LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Topeka Charter School for Advanced Studies

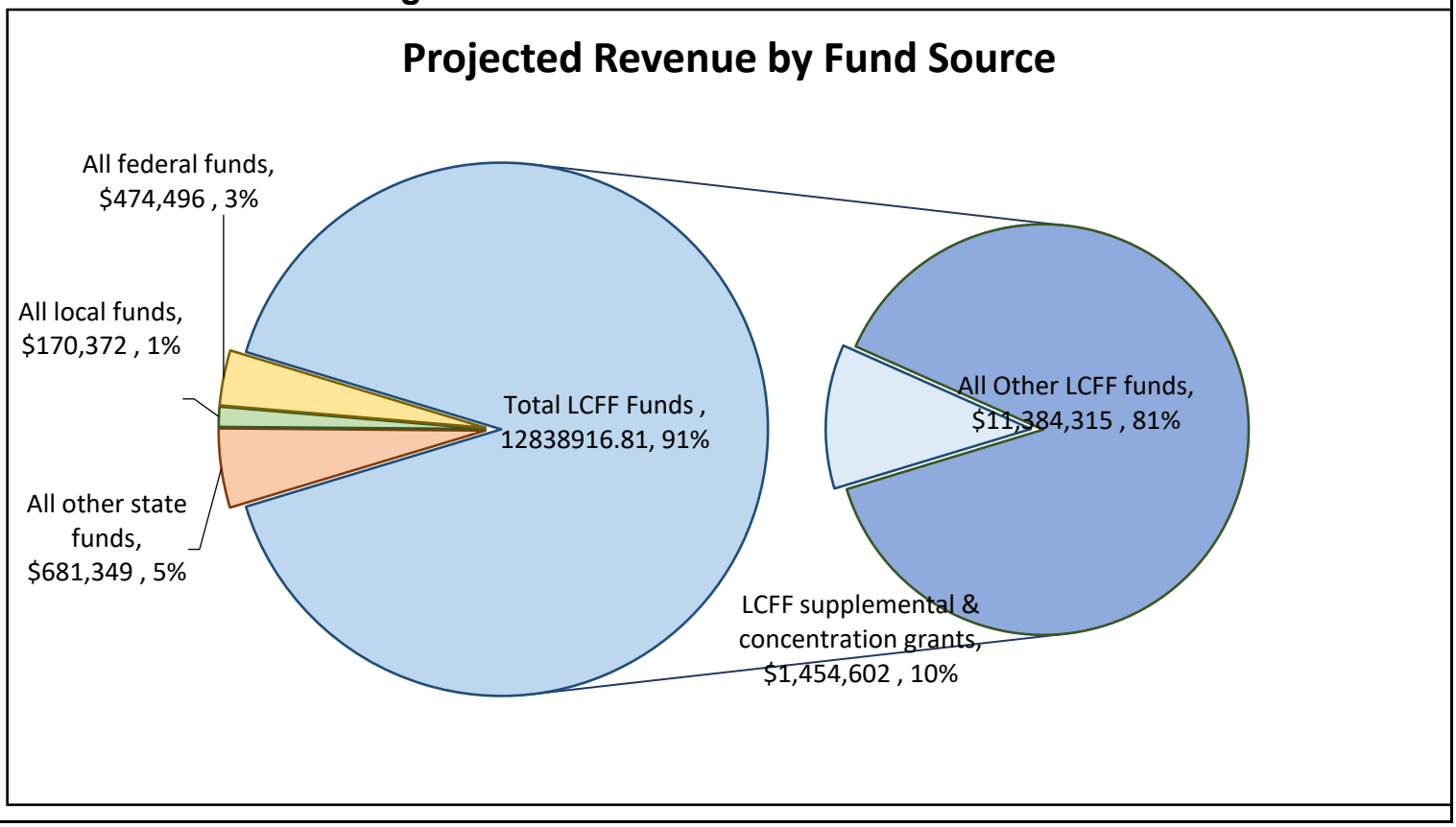
CDS Code: 19 64733 6019533

School Year: 2026-27

LEA contact information: Katherine Chavez, Principal; kxs4517@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

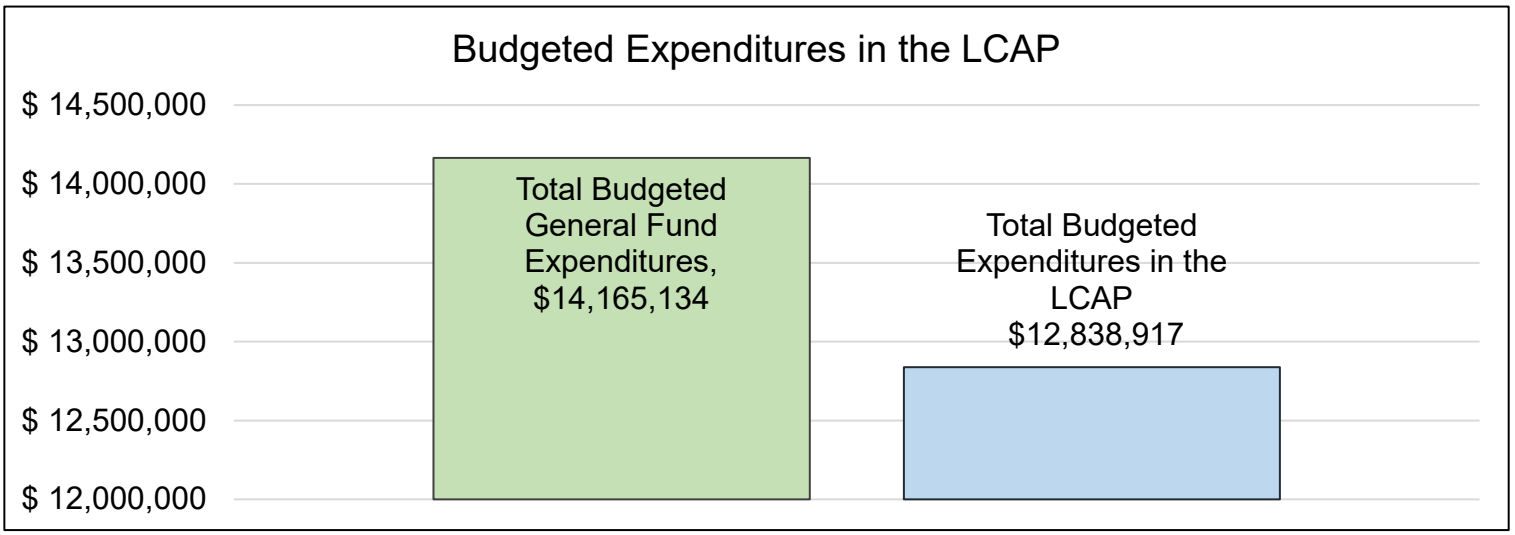


This chart shows the total general purpose revenue Topeka Charter School for Advanced Studies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Topeka Charter School for Advanced Studies is $14,165,133.81, of which $12,838,916.81 is Local Control Funding Formula (LCFF), $681,349.00 is other state funds, $170,372.00 is local funds, and $474,496.00 is federal funds. Of the $12,838,916.81 in LCFF Funds, $1,454,601.56 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 Topeka Charter School for Advanced Studies 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: Topeka Charter School for Advanced Studies plans to spend $14,165,133.81 for the 2026-27 school year. Of that amount, $12,838,916.81 is tied to actions/services in the LCAP and $1,326,217.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

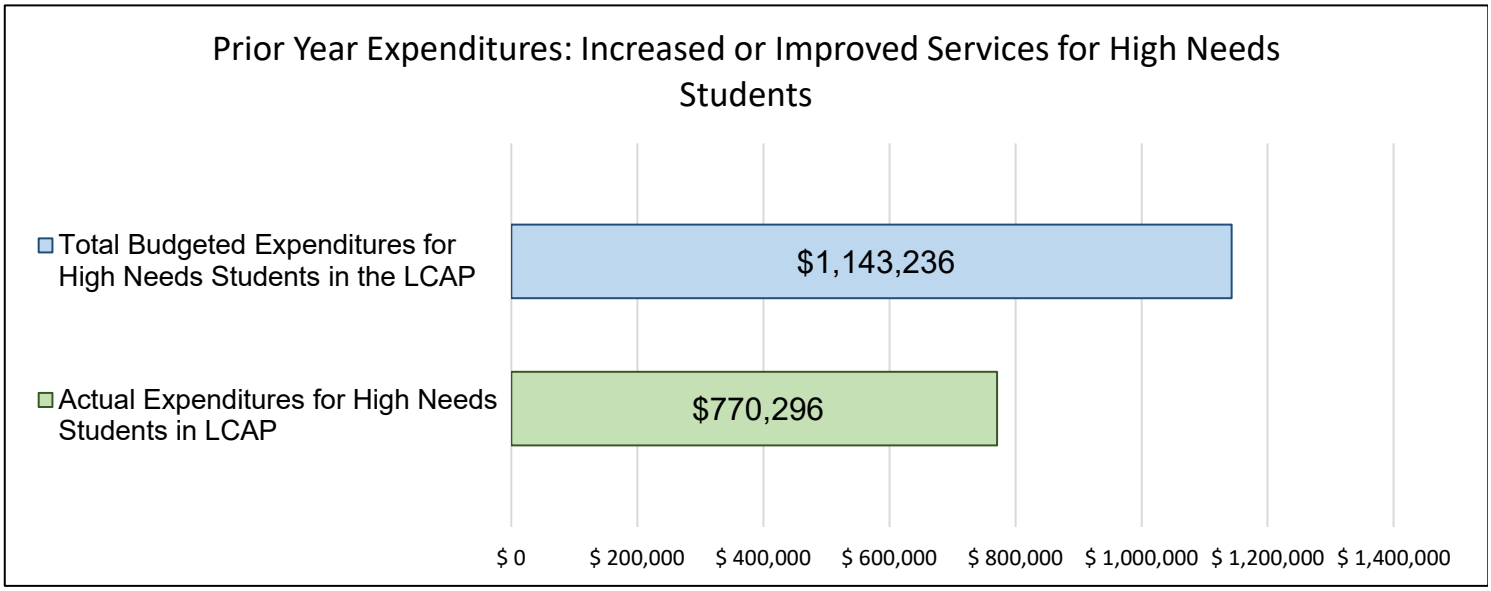
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Topeka Charter School for Advanced Studies is projecting it will receive $1,454,601.56 based on the enrollment of foster youth, English learner, and low-income students. Topeka Charter School for Advanced Studies must describe how it intends to increase or improve services for high needs students in the LCAP. Topeka Charter School for Advanced Studies plans to spend $1,454,601.56 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 Topeka Charter School for Advanced Studies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Topeka Charter School for Advanced Studies 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, Topeka Charter School for Advanced Studies's LCAP budgeted $1,143,236.00 for planned actions to increase or improve services for high needs students. Topeka Charter School for Advanced Studies actually spent $770,296.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $372,940.00 had the following impact on Topeka Charter School for Advanced Studies'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
Topeka Charter School for Advanced Studies	Katherine Chavez, Principal	kxs4517@lausd.net; 818-886-2266

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.

