LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Louis Armstrong Middle School

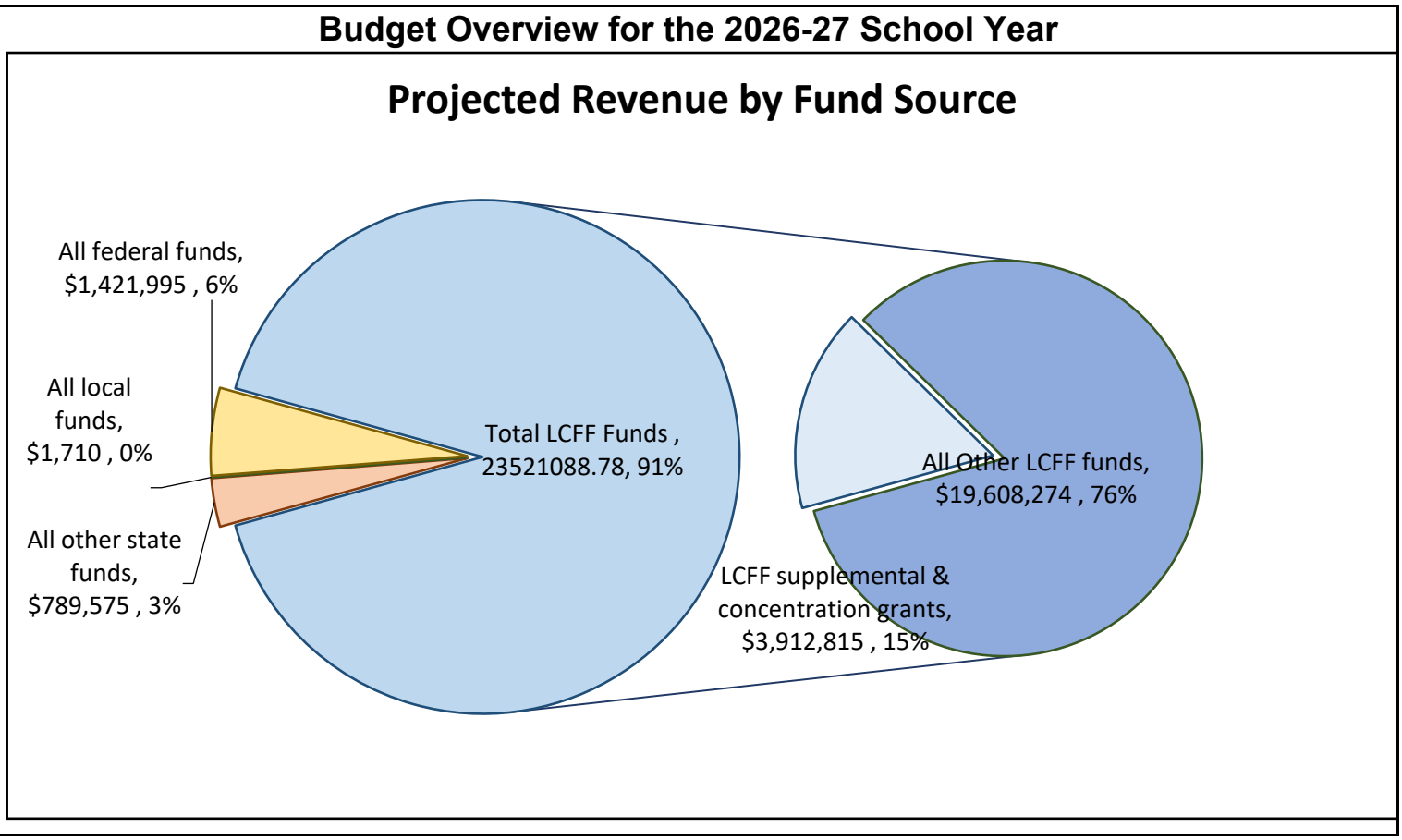
CDS Code: 19647336058150

School Year: 2026-27

LEA contact information: Lester Powell, Principal, ldp9028@lausd.net

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

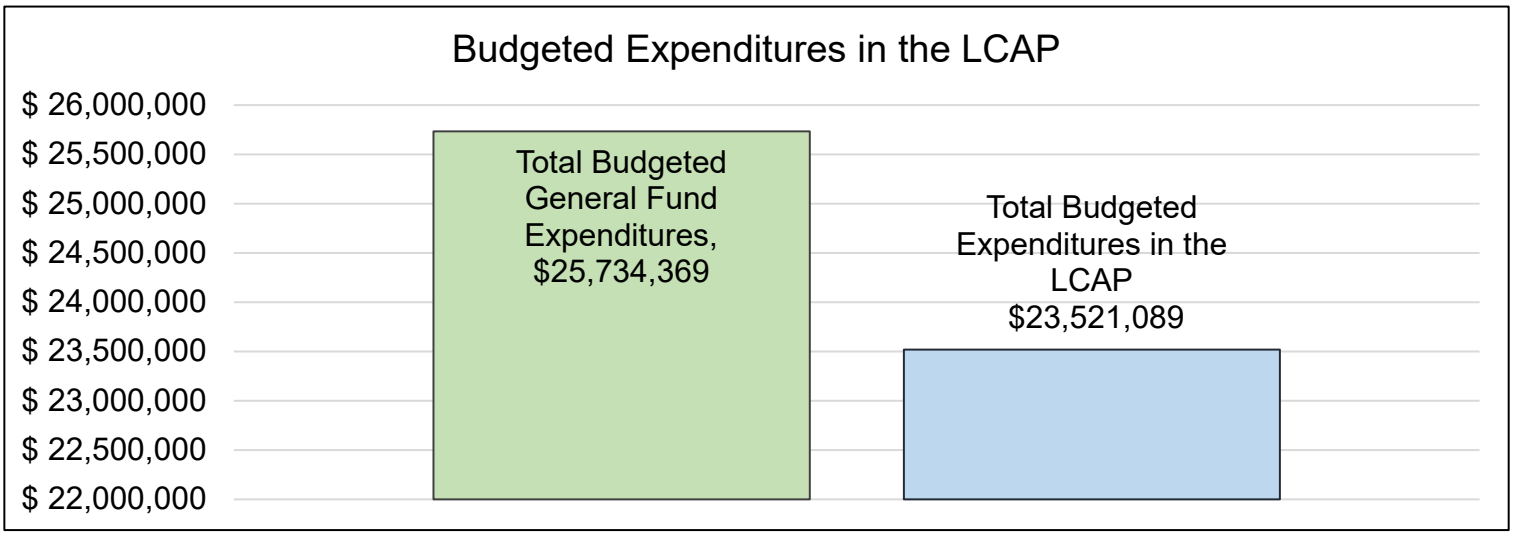


This chart shows the total general purpose revenue Louis Armstrong Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Louis Armstrong Middle School is $25,734,368.78, of which $23,521,088.78 is Local Control Funding Formula (LCFF), $789,575.00 is other state funds, $1,710.00 is local funds, and $1,421,995.00 is federal funds. Of the $23,521,088.78 in LCFF Funds, $3,912,815.19 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 Louis Armstrong Middle School 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: Louis Armstrong Middle School plans to spend $25,734,368.78 for the 2026-27 school year. Of that amount, $23,521,088.78 is tied to actions/services in the LCAP and $2,213,280.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

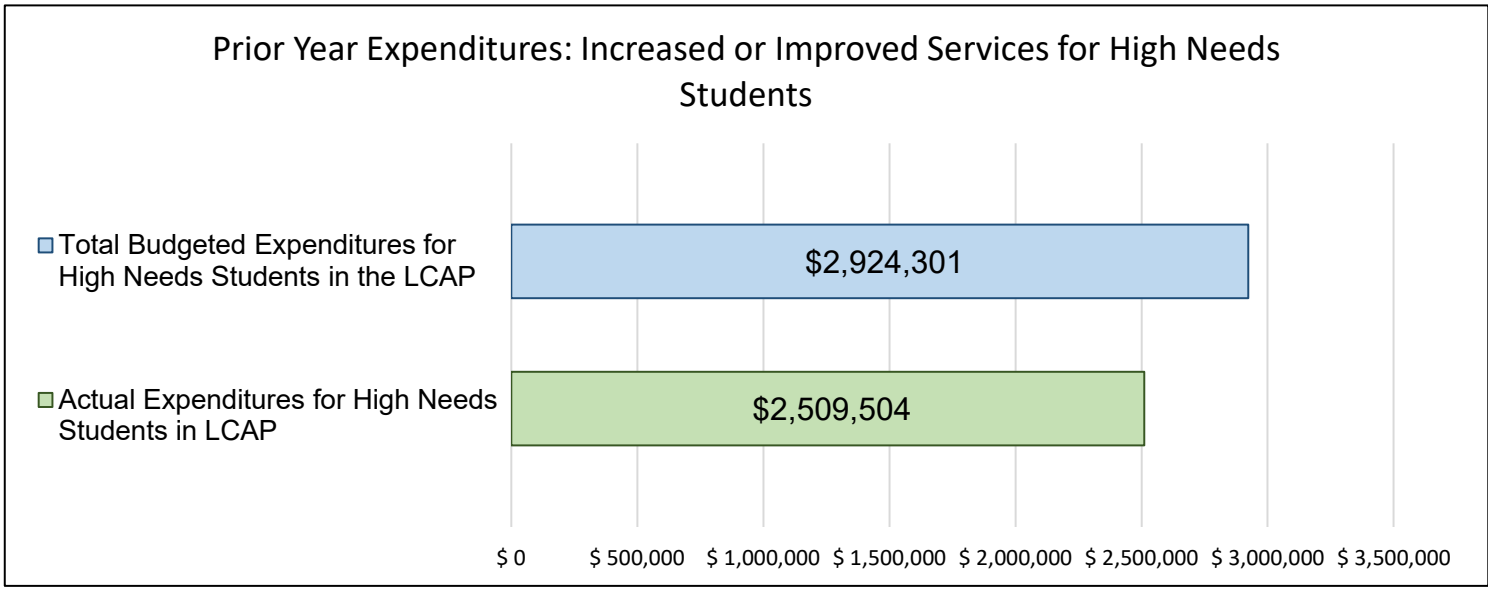
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Louis Armstrong Middle School is projecting it will receive $3,912,815.19 based on the enrollment of foster youth, English learner, and low-income students. Louis Armstrong Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Louis Armstrong Middle School plans to spend $3,912,815.19 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 Louis Armstrong Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Louis Armstrong Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Louis Armstrong Middle School's LCAP budgeted $2,924,301.00 for planned actions to increase or improve services for high needs students. Louis Armstrong Middle School actually spent $2,509,504.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $414,797.00 had the following impact on Louis Armstrong Middle School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Louis Armstrong Middle School	Lester Powell, Principal	ldp9028@lausd.net; 818-528-1600

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.

