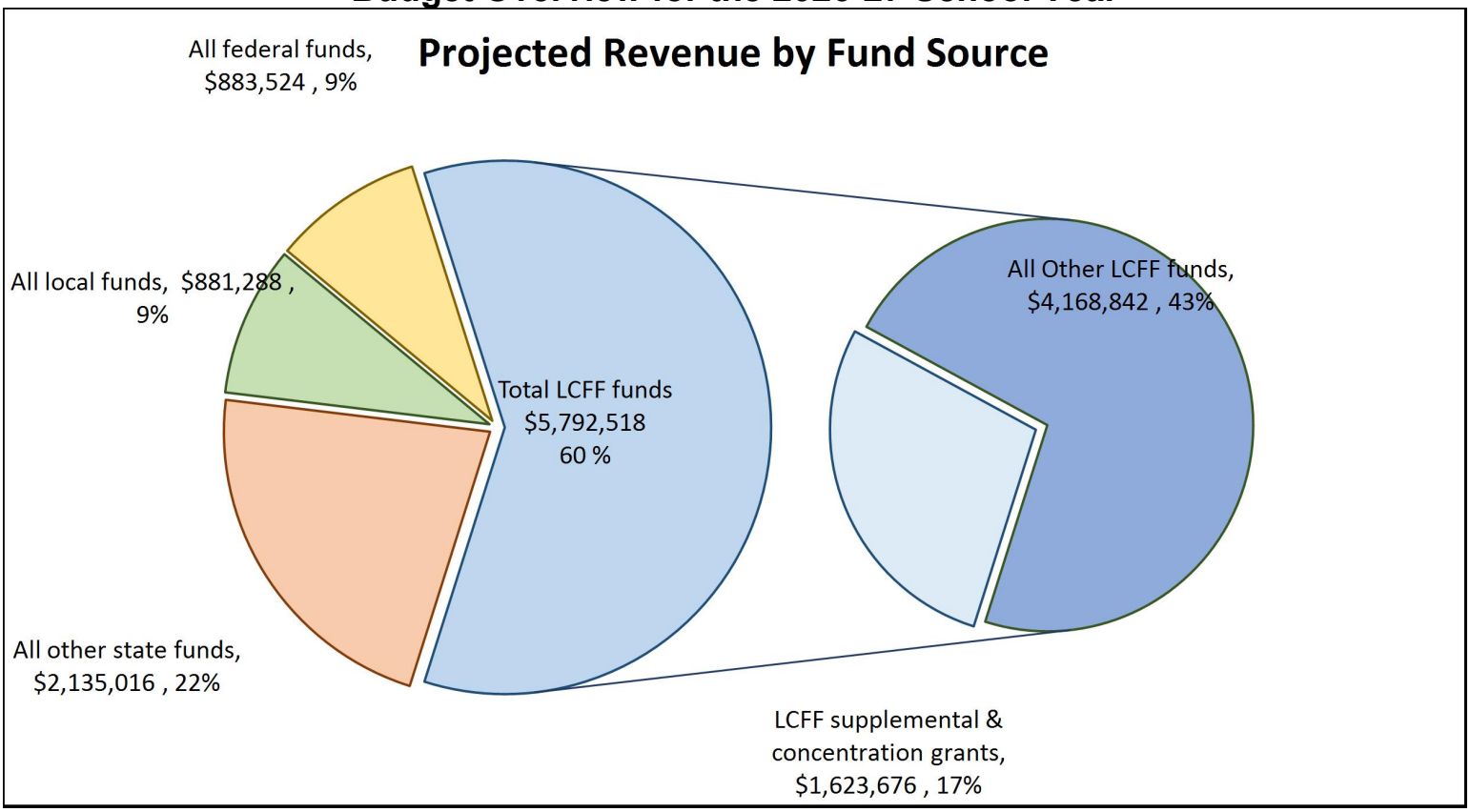
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gabriella Charter School 2
CDS Code: 19 64733 0135509
School Year: 2026-27
LEA contact information:
Daniela Hernandez
Principal