Topeka Charter School for Advanced Studies is a culturally diverse school committed to providing a rigorous instructional program that is highly engaging, culturally and linguistically responsive. Our instruction is designed to ensure access, equity, and enrichment for all students. Topeka has a student population of around 609 students.

At Topeka, instructional days include lessons in social emotional learning, academic excellence, cultural diversity appreciation, character education, technology integration, arts appreciation, student leadership and innovation. All educational partners are committed to collaboration and creative partnerships, which foster academic excellence and a positive culture of care. It is our aim to equip our students to be critical thinkers who will transform their communities, as well as be prepared for both the highly competitive 21st century college and career worlds.

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	English Learners, Hispanic and Socioeconomically disadvantaged	Filipino	Filipino
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

In 2025, Topeka Charter School for Advanced Studies demonstrated strong overall academic performance, earning Blue ratings in English Language Arts, Mathematics, Science, and Suspension Rate. Growth data showed Accelerated improvement in both ELA and Math. However, Chronic Absenteeism was rated Orange overall, and Filipino students were identified as Red in Chronic Absenteeism, prompting targeted intervention. Students with Disabilities and English Learners showed Orange performance in academic indicators and were prioritized for additional supports.

Through strategic attendance monitoring, culturally responsive family outreach, targeted academic intervention, inclusive instructional practices, and ongoing data analysis, the school implemented comprehensive supports to improve outcomes for identified student groups. All Local Indicators were rated Standard Met, reflecting strong systems of instruction, family engagement, and climate.
The 2025 California School Dashboard identified Chronic Absenteeism as an area requiring focused attention. Overall, the school was rated Orange, with 14.5% of students classified as chronically absent . While this reflects improvement from prior years, it remains an area of continued focus.

Disaggregated data further identified Filipino students as RED in Chronic Absenteeism, with 27.0% of students in this subgroup classified as chronically absent . This performance level meets criteria for Targeted Support and Improvement (TSI) under ESSA guidelines and

necessitates strategic, targeted interventions to improve student attendance and engagement.
In response to this identified need, Topeka Charter School for Advanced Studies implemented a comprehensive, multi-tiered attendance strategy aligned to LCAP State Priority 5.

First, the school strengthened its Attendance Monitoring and Early Warning System. Attendance data is reviewed weekly to identify trends and flag students approaching the 10% chronic absenteeism threshold. Students identified as at-risk are placed on individualized attendance improvement plans. This proactive monitoring allows for early intervention before patterns become chronic.

Second, as part of the TSI action plan, the school implemented targeted outreach to Filipino families. Personalized family conferences are conducted to review attendance data and collaboratively identify barriers to regular attendance. The school utilizes culturally responsive communication strategies to ensure that families feel supported and respected. Root cause analysis meetings are held to determine whether absences are related to health concerns, transportation, scheduling, social-emotional factors, or other challenges. This individualized approach strengthens school-family partnerships and promotes shared responsibility for improved attendance.

Third, the school expanded its use of incentives and positive reinforcement systems to promote daily attendance. Monthly attendance recognition programs celebrate students with strong or improved attendance. Classroom competitions encourage collective responsibility, and student leadership opportunities reinforce the importance of attendance as a component of academic success and school pride.
Fourth, Topeka Charter School enhanced family engagement efforts to support attendance awareness. Increased translation services ensure that communication is accessible to all families. Parent workshops focus specifically on the impact of chronic absenteeism on academic achievement. The school maintains two-way communication structures aligned with its Parent and Family Engagement efforts, which were rated Standard Met on the 2025 Dashboard . These systems strengthen relationships with families and support ongoing dialogue regarding attendance and student success.

Finally, the school incorporated social-emotional and wellness supports as part of its attendance intervention framework. Students identified as chronically absent or at risk receive counselor check-ins to address potential emotional or behavioral barriers. A morning check-in/check-out system provides additional adult connection and accountability. When appropriate, referrals are made to community-based resources to address external factors impacting attendance.

Through these coordinated actions and services, Topeka Charter School for Advanced Studies is actively addressing chronic absenteeism with a focus on equity and targeted subgroup support. The school remains committed to reducing chronic absenteeism rates overall and eliminating attendance disparities for Filipino students through sustained monitoring, family partnership, and comprehensive student support systems.

Reflections: Technical Assistance

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

As reflected in the Annual Performance is taking measurable steps to address the TSI identification of our Filipino students that were lowest performing student subgroup under Chronic Absenteeism.

The steps listed below have been informed with data and input from our educational partners, in order to be more successful with concerted efforts.

First, the school strengthened its Attendance Monitoring and Early Warning System. Attendance data is reviewed weekly to identify trends and flag students approaching the 10% chronic absenteeism threshold. Students identified as at-risk are placed on individualized attendance improvement plans. This proactive monitoring allows for early intervention before patterns become chronic.

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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	Engaging with Topeka students began on the very first day of school and continued every day they came through the gates during arrival. All faculty and staff members checked in with their students to see how their day was going by starting the day with a social-emotional lesson using Second Step and resources available on Los Angeles Unified's PBIS Schoology page. When providing instruction, especially as all teachers were required to implement the new ELA/ELD CKLA curriculum, all faculty at Topeka ensured that what they taught students was culturally relevant and allowed for students to participate on a daily basis. For students who showed signs of academic or SEL struggles, small groups were formed to address their needs, and if more intensive support was needed, students were referred for SEL support to the school psychologist or the psychiatric social worker. Recognizing students and celebrating their academic growth and their ability to display outstanding citizenship on a daily basis was done throughout the year by conducting award ceremonies that recognized and celebrated students' achievements. In addition, for the 2025–2026 school year, all classrooms continued to participate in six-week cycles of EnrichLA's gardening classes. This provided students with the ability to learn what it meant to plant and take care of certain plants, along with nurturing a relationship with nature and the world around them. Students also participated in psychomotor activities once a week in partnership with the YMCA. Students engaged in the visual arts through LAUSD's Creative Network in the areas of visual arts, theater, dance, and music. Students in grades 3–5 also participated in orchestra once a week. Students celebrated and recognized various cultures throughout the year as seen in classroom instruction, discussions, and classwork. Students participated in various events throughout the year, such as interacting with the Mobile Dairy Council for California and the Environmental Defenders.
Parents	

	Topeka Charter continued to use a variety of events to engage all educational partners since the beginning of the school year. For new TK–5 parents, the school held an ice cream social for new families where they were able to meet their children's teachers. Back to School Night was held in respective classrooms for teachers to share with parents the learning environment their children would be in, as well as what to expect for the new school year. Within the first weeks of school, the Governance Council Committee Meeting was established with parents, faculty, and staff members to provide input on what could be done to keep Topeka moving forward. Since Topeka was recently identified as a Title I school, the school also formed a School Site Council to monitor the use of the Title I allocation. The English Learner Advisory Council was also established to help support EL students in progressing toward reclassification. Coffee with the Principal meetings were held to share monthly updates and District information, which the parent community attended. In addition, school events in partnership with the PTA—such as Movie Nights, PTA Family Dance, PTA Dine Outs, and monthly PTA meetings—brought the community together to establish relationships and maintain engagement among all educational partners. For the 2025–2026 school year, Topeka funded the Parent Center Director and Community Representative positions, as there was a greater need to support current and new parents. With the Parent Center Director's support, parents were processed in a timely manner to become LAUSD-approved volunteers. Parent volunteer orientations were held daily to ensure that volunteers understood the roles they would play. Daily communication was also established through updates to the website and the distribution of daily newsletters for parents to access. In addition, the Parent Center Director organized workshops with a specific focus on Title I topics and other relevant areas to help parents support their children's academic journey.
Staff (Certificated and Classified)	Topeka's certificated and classified staff continued to share with its leadership team that they wanted to see increased measures in student safety, along with more time for planning as a new ELA/ELD curriculum was being implemented. They also expressed a need for technology that supported student learning and supplemented teacher materials, as some technological devices were showing their age and were not compatible with certain applications. All partners stressed the importance of social-emotional learning support for students, as the pandemic continued to impact students' ability to form strong social-emotional regulation skills. Working closely with the full-time PSW and the PBIS Systems of Support Advisor was a significant asset for Topeka's teachers. Actionable feedback from the principal guided teachers' instruction and lesson plans as regular classroom visits were conducted. Review of data within grade levels and with administration helped teachers develop small-group instruction across all classrooms. In addition, there continued to be an identified need for tutoring and intervention for students needing extra support after school in ELA and math. This was provided in six- to eight-week increments. Teacher

	assistants who were given additional time at the beginning of the school year supported enrichment activities for students. Maintaining a bridge of communication between parents and the school was also reported as essential, ensuring that parents had understanding and insight into Topeka's classroom activities and events throughout the year. Additionally, teachers hosted STEAM Night at Topeka to provide science and math enrichment for the entire school community. Teachers facilitated various math and science activities for students to engage in and supported them in deepening their appreciation for these subjects. Hands-on activities, along with presenters from the California History Museum and the Scouts, helped bring math and science to life.
Community	Using the school marquee, website, and social media channels played a major role in reaching out to the Topeka community. Topeka's Parent Center Director and Community Representative began creating newsletters and electronic flyers, known as the e-backpack, to inform the community of various events happening at the school site. In partnership with the Topeka PTA, collaboration was very positive in promoting school and PTA activities on a weekly, monthly, and, when applicable, ongoing basis throughout the year. The PTA played an important role in establishing community partners to support Topeka with resources that helped cultivate a sense of belonging for all educational partners. Events such as Movie Night, Ice Cream Social, Sportsfest, Fun Friday, and the Fall Festival brought the community together. The support of Topeka's PTA made these events possible. These events helped solidify relationships with parents and served as a testament to their commitment to strengthening the Topeka community.