Louis Armstrong Middle School is located in Sherman Oaks, a suburban community in the San Fernando Valley. The school serves a richly diverse population of learners through multiple academic programs, including the Neighborhood School Program, a Performing Arts Magnet, a Social and Gender Equity Magnet, a Performing Arts Academy, and a Math Academy. For the 2025–2026 school year, our combined enrollment is 1,131 students.

Our demographics reflect our inclusive community: 38.5% White, 43.4% Latino, 6.5% African American, 5% identifying as two or more races, and 2.7% Asian. Approximately 7.1% of students are Emergent Bilinguals, and 32.2% are identified as Gifted and Talented. Our dedicated staff includes 45 teachers, including three Special Day Class teachers and four Resource Specialists, supported by six out-of-classroom coordinators and coaches, a dean, a psychiatric social worker, a pupil services and attendance counselor, a climate advocate, two parent community representatives- one specifically supporting our Black Student Achievement Plan Students, and four academic counselors, one of whom supports our Black Student Achievement Plan (BSAP) students.

In 2023, Louis Armstrong Middle School was recognized for the sixth time as a California School to Watch, a distinction that honors our ongoing commitment to academic excellence, equity, and student development. We provide an engaging educational environment where passionate educators nurture the creative, intellectual, and developmental needs of every student. Our mission is to empower students to become self-motivated, lifelong learners and responsible citizens who value individuality, creativity, and teamwork. At Armstrong, students engage, explore, and excel.

In 2026, the SAGE Magnet Program at Louis Armstrong Middle School was named a *Magnet School of Excellence*, the highest national distinction awarded by Magnet Schools of America. This honor recognizes exemplary academic achievement, equitable access, strong instructional programs, and meaningful family and community engagement. Our SAGE Magnet integrates rigorous academics with enriched opportunities in mathematics, science, and problem-based learning, while promoting collaboration, critical thinking, and innovation. Through interdisciplinary instruction and a culture of high expectations, students are challenged to apply their learning in authentic ways and to develop the skills necessary for success in high school, college, and future careers.

Armstrong is also proud to be a BSAP Group 2 school, supported by a dedicated team whose sole focus is closing opportunity gaps and

advancing equitable outcomes for Black students.

Since 2019, Armstrong has focused on ensuring that our diverse student population has access to programs that support both academic and social-emotional growth. These efforts include a dual enrollment program that allows students to take college-level courses for credit on our campus, such as Astronomy, Journalism, and Costume Design. After-school programs extend learning through tutoring, enrichment activities like cooking, and mentoring opportunities such as Pretty Brown Girl.

Our school-wide focus on literacy spans professional development, instructional practices, and family engagement. Events such as Literacy Night bring together students, parents, published authors, and our local librarian to celebrate the joy of reading and writing as a community. During the 2024–2025 school year, Armstrong implemented the Illustrative Math and i-Ready curricula, paired with intensive professional development. These efforts led to significant improvement,a 15.6-point decrease in distance from standard in mathematics. With continued support from Leading Educators in 2025–2026, our teachers are deepening their use of the PDSA cycle and collaborative professional learning to sustain this growth.

In addition, Armstrong's collaboration with the Literacy Design Collaborative strengthened literacy instruction across English Language Arts, Science, and Social Studies, emphasizing Common Core Reading Anchor Standards and writing across the curriculum. These targeted initiatives produced measurable results: Black students demonstrated strong growth in math, ELA, attendance, and social-emotional learning, while English Learners exceeded numeracy targets in 2024–2025.

The progress achieved last year serves as a foundation for the 2025–2026 school year, as Armstrong continues to refine instruction, expand equity initiatives, and ensure that every student has the opportunity to thrive academically, socially, and emotionally.

Reflections: Annual Performance

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

In the 2023 CA School Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	White, English Learners	None	White, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Suspension Rate	None	None	None
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	Students with Disabilities	Students with Disabilities	English Learners, Students with Disabilities
Mathematics	Students with Disabilities, English Learners	Students with Disabilities	None
English Learner Progress Indicator (ELPI)	13.9% of ELs decreased at least one ELPI Level	7.8% of ELs decreased at least one ELPI Level	4.2% of ELs decreased at least one ELPI Level

The 2025 CA Dashboard revealed the following breakdown of chronic absenteeism by student group, in comparison to the previous school year:

Hispanic: 24.1% (Red), an increase of 3.3 points.
English Learners: 38.8% (Red), an increase of 10.8 points, indicating a significant worsening in attendance.
Socioeconomically Disadvantaged: 25.3% (Red), an increase of 1.5 points.
Students with Disabilities: 26.9% (Red), an increase of 1.6 points.
White: 20.7% (Red), a decline of 0.2 points, indicating slight improvement.

Chronic absenteeism remained a significant area of need due to a combination of academic, social-emotional, and access-related factors. English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students were disproportionately

impacted, suggesting that current Tier I, II, and III attendance systems required stronger consistency. Many families faced barriers such as limited access to transportation, inconsistent communication, and limited understanding of attendance policies. The school created systems to collaborate with support staff (e.g., Assistant Principals, Counselors, Special Education Coordinator, SSPT team, PSA Counselor, and nurse) to identify these barriers and provide targeted supports. Current systems were strengthened to ensure families were connected to resources earlier and more consistently.

For English Learners and Hispanic families in particular, current immigration issues contributed to higher rates of absenteeism, as some families experienced fear, instability, or disruptions that impacted daily attendance. These stressors also contributed to a lack of sense of safety and belonging for some students, resulting in disengagement and/or inconsistent attendance. Strengthening schoolwide systems, including Comprehensive ELD implementation, SEL supports, culturally responsive partnerships, and more coordinated MTSS/SSPT monitoring, was essential to addressing the root causes contributing to rising absenteeism and suspensions for these student groups.

Suspensions remained low across all groups, with several subgroups maintaining Blue performance levels and the majority of students experiencing zero suspensions. However, increases in the Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups indicated a need to continue strengthening Tier I, II, and III supports aligned to MTSS and SEL practices.

ELA
Students with Disabilities and English Learners identified in red band.

Many students also entered middle school with significant foundational reading gaps, particularly in 6th grade, made it difficult to accelerate growth once they were already performing below grade level. These instructional inconsistencies were reflected in the data showing DFS declines for key subgroups and stagnation among students performing just below grade level.
Progress monitoring within Multi-Tiered Support Systems needed to be systematic and frequent enough to guide the identification of students who needed academic and behavioral supports, and timely targeted interventions. Intervention programs also needed to be aligned to the core curriculum to allow for the transfer of skills from i-Ready progress to SBAC performance.

To address these needs, the focus was on strengthening Tier 1 ELA instruction through consistent use of standards-aligned lessons and the scaffolds students needed to access grade-level texts. Continued coaching, structured planning time, and better use of i-Ready and classroom data helped accelerate growth.

Math
English Learners and Students with Disabilities were identified in the red band.

The focus was on strengthening Tier 1 math instruction through full and consistent use of Illustrative Math, supported by continued coaching from the Math Coach. The Math Coach played an important role in modeling lessons, guiding planning, building teacher content knowledge, and helping teachers use problem-based routines with confidence. The school also needed stronger MTSS systems, including more frequent progress monitoring, timely SSPT referrals, and Tier 2 and Tier 3 supports that were better aligned to classroom instruction. These steps were essential for accelerating growth for students who were performing below grade level.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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
Students	Students at Louis Armstrong Middle School were deeply engaged in shaping and celebrating our school community. They took active leadership roles as members of the School Site Council, the Affiliated Governing Council, and the Principal's Advisory Committee, which was established in November 2024 to provide students with a direct voice in school decision-making. Through these avenues, students contributed valuable feedback and help develop the goals and action steps for our Local Control and Accountability Plan (LCAP). Beyond governance, student engagement thrived through a rich variety of clubs and cultural events that promote inclusivity, creativity, and leadership. Clubs such as the PRIDE Club, Nintendo Club, Armenian Club, Black Student Union (BSU), Asian Student Club, and Club Unidos provided opportunities for students to explore their interests, celebrate identity, and build community. Cultural celebrations—including Día de los Muertos, Hispanic Heritage Month, and the annual Honor Awards Ceremony, foster pride and cultural awareness across the campus. Student creativity and school spirit showcased through events like the Monster Ball, organized by our Student Leadership Team, as well as magnet tours and student theater performances, including our annual musical production. Additionally, our intramural sports program, highlighted by a spirited staff vs. students soccer tournament, reinforces teamwork, belonging, and school pride. Together, these experiences reflect Armstrong's commitment to cultivating a vibrant school culture where students are not only learners but also leaders, creators, and contributors to our thriving community.
Parents	We continued to engage our educational partners through multiple opportunities designed to foster collaboration, transparency, and shared decision-making. Parents played a vital role in the development