(213) 413--5828

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

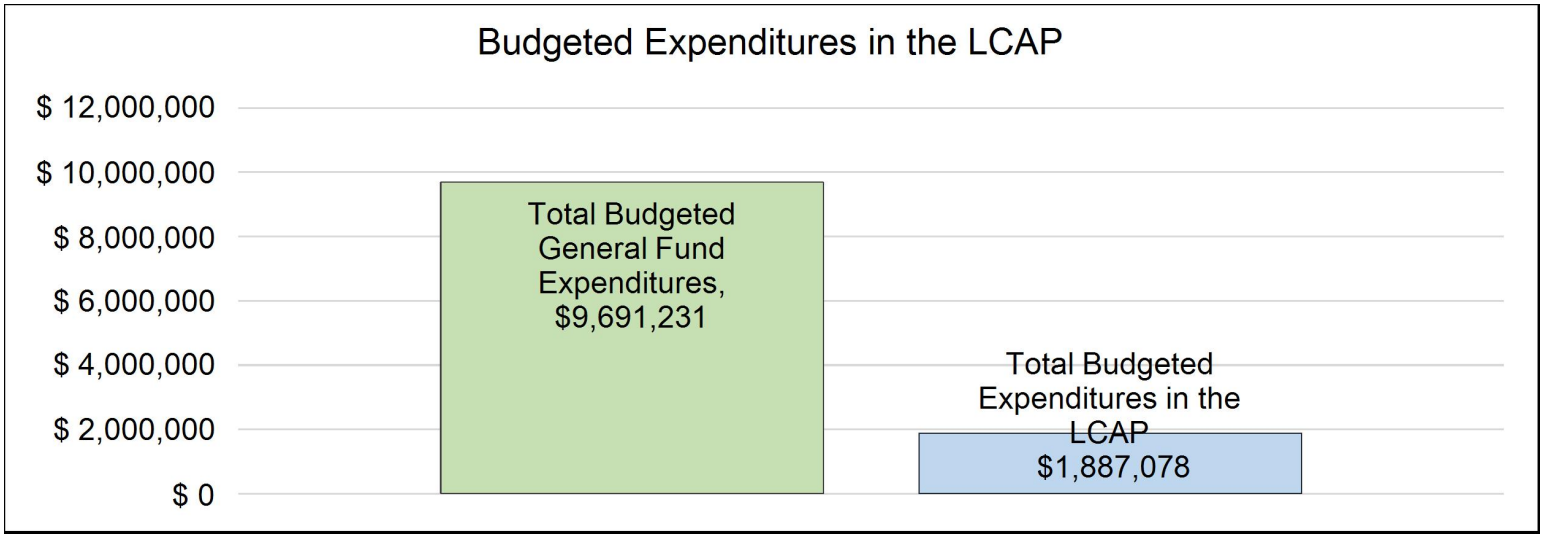


This chart shows the total general purpose revenue Gabriella Charter School 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gabriella Charter School 2 is $9,692,346, of which $5,792,518 is Local Control Funding Formula (LCFF), $2,135,016 is other state funds, $881,288 is local funds, and $883,524 is federal funds. Of the $5,792,518 in LCFF Funds, $1,623,676 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 Gabriella Charter School 2 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: Gabriella Charter School 2 plans to spend $9,691,231 for the 2026-27 school year. Of that amount, $$1,887,078 is tied to actions/services in the LCAP and $7,804,153 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

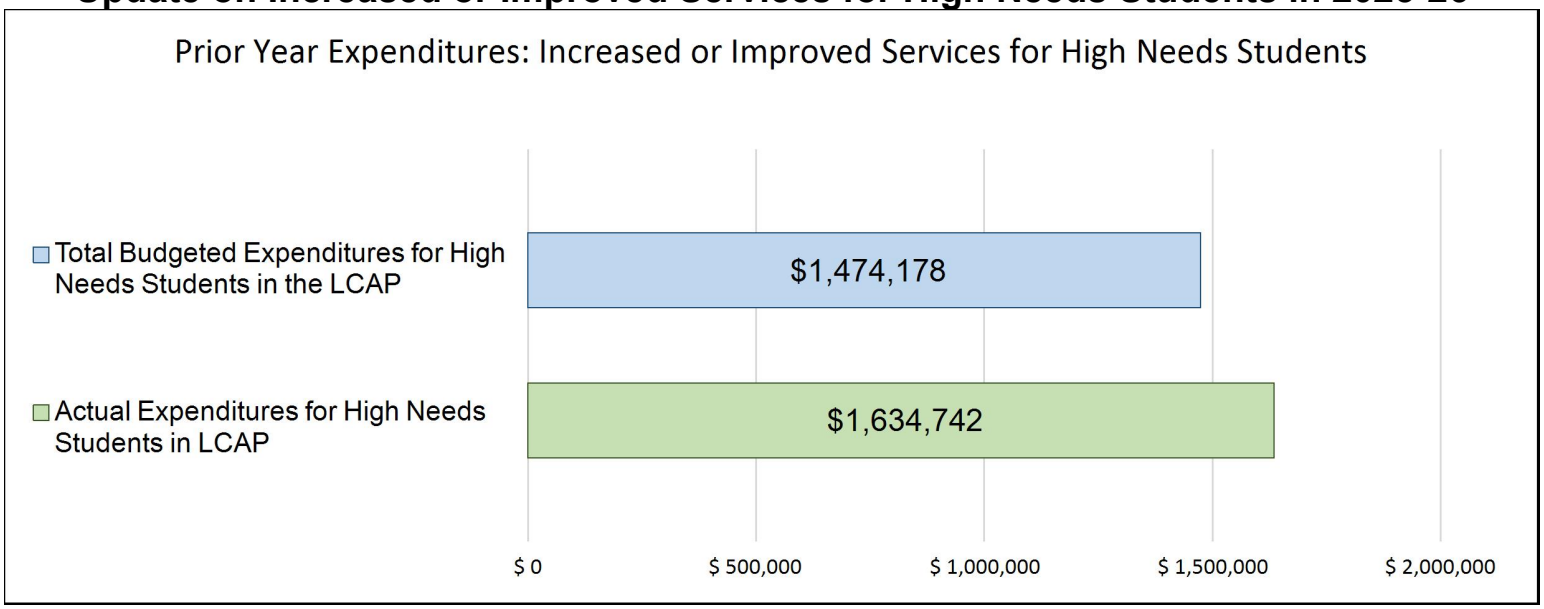
General Fund Budget Expenditures not included in the LCAP include costs associated with running the school. Expenditures include but not limited to: classrooms, teacher salaries, support staff salaries, administrator salaries, staff benefits, student materials and supplies, operational systems, facilities expenditures, maintenance, and other costs.