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

The development of the 2025–2026 Local Control and Accountability Plan (LCAP) for Topeka Charter School for Advanced Studies was directly informed by meaningful consultation with educational partners, including parents, students, staff, and community members. Feedback was gathered through multiple avenues, including School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, parent workshops, staff collaboration sessions, and analysis of results from the LAUSD School Experience Survey.

Participation in the LAUSD School Experience Survey was strong across stakeholder groups, reflecting high levels of engagement and providing reliable data regarding perceptions of school safety, connectedness, and overall school climate: Survey feedback indicated that families and students value a safe and welcoming campus environment, strong academic instruction, and responsive communication between home and school. Educational partners consistently emphasized the importance of maintaining high academic expectations while strengthening student wellness, attendance, and inclusive practices.

Based on educational partners' input, several key themes emerged that directly shaped the adopted LCAP:

1. Attendance and Student Engagement
Parents and staff expressed concern regarding chronic absenteeism and the long-term academic impact of missed instructional time. Feedback emphasized the need for earlier intervention, clearer communication about attendance expectations, and additional family outreach. In response, the LCAP includes strengthened attendance monitoring systems, proactive family engagement strategies, and expanded social-emotional supports.

2. Academic Support for Targeted Student Groups
Educational partners highlighted the importance of targeted academic interventions for English Learners and Students with Disabilities. Teachers requested continued professional development and collaborative planning time to better differentiate instruction. Parents of English Learners expressed interest in increased communication about language development progress and reclassification criteria. As a result, the adopted LCAP prioritizes designated and integrated ELD instruction, inclusive co-teaching models, MTSS-aligned interventions, and ongoing progress monitoring to address achievement gaps.

3. Addressing TSI - Attendance

As part of the TSI plan to address Chronic Absenteeism among Filipino students, Topeka Charter School for Advanced Studies strengthened targeted outreach and monitoring efforts. The school conducts individualized family conferences to review attendance data, identify barriers, and develop improvement plans using culturally responsive communication. Root cause analysis is used to address factors such as health, transportation, or social-emotional needs, reinforcing strong school-family partnerships and shared responsibility for attendance.

Additionally, the school expanded positive attendance initiatives, including monthly recognition programs, classroom competitions, and student leadership opportunities that promote the importance of daily attendance. These strategies support ongoing monitoring and encourage sustained improvement in attendance for Filipino students.

4. School Climate and Student Wellness
Survey responses indicated that maintaining a safe, inclusive, and supportive school environment remains a top priority for families and students. Educational partners advocated for expanded counseling access, proactive conflict resolution strategies, and structured opportunities for student voice. These recommendations influenced LCAP actions related to social-emotional learning, counselor check-ins, and student leadership engagement initiatives.

5. Family Engagement and Communication
Families emphasized the importance of transparent, two-way communication and accessible information. Requests included expanded translation services, additional workshops focused on supporting learning at home, and continued opportunities to provide input in decision-making processes. In response, the adopted LCAP includes actions to increase translation access, enhance parent workshops, strengthen advisory committee engagement, and sustain structures that promote shared decision-making.

6. Maintaining Strong Instructional Programs
Staff and families expressed strong support for maintaining rigorous academic programs and high-quality instructional materials. Feedback reinforced the importance of professional learning aligned to state standards and sustained implementation of evidence-based instructional strategies. Consequently, the LCAP continues to invest in professional development, curriculum implementation fidelity, and collaborative teacher planning structures.

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.

Topeka Charter School for Advanced Studies continues to provide individualized educational experiences to support student needs and goals.This begins with High Quality Instruction as stated in Los Angeles Unified's Strategic Plan. For our Targeted Student Populations, students with disabilities, our foster students, and our identified English Language Learners are inspired to reach their maximum potential every day that they are in school. High-quality instruction is aligned with communicating clear expectations from our teachers and conveyed to our students. In addition, small group is utilized across all grade level to help differentiate and target instruction for intervention or enrichment. This is supported by providing visual arts, music, dance, technological classes and garden enrichment that enhance student learning at Topeka.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**DIBELS (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 39.8 **African American/Black:** 9.3 **Hispanic/Latino:** 19.5 **RFEP:** 71.5 **English Learner:** -113.4 **Standard English Learners:** 21.9 **Students with Disabilities:** -55.9 **Low Income:** 8.0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 41.3 **African American/Black:** 0.5 **Hispanic/Latino:** 22.6 **RFEP:** 22.0 **English Learner:** -72.1 **Standard English Learners:** 22.9 **Students with Disabilities:** -44.4 **Low Income:** 16.4 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 45.0 **African American/Black:** 49.7 **Hispanic/Latino:** 22.0 **RFEP:** 30.4 **English Learner:** -89.8 **Standard English Learners:** 50.3 **Students with Disabilities:** -55.2 **Low Income:** 19.5 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 42.1 **African American/Black:** 5.5 **Hispanic/Latino:** 24.2 **RFEP:** 26.0 **English Learner:** –68.1 **Standard English Learners:** 23.4 **Students with Disabilities:** –41.1 **Low Income:** 19.2	**All Students:** +5.2 **African American/Black:** +40.4 **Hispanic/Latino:** +2.5 **RFEP:** -41.1 **English Learner:** +23.6 **Standard English Learner:** +28.4 **Students with Disabilities:** +0.7 **Low Income:** +11.5
2	**Edulastic from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 30.6 **African American/Black:** -17.2 **Hispanic/Latino:** 18.2 **English Learner:** -82.1 **RFEP:** 40.9	**2023-2024** **All Students:** 30.5 **African American/Black:** -12.6 **Hispanic/Latino:** 10.5 **English Learner:** -26.4 **RFEP:** 8.6	**2024-2025** **All Students:** 40.5 **African American/Black:** 18.0 **Hispanic/Latino:** 13.8 **RFEP:** 34.9 **English Learner:** -80.1	**2025-2026** **All Students:** 31.6 **African American/Black:** -10.1 **Hispanic/Latino:** 12.1 **RFEP:** -24.3 **English Learner:** 10	**All Students:** +9.9 **African American/Black:** +35.2 **Hispanic/Latino:** -4.4 **English Learner:** +2.0 **RFEP:** -6.0

		Standard English Learner: 18.0 **Students with Disabilities:** -47.1 **Low Income:** -6.8 *Source: Open Data Dashboard*	**Standard English Learner:** 6.4 **Students with Disabilities:** -50.5 **Low Income:** 7.7 *Source: Open Data Dashboard*	**Standard English Learners:** 43.5 **Students with Disabilities:** -56.2 **Low Income:** 16.2 *Source: Open Data Dashboard*	**Standard English Learners:** 8.1 **Students with Disabilities:** -47.2 **Low Income:** 9.1	**Standard English Learner:** +25.5 **Students with Disabilities:** -9.1 **Low Income:** +23.0
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 47.1% **Hispanic/Latino:** 41.2% **Standard English Learner:** 41.0% **Students with Disability:** 26.7% **Low Income:** 26.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 41.8% **Hispanic/Latino:** 38.9% **Standard English Learner:** 43.2% **Students with Disability:** 12.5% **Low Income:** 25.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 58.2% **Hispanic/Latino:** 48.5% **Standard English Learners:** 46.9% **Students with Disabilities:** 15.0% **Low Income:** 48.8% *Source: Open Data Dashboard*	**2025-2026 All Students:** 43.4% **Hispanic/Latino:** 40.2% **Standard English Learner:** 45.1% **Students with Disability:** 14.5% **Low Income:** 27.2%	**All Students:** +11.1% **Hispanic/Latino:** +7.3% **Standard English Learner:** +5.9% **Students with Disabilities:** -11.7% **Low Income:** +22.1%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 85.4% **Hispanic/Latino:** 82.4% **Standard English Learner:** 87.9% **Students with Disability:** 50.0% **Low Income:** 72.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 81.5% **Hispanic/Latino:** 71.8% **Standard English Learner:** 77.1% **Students with Disability:** 43.8% **Low Income:** 72.7% *Source: Open Data Dashboard*	**2024-2025 All Students:** 81.4% **Hispanic/Latino:** 68.8% **Standard English Learners:** 76.7% **Students with Disabilities:** 61.1% **Low Income:** 72.3% *Source: Open Data Dashboard*	**2025-2026 All Students:** 83.8% **Hispanic/Latino:** 73.4% **Standard English Learner:** 79.7% **Students with Disability:** 45.1% **Low Income:** 73.4%	**All Students:** -4.0% **Hispanic/Latino:** -13.6% **Standard English Learner:** -11.2% **Students with Disabilities:** +11.1% **Low Income:** -0.4%