	and monitored of our Local Control and Accountability Plan (LCAP), Targeted Student Population (TSP) plan, and School Plan for Student Achievement (SPSA). Our monthly Coffee with the Principal meetings provided a consistent and accessible space for families to learn about school initiatives, the LCAP and budget process, and to offer input and recommendations that inform schoolwide goals and priorities. Parents contributed members of both School Site Council and Affiliated Governing Council, which meet monthly to review data, analyze needs and approve the final versions of the LCAP and SPSA, ensuring that parent perspectives are central to every stage of the planning process. The Parent Teacher Student Association (PTSA) continued to be a cornerstone of family involvement at Armstrong. PTSA hosted community-building events, fundraisers, and volunteer opportunities that enhance the student experience and strengthen the home-school connection. In addition, parent organizations such as Friends of Magnet Arts (FOMA) and the Social and Gender Equity Magnet Parents Association (SPA) provided targeted support for our specialized magnet programs, helping to sustain enrichment activities, performances, and student showcases. Parents regularly surveyed as part of our Comprehensive Needs Assessment and invited to participate in data review and planning sessions. Through these varied engagement opportunities, Armstrong families serve as valued partners in advancing our mission to support the academic, social, and emotional success of every student.
Staff (Certificated and Classified)	At Louis Armstrong Middle School, staff engagement remained central to our collaborative culture and continuous improvement efforts. Teachers and staff actively contribute to the development of the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and Targeted Student Population (TSP) plans through regular discussions and presentations during faculty meetings and Instructional Leadership Team (ILT) meetings. These meetings provided multiple opportunities for educators to review data, share feedback, and make recommendations that inform schoolwide goals and Priorities. Our staff played a key role in School Site Council (SSC) and Affiliated Governing Council meetings, which were held monthly and open to all educational partners. These forums allowed staff to engage in analyzed relevant data, developed needs assessments, and approved final versions of the LCAP and SPSA to ensure that all perspectives are represented. Professional growth and leadership also fostered through staff-led professional development sessions, where teachers shared best practices, modeled effective instructional strategies, and engaged

	colleagues in reflective dialogue. Staff were also integral participants in school community events such as PTSA activities, Friends of Magnet Arts (FOMA) and Social and Gender Equity Parents Association (SPA) collaborations, and Magnet Fairs, highlighted our programs and celebrated student learning. Additionally, staff members surveyed annually as part of the Comprehensive Needs Assessment, providing valuable insights that guide instructional priorities and resource allocation. These collective efforts reflected Armstrong's commitment to empowering staff as leaders, innovators, and partners in creating equitable and high-quality learning experiences for all students.
Community	At Louis Armstrong Middle School, actively engaged our broader community through ongoing communication, public events, and partnerships that celebrate our diverse programs and student achievements. Our combined School Site Council and Affiliated Governing Council meetings remained open to the public, with calendars, agendas, and meeting minutes posted on our school website to ensure transparency and accessibility for all community members. We continued to strengthen community connections through Magnet Fairs that showcased Armstrong's specialized programs, student performances, and academic offerings to families across the district. Participation in local events such as the Sherman Oaks Fair further highlighted our school's presence in the community and fostered relationships with local organizations, families, and future students. Regular updates on our school marquee and website provided families and community members with timely information about upcoming events, celebrations, and opportunities to get involved. Through these ongoing efforts, Armstrong continued to build strong partnerships with the community, enhancing visibility, collaboration, and pride in our school.

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

Educational partner feedback was gathered through School Site Council and Affiliated Governing Council meetings, Coffee with the Principal sessions, faculty and ILT meetings, surveys, and student leadership groups. During these meetings, school data—including Smarter Balanced results, i-Ready diagnostics, attendance trends, and English Learner progress—was reviewed with stakeholders. The data showed overall ELA performance above standard but continued gaps in mathematics and significant needs in reading for English Learners and other targeted student groups.

Staff feedback emphasized the need for additional intervention time, collaboration opportunities, and instructional support to address foundational literacy and mathematics gaps. In response, the 2026–27 LCAP prioritizes expanded Tier II and Tier III intervention, designated and integrated ELD instruction, instructional coaching, and professional development, along with structured data cycles and progress monitoring to improve classroom instruction and accelerate achievement.

Parents and students identified communication, belonging, and consistent social-emotional supports as priorities. As a result, the LCAP maintains investments in counseling and wellness services, restorative practices, after-school learning opportunities, and family workshops to support student engagement and attendance. These actions were intentionally included to address stakeholder input and improve both academic outcomes and school connectedness for all student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At Louis Armstrong Middle School, academic excellence is both our mission and our daily practice. We are committed to providing high-quality, standards-aligned instruction that meets the diverse needs of our students while preparing them for long-term success in high school, college, and beyond. Our instructional program emphasizes rigor, relevance, and relationships, ensuring that all students are challenged, supported, and inspired to reach their full potential.

Our commitment to academic excellence is supported through sustained professional development, collaborative planning, and data cycles facilitated by Leading Educators and the Literacy Design Collaborative. Teachers engage in continuous improvement practices through the PDSA cycle, ensuring instruction remains responsive and effective. Additionally, programs such as Illustrative Math, i-Ready, and our schoolwide literacy initiatives provide students with access to research-based resources that foster both skill mastery and deeper learning. Academic excellence at Armstrong is also fueled by our magnet programs and equity initiatives that ensure access, opportunity, and inspiration for every learner. Our Performing Arts, Math Academy, and Social and Gender Equity Magnets cultivate creativity, critical thinking, and social awareness through innovative, standards-based instruction. Our Black Student Achievement Plan (BSAP) and dual enrollment courses expand pathways to advanced learning and college readiness. Through enrichment programs, cultural celebrations, and strong community partnerships, Armstrong students engage in a well-rounded educational experience that values both academic achievement and personal growth.

At Louis Armstrong Middle School, academic excellence is not just a goal, it is who we are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Middle School Dropout Rate**	**2022-2023** **All Students:** 1.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 1.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 2.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.2%	**All Students:** +0.3%
2	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8**	**2022-2023** **All Students:** 12.6 **African American/Black:** -23.2 **Hispanic/Latino:** -11.0 **English Learner:** -136.8 **RFEP:** 0.3 **Standard English Learner:** -10.1 **Students with Disability:** -92.2 **Low Income:** -18.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.6 **African American/Black:** 8.5 **Hispanic/Latino:** -13.8 **English Learner:** -130.5 **RFEP:** -2.9 **Standard English Learner:** -3.3 **Students with Disability:** -88.8 **Low Income:** -10.3 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 11.4 **African American/Black:** 4.9 **Hispanic/Latino:** -20.7 **English Learner:** -132.9 **RFEP:** -10.6 **Standard English Learner:** -6.1 **Students with Disability:** -91.9 **Low Income:** -17.1 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 25.0 **African American/Black:** 18.0 **Hispanic/Latino:** 3.0 **English Learner:** -40.0 **RFEP:** 10.0 **Standard English Learner:** 7.0 **Students with Disabilities:** -67.9 **Low Income:** -3.0	**All Students:** -1.2 **African American/Black:** +28.1 **Hispanic/Latino:** -9.7 **English Learner:** +3.9 **RFEP:** -10.9 **Standard English Learner:** +4.0 **Students with Disability:** +0.3 **Low Income:** +1.7
3	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8**	**2022-2023** **All Students:** -56.7 **African American/Black:** -105.3 **Hispanic/Latino:** -90.6	**2023-2024** **All Students:** -40.5 **African American/Black:** -63.3 **Hispanic/Latino:** -77.6	**2024-2025** **All Students:** -35.0 **African American/Black:** -57.4 **Hispanic/Latino:** -74.1	**2025-2026** **All Students:** -4.0 **African American/Black:** -40.0 **Hispanic/Latino:** -51.0	**All Students:** +21.7 **African American/Black:** +47.9 **Hispanic/Latino:** +16.5

		English Learner: -184.1 **RFEP:** -72.3 **Standard English Learner:** -87.0 **Students with Disability:** -154.0 **Low Income:** -89.1 *Source: Open Data Dashboard*	**English Learner:** -137.6 **RFEP:** -66.7 **Standard English Learner:** -66.2 **Students with Disability:** -157.3 **Low Income:** -67.4 *Source: Open Data Dashboard*	**English Learner:** -134.1 **RFEP:** -50.2 **Standard English Learner:** -60.4 **Students with Disability:** -141.0 **Low Income:** -62.6 *Source: Open Data Dashboard*	**English Learner:** -100.0 **RFEP:** -32.3 **Standard English Learner:** -47.0 **Students with Disabilities:** -98.4 **Low Income:** -24.8	**English Learner:** +50.0 **RFEP:** +22.1 **Standard English Learner:** +26.6 **Students with Disability:** +13.0 **Low Income:** +26.5
4	**Percent Met/Exceed Standard on California Science Test - Grade 8**	**2022-2023 All Students:** 24.1% **African American/Black:** 10.0% **Hispanic/Latino:** 18.4% **English Learner:** 0.0% **RFEP:** 12.4% **Standard English Learner:** 18.2% **Students with Disability:** 5.3% **Low Income:** 12.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 30.3% **African American/Black:** 14.7% **Hispanic/Latino:** 25.6% **English Learner:** 0.0% **RFEP:** 26.3% **Standard English Learner:** 23.2% **Students with Disability:** 11.8% **Low Income:** 23.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 40.8% **African American/Black:** 31.4% **Hispanic/Latino:** 23.5% **English Learner:** 10.5% **RFEP:** 35.4% **Standard English Learner:** 28.9% **Students with Disability:** 18.4% **Low Income:** 28.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 42.0% **African American/Black:** 33.0% **Hispanic/Latino:** 32.0% **English Learner:** 11.0% **RFEP:** 36.0% **Standard English Learner:** 33.0% **Students with Disabilities:** 20.0% **Low Income:** 33.0%	**All Students:** +16.7% **African American/Black:** +21.4% **Hispanic/Latino:** +5.1% **English Learner:** +10.5% **RFEP:** +23.0% **Standard English Learner:** +10.7% **Students with Disability:** +13.1% **Low Income:** +16.8%
5	**English Learner Reclassification Rate**	**2022-2023 All Students:** 28.9%	**2023-2024 All Students:** 28.9%	**2024-2025 All Students:** 31.4% *Source: Open Data Dashboard*	**2025-2026 All Students:** 45.0%	**All Students:** +2.5%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*			
6	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 61.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 62.5 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 69.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 70.0%	**All Students:** +8.3%
7	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 22.8% **Hispanic/Latino:** 25.0% **Low Income:** 23.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 20.0% **Hispanic/Latino:** 26.1% **Low Income:** 22.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 28.2% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 30.0% **Hispanic/Latino:** 30.0% **Low Income:** 25.0%	**All Students:** +5.4% **Hispanic/Latino:** ±0 **Low Income:** ±0
8	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 75.0% **African American/Black:** 68.4% **Hispanic/Latino:** 76.6% **RFEP:** 93.3% **Standard English Learners:** 74.2% **Low Income:** 68.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 73.4% **African American/Black:** 71.4% **Hispanic/Latino:** 72.7% **RFEP:** 62.1% **Standard English Learners:** 76.9% **Low Income:** 73.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 75.7% **African American/Black:** No Data **Hispanic/Latino:** 71.8% **RFEP:** 58.1% **Standard English Learner:** 78.5% **Low Income:** 70.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **African American/Black:** 75.0% **Hispanic/Latino:** 77.0% **RFEP:** 70.0% **Standard English Learners:** 80.0% **Low Income:** 78.0%	**All Students:** +0.7% **African American/Black:** ±0 **Hispanic/Latino:** -4.8% **RFEP:** -35.2% **Standard English Learners:** +4.3% **Low Income:** +1.9%