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

In 2026-27, Gabriella Charter School 2 is projecting it will receive $1,623,676 based on the enrollment of Foster Youth, English learner, and low-income students. Gabriella Charter School 2 must describe how it intends to increase or improve services for high needs students in the LCAP. Gabriella Charter School 2 plans to spend $$1,623,676 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 Gabriella Charter School 2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gabriella Charter School 2 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, Gabriella Charter School 2's LCAP budgeted $1,474,178 for planned actions to increase or improve services for high needs students. Gabriella Charter School 2 actually spent $1,634,742 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gabriella Charter School 2	Daniela Hernandez Principal	dhernandez@gabri.org (213) 413--5828

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.

Gabriella Charter School 2 (GCS 2) is a school that first opened in August of 2017. The mission of Gabriella Charters Schools is to join academic rigor with the creativity of dance to engage the hearts and minds of young people in under-served communities, empowering them to excel both inside and outside the classroom. In 2025-2026 Gabriella Charter School 2 is a dance based, K-8 charter school that will serve approximately 416 students in historic South Los Angeles. The student population is approximately 94.2% Latino, 3.4% African American, 1% Caucasian, and 1.4% other. The school is comprised of approximately 96.6% socioeconomically disadvantaged students, 34.9% English Learners, and 17.3% Students with Disabilities. GCS 2 plans to demonstrate exemplary student achievement outcomes, innovative instructional program, exceptional enrichment opportunities, and a culture of high expectations and accountability.

Gabriella Charter School 2 is not an Equity Multiplier School.

Reflections: Annual Performance

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

As we reflect on our annual performance, Gabriella Charter School 2 remains committed to evaluating our progress using data from the California School Dashboard. As a TK–8 school serving a diverse student population, including a high percentage of socioeconomically disadvantaged students and English learners, we continue to build on areas of growth while addressing persistent challenges. The 2025 CA School Dashboard reflects meaningful academic improvement across multiple indicators, alongside ongoing needs in student engagement

and select student group outcomes. Based on the 2025 CA School Dashboard, our strengths and growth areas are as follows:

- Significant Growth in English Language Arts Across Student Groups: All Students improved by 20.2 points to 42.0 points below standard (Yellow). Hispanic students increased 20.6 points to 42.7 points below standard (Yellow), and Socioeconomically Disadvantaged students increased 21.0 points to 42.2 points below standard (Yellow). Students with Disabilities demonstrated the largest growth, increasing 34.5 points to 109.2 points below standard (Orange).. These gains reflect strong upward momentum in literacy achievement across the school.
- Positive Growth in Mathematics Performance: All Students increased 13.4 points to 77.0 points below standard (Yellow). Hispanic students increased 12.3 points to 78.7 points below standard (Yellow), and Socioeconomically Disadvantaged students increased 14.2 points to 76.6 points below standard (Yellow). While performance remains below standard, the consistent growth across student groups signals improving academic outcomes.
- Improvement in English Learner Progress and Targeted Student Outcomes: English Learners improved by 2.3 percentage points to 42.0% making progress (Yellow). Additionally, English Learners in ELA increased 10.9 points to 70.4 points below standard (Orange), demonstrating progress toward closing achievement gaps.
- Strong Outcomes in School Climate for Select Student Groups: Homeless students achieved a Suspension Rate of 2.4% (Green), declining 1.0 percentage point, reflecting positive progress in maintaining a supportive and inclusive school environment for this student group.