5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 84.1% **Hispanic/Latino:** 81.1% **Standard English Learner:** 82.1% **Students with Disability:** 64.7% **Low Income:** 78.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 85.7% **Hispanic/Latino:** 82.9% **Standard English Learner:** 85.3% **Students with Disability:** 56.3% **Low Income:** 76.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 87.8% **Hispanic/Latino:** 78.9% **Standard English Learners:** 82.9% **Students with Disabilities:** 83.3% **Low Income:** 87.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.3% **Hispanic/Latino:** 83.5% **Standard English Learner:** 87.2% **Low Income:** 79.5% **Students with Disability:** 59.1%	**All Students:** +3.7% **Hispanic/Latino:** -2.2% **Standard English Learner:** +0.8% **Students with Disabilities:** +18.6% **Low Income:** +8.4%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 77.6% **Hispanic/Latino:** 72.0% **Standard English Learner:** 70.0% **Students with Disability:** 47.1% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 83.9% **Hispanic/Latino:** 83.3% **Standard English Learner:** 86.5% **Students with Disability:** 62.5% **Low Income:** 81.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 86.0% **Hispanic/Latino:** 83.3% **Standard English Learners:** 85.7% **Students with Disabilities:** 55.6% **Low Income:** 78.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 85.2% **Hispanic/Latino:** 85.2% **Standard English Learner:** 87.1% **Students with Disability:** 63.2% **Low Income:** 82.2%	**All Students:** +8.4% **Hispanic/Latino:** +11.3% **Standard English Learner:** +15.7% **Students with Disabilities:** +8.5% **Low Income:** +12.2%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 32.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 33.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 46.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 33.1%	**All Students:** +13.7%
8	**Percent of English Learners Who Progress in English Proficiency (as**	**2022-2023** **All Students:** 66.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 63.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 69.8%	**All Students:** -3.1%

	measured by ELPI Levels)					
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 34.1% **Hispanic/Latino:** 25.0% **Low Income:** 28.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 25.5% **Hispanic/Latino:** 13.3% **Low Income:** 27.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 38.6% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 35.2% **Hispanic/Latino:** 23.3% **Low Income:** 37.6%	**All Students:** +4.5% **Hispanic/Latino:** ±0 **Low Income:** ±0
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 77.9% **Hispanic/Latino:** 86.7% **Standard English Learners:** 80.4% **Low Income:** 71.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 82.2% **Hispanic/Latino:** 93.9% **Standard English Learners:** 91.1% **Low Income:** 86.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.8% **Hispanic/Latino:** 87.2% **Standard English Learners:** 87.5% **Low Income:** 85.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 83.5% **Hispanic/Latino:** 95.1% **Standard English Learner:** 92.5% **Low Income:** 88.0%	**All Students:** +3.9% **Hispanic/Latino:** +0.5% **Standard English Learner:** +7.1% **Low Income:** +13.4%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 77.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 77.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** +22.2%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized**	**2022-2023** **All Students:** 72.3% **Hispanic/Latino:** 81.6% **Standard English Learners:** 84.6%	**2023-2024** **All Students:** 77.8% **Hispanic/Latino:** 77.5% **Standard English Learners:** 73.0%	**2024-2025** **All Students:** 82.5% **Hispanic/Latino:** 83.7% **Standard English Learners:** 81.1%	**2025-2026** **All Students:** 78.3% **Hispanic/Latino:** 78.1% **Standard English Learner:** 74.1%	**All Students:** +10.2% **Hispanic/Latino:** +2.1% **Standard English Learner:** -3.5%

	Education Programs (IEPs)	**Low Income:** 79.4% *Source: Open Data Dashboard*	**Low Income:** 80.4% *Source: Open Data Dashboard*	**Low Income:** 78.2% *Source: Open Data Dashboard*	**Low Income:** 81.2%	**Low Income:** +1.8%

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: General Fund School Program

Implementation centered on delivering high-quality instruction with clearly communicated expectations across all grade levels. Teachers consistently articulated learning objectives, success criteria, and academic standards to ensure students understood what mastery looks like. Instructional planning emphasized rigorous, grade-level content while incorporating scaffolds and differentiation strategies to meet diverse learner needs. For targeted student populations, instruction was designed to provide equitable access to core curriculum and targeted supports. Small-group instruction was utilized across grade levels to provide intervention for students performing below grade level and enrichment opportunities for students exceeding grade-level standards. Teachers implemented data-driven instructional cycles, using formative assessment results to regroup students and adjust instruction accordingly.

Action 2: Special Education Supports

Teachers communicated clear academic expectations and learning objectives, ensuring that students with disabilities understood instructional targets and success criteria. Special education and general education teachers collaborated to align instruction with IEP accommodations, modifications, and service minutes. This inclusive approach ensured that students with disabilities participated meaningfully in grade-level curriculum while receiving appropriate scaffolds and supports. Small-group instruction was utilized across all grade levels as a primary strategy for differentiation. Students with disabilities received targeted intervention in literacy and mathematics skills when needed, as well as enrichment opportunities when demonstrating mastery.

Instructional groups were flexible and data-driven, allowing educators to adjust support based on ongoing formative assessment results and progress monitoring.

Action 3: Charter School Categorical Block Grant

Charter School Categorical Block Grant funds were used to support a credentialed teacher position to maintain strong academic achievement. This staffing allocation allowed the school to sustain favorable class sizes, provide small-group intervention and enrichment, and ensure high-quality, standards-aligned instruction across grade levels. The additional teacher capacity supported differentiated instruction, targeted assistance, and collaborative data analysis to monitor student progress. This action contributed to maintaining strong academic outcomes and student engagement.

Action 4: Class Size Reduction

With smaller class sizes, teachers were able to provide more individualized instruction, targeted small-group intervention, and timely feedback aligned to grade-level standards. This additional instructional capacity supported differentiated learning for all students, including English Learners and Students with Disabilities.

The impact of this action is reflected in the school's Blue performance levels in English Language Arts and Mathematics and accelerated growth outcomes on the Dashboard, demonstrating sustained academic success and effective implementation of this support.

Action 5: Supplemental Arts Education

Through instruction in music, visual arts, theater, and dance, students engage in creative expression while strengthening critical thinking, collaboration, and communication skills. These programs complement core academic instruction by reinforcing focus, perseverance, and problem-solving abilities that transfer to classroom learning. Access to high-quality arts instruction also increases student engagement and school connectedness, contributing to a positive learning environment that supports consistent attendance and academic growth. By integrating the arts into the broader educational program, Topeka promoted well-rounded development and sustains strong academic outcomes, as reflected in the school's overall performance and growth indicators on the California Dashboard.

Action 6: Supplemental Afterschool Programs

Supplemental Afterschool Programs at Topeka Charter School for Advanced Studies provide students with extended learning opportunities that reinforce academic skills and promote overall student success. Through targeted intervention and other enrichment after school programs, the supplemental after school programs supports student achievement by increasing academic engagement and promoting positive peer interactions.

Action 7: Supplemental Early Education

Supplemental Early Education at Topeka Charter School for Advanced Studies supports foundational skill development in literacy, language acquisition, and early mathematics. By strengthening early academic readiness, the program contributes to sustained student performance and growth reflected in the school's strong outcomes on the California School Dashboard, including Blue performance levels in English Language Arts and Mathematics and accelerated growth indicators. Early intervention in the primary grades helps reduce skill gaps before they widen, supporting long-term academic success.

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

Charter Supplemental/Concentration Funds in Lieu of EIA were used to fund teacher assistants and instructional aides to provide additional academic support for students at Topeka. The additional instructional support contributed to maintaining strong academic performance as reflected in Topeka's 2025 California School Dashboard results, including Blue performance levels in English Language Arts and Mathematics and accelerated student growth. By increasing support in classrooms, students received more individualized attention aligned to grade-level standards.

Action 9: SENI Investments towards Academic Excellence

SENI Investments toward Academic Excellence were allocated to fund a TSP (Targeted Student Population) Coordinator, a Parent Center Director, and a PSA Counselor to strengthen attendance systems and family engagement. These roles supported proactive monitoring of student attendance and targeted outreach to students identified as at risk of chronic absenteeism. As reflected in Topeka's 2025 California School Dashboard, maintaining strong academic performance alongside focused attendance interventions supports sustained student achievement and engagement. Improved coordination of attendance supports aligned with efforts to address chronic absenteeism and promote equitable outcomes.

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

No material differences.

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

Action 1: General Fund School Program

Data showed that 70% of 3rd grade students at Topeka met or exceeded the standard in ELA, 67% of 4th grade students met or exceeded the standard in ELA, and 73% of 5th grade students met or exceeded the standard in ELA. In the area of math, 70% of 3rd grade students met or exceeded the standard, 73% of 4th grade students met or exceeded the standard, and 63% of 5th grade students met or exceeded the standard. The data correlated with i-Ready assessment results, which showed students meeting or exceeding their respective grade levels in grades K–5.

The effectiveness of the support was evident based on student achievement and assessment scores. Examples of these supports included reviewing classroom data to form small-group instruction for both intervention and enrichment, as well as providing strong first instruction across grades K–5 aligned to standards. Differentiated instruction utilized district-issued curriculum along with supplemental resources such as Heggerty, University of Florida Literacy Institute, and 95% Group.

Based on the i-Ready Reading MOY Diagnostic data, 45% of students (238) were performing at or above grade level, with an additional 23% (121) early on grade level, meaning approximately 68% of students were approaching or meeting grade-level expectations. Based on the i-Ready Math Diagnostic data, 32% of students (170) were performing at or above grade level, and an additional 21% (112 students) were early on grade level, meaning 53% of students were approaching or meeting grade-level expectations.