9	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** N/A *Source: Open Data Dashboard*	**2023-2024** **All Students:** N/A *Source: Open Data Dashboard*	**2024-2025** **All Students:** N/A *Source: Open Data Dashboard*	**2025-2026** **All Students:** N/A	**All Students:** N/A
10	**Percent of Students with Disabilities who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 83.5% **Hispanic/Latino:** 82.4% **RFEP:** 76.9% **Standard English Learners:** 86.3% **Low Income:** 85.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 75.6% **Hispanic/Latino:** 79.4% **RFEP:** 72.7% **Standard English Learners:** 83.3% **Low Income:** 77.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.7% **Hispanic/Latino:** 62.1% **RFEP:** 65.2% **Standard English Learner:** 60.8% **Low Income:** 57.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 85.0% **RFEP:** 80.0% **Standard English Learners:** 90.0% **Low Income:** 85.0%	**All Students:** -22.8% **Hispanic/Latino:** -20.3% **RFEP:** -11.7% **Standard English Learners:** -25.5% **Low Income:** -27.4%

Goal Analysis for [2025-2026]

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

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

Louis Armstrong Middle School aimed to increase academic achievement and reduce performance disparities among all student groups, particularly socioeconomically disadvantaged students, English Learners, and historically underserved students in English Language Arts and Mathematics.

Louis Armstrong Middle School implemented coordinated instructional and intervention supports to improve student outcomes and reduce disparities among student groups. The goal was carried out as planned, with a focus on strengthening core instruction, expanding targeted interventions, and increasing engagement through both general education and Magnet programs. Student performance was stronger in English Language Arts than in Mathematics, and students participating in targeted supports demonstrated improved engagement and progress. Mathematics achievement and foundational literacy for struggling readers and English Learners remained priority areas for continued targeted support.

Action 1: General Fund School Program

The school implemented standards-aligned core instruction through structured lesson planning, grade-level pacing, and collaborative data analysis. Teachers met in professional learning communities to review assessment data, identify unfinished learning, and adjust instruction through reteaching, guided practice, and structured academic discussion. While the program was implemented as planned, students required more small-group reteaching and intervention than anticipated, resulting in additional time for remediation.

English Language Arts remained the strongest academic area, and students receiving targeted supports showed improved engagement. Mathematics progress was slower, and foundational literacy needs among struggling readers and English Learners indicated the continued need for supplemental intervention to accelerate learning.

Action 2: Magnet Program

The Performing Arts and Social & Gender Equity Magnet programs were implemented through interdisciplinary instruction, project-based learning, performance-based assessments, and literacy-rich classroom activities aligned to grade-level standards. Students participated in collaborative projects, presentations, and thematic units designed to promote critical thinking and academic discourse. Implementation occurred as planned, and students demonstrated high levels of participation and engagement. Academic outcomes for magnet students were strong, with higher percentages meeting or exceeding standards in both ELA and mathematics. The program supported grade-level literacy attainment and positive school connectedness.

Action 3: Special Education Support

Students with disabilities received services and accommodations aligned to their Individualized Education Programs, including specialized academic instruction, accommodations, and related services. Collaboration between general and special education teachers supported student access to grade-level curriculum. Implementation occurred as planned, and students demonstrated increased participation and engagement in classroom learning. The action successfully improved access to instruction and ensured services were delivered consistently. Continued alignment of specialized supports with core academic instruction will further strengthen student progress toward grade-level standards.

Action 4: Charter School Categorical Block Grant

Chart Block Categorical Grant was used for additional support personnel, instructional materials, and targeted intervention opportunities. Students receiving additional assistance demonstrated increased engagement and participation in learning activities, and many showed academic growth over the course of the year. The action strengthened access to individualized support and reinforced classroom instruction. Additional academic support and instructional materials strengthened classroom instruction and reinforced core skill development for students needing supplemental assistance.

Action 5: Class Size Reduction

Reduced class sizes allowed teachers to provide more individualized instruction, closely monitor student progress, and implement small-group support. Teachers used formative and diagnostic data to target instruction and reteaching. Students benefited from increased teacher interaction and participation, and English Learners demonstrated reading growth and improved classroom engagement. Continued strengthening of instructional strategies within smaller learning environments will further support consistent academic progress across subjects. Reduced class sizes allowed teachers to provide more individualized feedback and adjust instruction more quickly based on student learning needs.

Action 6: Black Student Achievement Plan (BSAP)

This action was implemented to address the needs of all students as BSAP services positively impact all students, and its interventions are made available to every student. BSAP supports were implemented through mentoring, culturally responsive practices, academic check-ins, and wellness supports designed to strengthen student connection to school. Students participating in the program demonstrated improved engagement, attendance, and participation. Diagnostic data reflected academic growth, particularly in reading. The action was effective in promoting belonging and positive school climate. Continued integration of academic interventions with mentorship supports will further enhance academic outcomes. Targeted mentoring and family outreach improved consistency of attendance and academic participation, supporting students' access to instruction.

Action 7: Supplemental A-G Requirement

Students received academic support, tutoring, and scaffolded instruction to support grade-level readiness and future college preparatory pathways. Implementation increased student access to coursework and academic assistance, and students showed improved engagement and assignment completion. Continued focus on foundational skill development will further strengthen students' readiness to access rigorous

grade-level content, especially in mathematics. Academic monitoring and structured support strengthened students' readiness for rigorous coursework and reinforced expectations for grade-level performance.

Action 8: Supplemental Afterschool Program

After-school tutoring and enrichment opportunities extended learning time and provided additional academic support. Participation increased, particularly among English Learners and low-income students, and students demonstrated measurable growth on diagnostic assessments. The program provided a safe, structured learning environment and supported academic progress. Continued alignment of after-school instruction with targeted skill development will enhance the impact of these supports. Extended learning time provided reteaching and practice opportunities that supported skill development beyond the regular instructional day.

Action 9: Charter Supplemental/Concentration Funds in Lieu of EIA

Funds provided instructional materials, technology access, and additional instructional support for targeted student groups. Students benefited from increased access to learning tools and feedback opportunities, and classroom instruction was enhanced through the use of digital resources. These supports strengthened instructional access and learning opportunities. Continued targeted intervention alongside resource access will further support measurable academic growth. Additional resources supported differentiated instruction and scaffolding for English Learners and other high-need students.

Action 10: SENI Investments towards Academic Excellence

SENI Investments towards Academic Excellence supports English Learners, Low income students and foster youth where resources supported intervention classes, MTSS coordination, progress monitoring, and targeted academic supports. Staff used diagnostic data to identify student needs and provide small-group instruction and reteaching. Students demonstrated measurable growth, including reductions in the number of students performing multiple grade levels below and increases in students approaching grade level. The action strengthened coordination of supports and monitoring of student progress. Continued refinement of intervention intensity and instructional focus will further accelerate student achievement, particularly in mathematics. Coordinated progress monitoring and intervention placement improved identification of students needing support and increased timely instructional intervention.

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

No material differences.

