle, demonstrating that these strategies successfully supported a safe and inclusive learning environment.

Actions designed to increase family engagement showed strong effectiveness in improving family satisfaction and participation compared to baseline data. Opportunities such as SAC, ELAC/DELAC, and Coffee with the Principal created meaningful avenues for input and partnership. However, participation was not consistently representative across all student groups, suggesting these efforts were partially effective in reaching all families.
Some actions under Goal 4, such as expanded communication systems and student engagement opportunities, were effective in strengthening overall school connectedness, even though they were not directly tied to all measured metrics.

Overall, the actions under Goal 4 successfully improved key conditions for learning, particularly in attendance, school climate, and family engagement. Moving forward, the school will focus on increasing the precision and impact of these actions, especially for high-need student groups, to ensure more consistent and equitable outcomes across all metrics.

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

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 4.2 Services for Systems of Support: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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
4.1	Attendance:	• Attendance is taken daily and tracked via PowerSchool (Green Dot's Student Information System)	$129,992.61	No

Action #	Title	Description	Total Funds	Contributing
		• Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed, such as letters home and Parent Square communication. • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator. • The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.		
4.2	Services for Systems of Support:	• Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports. • School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students • The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot's Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention. • Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus • Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate	$329,876.88	No

Action #	Title	Description	Total Funds	Contributing
		• Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion		
4.3	Reducing Chronic Absenteeism for Students with Disabilities	This action addresses the red Chronic Absenteeism indicator for Students with Disabilities. The school analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The school leverages a Tableau report that updates daily to track the attendance data for all students. This report can be disaggregated by student groups allowing the school to track the data specifically for Students with Disabilities. An Early Warning Indicator data analysis protocols is conducted by an attendance support team which includes an administrator, counselor and members of the office staff. This data is shared with the Special Education Department who collaborates with general education teachers to support attendance through personalized interactions with students and parent contact as needed. The Special Education Department is supported by an Administrator over Special Education and a Special Education Program Administrator from the Green Dot Home Office who analyzes school data alongside organizational data to support the school with interventions. The school has invested in an Attendance Case Manager who supports a caseload of students in improving attendance. Incentives are provided for students to support positive attendance throughout the year. In addition, the Green Dot Home Office provides universal supports including Red Flag Day phone calls on dates throughout the year where students are frequently absent, personalized phone calls to welcome students back from a vacation (Fall, Winter, Spring) and messages via Parent Square of the importance of attendance.	$36,072.71	No
4.4	Reducing Chronic Absenteeism for English Learners	This action addresses the red Chronic Absenteeism indicator for English Learners. The school analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The school leverages a Tableau	$21,222.35	Yes

Action #	Title	Description	Total Funds	Contributing
		report that updates daily to track the attendance data for all students. This report can be disaggregated by student groups allowing the school to track the data specifically for Emerging Bilingual students.. An Early Warning Indicator data analysis protocols is conducted by an attendance support team which includes an administrator, counselor and members of the office staff. This data may be shared with the Emerging Bilingual Lead (a teacher lead) and Administrator over Emerging Bilingual support who collaborates with teachers to support attendance through personalized interactions with students and parent contact as needed. The EB Lead and Administrator Emerging Bilingual Supports are supported by an Emerging Bilingual Coordinator from the Green Dot Home Office who analyzes school data alongside organizational data to support the school with interventions. Incentives are provided for students to support positive attendance throughout the year. In addition, the Green Dot Home Office provides universal supports including Red Flag Day phone calls on dates throughout the year where students are frequently absent, personalized phone calls to welcome students back from a vacation (Fall, Winter, Spring) and messages via Parent Square of the importance of attendance. The school has invested in an Attendance Case Manager who supports a caseload of students in improving attendance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Parent, Student and Community Engagement: • School will have at least 4 School Advisory Council (“SAC”) meetings. • The school will host at least 4 District English Learner School Advisory Council (“DELAC”) meetings. • Students, families and the school community will feel a sense of connectedness.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide opportunities for parental input in school site decisions.
To provide opportunities for parental participation in school events and programs.
To increase the sense of safety and school connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5a SAC Meetings: The school will host at least 4 SACs each school year. Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	8 Meetings Source: Internal Data Year: 2023-24	8 Meetings Source: Internal Data Year: 2024-25	4 Meetings	+4 Meetings
5.2	5b DELAC Meetings: The school will host at least 4 DELACs each school year.	4 Meetings Count meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	4 Meetings Source: Internal Data Year: 2023-24	4 Meetings Source: Internal Data Year: 2024-25	4 Meetings	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory					
5.3	5c Family Surveys: At least 80% positive rating on "Would you Recommend this school to a friend?" for Internal Family Survey. Data Source: Internal Family Survey	All 79% Family Survey (2022-23)	93.7% Source: Family Survey Year: 2023-24	93.0% Source: Family Survey Year: 2024-25	80%	+14.0%
5.4	5d Parent Participation: At least 30% of parents/guardians participate in two or more events a year or increase by 3 percentage points from prior year. Data Source: Internal Counts from Parent Events	All 6% Counts from parent events (2022-23)	17% Source: Counts from Parent Events Year: 2023-24	36.9% Source: Counts from Parent Events Year: 2024-25	All Students: 15%	+30.9%
5.5	5e Student Survey: Increase by 3 percentage points annually or be at/above at least 80% positive rating "I feel safe at this school" on the Internal Student Survey	All Students: 80% Data Source: Internal Student Survey Year: 2023-24	N/A	N/A	At least 80%	N/A