Action 2: Special Education Supports

SBAC data in ELA increased from 18% to 32%, and in mathematics from 34% to 31%, showing steady maintenance among students receiving targeted interventions, along with increased progress on i-Ready benchmarks. SBA data in ELA reflected growth of 14% for students with disabilities, where scaffolded supports, specialized instruction, and team teaching were emphasized.

These supports proved to be effective, and teachers ensured inclusive practices. Pull-out and push-in models gave students access to grade-level content while addressing individualized goals.

The i-Ready MOY Reading data indicated that while a portion of the overall student population was performing at or near grade level, students with disabilities were disproportionately represented in categories below grade level, particularly in vocabulary and overall comprehension. Given the increased language processing, decoding, and comprehension demands within these domains, students with disabilities required more explicit, systematic instruction and scaffolded support to access grade-level text. The i-Ready Reading and Math data highlighted both areas of strength and areas of need for students with disabilities.

In reading, while a majority of students were at or approaching grade level overall, a combined 8% were performing two or more grade levels below, with larger percentages below grade level in vocabulary and comprehension. In math, nearly half of students were performing one or more grade levels below, with notable needs in Geometry and Measurement & Data. Students with disabilities were often disproportionately represented within these lower performance bands, particularly in skill areas that required higher levels of language processing, abstract reasoning, and multi-step problem solving.

This data reinforced the importance of specially designed instruction, targeted intervention, and consistent progress monitoring for students with disabilities. Foundational skill strengths in areas such as phonics and Number & Operations suggested that when instruction was explicit, scaffolded, and systematic, students made measurable gains. The data underscored the need to continue strengthening inclusive practices and tiered interventions to ensure students with disabilities accelerated toward grade-level proficiency in both literacy and mathematics.

Action 3: Charter School Categorical Block Grant

The Charter School Block Grant provided a class size reduction teacher in the upper grades. This ensured that students received strong instruction in a smaller group setting, allowing teachers to differentiate instruction as needed across all subject areas. Recent data showed that 70% of 3rd grade students at Topeka met or exceeded the standard in ELA, 67% of 4th grade students met or exceeded the standard in ELA, and 73% of 5th grade students met or exceeded the standard in ELA. In the area of math, 70% of 3rd grade students met or exceeded the standard, 73% of 4th grade students met or exceeded the standard, and 63% of 5th grade students met or exceeded the standard.

The data correlated with i-Ready assessment results, which showed students meeting or exceeding their respective grade levels in grades K–5. This continued to ensure that students received strong instruction in a smaller group setting, allowing teachers to differentiate instruction as needed across all subject areas.

Based on the i-Ready data, while 68% of students were at or approaching grade level, nearly one-third of students were performing one or more grade levels below, with the greatest needs appearing in vocabulary and overall comprehension in the upper grades. These domains required intensive small-group instruction, explicit modeling, and frequent opportunities for guided practice—supports that were difficult to provide consistently in larger class settings. In math, the need was even more pronounced, with 48% of students performing one or more grade levels below and 40% performing one full grade level below. Domains such as Geometry and Measurement & Data showed significant numbers of students requiring targeted intervention.

Funding an additional upper-grade teacher directly supported student achievement by reducing class size and allowing for more targeted, differentiated instruction.

Action 4: Class Size Reduction

Class Size Reduction ensured that students received strong instruction in a smaller group setting, allowing teachers to differentiate instruction as needed across all subject areas. This was made possible by the class size reduction teacher in the upper grades. Data showed that 70% of 3rd grade students at Topeka met or exceeded the standard in ELA, 67% of 4th grade students met or exceeded the standard in ELA, and 73% of 5th grade students met or exceeded the standard in ELA. In the area of math, 70% of 3rd grade students met or exceeded the standard, 73% of 4th grade students met or exceeded the standard, and 63% of 5th grade students met or exceeded the standard.

The data correlated with i-Ready assessment results, which showed students meeting or exceeding their respective grade levels in grades K–5.

As mentioned, while 68% of students were at or approaching grade level, nearly one-third of students were performing one or more grade levels below, with the greatest needs appearing in vocabulary and overall comprehension in the upper grades. With smaller groups, teachers were able to provide focused intervention for students who were one or more grade levels below, while also enriching instruction for students at or above grade level. In math, the need was even more pronounced, with 48% of students performing one or more grade levels below and 40% performing one full grade level below. Domains such as Geometry and Measurement & Data showed significant numbers of students requiring targeted intervention.

This staffing model, which included a class size reduction teacher, enabled more intentional grouping, stronger progress monitoring, and closer alignment of instruction to student needs, particularly in comprehension and academic vocabulary. Ultimately, the additional teacher increased instructional time, personalization, and responsiveness, all of which were critical to accelerating growth and closing achievement gaps in the upper grades.

Action 5: Supplemental Arts Education

Data showed that all students in grades K–5 were able to access and participate in arts integration. Students participated in music, theater, visual arts, and dance. This resulted in reduced chronic absenteeism and supported growth in ELA and math. The previous year's SBA scores in grades 3–5 demonstrated the effectiveness of supplemental arts education.

Students participated in programs that allowed them to express themselves in a variety of ways. This resulted in increased positive interactions and motivation in the classroom, and families were grateful for the opportunities provided to students to engage in settings that supported their overall academic growth.

The i-Ready data in both ELA and math showed solid foundational strengths, along with clear areas where students needed additional support—particularly in vocabulary and comprehension in reading, and in geometry and Measurement & Data in math. The arts served as a powerful lever to strengthen these identified areas while reinforcing existing skills.

In ELA, the arts deepened vocabulary and comprehension by engaging students in discussion and analysis. Theater strengthened character analysis, inference, and theme development. Visual arts built descriptive language and academic vocabulary as students explained process and meaning. Music supported fluency, rhythm, and phonological awareness, reinforcing foundational literacy skills that were already showing strength in the data. By providing multiple modalities for understanding text—visual, auditory, and kinesthetic—the arts helped students who were below grade level access complex material while extending higher-level thinking for students at or above grade level.

In math, the arts directly supported conceptual understanding in geometry, measurement, and algebraic thinking. Visual arts incorporated symmetry, proportion, spatial reasoning, and scale. Music reinforced fractions, patterns, sequencing, and mathematical structure. Dance and movement strengthened counting, timing, and spatial awareness. These hands-on, experiential approaches made abstract mathematical concepts more concrete, which was particularly beneficial for students performing one or more grade levels below.

By extending learning time and offering targeted support for students who needed additional practice or enrichment, the program contributed to improved academic performance and sustained growth outcomes.

Action 6: Supplemental Afterschool Programs

Data showed that students in grades 3–5 who participated in after-school intervention displayed progress not only in classroom performance and unit assessments, but also on SBA assessments in ELA, as evidenced by growth from 67% to 71% of students meeting or exceeding grade-level standards.

After-school interventions proved to be effective, as teachers were able to provide targeted instruction twice a week in smaller groups. Students were given time to focus on specific skills in ELA or math, which helped them gain confidence when SBA assessments were administered.

The i-Ready Math data showed that while 53% of students were at or approaching grade level, 48% were performing one or more grade levels below, with the largest group (40%) one grade level below. This indicated that a significant number of students were close to proficiency but required additional targeted support to close gaps, particularly in Geometry and Measurement & Data. After-school intervention directly supported this need by providing extended learning time focused on skill-specific instruction. In a smaller group setting, teachers were able to reteach key standards, address unfinished learning, and provide hands-on, scaffolded practice to strengthen conceptual understanding and problem-solving skills.

Additionally, 69% of Topeka students showed strength in foundational skills such as phonics and high-frequency words, with greater need in vocabulary and overall comprehension based on i-Ready MOY data. The arts supported growth in these areas by strengthening language development, critical thinking, and meaning-making—all of which were essential for reading proficiency.

Action 7: Supplemental Early Education

Data showed that over 50% of K–2 students scored at or above grade level on Early Literacy Benchmarks on i-Ready assessments from the 2024–2025 school year. Beginning-of-year (BOY) data showed that over 20% of students were scoring at or above grade level. While this

was typical following summer learning loss, the 2024–2025 end-of-year data demonstrated that students performed at or above grade level. Strong first instruction provided by K–2 teachers, along with small-group instruction, resulted in strong end-of-year i-Ready scores. Assessment data from i-Ready indicated that K–2 teachers delivered strong initial instruction followed by targeted small-group instruction, resulting in continuous growth for the youngest learners.

The i-Ready Reading and Math data reflected a strong foundation that began in the early grades, highlighting the positive impact of TK teachers' work. In reading, 68% of students were at or approaching grade level, with particularly strong performance in foundational skills such as phonological awareness, phonics, and high-frequency words. These early literacy skills were built in TK through explicit instruction in sound recognition, letter knowledge, oral language development, and early decoding—all of which were critical predictors of later reading success.

Similarly, in math, over half of students (53%) were at or approaching grade level, with solid performance in foundational domains such as Number and Operations and Algebraic Thinking. TK classrooms emphasized number sense, counting, patterns, and mathematical discourse, which translated into students entering the upper grades with essential conceptual understanding.

The effectiveness of supplemental early education was evident in students' preparedness for grade-level expectations and their ability to engage confidently in core instruction. By providing targeted early support and differentiated learning experiences, the program built strong academic foundations, increased student engagement, and promoted positive learning habits. This early investment in skill development aligned with Topeka's commitment to high-quality instruction and contributed to sustained academic achievement across grade levels.

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

Review of i-Ready year-end assessment data in ELA showed that over 70% of students met or exceeded grade level, and 74% of students in math met or exceeded grade level by the end of the assessments. Topeka's SBA data showed that 71% of students met or exceeded grade-level standards in ELA, and 70% of students in math met or exceeded grade-level standards. This demonstrated that the action provided effective instructional support. With the support of instructional staff, small groups were formed and targeted instruction was provided daily.