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

Metrics and Data:

2024-2025 Smarter Balance Distance from Standard
ELA
- 6th – 8th: 11.4 Above Standard
- English Learners: -139.3 Distance from Standard (increase of 12.9 points)

- Students in Foster Care: -65 Distance from Standard (decrease of 53 points)
- Low Income: 24.3 Distance from Standard (decrease of 8.1 points)
- Special Education: -90.7 Distance from Standard (decrease of 3.3 points)
- GATE: 107.3 Distance from Standard (decrease of 0.9 points)

Math
- 6th -8th: -35 Below Standard
- English Learners: 137.2 Distance from Standard (increase of 1.9 points)
- Students in Foster Care: 137.7 Distance from Standard (increase of 11.6 points)
- Low Income: 69.7 Distance from Standard (decrease of 4.9 points)
- Special Education: 139.5 Distance from Standard (decrease of 1.7 points)
- GATE: 73.7 Distance from Standard (increase of 4.9 points)

2025-2026 iReady BOY to MOY Comparison

Reading

The i- Ready Diagnostic Benchmark Assessment displays Overall student performance as follows;
- Increase of 9.95 points, from 25.23% to 33.18% Mid or Above Standard
- Decrease of .89 of a point, from 17.39% to 16.50 %Early on Grade Level
- Slight decrease of .1 of a point, from 19.01% to 19.0% One Grade Level Below
- Decrease of .9 of a point, from 9.46% to 8.56% Two Grade Levels Below
- Decrease of 6.17 points, from 28.92% to 22.75% Three or More Grade Levels Below

A closer analysis of the sub-groups indicates the following;

* English Learners:
- Increase of 10.46 points, from 2.70% to 13.16% Mid or Above Standard
- Decrease of 1.35 points, from 1.35% to 0 Early on Grade Level
- Increase of 2.53 points, from 4.05% to 6.58% - One Grade Level Below
- Increase of 1.17 points, from 5.41% to 6.58% - Two Grade Levels Below
- Decrease of 12.81 points, from 86.49% to 73.68% - Three or More Grade Levels Below

* Students in Foster Care:
- Maintained at 33.3% Mid or Above Standard
- Maintained at 0% Early on Grade Level
- Increase of 33.3 points, from 0% to 33.3% One Grade Level Below
- Decrease of 33.3 points, from 33.3% to 0% Two Grade Levels Below
- Maintained at 33.3% Three or More Grade Levels Below

* Low-income students:
- Increase of 9.55 points, from 15.66% to 25.21% Mid or Above Standard
- Decrease of .56 of a point, from 13.78% to 13.22% Early on Grade Level

- Increase of 2.28 points, from 18.79% to 21.07% One Grade Level Below
- Decrease of 2.81 points, from 11.69% to 8.88% Two Grade Levels Below
- Decrease of 8.47 points, from 40.08% to 31.61% Three or More Grade Levels Below
* BSAP Students
- Increase of 13.43 points, from 18.90% to 32.23% Mid or Above Standard
- Decrease of 6.04 points, from 17.32% to 11.28% Early on Grade Level
- Decrease of 1.53 points, from 17.32% to 15.79% One Grade Level Below
- Increase of 1.79 points, from 10.24% to 12.03% Two Grade Levels Below
- Decrease of 7.65 points, from 36.22% to 28.57% Three or More Grade Levels Below

Math
The i- Ready Diagnostic Benchmark Assessment displays Overall student performance as follows;
- Increase of 7.59 points, from 12.07% to 19.66% Mid or Above Standard,
- Increase of 2.17 points, from 19.46% to 21.63% Early on Grade Level,
- Decrease of 5.9 points, from 33.96% to 28.6% One Grade Level Below,
- Decrease of 1.34 points, from 11.89% to 10.55% Two Grade Levels Below,
- Decrease of 2.5 points, from 22.61% to 20.11% Three or More Grade Levels Below

A closer analysis of the sub-groups indicates the following;
* English Learners:
- Increase of 2.56 points, from 2.70% to 5.26% Mid or Above Standard,
- Increase of 3.91 points, from 1.35% to 5.26% Early on Grade Level,
- Increase of 5.98 points, from 22.97% to 28.95% One Grade Level Below,
- Decrease of 4.3 points, from 13.51% to 9.21% Two Grade Levels Below,
- Decrease of 8.14 points, from 59.46% to 51.32% Three or More Grade Levels Below

* Students in Foster Care:
- Decrease of 33.3 points, from 33.3% to 0% Mid or Above Standard,
- Increase of 33.3 points, from 0% to 33.3% Early on Grade Level,
- Increase of 33.3 points, from 0% to 33.3% One Grade Level Below,
- Decrease of 33.3 points, from 33.3% to 0% Two Grade Levels Below,
- Maintained at 33.3% Three or More Grade Levels Below

* Low-income students:
- Increase of 5.74 points, from 8.58% to 14.32% Mid or Above Standard,
- Increase of 3.83 points, from 12.97% to 16.80% Early on Grade Level
- Decrease of 4.2 points, from 31.59% to 27.39% One Grade Level Below,
- Decrease of 1.16 points, from 15.06% to 13.90% Two Grade Levels Below,
- Decrease of 4.21 points, from 31.80% to 27.59% Three or More Grade Levels Below

* BSAP Students
- Increase of 5.76 points, from 8.53% to 14.29% Mid or Above Standard
- Decrease of .46 of a point, from 15.50% to 15.04% Early on Grade Level
- Decrease of 2.48 points, from 32.56% to 30.08% One Grade Level Below
- Increase of 1.11 points, from 13.18% to 14.29% Two Grade Levels Below
- Decrease of 3.91 points, from 30.23% to 26.32% Three or More Grade Levels Below

Percent of Students with Disabilities Who Receive 100% of Services Specifics in their IEPs: 14%

Attendance Data for Beginning of the Year 2025 (YTD)
61.69% Proficient,22.14% Basic, 16.7% Chronic

Attendance Data for End of 2024-2025:
47.70% Proficient, 26.53% Basic, 25.77% Chronic

Action 1: General Fund School Program

The General Fund instructional program was effective in advancing the goal. Core instruction, collaborative data analysis, and small-group reteaching supported improved outcomes in English Language Arts, with Smarter Balanced ELA performance increasing to 11.4 points above standard and English Learners demonstrating measurable growth. i-Ready data also showed an increase in students performing at or above grade level and a decrease in students performing three or more grade levels below. However, mathematics performance remained 35 points below standard, indicating that core instruction alone was not sufficient to accelerate achievement across all subject areas.

Action 2: Magnet Program

The Magnet program was effective in supporting academic engagement and achievement. Students participating in the Performing Arts and Social & Gender Equity magnets demonstrated strong participation, connectedness, and higher academic performance compared to the broader student population, particularly in English Language Arts. The program supported literacy development and school engagement; however, continued expansion of access and targeted supports for English Learners and struggling students is needed to extend these outcomes schoolwide

Action 3: Special Education Support

Special Education Support action allowed Armstrong to provide essential instructional and service supports for students with disabilities. Currently, 14% of students with IEPs receive 100% of the services specified, ensuring compliance and equity. However, their Smarter Balanced scores revealed persistent academic challenges, with ELA (-90.7) and Math (-139.5) distances from standard. While the individualized supports ensured access, greater alignment between service delivery and rigorous instructional practices is needed to enhance outcomes. The supports remained effective in access but require refinement for measurable academic impact.

Action 4: Charter School Categorical Block Grant

Charter School Categorical Block Grant was used to supplement the instructional program through additional support personnel, instructional materials, and targeted intervention opportunities. These supports increased student access to small-group assistance and academic intervention. Students receiving assistance demonstrated improved engagement and participation in learning activities, and diagnostic data reflected academic growth among many students. While overall achievement gaps have not yet fully closed, the action has been effective in expanding access to support and strengthening classroom instruction. Continued refinement of targeted interventions, particularly in mathematics, will further support student progress toward grade-level mastery.

Action 5: Class Size Reduction

Reduced class sizes allowed teachers to provide more individualized instruction, closely monitored student progress, and implement small-group supports for English Learners, foster youth, and low-income students. Teachers were able to increase check-ins, feedback, and reteaching opportunities, which improved student participation and classroom engagement. Subgroup data reflected progress for some student groups, including English Learners in ELA (+12.9 points) and foster youth in Math (+11.6 points), while other groups demonstrated more gradual improvement. i-Ready results indicate many students remain below grade level, reinforcing the importance of continued differentiation and progress monitoring. Overall, class size reduction has been effective in improving access to instruction and student engagement, with continued implementation needed to support consistent academic growth.

Action 6: Black Student Achievement Plan

Through BSAP funding, Armstrong has advanced efforts to close equity gaps for Black students by strengthening culturally responsive curriculum, student mentorship, and wellness supports. The impact was visible in student engagement and attendance patterns, including improved participation in classes and increased connection to school-based supports, contributing to a more inclusive climate. However, academic data indicates continued disparities requiring sustained focus on instructional rigor, access to advanced coursework, and early intervention in literacy and math. The initiative was highly effective in promoting representation and belonging, improving access to instruction and consistent school participation, with developing effectiveness in academic proficiency outcomes.

Action 7: Supplemental A-G Requirement

Armstrong’s Supplemental A–G interventions focused on ensuring that English Learners, foster youth, and low-income students were meeting grade-level standards and remain on track for college readiness. ELA results indicated growth for English Learners (+12.9), but Math remained a challenge across subgroups. The implementation of student-centered tutoring and scaffolded coursework supported some progress, including increased completion of grade-level assignments and participation in academic support sessions, yet foundational literacy and numeracy gaps persisted. Effectiveness was strong in program structure and access, providing additional academic guidance and monitoring for students, with developing results in sustained academic achievement.

Action 8: Supplemental Afterschool Program

The school’s supplemental afterschool programs continued to serve as critical extensions of the learning day, providing academic support and enrichment opportunities for high-need populations. Participation among English Learners and low-income students increased, with students attending regularly receiving additional reteaching and guided practice, contributing to improved engagement and modest academic gains, particularly for foster youth who demonstrated growth in both ELA and Math. However,

large performance gaps, especially in reading readiness, suggest a need for more targeted, data-driven instruction during afterschool hours. These programs are effective in providing safe, structured learning environments and extended learning time that supports skill development, and moderate in improving academic performance.

Action 9: Charter Supplemental/Concentration Funds in Lieu of EIA

Armstrong effectively leveraged Charter Supplemental/Concentration Funds in Lieu of EIA to provide updated instructional materials, technology, and personnel support. These investments strengthened classroom instruction and access to standards-aligned digital tools, allowing teachers to provide differentiated practice and timely feedback to students, reflected in stable overall ELA performance. However, subgroup disparities, particularly among English Learners persisted despite improved access. While these funds were effective in maintaining instructional infrastructure and equity in resources, the next step is ensuring that technology integration translates into measurable academic gains across all content areas through continued targeted instruction and monitoring of student progress.