We are encouraged by the consistent academic growth across multiple indicators and student groups, which reflects the effectiveness of our instructional program and targeted supports. At the same time, we recognize that overall performance levels remain below standard and that significant challenges persist, particularly in student engagement and equitable outcomes.

- High and Increasing Chronic Absenteeism Across Student Groups: Chronic Absenteeism for All Students is 35.1% (Red), increasing 0.6 points. English Learners increased 3.0 points to 27.5% (Red), Students with Disabilities increased 3.4 points to 34.8% (Red), and Homeless students increased 5.6 points to 28.9% (Red). Hispanic students (32.6%) and Socioeconomically Disadvantaged students (34.4%) remained persistently high (Red). These trends indicate a critical need for targeted attendance interventions and family engagement strategies. In response to chronic absenteeism data, the school has strengthened its attendance systems by implementing a more intentional and proactive approach to building a culture of attendance. While many of the core attendance practices remain consistent, the school has increased its focus on prevention, awareness, and shared accountability among students, families, and staff. Attendance expectations and the importance of daily attendance are reinforced through regular communication with students and families, daily monitoring, and ongoing staff engagement. The school has also expanded the use of attendance incentives, schoolwide recognition programs, and strategic attendance campaigns designed to encourage positive attendance habits and address historical attendance challenges. In addition, the school continues to provide individualized attendance supports through family outreach, attendance meetings, counseling services, and expanded enrichment opportunities that strengthen student engagement and connection to school. These efforts are intended to improve attendance outcomes, reduce chronic absenteeism, and ensure students are consistently engaged in learning.

- Low Academic Performance Despite Growth: While growth is evident, performance levels remain below standard for All Students in both ELA (42.0 points below standard, Yellow) and Mathematics (77.0 points below standard, Yellow). Students with Disabilities (134.7 points below standard, Orange) and English Learners (92.2 points below standard, Orange) in Mathematics continue to

demonstrate significant performance gaps, with only minimal growth for some groups. In response to the 2025 California School Dashboard ELA results, the school has continued to strengthen curriculum implementation, instructional practices, and teacher professional learning to improve literacy outcomes for all students. The school is now in the second year of implementing its middle school ELA curriculum and the first year of implementation at the elementary level. Teachers participate in ongoing professional development, collaborative planning, and data analysis cycles designed to deepen understanding of grade-level standards and curriculum expectations. Regular instructional walkthroughs provide targeted feedback focused on effective curriculum implementation, increasing student independence, and strengthening academic discourse and student engagement. In addition, the school administered interim CAASPP assessments, including ELA performance tasks, and engaged teachers in collaborative scoring, analysis of student work, and action planning to address identified learning needs. Through these efforts, the school is working to strengthen instructional rigor, improve alignment to California standards, and accelerate academic growth for all student groups. In response to the 2025 California School Dashboard Mathematics results, the school has continued to strengthen its K–8 instructional systems to improve student achievement and increase access to rigorous, standards-aligned mathematics instruction. Building on prior improvement efforts, professional learning has focused on deepening teachers' mathematical content knowledge and strengthening implementation of the school's problem-based mathematics curriculum. Teachers participate in ongoing unit internalization, collaborative planning, and data analysis cycles to identify student learning needs, adjust Tier 1 instruction, and provide targeted small-group support. The school has also prioritized the consistent use of Mathematical Language Routines to increase access to grade-level content, particularly for multilingual learners, while promoting mathematical discourse and academic language development. Through instructional coaching, quarterly classroom walkthroughs, interim assessments, and collaborative analysis of student work, teachers receive ongoing support to strengthen student independence, increase meaningful peer discussion, and ensure rigorous implementation of instructional tasks. Collectively, these efforts are intended to improve instructional coherence, strengthen intervention systems, and accelerate mathematics achievement for all student groups.

- Suspension Rates for Specific Student Groups: While overall Suspension Rate remains Yellow, Hispanic students (2.8%, Orange) increased 0.4 percentage points and Students with Disabilities (4.2%, Orange) increased 1.3 percentage points. These trends highlight the need to strengthen equitable discipline practices and expand restorative approaches.