Goal Analysis [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 of our actions are culture focused and were successful in supporting our desired metric outcomes. We are proud to report that we have successfully met our SAC and DELAC meeting targets, demonstrating our strong commitment to family and community engagement. Our culture-building initiatives and community school activities have had a meaningful impact, with an impressive 93% of families stating they would recommend our school to a friend on our internal family survey. Additionally, we have seen nearly a 20% increase in parent participation, reflecting growing enthusiasm and involvement. 36.9% of our parents attended two, or more school-wide events this year, reinforcing the strength of our school-community partnership. We remain dedicated to deepening parent engagement even further.

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 between planned expenditures and estimated actual expenditures.

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

As seen across all metrics in this goal, all of our Actions were successfully effective in supporting our desired result in metric outcomes across our frequent SAC and DELAC meetings, increasing parent satisfaction with our school, and increasing family engagement with our events and celebrations throughout the school 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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 5.1 Parent Engagement and Participation: Added language regarding the parents/guardians of unduplicated student groups that are engaged during the school year.
- 5.3 Community Partnerships: Updated the action to a non-contributing action following closer review of the description and LCAP instructions. Updated language related to an educational partner that no longer is partnering with the LEA.

We have added an additional metric "5.5 Student Survey" to better align with and track progress towards our LCAP goal of better supporting school safety and connectedness.

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
5.1	Parent Engagement and Participation:	• The School Advisory Council (SAC) is comprised of the principal, teacher, staff members, parents and community members • Green Dot District English Learner Advisory Council bylaws ensure English Learner's parents/guardians are elected to the serve on the District English Learner Advisory Council (DELAC). • Parent participation on the SAC and DELAC allows for all parents and guardians as well as parents/guardians of Socioecnomically Disadvantaged students, English Learners, and Foster Youth students to have input into school policies and budget, and regularly reviews school data. • School has a Parent Coordinator whose responsibilities include planning activities, managing communications with parents/guardians, coordinating monthly parent workshops on relevant topics, supports in the hosting of meetings with our DELAC and SAC. ParentSquare is frequently used to communicate with parents, staff, and teachers on upcoming school events, celebrations, activities, and SAC/DELAC meetings and topics.	$176,096.41	Yes
5.2	Communications:	• School communicates with parents regularly via monthly letters, calendars, and the use of Parent Square • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.	$85,166.69	No

Action #	Title	Description	Total Funds	Contributing
5.3	Community Partnerships:	• School looks to engage the community through partnerships that can provide services to families both on and off campus • Schools have partnerships with local community colleges to provide students with Dual Enrollment opportunities and exposure to post- secondary courses.	$197,994.43	No
5.4	Staff Engagement:	• " The School Advisory Council (SAC) is comprised of the school's principal, teachers, staff members, parents and community members • Teacher engagement on the SAC allows for teachers to have input into school policies and budget, and regularly review school data • Green Dot values its certificated and classified staff members, and has weekly staff meetings to maintain a positive work environment • Green Dot surveys staff twice a year to seek feedback from all stakeholders Data is analyzed and reviewed with stakeholders as needed to inform next steps and continual improvement.	$112,928.76	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,703,079	$129,638.10