Action 10: SENI Investments towards Academic Excellence

SENI Investments towards Academic Excellence were critical in advancing student-centered instruction and multi-tiered systems of support. The focus on good first instruction, intervention, and wellness contributed to improved attendance and engagement across the campus, including earlier identification of students needing academic support and more consistent progress monitoring. Despite this progress, significant learning gaps remain in Math and for students reading below grade level, particularly among English Learners (87.5% below grade level). SENI initiatives were highly effective in creating conditions for learning, improved climate, attendance, and tiered supports, and in coordinating targeted small-group intervention, but were still developing in terms of achieving consistent academic acceleration across all subgroups.

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.

Armstrong Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Armstrong Charter.

Armstrong Middle School will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Armstrong Middle School LCAP.

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	General Fund School Program	Armstrong Middle School will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $5,091,816 **School Discretionary Fund Cost: $932,629**	N
2	Magnet Program	Armstrong Middle School will continue to implement the following magnet programs to support our students: Armstrong has two magnet programs. The performing arts magnet provides thematic instruction in the core content courses in addition to the direct instruction in dance, vocal music, instrumental music and theater. The social and gender equity magnet utilizes a humanities approach to instruction that is inclusive and is designed to ensure that the culture, history and contributions of women, the LGBTQ community, and all ethnic groups are included in the curriculum.	District Cost: $187,733	N
3	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Armstrong Middle School to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $6,913,374	N
4	Charter School Categorical Block Grant	Armstrong Middle School will supplement the core instructional program by providing targeted academic interventions, supplemental instructional materials, and professional development that supports the achievement of English Learners and other identified student groups. The funds will also support progress monitoring, student support team processes, and family engagement activities designed to improve student outcomes and ensure equitable access to high-quality instruction.	**School Discretionary Fund Cost: $906,570**	N
5	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Armstrong Middle School.	District Cost: $2,755,486	Y

6	Black Student Achievement Plan	Armstrong Middle School will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $415,235	N
	Supplemental A-G Interventions	Armstrong Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Armstrong Charter.		
	Supplemental Afterschool Programs	Armstrong Middle School will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Armstrong Middle School LCAP.		
7	Charter Supplemental/Concentration Funds in Lieu of EIA	Armstrong Middle School will increase and improve services for students, including English Learners, socioeconomically disadvantaged students, and foster youth, through targeted intervention, additional instructional support, and expanded access to standards-aligned learning opportunities. Funds will support small-group instruction, designated and integrated ELD, and parent outreach to strengthen academic progress and school engagement.	**School Discretionary Fund Cost: $208,685**	Y
8	SENI Investments towards Academic Excellence	Armstrong Middle School will strengthen Tier I instruction and provide targeted Tier II and Tier III academic interventions through supplemental instructional materials, instructional coaching, and teacher professional development. These resources will support data-driven progress monitoring, collaborative planning, and structured student support processes to accelerate student achievement and close identified learning gaps.	**School Discretionary Fund Cost: $340,063**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Louis Armstrong Middle School, Joy and Wellness are at the heart of our vision to create a thriving, inclusive environment where every student feels valued, connected, and supported. We recognize that academic success flourishes when students feel safe, respected, and part of a caring community.

During the 2025–2026 school year, Armstrong has deepened its commitment to reducing chronic absenteeism and promoting consistent attendance by building authentic relationships and fostering a positive school culture. Advisory lessons, recognition programs, and student-led initiatives, such as the BSU, PRIDE Club, Club Unidos, Armenian Club, and Asian Student Club, create spaces where students celebrate identity, find belonging, and lead with purpose.

Our focus on social-emotional learning, restorative practices, and positive behavior supports continues to guide how we nurture student well-being and resolve conflicts in ways that build empathy and understanding. Joy is intentionally infused into the school experience through cultural celebrations, student performances, intramural sports, and community events that strengthen relationships and school pride. Working collaboratively, our BSAP Counselor, School Counselors, and mental health team provide individualized and group supports that address academic, behavioral, and emotional needs. Together, these efforts create an environment where every student feels seen, supported, and empowered to thrive.

At Armstrong, Joy and Wellness are more than goals, they are the foundation of who we are as a community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 40.1% **African American/Black:** 43.4% **Hispanic/Latino:** 38.9% **English Learner:** 26.6% **RFEP:** 40.5% **Standard English Learner:** 40.4% **Students with Disability:** 31.8% **Low Income:** 36.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 48% **African American/Black:** 59.4% **Hispanic/Latino:** 47.4% **English Learner:** 31.3% **RFEP:** 55.3% **Standard English Learner:** 49.4% **Students with Disability:** 41.4% **Low Income:** 44.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 47.6% **African American/Black:** 54.1% **Hispanic/Latino:** 45.8% **English Learner:** 35.1% **RFEP:** 50.2% **Standard English Learner:** 45.5% **Students with Disability:** 36.8% **Low Income:** 43.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 66.0% **African American/Black:** 73.0% **Hispanic/Latino:** 66.0% **English Learner:** 45.0% **RFEP:** 70.0% **Standard English Learner:** 67.0% **Students with Disabilities:** 62.0% **Low Income:** 67.0%	**All Students:** +7.5% **African American/Black:** +10.7% **Hispanic/Latino:** +6.9% **English Learner:** +8.5% **RFEP:** +9.7% **Standard English Learner:** +5.1% **Students with Disabilities:** +5.0% **Low Income:** +7.2%
2	**Percent of All Students Chronically Absent (90% or Lower) - Grades K-8** **(State Calculation)**	**2022-2023** **All Students:** 24% **African American/Black:** 20.6% **Hispanic/Latino:** 24.2% **English Learner:** 43% **RFEP:** 24.7%	**2023-2024** **All Students:** 20% **African American/Black:** 15% **Hispanic/Latino:** 21% **English Learner:** 28% **RFEP:** 17%	**2024-2025** **All Students:** 21.0% **African American/Black:** 17.6% **Hispanic/Latino:** 24.1% **English Learner:** 40.0% **RFEP:** 20.2%	**2025-2026** **All Students:** 15.0% **African American/Black:** 12.0% **Hispanic/Latino:** 15.0% **English Learner:** 18.0% **RFEP:** 12.0%	**All Students:** -3.0% **African American/Black:** -3.0% **Hispanic/Latino:** -0.1% **English Learner:** -3.0% **RFEP:** -4.5%

		Standard English Learner: 23.6% **Students with Disability:** 31.6% **Low Income**: 27.4% *Source: Open Data Dashboard*	**Standard English Learner:** 20% **Students with Disability:** 25% **Low Income**: 24% *Source: Open Data Dashboard*	**Standard English Learner:** 22.8% **Students with Disability:** 26.6% **Low Income:** 25.3% *Source: Open Data Dashboard*	**Standard English Learner:** 15.0% **Students with Disabilities:** 20.0% **Low Income:** 20.0%	**Standard English Learner:** -0.8% **Students with Disabilities:** -5.0% **Low Income:** -2.1%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8** **(District Calculation)**	**2022-2023** **All Students:** 27.3% **African American/Black:** 23.6% **Hispanic/Latino:** 29.3% **English Learner:** 49.4% **RFEP:** 28.4% **Standard English Learner:** 27.8% **Students with Disability:** 35.1% **Low Income:** 32.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 23.1% **African American/Black:** 17.8% **Hispanic/Latino:** 24.3% **English Learner:** 36.3% **RFEP:** 18.4% **Standard English Learner:** 24.4% **Students with Disability:** 28.3% **Low Income:** 28.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25.8% **African American/Black:** 22.4% **Hispanic/Latino:** 29.0% **English Learner:** 44.6% **RFEP:** 24.4% **Standard English Learner:** 28.2% **Students with Disability:** 34.9% **Low Income:** 31.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 17.0% **African American/Black:** 10.0% **Hispanic/Latino:** 18.0% **English Learner:** 30.0% **RFEP:** 10.0% **Standard English Learner:** 18.0**%** **Students with Disabilities:** 23.0% **Low Income:** 22.0%	**All Students:** -1.5% **African American/Black:** -1.2% **Hispanic/Latino:** -0.3% **English Learner:** -4.8% **RFEP:** -4.0% **Standard English Learner:** +0.4% **Students with Disabilities:** -0.2% **Low Income:** -1.5%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 48.9% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 52% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 55.8% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 85.0%	**All Staff:** +6.9%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.86% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.63% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 1.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** +0.14%

6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 33 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 16 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 10	**All Students:** -8.0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** -0.01%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 54.5% **African American/Black:** 50.0% **Hispanic/Latino:** 56.9% **English Learner:** 57.1% **RFEP:** 57.8% **Standard English Learners:** 53.9% **Students with Disability:** 60.7% **Low Income:** 54.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 56.9% **African American/Black:** 58.2% **Hispanic/Latino:** 56.8% **English Learner:** 68.5% **RFEP:** 63.1% **Standard English Learners:** 55.3% **Students with Disability:** 57.3% **Low Income:** 58.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 57.0% **African American/Black:** 65.3% **Hispanic/Latino:** 57.0% **English Learner:** 63.1% **RFEP:** 60.6% **Standard English Learner:** 60.6% **Students with Disability:** 65.0% **Low Income:** 56.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **African American/Black:** 70.0% **Hispanic/Latino:** 62.0% **English Learner:** 73.0% **RFEP:** 68.0% **Standard English Learners:** 65.0% **Students with Disability:** 70.0% **Low Income:** 63.0%	**All Students:** +2.5% **African American/Black:** +15.3% **Hispanic/Latino:** +0.1% **English Learner:** +6.0% **RFEP:** +2.8% **Standard English Learners:** +6.7% **Students with Disabilities:** +4.3% **Low Income:** +1.1%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 57.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 68.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 76.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 77.0%	**All Parents:** +19.8%