This action directly strengthened daily instructional programs. Students benefited from additional adult support in classrooms, which improved both academic engagement and safety during unstructured times such as recess and lunch.

MOY i-Ready data highlighted the significant impact of small-group instruction, which directly reflected the important work teacher assistants were doing with students each day. In reading, while 68% of students were at or approaching grade level, nearly one-third of students were performing below grade level, particularly in vocabulary and comprehension. These were skill areas that required targeted reteaching, guided practice, and frequent feedback—all of which were most effective in small-group settings. Strong performance in foundational skills such as phonics and high-frequency words suggested that structured small-group reinforcement helped students solidify essential literacy skills before gaps widened.

Similarly, in math, with 48% of students performing one or more grade levels below, small-group instruction was critical. Teacher assistants provided additional practice in Number and Operations, Algebraic Thinking, and problem-solving, helping students strengthen conceptual

understanding and build confidence. The fact that over half of students were at or approaching grade level indicated that targeted intervention and guided support were moving students forward.

Overall, the data showed that many students were on the cusp of proficiency. Small-group support from teacher assistants was instrumental in closing gaps, reinforcing foundational skills, and accelerating learning—ensuring more students transitioned from below grade level to on- and above-grade-level performance.

The effectiveness of this action was demonstrated through enhanced differentiation, targeted small-group instruction, and timely intervention within the classroom setting. Teacher assistants and aides supported academic engagement, reinforced foundational skills, and allowed teachers to provide more focused instruction to students with identified needs. This increased instructional capacity strengthened equity of access to rigorous curriculum and contributed to sustained academic achievement and positive growth outcomes schoolwide.

Action 9: SENI Investments towards Academic Excellence

Early literacy results on BOY i-Ready demonstrated that 44% of students in ELA met or exceeded grade level. This showed that students receiving intervention were progressing toward grade-level expectations. SBAC data confirmed high achievement in ELA, with 71% of students meeting or exceeding standards, and 70% of students in math meeting or exceeding standards. This also resulted in improved attendance, and parent engagement increased throughout the year.

Topeka's MOY i-Ready data provided clear evidence of the need for tiered systems of support and underscored the critical role of the TSP coordinator and Psychiatric Social Worker in addressing the needs of the most vulnerable students. In reading, while a majority of students were at or approaching grade level, approximately 8% were two or more grade levels below. In math, a similar percentage of students fell into the most intensive support bands. These students required more than academic intervention alone—they often needed structured behavioral, social-emotional, and mental health supports to fully access instruction. The data helped identify students who were struggling due to attendance challenges, emotional regulation needs, trauma, or other barriers impacting academic performance.

The TSP coordinator played a vital role in analyzing this data to ensure that Tier 2 and Tier 3 supports were aligned to student needs, progress was monitored consistently, and interventions were adjusted strategically. The Psychiatric Social Worker supported students whose academic performance was connected to social-emotional or mental health factors by providing counseling, family outreach, and coordination of services that removed barriers to learning.

Together, the i-Ready data helped pinpoint students needing intensified academic and wraparound supports. The coordinated work of the TSP coordinator and Psychiatric Social Worker ensured that interventions were not only skill-based, but also responsive to the whole child—ultimately increasing the likelihood that students moved from the lowest performance bands toward grade-level achievement.

The effectiveness of these investments was evident in strengthened attendance monitoring, timely intervention, and increased family communication. The TSP Coordinator and PSA Counselor provided individualized support and follow-up for students with attendance concerns, while the Parent Center Director enhanced family partnerships and outreach. By addressing barriers to consistent attendance, these positions contributed to improved student engagement, increased instructional time, and stronger academic performance schoolwide.

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.

Topeka Charter 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 Topeka Charter's 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	Base Instructional Supports, including General Fund School Program	Topeka Charter School for Advanced Studies will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,832,861 **School Discretionary Fund Cost: $423,740**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Topeka Charter School to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $4,261,509	N
3	Charter School Categorical Block Grant	Topeka Charter will provide a teacher position to maintain its strong academic student achievement.	**School Discretionary Fund Cost: $205,376**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Topeka Charter School.	District Cost: $509,846	Y
5	Supplemental Arts Education	Topeka Charter School will continue to implement Arts Education to support Academic Excellence for different learners in our school.	District Cost: $90,017	Y
	Supplemental Afterschool Programs	Topeka Charter 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 Topeka Charter's LCAP.		
6	Supplemental Early Education	Topeka Charter will continue to implement early education programs to close equity gaps for English Learners, students in foster care, and low income students.	District Cost: $530,413	Y

7	Charter Supplemental/Concentration Funds in Lieu of EIA	Topeka Charter will continue to fund our teacher assistants and supervision aides to help maintain safety and provide additional supports in the classroom for students to work in small groups.	**School Discretionary Fund Cost: $51,701**	Y
8	SENI Investments towards Academic Excellence	The SENI funds continue to fund our TSP coordinator and our Parent Center Director for continued support of our EL and other targeted student groups while maintaining parent engagement in our school community.	**School Discretionary Fund Cost: $207,650**	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.

For our students at Topeka to thrive and be successful, students must continue to feel and experience joy and wellness everyday at school. If they are not feeling these emotions and thoughts, it will hinder their learning in all aspects. It is crucial that students continue to develop strong social emotional skills for them to regulate themselves when they encounter difficulty. All faculty and staff check in daily with students to ensure engagement is evident every day students come to school. Attendance is monitored closely to ensure that students are in school everyday and supports are provided if issues arise that affect their child's ability to be present and engaged.

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:** 42.5% **African American/Black:** 54.8% **Hispanic/Latino:** 33.3% **English Learner:** 47.4% **RFEP:** 55.8% **Standard English Learner:** 35.0% **Students with Disabilities:** 38.5% **Low Income:** 34.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 55.3% **African American/Black:** 70.8% **Hispanic/Latino:** 47.9% **English Learner:** 43.8% **RFEP:** 74.5% **Standard English Learner:** 49.6% **Students with Disabilities:** 49.2% **Low Income:** 50.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 49.9% **African American/Black:** 75.0% **Hispanic/Latino:** 44.9% **English Learner:** 55.2% **RFEP:** 59.6% **Standard English Learners:** 46.6% **Students with Disabilities:** 48.0% **Low Income:** 44.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 56.0% **African American/Black:** 72.0% **Hispanic/Latino:** 49.0% **English Learner:** 44.0% **RFEP:** 76.0% **Standard English Learner:** 51.0% **Students with Disabilities:** 51.0% **Low Income:** 51.0%	**All Students:** +7.4% **African American/Black:** +20.2% **Hispanic/Latino:** +11.6% **English Learner:** +7.8% **RFEP:** +3.8% **Standard English Learner:** +11.6% **Students with Disabilities:** +9.5% **Low Income:** +9.5%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 22.5% **African American/Black:** 17.2% **Hispanic/Latino:** 31.0% **English Learner:** 27.0% **RFEP:** 20.9%	**2023-2024** **All Students:** 14.0% **African American/Black:** 13.0% **Hispanic/Latino:** 19.0% **English Learner:** 13.0% **RFEP:** 6.0%	**2024-2025** **All Students:** 13.3% **African American/Black:** 5.6% **Hispanic/Latino:** 17.8% **English Learner:** 13.3% **RFEP:** 7.0%	**2025-2026** **All Students:** 12.0% **African American/Black:** 11.0% **Hispanic/Latino:** 17.0% **English Learner:** 11.0% **RFEP:** 4.0%	**All Students:** -9.2% **African American/Black:** -11.6% **Hispanic/Latino:** -13.2% **English Learner:** -13.7% **RFEP:** -13.9%

		Standard English Learner: 28.2% **Students with Disabilities:** 26.0% **Low Income:** 34.9% *Source: Open Data Dashboard*	**Standard English Learner:** 20.0% **Students with Disabilities:** 26.0% **Low Income:** 19.0% *Source: Open Data Dashboard*	**Standard English Learners:** 17.7% **Students with Disabilities:** 18.1% **Low Income:** 17.0% *Source: Open Data Dashboard*	**Standard English Learner:** 18.0% **Students with Disabilities:** 24.0% **Low Income:** 17.0%	**Standard English Learner:** -10.5% **Students with Disabilities:** -7.9% **Low Income:** -17.9%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 25.3% **African American/Black:** 19.4% **Hispanic/Latino:** 34.7% **English Learners:** 28.9% **RFEP:** 20.9% **Standard English Learners:** 32.7% **Students with Disabilities:** 31.7% **Low Income:** 38.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 20.2% **African American/Black:** 12.5% **Hispanic/Latino:** 26.9% **English Learners:** 22.9% **RFEP:** 6.4% **Standard English Learners:** 26.7% **Students with Disabilities:** 31.7% **Low Income:** 24.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 19.0% **African American/Black:** 5.0% **Hispanic/Latino:** 21.3% **English Learner:** 17.2% **RFEP:** 8.8% **Standard English Learners:** 21.3% **Students with Disabilities:** 25.2% **Low Income:** 20.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 19.1% **African American/Black:** 11.4% **Hispanic/Latino:** 25.3% **English Learner:** 21.6% **RFEP:** 5.2% **Standard English Learner:** 25.4% **Students with Disabilities:** 30.1% **Low Income:** 23.3%	**All Students:** -6.3% **African American/Black:** -14.4% **Hispanic/Latino:** -13.4% **English Learner:** -11.7% **RFEP:** -15.7% **Standard English Learner:** -11.4% **Students with Disabilities:** -6.5% **Low Income:** -17.9%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 43.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 72.7% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 67.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 74.5%	**All Staff:** +23.8%