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
28.177%	6.876%	$295,318.41	35.053%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic - Master Scheduling & Staffing: **Need:** To ensure the master schedule is data driven using universal assessment data to meet the needs of students. **Scope:**	We will assess student data on state assessments and universal screeners (RI and i- Ready) to develop a master schedule that is data driven and offers core and support classes.. The actions will provide students with opportunities for learning acceleration in support classes alongside access to a course of study for high school readiness.	1a - Credentialed Teachers 1b - Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Curriculum, Resources and Materials to Support Student Subgroups: **Need:** To ensure that student subgroups have access to curriculum and support resources to increase mastery of grade level standards. **Scope:** LEA-wide	We will provide training and development for the ELLevation platform to support students' language development. We will provide professional development for co-teaching pairs including Universal Design for Learning support Special Education students The actions will provide student subgroups with the materials to support and increase academic outcomes.	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math
2.2	**Action:** Support for EL Students: **Need:** To ensure that EL students have increased academic supports to foster language development and overall academic outcomes. **Scope:** LEA-wide	We will provide professional development to teachers to ensure integrated classrooms include a language objective and opportunities for discourse to foster language development for EL students. The actions will provide students with language opportunities in all courses to foster language development and increased language proficiency.	2d - EL Reclassification 2e - ELPI Levels
2.5	**Action:** Professional Development **Need:** To ensure that teachers are provided the support needed to effectively meet the needs of students with rigorous classroom instruction.	We will provide 10 day of professional development for teachers during the school year including content focused days with student work analysis to progress monitor success, The actions will provide teachers with the opportunity to learn from content leads, collaborate with colleagues across Green Dot's network of schools and progress monitor student outcomes	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	for real- time intervention for students with re-teaching opportunities for key standards.	
2.8	**Action:** Support for Long Term English Learners **Need:** To ensure that Long Term EL students have increased academic support to foster language development and overall academic outcomes. **Scope:** LEA-wide	We will provide professional development and coaching on strategies in the Ellevation platform to ensure that language objectives are coupled with strategies for Long Term EL students. The actions will support language development for students, mastery of content and progress toward reclassification to being fully English proficient.	2d - EL Reclassification 2e - ELPI Levels
2.9	**Action:** Improving Mathematics Outcomes **Need:** To ensure students have access to rigorous Math instruction and targeted intervention to accelerate math outcomes. **Scope:** LEA-wide	We will implement the Illustrative Math curriculum and provide teachers with professional development to support implementation with appropriate scaffolds to close learning gaps for students. We will implement the i- Ready math curriculum to provide students a Math Foundations course to accelerate learning for students two or more grade levels behind in math. The actions will provide students with differentiated supports that are data -driven and progress monitored through universal assessments of the i-ready placement diagnostic.	2b - SBAC Math 2g - CORE SGP Math
4.4	**Action:** Reducing Chronic Absenteeism for English Learners **Need:**	We will progress monitor English Learner student attendance via a tableau report that identifies students at- risk for chronic absenteeism. We will provide targeted support for students at-risk of being chronically absent from office staff, counselors and administrators which may include academic and transportation resources.	4a - ADA 4b - Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To ensure that there are targeted supports for English Learner students at risk of being chronically absent. **Scope:** LEA-wide	We will partner with the EL lead teacher on campus and EL Coordinator from Green Dot for additional resources. The actions will increase communication about student attendance between the school and family to support positive attendance with interventions and incentives.	
5.1	**Action:** Parent Engagement and Participation: **Need:** To ensure that parents are meaningfully engaged in the student learning experience through frequent communication and opportunities to interact with the school. **Scope:** LEA-wide	We will establish a cadence of communication with parents to ensure timely feedback and opportunities to engage with the school. We will establish a calendar of events to engage parents in school activities and celebrations.	5a - SAC Meetings 5b - DELAC Meetings 5c - Family Surveys

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

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.