10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 93.6% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 94.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 97.5% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** +3.9%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 56% **African American/Black:** 46.6% **Hispanic/Latino:** 55.7% **English Learner:** 58.0% **RFEP:** 54.7% **Standard English Learners:** 53.5% **Students with Disability:** 56.7% **Low Income:** 54.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 49.7% **African American/Black:** 53.9% **Hispanic/Latino:** 46.0% **English Learner:** 53.7% **RFEP:** 52.5% **Standard English Learners:** 47.9% **Students with Disability:** 53.7% **Low Income:** 49.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 52.9% **African American/Black:** 68.0% **Hispanic/Latino:** 45.7% **English Learner:** 50.0% **RFEP:** 54.4% **Standard English Learner:** 53.6% **Students with Disability:** 55.4% **Low Income:** 49.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 70.0% **African American/Black:** 73.0% **Hispanic/Latino:** 53.0% **English Learner:** 60.0% **RFEP:** 58.0% **Standard English Learners:** 55.0% **Students with Disability:** 60.0% **Low Income:** 55.0%	**All Students:** -3.1% **African American/Black:** +21.4% **Hispanic/Latino:** -10.0% **English Learner:** -8.0% **RFEP:** -0.3% **Standard English Learners:** +0.1% **Students with Disabilities:** -1.3% **Low Income:** -5.0%
`	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 75.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +8.9%
13	**Percent of Staff who Feel Their School is a**	**2022-2023** **All Staff:** 55.0%	**2023-2024** **All Staff:** 52.3%	**2024-2025** **All Staff:** 53.7%	**2025-2026** **All Staff:** 75.0%	**All Staff:** -1.3%

	Supportive and Inviting Place to Work (per School Experience Survey)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		

Goal Analysis for [2025-2026]

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

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

Action 1: Base-funded Student Health Services

Student health services were implemented as planned through the continued presence of a school nurse and coordination with counseling staff and families. Students received on-campus support and referrals to community resources when needed, helping reduce barriers to participation in school. These services contributed to improved attendance and student engagement by supporting student well-being. A success of this action was increased access to care and timely response to student needs.

Action 2: Base-funded School Climate Support Staff

Climate staff, including a dean, counselors, and the School Climate Advocate, implemented restorative practices, campus supervision, and student support systems. Increased adult visibility across campus during arrival, nutrition, lunch, and dismissal improved safety and supported proactive conflict resolution. Relationship-building and student support contributed to improved perceptions of safety and increased engagement.

Action 3: Supplemental School Climate Support Staff

Supplemental School Climate Support Staff included targeted services provided by counseling staff, where these efforts increased family engagement and helped students feel supported both at school and at home. Successes included improved student participation, increased parent involvement, and stronger relationships between families and school staff.

Action 4: SENI Investments towards Joy and Wellness

SENI-funded supports were implemented through a coordinated system of social-emotional learning, student engagement, and tiered behavioral supports. Staff facilitated advisory lessons, PBIS recognition activities, and student leadership opportunities designed to strengthen relationships and school connectedness. Students participated in clubs, performances, assemblies, and school activities that promoted involvement, school pride, and positive peer interaction. SENI personnel collaborated with counselors, the BSAP team, and administration to monitor attendance, conduct outreach, and provide early intervention for students demonstrating attendance or behavioral concerns. These efforts supported restorative practices and increased access to trusted adults across campus. A key success was improved student engagement and participation in school activities. A continuing area of focus is expanding student leadership opportunities and ensuring all students feel a strong sense of belonging.

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

No material differences.

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

Metrics and Data:

Whole Child Year- to - Date Attendance Data
Student Attendance Data indicated:
OVERALL: 63.81% Proficient, 17.16% Basic, 19.03% Chronic
English Learners: 53.33% Proficient, 22.67% Basic, 24% Chronic
Students in Foster Care: 66.67% Proficient, 33.33% Chronic
Low-income students: 56.49% Proficient, 18.76% Basic, 24.74% Chronic

Student Attendance [latest] Data for 2026 indicates:
OVERALL: 51.11% Proficient, 22.32% Basic, 26.57% Chronic
English Learners: 46.05% Proficient, 22.37% Basic, 31.58% Chronic
Students in Foster Care: 66.67% Proficient, 33.33% Chronic
Low-income students: 43.71% Proficient, 22.06% Basic, 34.23% Chronic

School Experience Survey
Percent of Students Reporting on the School Experience Survey:
- “I feel safe in this school” 57% Agree or Strongly Agree
- “I feel like I am part of this school” 53% Agree or Strongly Agree

Action 1: Base-funded Student Health Services

Base-funded student health services have been effective in supporting equitable access to health care for all students at Armstrong Middle School. The continued presence of a school nurse has ensured that students receive timely health assessments, first aid, medication administration, and referrals to appropriate community resources when needed. These services have contributed to improved attendance and overall well-being by addressing health-related barriers to learning. Ongoing collaboration between the nurse, counseling team, and families has strengthened the school’s ability to provide early intervention and promote a safe, healthy learning environment for all students. Attendance data and reductions in chronic absenteeism indicated this action has been effective in improving student access to instruction and participation in school.

Action 2: Base-funded School Climate Support Staff

Base-funded school climate support staffing was effective in promoting a safe and inclusive environment for students at Armstrong Middle School. Through the efforts of the climate staff, dean, and counseling team, the school has increased visibility of support personnel across campus, implemented restorative practices, and enhanced supervision in key areas. According to the School Experience Survey, 57% of students agree or strongly agree that they feel safe at school, and 53% feel they are part of the school community. While these numbers indicated that more than half of students have positive perceptions, they also highlight a need for continued focus on relationship-building, positive behavior interventions, and student voice initiatives. Ongoing collaboration between climate staff, teachers, and families will be key to strengthening belonging, safety, and overall school connectedness in the coming year. These results indicated the action has been effective in improving perceptions of safety and engagement, while continued efforts are needed to further strengthen students’ sense of belonging.

Action 3: Supplemental School Climate Support Staff

Supplemental school climate support staffing has provided targeted assistance to English Learners, students in foster care, and low-income students, helping ensure that all students feel safe, supported, and welcome on campus. These additional staff members have strengthened supervision during high-traffic times, supported restorative conversations, and increased student access to emotional and behavioral support services. Their presence has contributed to a more inclusive environment by fostering positive relationships and reducing conflicts among students from historically underserved groups. Continued focus on proactive engagement and early intervention remains essential to deepening the sense of belonging and safety for all students, particularly those in the most vulnerable populations. Improved attendance, increased student engagement, and expanded access to trusted adults indicate this action has been effective in supporting targeted student groups and strengthening school climate.

Action 4: SENI Investments towards Joy and Wellness

SENI investments focused on Joy and Wellness contributed positively to creating a safer, more nurturing, and inclusive school environment at Armstrong Middle School. School-based personnel funded through SENI played a key role in implementing wellness initiatives, supporting social-emotional learning, and fostering positive student-teacher relationships. These efforts strengthened students' sense of belonging and emotional safety on campus, particularly for students who require additional social or behavioral support. Continued investment in wellness programming, staff development, and student voice opportunities further enhanced the culture of care, helping all students feel valued, connected, and supported at Armstrong. Increased participation in school activities and improved attendance indicated this action has been effective in promoting engagement and supporting student well-being.

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

No significantly planned changes.

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	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Armstrong Middle School will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Armstrong Middle School will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $72,540	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Armstrong Middle School will also provide supplemental school climate support staffing.	District Cost: $24,184	Y
4	SENI Investments towards Joy and Wellness	SENI funds will be used to provide additional supports that strengthen student well-being, school connectedness, and engagement. Armstrong Middle School will implement social-emotional learning, restorative practices, student leadership opportunities, and campus activities, and will provide counseling, school climate, and BSAP supports to promote positive behavior, improved attendance, and a safe and inclusive school environment.	**School Discretionary Fund Cost: $584,397**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Louis Armstrong Middle School, we recognize that engagement and collaboration are essential to fostering academic success, positive school culture, and a sense of belonging for every member of our community. Our goal is to strengthen authentic partnerships among students, families, staff, and the broader community to ensure that every voice is valued and contributes to the shared success of our school. Family engagement is a cornerstone of our collaborative approach. Through PTSA, Friends of Magnet Arts (FOMA), Social and Gender Equity Magnet Parents Association (SPA), and Coffee with the Principal, families are informed, involved, and empowered to take active roles in school initiatives and decision-making processes. These partnerships enhance communication, support academic programs, and reinforce the connection between home and school.

Equally important, student engagement remains central to improving school climate, attendance, and achievement. Through participation in clubs, leadership opportunities, and the Principal's Advisory Council, students are provided meaningful avenues to shape school culture, develop leadership skills, and take ownership of their learning experience.

Collaboration among staff through Instructional Leadership Team (ILT) meetings, School Site Council, and staff-led professional development ensures alignment of goals and practices that directly support student outcomes.

Ultimately, Armstrong's focus on engagement and collaboration strengthens our collective capacity to build a safe, inclusive, and high-achieving learning community, one where students, families, and staff work together to help every learner engage, explore, and excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 61.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 66.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 68.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 80.0%	**All Parents:** +7.1%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 75.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.9% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 78.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +3.7%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 65.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 74.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 73.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 80.0%	**All Parents:** +7.8%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 85.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** -0.9%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Engagement and Collaboration

SENI engagement and collaboration actions were implemented largely as planned and focused on strengthening communication and family participation through workshops, multilingual outreach, Parent Center activities, and ongoing communication using multiple platforms. The school increased opportunities for families to receive information and support their children's learning, which resulted in high parent access to information and increased use of the Parent Portal. Survey data indicated that a majority of parents reported understanding school communications and being able to locate resources and programs.