5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.32% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0.00%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 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:** 81.1% **Hispanic/Latino:** 78.8% **RFEP:** 93.8% **Standard English Learners:** 76.4% **Students with Disabilities:** 57.1% **Low Income:** 80.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 89.1% **Hispanic/Latino:** 86.8% **RFEP:** 77.8% **Standard English Learners:** 88.2% **Students with Disabilities:** 84.8% **Low Income:** 91.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.2% **Hispanic/Latino:** 86.9% **RFEP:** 83.3% **Standard English Learners:** 87.1% **Students with Disabilities:** 64.1% **Low Income:** 81.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.5% **Hispanic/Latino:** 87.8% **RFEP:** 78.8% **Standard English Learners:** 89.2% **Students with Disabilities:** 85.8% **Low Income:** 92.0%	**All Students:** +9.4% **Hispanic/Latino:** +9.0% **RFEP:** -15.0% **Standard English Learner:** +12.8% **Students with Disabilities:** +28.7% **Low Income:** +11.6%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School**	**2022-2023** **All Parents:** 89.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 91.1%	**All Parents:** +3.7%

	Experience Survey)					
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 95.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 98.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0.00%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 73.8% **Hispanic/Latino:** 71.0% **RFEP:** 66.7% **Standard English Learners:** 69.6% **Students with Disabilities:** 66.7% **Low Income:** 77.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 80.2% **Hispanic/Latino:** 76.1% **RFEP:** 77.8% **Standard English Learners:** 73.1% **Students with Disabilities:** 71.0% **Low Income:** 82.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 76.8% **Hispanic/Latino:** 72.6% **RFEP:** 70.8% **Standard English Learners:** 76.2% **Students with Disabilities:** 69.2% **Low Income:** 76.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 81.5% **Hispanic/Latino:** 77.1% **RFEP:** 78.8% **Standard English Learners:** 74.1% **Students with Disabilities:** 72.0% **Low Income:** 83.1%	**All Students:** +3.0% **Hispanic/Latino:** +1.6% **RFEP:** +12.1% **Standard English Learner:** +4.5% **Students with Disabilities:** +5.3% **Low Income:** +5.3%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 90.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 91.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 92.3%	**All Parents:** +5.7%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School**	**2022-2023** **All Staff:** 91.5% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 86.5% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 90.4% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 88.0%	**All Staff:** -3.5%

	Experience Survey)					

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 Health Supports

Topeka Charter's investment in a full-time school nurse reflected a data-informed approach to eliminating health-related barriers to learning, ensuring students remained in the classroom and were ready to engage with rigorous academic content. The school nurse improved response time to acute illness and supported the management of chronic conditions such as asthma and diabetes, all of which directly impacted instructional time.

Action 2: Base-Funded School Climate Support Staff

Topeka Charter's base-funded investment in campus aides reflected a commitment to maintaining an orderly, welcoming environment where students—with an emphasis on the Filipino student population (a group identified in Targeted Support and Improvement, TSI)—could focus on learning without the distractions of an under-supervised campus. Investing in campus support staff resulted in measurable improvements in student conduct, fewer classroom disruptions, and greater feelings of safety among students, all of which were directly tied to higher engagement and achievement outcomes.

Action 3: Supplemental School Climate Support Staff

Topeka Charter's base-funded investment in campus aides reflected a continued commitment to maintaining an orderly and welcoming environment where students could focus on learning. Investments in campus support staff resulted in measurable improvements in student conduct, fewer classroom disruptions, and increased feelings of safety among students, all of which were directly tied to higher engagement and achievement outcomes.

Action 4: SENI Investments towards Joy and Wellness

Topeka Charter's SENI investment in a TSP Coordinator reflected an evidence-based understanding that addressing the whole child—not just academic content—was essential to closing achievement gaps and building a thriving school community. Topeka continued to implement tiered systems of support, which resulted in meaningful reductions in behavioral referrals, improved social-emotional behaviors and relationships, and stronger overall academic outcomes.

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

No material differences.

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

School actions showed Topeka moving in the right direction to support the Joy and Wellness goals at Topeka. Attendance rates were over 87% with students showing strong attendance. In addition, based on the annual School Experience Survey, students reported feeling 78% of students felt safe at Topeka and 73% of students felt connected to Topeka. School wide events such as Unity Day, Tiger Trot, Family Dance, Spirit Week activities promoted physical and wellness activities but also strengthened ties among students, faculty, staff and families.

Action 1: Base-Funded Health Supports

The majority of students had excellent attendance during the first semester of the school year. Over 60% of students at Topeka fell into the proficient attendance band for the school year.

With Topeka's full-time nurse, students were provided health services, and parents were connected to the nurse when concerns arose that required attention while children were at school. Having a full-time nurse supported strong attendance, as parents were assured that their children's health was monitored throughout the school year. A full-time nurse reduced the number of students sent home unnecessarily, supported families with health resource navigation, and helped staff address social-emotional and physical health needs in a timely manner.

Action 2: Base-Funded School Climate Support Staff

According to the LAUSD School Experience Survey, 78% of students at Topeka reported positive perceptions of the school environment. In addition, 86% of parents reported that Topeka was a safe place for their children to learn and grow.

These actions proved to be effective at Topeka, as school climate support staff—including a full-time PSW, a three-day school psychologist, and daily SEL/PBIS practices implemented in classrooms—contributed to students and parents feeling safe, supported, and included. By providing consistent supervision during transitions, lunch, and other non-instructional periods, campus aides reduced the likelihood of behavioral incidents that pulled students and staff away from instruction. Their presence also helped build positive relationships with students, contributing to a culture of belonging and accountability.

Action 3: Supplemental School Climate Support Staff

According to the LAUSD School Experience Survey, 78% of students at Topeka reported positive perceptions of the school environment. In addition, 86% of parents reported that Topeka was a safe place for their children to learn and grow.

This action was effective for targeted student groups, including English Learners and low-income students. Supplemental staffing ensured that these students had additional support and felt connected to the school community. By providing consistent supervision during transitions, lunch, and non-instructional periods, campus aides reduced the likelihood of behavioral incidents that pulled students and staff away from the instructional program. Their presence also built positive relationships with students, contributing to a culture of belonging and accountability.

Action 4: SENI Investments towards Joy and Wellness

According to the Los Angeles Unified School Experience Survey, 86% of parents felt that Topeka was a safe environment for their children to learn. Additionally, 73% of students reported a sense of connectedness to adults and peers at Topeka, while 78% of students reported that they felt safe at school. Among staff, 85% reported feeling safe at Topeka, and 97% of teachers reported that they enjoyed teaching at the school.

Topeka Charter's TSP Coordinator was part of the efforts made to sustain joy and wellness in the daily experience of every student. By coordinating tiered supports, connecting students and families to resources, and ensuring that intervention systems were responsive and equitable, the TSP Coordinator supported the school community in promoting student well-being, reducing chronic absenteeism, and improving academic achievement.

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

Topeka Charter did not invest LCFF-SENI Investments towards Joy and Wellness in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.

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, students, Topeka Charter School will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Topeka Charter School will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Topeka Charter School will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
	SENI Investments towards Joy and Wellness	Topeka Charter did not invest LCFF-SENI Investments towards Joy and Wellness in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.		

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.

Topeka's success as a school is a direct result of the collaboration and engagement that Topeka has with its parents, community partners and other educational partners. From volunteering in classrooms to support all various classroom activities to supporting the needs of funding various educational programs at Topeka, Topeka will continue to build on increasing engagement and collaboration throughout the school year.

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:** 84.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 85.2% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.1%	**All Parents:** +1.2%
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:** 88.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 89.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 88.2%	**All Parents:** +1.5%
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:** 81.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 83.3%	**All Parents:** +1.7%

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:** 97% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 94.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.5%	**All Parents:** -1.3%

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 Investments towards Engagement and Collaboration

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Topeka Charter. The SENI Engagement and Collaboration action was carried out through intentional outreach efforts designed to strengthen communication and meaningful partnerships between families and the school community. Clear, accessible communication systems ensured that families could easily access information about workshops, programs, and instructional resources to support learning at home. These efforts fostered strong family–school collaboration, promoting student achievement and cultivating a shared culture of continuous improvement at Topeka Charter.

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.

Action 1: SENI Investments towards Engagement and Collaboration

Los Angeles Unified's school experience survey, 86% of parents report that Topeka includes them in making important decisions about their child's education. According to the school experience survey, 90% of parents report that they can easily find information about parent workshops or other programs offered at Topeka. 3% of parents at Topeka report that Topeka provides the instructional resources to help their child's education. Additionally, 83% of parents at Topeka report that Topeka provides the instructional resources to help their child's education.

And 96% of parents report that Topeka provides them with information both written and verbal they can understand. This is attributed to teachers who are proactive and partner with Topeka early on in the school year who constantly communicate with their parents about how to support their children and the decisions made are done so in partnership to support the overall well being of the student.

Our full time Parent Center Director/Community Representative who keeps our website updated daily, creates an electronic newsletter that is sent out weekly, having a strong social media presence that informs parents about the daily events happening at Topeka along with room parents that partner with the teacher to reach out to parents directly about events happening in their child's classrooms and at the school site daily. This is attributed to the various school and district resources we provide parents through email communication, website updates and other important paperwork that parents will need to use to support their children at home. Topeka's Parent Center Director/Community

Representative play a major role in disseminating important resources daily. Our parent volunteers support sending school information on social media.

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	SENI Investments towards Engagement and Collaboration	TSP Coordinator at Topeka reflects an evidence-based commitment to supporting the whole child, recognizing that academic success depends on addressing social-emotional well-being and closing achievement gaps	**School Discretionary Fund Cost: $57,035**	Y

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.