Our LEA has strategically invested Additional Concentration Grant funding to expand our team of highly qualified staff who deliver meaningful, student-centered services to our thriving unduplicated student populations. Below, we share how these investments are enhancing educational equity and opportunity for students eligible for Free and Reduced-Price Lunch, English Learners, and students in foster care. This funding has allowed us to increase the number of credentialed educators who provide personalized academic support, empowering students to meet and exceed grade-level expectations. We have also hired instructional staff who are expertly trained in implementing the i-Ready diagnostic and instructional program. These educators design and facilitate individualized learning pathways that build on each student's strengths and ensure progress toward academic success. Schools demonstrating a strong opportunity for growth through diagnostic tools and tailored instruction received additional staff to maximize the benefits of the i-Ready program. Furthermore, grant funds support the hiring of credentialed elective teachers who engage students in enriching, project-based learning across STEM and the arts, helping students explore their interests and develop real-world skills. As part of our commitment to student well-being and engagement, we are prioritizing efforts to support consistent attendance. By investing in additional staff dedicated to attendance initiatives, and partnering with programs such as Everyday Labs and Attendance Works, we are creating stronger connections between school and home that support students' daily engagement and sense of belonging. To further elevate the success of our English Learners, we have dedicated grant funding to staff who implement the Ellevation platform, enabling educators to access targeted instructional strategies that affirm linguistic assets and accelerate language development. We recognize and honor the resilience and brilliance of our students in foster care and those experiencing homelessness. Our LEA uses grant funds to support additional credentialed staff who implement specialized advisory programs that address both the social-emotional and academic needs of these students. Summer Bridge programs, staffed with caring educators, offer transitional support that helps students build confidence and community as they move between grade levels or school sites. In addition, we have invested in hiring case managers and partnering with community-based mental health organizations to provide holistic, trauma-informed support, ensuring students have access to the resources they need to thrive both in and out of the classroom.

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	8:441
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	23:441

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,044,124	$1,703,079	28.177%	6.876%	35.053%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,626,924.54	$407,175.87	$0.00	$429,467.81	$5,463,568.22	$3,679,098.59	$1,784,469.63

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Credentialing:	All	No			All Schools		$66,908.68	$21,703.00	$88,611.68				$88,611.68	
1	1.2	Academic - Curriculum Design:	All	No			All Schools		$393,792.07	$171,648.56	$393,792.07	$128,736.42		$42,912.14	$565,440.63	
1	1.3	Academic - Master Scheduling & Staffing:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$59,116.56	$291,103.38	$190,113.08			$160,106.86	$350,219.94	
1	1.4	Facility Inspections:	All	No			All Schools		$1,681.10	$877,804.06	$616,143.94	$263,341.22			$879,485.16	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:		Yes	LEA-wide		All Schools		$548,125.53	$1,968.74	$549,897.40	$196.87			$550,094.27	
2	2.2	Support for EL Students:	English Learners	Yes	LEA-wide	English Learners	All Schools		$195,331.64	$0.00	$145,616.00	$1,507.73		$48,207.91	$195,331.64	
2	2.3	Special Education:	Students with Disabilities	No			All Schools		$664,188.02	$203,643.00	$768,780.97	$13,393.63		$85,656.42	$867,831.02	
2	2.4	High Achieving Students:	All	No			All Schools		$22,711.58	$0.00	$22,711.58				$22,711.58	
2	2.5	Professional Development		Yes	LEA-wide		All Schools		$136,106.01	$9,080.00	$52,601.53			$92,584.48	$145,186.01	
2	2.6	Interim Assessments:	All	No			All Schools		$132,319.72	$0.00	$132,319.72				$132,319.72	
2	2.7	Test Preparation	All	No			All Schools		$160,071.98	$0.00	$160,071.98				$160,071.98	
2	2.8	Support for Long Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$41,259.77	$0.00	$41,259.77				$41,259.77	