A key success was the growth in two-way communication and parent participation, supported by translation services and coordinated outreach from counseling, the School Climate Advocate, and the BSAP team. As implementation progressed, the school expanded outreach and individualized follow-up with families needing attendance or social-emotional support beyond the original plan. A continuing challenge has been increasing participation among all families in shared decision-making and leadership opportunities; however, overall implementation strengthened family partnerships and supported student engagement and attendance.

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

No material differences.

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

Metrics and Data:

School Experience Survey
Percent of Parents Reporting on the School Experience Survey:
- "This school includes me in important decisions about my child's education." 69% Agree or Strongly Agree
- "I can easily find information about parent workshops or other programs offered at this school" 79% Agree or Strongly Agree
- "This school provides instructional resources to help me support my child's education." 73% Agree or Strongly Agree
- "This school provides me with information (verbal and written) I can understand." 85% Agree or Strongly Agree

FOCUS Dashboard reflect the following:
Parent Portal Yearly Trends:
- 2023-2024 22%
- 2024-2025 94%
- 2025-2026 96%

Action 1: SENI Engagement and Collaboration

SENI investments focused on family engagement and collaboration have demonstrated progress in strengthening partnerships between home and school. School Experience Survey results showed that a majority of parents report clear communication, access to school information, and available learning resources, with 69% indicating the school includes them in important educational decisions and 79% reporting they can easily find information about workshops and programs.

Additionally, 73% of parents reported receiving instructional resources to support learning at home and 85% indicate that school communication is understandable, reflecting effective multilingual outreach. FOCUS Dashboard data further demonstrated increased engagement, with Parent Portal usage rising from 22% in 2023–2024 to 94% in 2024–2025 and 96% in 2025–2026, showing families are actively monitoring student progress and communicating with the school. Overall, SENI-funded initiatives have been effective in improving communication, increasing parent participation, and strengthening collaboration between families and the school.

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.

While Armstrong Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.

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
	SENI Investments towards Engagement and Collaboration	While Armstrong Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.		

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Louis Armstrong Middle School, operational effectiveness and investing in staff are essential to ensuring a safe, well-managed, and high-functioning school environment where teaching and learning can thrive. We believe that strong systems, clear processes, and well-supported educators are the foundation of academic excellence and student success.

During the 2025–2026 school year, Armstrong remains committed to maintaining a safe, clean, and fully equipped learning environment in which all teachers are appropriately credentialed, and every student has access to standards-aligned instructional materials. The administrative team continues to monitor progress toward this goal through regular reviews of teacher credentials, classroom materials, and facility needs, ensuring compliance with all state and district standards.

Beyond operational readiness, we are also investing in staff development and capacity-building to strengthen instructional quality and leadership. Through staff-led professional development, Instructional Leadership Team (ILT) collaboration, and targeted coaching partnerships, teachers are supported in implementing evidence-based practices and continuous improvement cycles. These structures promote consistency, accountability, and professional growth across all grade levels and content areas.
By maintaining effective systems and investing in our people, Armstrong ensures that operations, instruction, and resources work in harmony, creating an environment where staff are empowered, classrooms are well-supported, and students can learn and grow in a setting that is safe, equitable, and engaging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Armstrong Middle School will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $4,911,495	N

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

Los Angeles Unified centralized operational supports were implemented as planned and provided consistent assistance with facilities, instructional materials, and operational compliance. The school collaborated with district maintenance and operations to address repairs, safety needs, and classroom readiness, while administrators monitored materials access and teacher credential assignments in accordance with Williams Act requirements.

There were no substantive differences between planned and actual implementation. While coordinating service timelines across departments occasionally required follow-up, issues were resolved through ongoing communication with district partners. Overall, the action was successful in maintaining a safe, functional learning environment and allowing staff to focus on instruction and student support.

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

No material differences.

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

Metrics and Data:
Percent of Facilities in Good Repair
- FIT Tool Rating (SARC 2024-25)
● Overall Rating: Exemplary
Percent of Teachers are Appropriately Credentialed- 59% as of 2022-2023 SARC Data
Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act -100%
The school has been successful at ensuring that basic and state conditions are met -100%

Action 1: LAUSD Support for Affiliated Charter Operations

The school has been highly effective in maintaining and improving overall facility conditions, ensuring a safe, clean, and functional learning environment for all students and staff. According to the 2024–2025 FIT Tool, all major systems—including gas, HVAC, electrical, restrooms, and structural components—received ratings of “Good,” resulting in an overall rating of Exemplary. The consistent upkeep of facilities reflects the site’s proactive approach to maintenance and collaboration with the district’s operations team. Additionally, 100% of students have access to standards-aligned instructional materials in compliance with the Williams Act, confirming that all classrooms are equipped to support high-quality instruction. The school continues to address this area by recruiting and supporting qualified educators through district partnerships and ongoing professional development. Collectively, these efforts demonstrate the school’s strong commitment to meeting and sustaining all basic and state educational conditions.

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

No significantly planned changes.

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.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,839,199.00(School Discretionary Funds- new S/C revenues) $3,912,815.19 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
61.61%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	61.61%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Louis Armstrong Charter Scope: School-wide	Los Angeles Unified School District, including Louis Armstrong Charter,continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8
Goal 1 Action 7	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Louis Armstrong Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	The use of Charter Funds will provide supplemental instructional materials, intervention supports, and personnel necessary to improve access to grade-level instruction for English Learners, low-income students, and foster youth. These students demonstrate lower performance in ELA and Mathematics and require additional scaffolding, targeted intervention, and academic support. Providing the action on a schoolwide basis ensures unduplicated pupils can receive support within the core instructional program,	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8

		intervention classes, and extended learning opportunities, while strengthening overall instructional quality for all students	● Percent Met/Exceed Standard on California Science Test - Grade 8 ● Middle School Dropout Rate ● English Learner Reclassification Rate
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Scope: School-wide	Through the strategic implementation of foundational literacy intervention in middle school, the school will provide targeted support to students scoring Well Below and Below on the BOY and MOY i-Ready assessments. Learning gaps will be addressed through high-quality Tier 1 instruction, intentional small-group intervention, monthly progress monitoring, and consistent reflection through the PDSA cycle of continuous improvement, supported by foundational literacy programs and instructional technology. In addition, the school will provide students with equitable access to 21st-century, interactive instruction through differentiated small-group learning, real-time modeling of foundational skills, and engagement with adaptive digital platforms and visual supports. *These Intervention programs have embedded learning strategies that address the instructional needs of English Learners. Wilson Reading System, Barton Reading Program, and the Lindamood-Bell Reading Program are influenced by Orton-Gillingham (OG). These tools help teachers identify and individualize each student's learning needs and instruction. * The MTSS model identifies the individual learning needs of all students, including low-income and foster youth, and aims to target	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8

		instruction based on those individual learning needs through the tiers of support. Response to intervention has a 1.29 significant correlation according to John Hattie, so this process of assessing, analyzing and providing students with the learning support based on needs tends to be an effective approach toward guiding instruction at schools.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Louis Armstrong Charter will also provide supplemental school climate support staffing. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Louis Armstrong Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners,	- Implement Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) leveraging a trauma/resilience-informed multi-tiered system of support (MTSS) framework.	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance

	students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	- Prioritize wellness and nurture the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. - Support district/school staff with developing a sense of community in the school and each classroom. Provide training and support in preventing and responding to escalating behavior in a restorative manner. Positive Behavior Interventions and Supports improve student outcomes: - Improved academic performance - Increased social emotional competence - Increased attendance - Reduced exclusionary discipline (suspension and expulsion) References: References for the evidence base of PBIS https://www.pbis.org/pbis/why-implement-pbis Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., et al. (2002). Positive behavior support. Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4–16	(96% or Higher) ● Percent of All Students Chronically Absent (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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

[Provide description here]

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.

Armstrong Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Armstrong Charter will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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*	41.18 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,132 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	75.00 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,132 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Louis Armstrong Middle School 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Louis Armstrong Middle School 2026-2027	$ 1,839,199	$ 1,133,145	61.61%	0.000%	61.61%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,972,344	$ -	$ -	$ -	$ 2,972,344.00	$ 2,482,144	$ 490,200

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 876,712	$ 55,917	$ 932,629	$ -	$ -	$ -	$ 932,629	0.000%
1	4	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 727,616	$ 178,954	$ 906,570	$ -	$ -	$ -	$ 906,570	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 80,838	$ 127,847	$ 208,685	$ -	$ -	$ -	$ 208,685	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 212,581	$ 127,482	$ 340,063	$ -	$ -	$ -	$ 340,063	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 584,397	$ -	$ 584,397	$ -	$ -	$ -	$ 584,397	0.000%

Louis Armstrong Middle School 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,839,199	$ 1,133,145	61.61%	0.000%	61.61%	$ 1,133,145	0.000%	61.61%	**Total:**	$ 1,133,145
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,133,145

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	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	4	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 208,685	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 340,063	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 584,397	0.000%

Louis Armstrong Middle School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,924,301.00	$ 2,509,504.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 935,992	$ 642,409
1	4	Charter School Categorical Block Grant	No	$ 834,297	$ 716,358
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 243,106	$ 215,844
1	10	SENI Investments towards Academic Excellence	Yes	$ 433,615	$ 435,989
2	4	SENI Investments towards Joy and Wellness	Yes	$ 474,934	$ 498,081

Louis Armstrong Middle School 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,154,012	$ 1,154,012	$ 1,150,737	$ 3,275	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 243,106	$ 215,844	0.000%	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	$ 433,615	$ 435,989	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 474,934	$ 498,081	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 2,357	$ 823	0.000%	0.000%

Louis Armstrong Middle School 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,770,289	$ 1,154,012	0.000%	65.188%	$ 1,150,737	0.000%	65.003%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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