In order for the whole child to thrive, students needed to feel safe, cared for, connected, and respected. Throughout the first half of the school year, Topeka Charter maintained a safe and orderly environment that was conducive to learning. The campus remained a place where all stakeholders were supported, ensuring that academic and social-emotional growth could occur within a positive and nurturing climate. We continue to use this as a basis to follow the mission to ensure that Topeka is safely maintained and has clean facilities for students and staff as well ensuring we have the materials ready to support operational effectiveness at all times.

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, Topeka Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $2,460,133	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

This action was implemented at Topeka Charter to meet the needs of all students by ensuring high-quality facilities, qualified staff, and access to essential instructional resources. Through consistent maintenance and oversight, the school maintained facilities in excellent condition, earning an overall “Exemplary” rating for Good Repair on the most recent SARC. Additionally, 100% of teachers were appropriately credentialed and delivered standards-aligned instruction supported by ongoing professional development. As a result, all students had full access to standards-based instructional materials in alignment with Williams Act requirements, reinforcing a safe, welcoming, and effective learning environment at Topeka Charter.

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.

Action 1: LAUSD Support for Affiliated Charter Operations

The FIT Tool (SARC) confirmed that the campus was in “Good Repair”, that 100% of Topeka teachers are appropriately credentialed and that Topeka’s basic and state conditions were met. Los Angeles County Office of Education reported based on a recent visit at Topeka on October 10, 2025, that Topeka meets and has provided its students all required standards based instructional materials by meeting the Williams Act.

Topeka’ school plant manager oversaw the upkeep of facilities, which were consistently described by parents and staff as safe, clean, and welcoming. Additionally, teachers are in compliance with LAUSD and state requirements. The school’s TSP coordinator ensures that Topeka receives sufficient textbooks by cross checking what is delivered and monitoring that all appropriate textbooks are given to teachers for student distribution. School wide commitment by our plant manager, faculty and staff to ensure Topeka is a safe and clean school for students to learn and succeed.

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 [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$316,386.00 (School Discretionary Funds- new S/C revenues) $1,454,601.56 (Total District and School S/C funds including carryover)	$0

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
50.29%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	50.29%

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 4	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 Topeka Charter. Scope: School-wide	Los Angeles Unified School District, including Topeka 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 - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English	Los Angeles Unified School District, including Topeka Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Topeka Charter. Scope: School-wide	schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Topeka Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs.	● Smarter Balanced Assessment: Math- Grades 3-5 ● Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	**Action:** Supplemental Early Education **Need:** Increase the opportunity for students from low income families to have access to early education. Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education is relevant because students from low-income families need equitable access to high quality early education programs.	To address the needs of students from low income families, the District continues to implement the following support, at Affiliated Charter Schools such as Topeka Charter: ● ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. ● In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need in fully implementing UTK Districtwide to eliminate opportunity gaps	For the identified student group(s): EL, LI, FY, ALL ● DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2

	Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. **Scope:** School-wide	for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. ● For 2026-27, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
Goal 1 Action 7	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Topeka Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Charter Funds in Lieu of EIA were used at Topeka Charter to fund campus aides who support student supervision and campus safety. These aides play an essential role in maintaining a structured, safe, and supportive learning environment for all students.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten

			● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● 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. Topeka Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Provide high-impact instructional strategies for all students, while targeting and providing increased learning opportunities for students who are not meeting grade level criteria. Topeka will provide underserved students with a system of multi-tiered support integrating academics, wellness, and personalized learning so that all students may succeed. -Intervention to support students not making adequate progress toward meeting grade-level standards and or English Language Development Standards will be scheduled during the school day, targeted by data-driven lessons. These interventions will focus on skills determined by most current curricular assessments and district interim assessments. For English Learners, an additional goal besides meeting grade-level benchmarks will be working toward meeting reclassification criteria. Under the supervision of a highly qualified teacher, paraprofessionals and instructional aides will support small-group instruction in the classroom, targeting students at risk of not meeting grade-level standards.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		After-school intervention classes will include all students while targeting ELs, low-income, and foster students. Students will be assessed using a pre-/post-test and end with a culminating report on their individual progress. This added tier of intervention support will allow the closure of the achievement gap in our targeted student populations. Teachers and paraprofessionals' usage of research-based programs such as Heggerty Phonics, UFLI Foundations, and the Orton-Gillingham approach will be utilized to provide supplemental instruction. -Provide teachers time to conduct meetings for lesson study and sharing of best practices among grade levels and in vertical teams. These meetings focus on the analysis of data and the building and sharing of instructional best practices. Teachers of English Learners will be invited to attend professional development outside of their regular assignments and schedule follow-up PDs to develop activities on the proper implementation of instructional strategies. -Deepen understanding of the essential foundational knowledge that students need to understand to access the content and/or topic -Students will be provided with up-to-date 1:1 computer devices as well as classroom equipment such as LCD projectors and document cameras that are in good repair and that can be readily utilized to access the digital curriculum. The Attendance Team will assist certificated personnel with arranging support services that provide aid to students with attendance and	

		other issues that are barriers to student academic achievement. By building our multi-tiered system of support, Topeka will continue to close the achievement gap of our English Learners, foster youth, and low-income students by citing the following research-based practices: Small Group Instruction using Heggerty Lessons can be used with whole-group and/or small groups to provide intervention and support for TK- 1st-grade students who need additional support with targeted skill instruction. Lessons provide students with instruction in phonological awareness, progressing to the phoneme level through language play activities. When lessons are taught each day consistently, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words. Students who attend school regularly have been shown to achieve higher levels than students who do not have regular attendance. According to the state of California, students who miss more than 18 days of school are less proficient in reading, writing and math compared to their peers with good attendance. Eureka/Great Minds Exit Tickets and CGI practices support teachers to identify and analyze student progress and assessments to build connections across ideas. Teachers revisit the module/topics for reteaching, and strategies to support student discourse that support the progression of learning for all students.	

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, Topeka 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, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Topeka 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 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between	-Topeka Elementary will engage and promote a strong home and community connection by respecting diverse family structures and providing effective communication, training, and resources to parents and guardians. This will help foster a welcoming environment where parents feel valued and can contribute meaningfully to their child's education. -We will offer volunteering opportunities and workshops to families on a variety of topics, with family input, ensuring that some topics align with the instructional goals of the school.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the

	schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: School-wide	-Workshops would be provided during times families identify as being most convenient to engage. -Survey families to identify assets and needs and to identify topics of interest for workshops. As well as present district-approved topics of interest. -We will provide open communication channels by use of Schoology, Class Dojo, the school website, marquee, Blackboard Connect, and weekly e-backpack flyers. This school-to-home outreach and family communication is essential to helping families play a central role in preparing students for the world. These open channels of communication will also foster open dialogue with teachers and staff. -We will have systems in place to proactively ask families to share concerns, needs, and suggestions, and respond in a timely manner. -Over fifty years of research from researchers, including Dr. Karen Mapp, Joyce Epstein, and Anne Henderson, have demonstrated that it is essential to implement family engagement workshops as a strategy to accelerate student learning. The research indicates that workshops, establishing a welcoming environment, and linking families to learn how they can partner with schools accelerate school improvement efforts overall for the highest opportunity communities. -A family engagement point of contact is essential, both for maintaining a Parent and Family Center and to ensure family engagement strategies are integrated into instructional programs within a school campus. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills, and adapt better to school.	School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		Having a Community Parent Representative fosters parental involvement, which sets students up to develop a deeper sense of belonging to a school community and a lifelong love of learning. -With a Community Parent Representative in our Parent Center, it encourages parent peer support that can help parents navigate systems more effectively, learn from the experiences of other families, feel less alone, and gain hope, ideas, and information. This support can help parents meet their children's needs more efficiently and with greater confidence.	

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.

Topeka Charter is not eligible for these funds.

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	25.65 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 581students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	42.60 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 581 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Topeka Charter School for Advanced Studies 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 %)
Topeka Charter School for Advanced Studies 2026-2027	$ 629,116	$ 316,386	50.29%	0.000%	50.29%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 945,502	$ -	$ -	$ -	$ 945,502.00	$ 826,697	$ 118,805

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	$ 398,678	$ 25,062	$ 423,740	$ -	$ -	$ -	$ 423,740	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 149,895	$ 55,481	$ 205,376	$ -	$ -	$ -	$ 205,376	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	$ 29,514	$ 22,187	$ 51,701	$ -	$ -	$ -	$ 51,701	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	$ 191,575	$ 16,075	$ 207,650	$ -	$ -	$ -	$ 207,650	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 57,035	$ -	$ 57,035	$ -	$ -	$ -	$ 57,035	0.000%

Topeka Charter School for Advanced Studies 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
$ 629,116	$ 316,386	50.29%	0.000%	50.29%	$ 316,386	0.000%	50.29%	**Total:**	$ 316,386
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 316,386

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	3	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	$ 51,701	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 207,650	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English	Schoolwide	$ 57,035	0.000%

Topeka Charter School for Advanced Studies 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,143,236.00	$ 770,296.00

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	$ 433,486	$ 269,541
1	3	Charter School Categorical Block Grant	No	$ 327,240	$ 199,361
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 51,751	$ 50,105
1	8	SENI Investments towards Academic Excellence	Yes	$ 239,977	$ 184,327
2	4	SENI Investments towards Joy and Wellness	Yes	$ 34,351	$ 34,323
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 56,431	$ 32,639

Topeka Charter School for Advanced Studies 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)
$ 382,510	$ 382,510	$ 301,394	$ 81,116	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	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 51,75	$ 50,105	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 239,97	$ 184,327	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 34,35	$ 34,323	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 56,43	$ 32,639	0.000%	0.000%

Topeka Charter School for Advanced Studies 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)
$ 760,726	$ 382,510	0.000%	50.282%	$ 301,394	0.000%	39.619%	$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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