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
2	**2.9**	Improving Mathematics Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools		$11,307.99	$0.00	$11,307.99				$11,307.99	
3	**3.1**	Counseling:	All	No			All Schools		$319,213.39	$0.00	$319,213.39				$319,213.39	
3	**3.2**	Parent Involvement:	All	No			All Schools		$42,444.70	$2,687.90	$45,132.60				$45,132.60	
4	**4.1**	Attendance:	All	No			All Schools		$120,238.77	$9,753.84	$129,992.61				$129,992.61	
4	**4.2**	Services for Systems of Support:	All	No			All Schools		$329,226.88	$650.00	$329,876.88				$329,876.88	
4	**4.3**	Reducing Chronic Absenteeism for Students with Disabilities	Students with Disabilities	No			All Schools		$36,072.71	$0.00	$36,072.71				$36,072.71	
4	**4.4**	Reducing Chronic Absenteeism for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$21,222.35	$0.00	$21,222.35				$21,222.35	
5	**5.1**	Parent Engagement and Participation:		Yes	LEA-wide		All Schools		$175,896.41	$200.00	$176,096.41				$176,096.41	
5	**5.2**	Communications:	All	No			All Schools		$85,166.69	$0.00	$85,166.69				$85,166.69	
5	**5.3**	Community Partnerships:	All	No			All Schools		$3,767.28	$194,227.15	$197,994.43				$197,994.43	
5	**5.4**	Staff Engagement:	All	No			All Schools		$112,928.76	$0.00	$112,928.76				$112,928.76	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,044,124	$1,703,079	28.177%	6.876%	35.053%	$1,188,114.53	0.000%	19.657 %	**Total:**	$1,188,114.53
								LEA-wide Total:	$1,188,114.53
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,113.08	
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	LEA-wide		All Schools	$549,897.40	
2	**2.2**	Support for EL Students:	Yes	LEA-wide	English Learners	All Schools	$145,616.00	
2	**2.5**	Professional Development	Yes	LEA-wide		All Schools	$52,601.53	
2	**2.8**	Support for Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	$41,259.77	
2	**2.9**	Improving Mathematics Outcomes	Yes	LEA-wide	Low Income	All Schools	$11,307.99	
4	**4.4**	Reducing Chronic Absenteeism for English Learners	Yes	LEA-wide	English Learners	All Schools	$21,222.35	
5	**5.1**	Parent Engagement and Participation:	Yes	LEA-wide		All Schools	$176,096.41	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,854,765.77	$4,913,986.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Credentialing:	No	$100,079.15	$58,289.22
1	**1.2**	Academic - Curriculum Design:	No	$605,838.99	$599,921.06
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	$358,287.13	$337,516.08
1	**1.4**	Facility Inspections:	No	$968,979.18	$386,492.54
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$557,820.03	$527,075.40
2	**2.2**	Support for EL Students:	Yes	$199,092.60	$190,249.69
2	**2.3**	Special Education:	No	$925,512.99	$933,032.83
2	**2.4**	High Achieving Students:	No	$24,358.73	$22,913.99
2	**2.5**	Professional Development	Yes	$166,864.19	$155,473.07
2	**2.6**	Interim Assessments:	No	$183,499.70	$145,175.56
2	**2.7**	Test Preparation	No	$186,818.05	$162,323.74

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)
2	2.8	Support for Long Term English Learners	Yes	$12,360.89	$1,531.92
2	2.9	Improving Mathematics Outcomes	Yes	$41,598.14	$11,455.20
3	3.1	Counseling:	No	$325,832.58	$311,762.76
3	3.2	Parent Involvement:	No	$42,075.67	$37,047.26
4	4.1	Attendance:	No	$150,084.54	$116,659.04
4	4.2	Services for Systems of Support:	No	$335,760.35	$311,073.53
4	4.3	Reducing Chronic Absenteeism for Students with Disabilities	No	$20,269.07	$7,296.86
4	4.4	Reducing Chronic Absenteeism for English Learners	Yes	$20,269.07	$7,296.86
5	5.1	Parent Engagement and Participation:	Yes	$201,576.01	$177,162.37
5	5.2	Communications:	No	$89,052.35	$88,507.96
5	5.3	Community Partnerships:	No	$225,807.60	$220,698.76
5	5.4	Staff Engagement:	No	$112,928.76	$105,031.09

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,703,079	$1,241,635.14	$1,407,760.59	($166,125.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic - Master Scheduling & Staffing:	Yes	$196,599.31	$337,516.08		
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$557,548.69	$527,075.40		
2	2.2	Support for EL Students:	Yes	$148,686.33	$190,249.69		
2	2.5	Professional Development	Yes	$72,267.37	$155,473.07		
2	2.8	Support for Long Term English Learners	Yes	$12,360.89	$1,531.92		
2	2.9	Improving Mathematics Outcomes	Yes	$41,598.14	$11,455.20		
4	4.4	Reducing Chronic Absenteeism for English Learners	Yes	$20,269.07	$7,296.86		
5	5.1	Parent Engagement and Participation:	Yes	$192,305.34	$177,162.37		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,294,644	$1,703,079		39.656%	$1,407,760.59	0.000%	32.779%	$295,318.41	6.876%

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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(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 32627(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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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