Required Learning Recovery Emergency Block Grant (LREBG) Needs Assessment Requirements (If State Were To Give Additional LREBG Funding for 26-27 and beyond) GCS 2 will plan to use all of their planned LREBG funding by June 30, 2027. This Needs Assessment was not originally required for any LREBG funds fully spent by June 30, 2025, but is needed for any LREBG funds used after this date. As of the writing of this LCAP, the state has not passed 26-27 budget, but if the state were to approve additional LREBG funding for 26-27 and beyond, this Needs Assessment would be used to allow GCS 2 to use the LREBG funds (including if there is any carryover funding from last year that is TBD).

Pursuant to related Needs Assessment requirements, see below necessary items to meet the requirements thereof.

Assessment of Performance in English Language Arts (ELA) and Math, with specific identification of pupil groups identified as "Very Low" or "Low" status levels (as we define as an Orange or Red) on the California School Dashboard.

2025 CA School Dashboard:
All: 42 pts. below (Yellow)

EL: 70.4 pts below (Orange)
SWD: 109.2 pts below (Orange)
Hispanic: 42.7 pts below (Yellow)
SED: 42.2 pts below (Yellow)

2025 CA School Dashboard:
All: 77 pts. below (Yellow)
EL: 92.2 pts below (Orange)
SWD: 134.7 pts below (Orange)
Hispanic: 78.7 pts below (Yellow)
SED: 76.6 pts below (Yellow)

There are no other local metrics in this part of the write up, but there are other metrics used throughout our LCAP (e.g., iReady scores, mastery of dance benchmarks, school connectedness, etc...) that we use to help inform pupils in need of re-engagement services. Based on the above metrics, we see almost all of our significant subgroups need support in areas of ELA, Math.

Given the above needs of various significant sub-groups, and related further analysis throughout our LCAP, we see that many of our significant sub-groups need various levels of student supports. Based on the requirements of the use of funds and resources shared from CDE (e.g.https://docs.google.com/spreadsheets/u/1/d/1DB5JYePdkoR5gP3L_K62oPbsCOTY3Dgw1jg2e5xqnnU/copy?usp=sharing), we believe the best use of any potential LRBEG funding would best be used to under the allowable uses of "(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both." and "Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve."This includes evidence-based resources for improving our academic outcomes, with a focus on our significant student groups.

Specifically, we would invest funds to partner with external experts to strengthen instructional leadership capacity across the organization. Through principal coaching, embedded leadership support, and the development of sustainable leadership systems, school leaders were supported in establishing predictable data cycles, strengthening MTSS structures and processes, and implementing data-driven instructional practices. This work will focus on building leaders' capacity to analyze student performance data, connect data conversations to instructional action, and make informed decisions regarding differentiated instruction and intervention supports. These efforts directly support Goal 2 by improving the systems and practices necessary to identify student needs, provide targeted academic support in English Language Arts and Mathematics, and improve outcomes for students requiring additional assistance.

Reflections: Technical Assistance

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

NA: Not on Technical Assistance

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.

NA: Not on 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.

NA: Not on CSI

Monitoring and Evaluating Effectiveness

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

NA: Not on CSI

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
All partners	GCS views the LCAP stakeholder engagement process through the lens of a continuous improvement process, including within a year and from year-to-year. Prior year stakeholder feedback informed prior year plans. Prior year plans are then used to serve as a way to inform, educate, and gather input and feedback from critical stakeholders for ways to improve moving forward. Feedback is elicited both formally and informally, but the overarching idea is how GCS can improve as an organization. • Established LCAP review process, which included outreach to parents, administration, teachers, and others • Groups and committees where proposed goals, progress of school, and ways to improve student outcomes were presented and feedback sought throughout the school year: • School Site Council • Admin Team • Teaching Staff • Other Staff • Surveys such as CA Healthy Families, Insight, and other related surveys. • Parents at Coffee with the Principal • Board • ExED during budgeting • LCAP Team meeting to gather feedback on priority areas • Board discussion prior to approval • Final LCAP distributed to the Board approval of final LCAP

Educational Partner(s)	Process for Engagement
SSC/ ELAC/Other Parent Meetings	SSC Dates: 8/21, 10/2, 12/4, 1/22, 2/26, 4/30, and 6/4 ELAC: 9/22, 11/17, and 6/4
Admin Team	The network leadership team met on May 1st and June 17th to review goals for 26-27, including those impacting the LCAP, and to provide input and feedback
Teaching and Staff	• Participation in SSC • Staff surveys via TNTP
Network Team	The network leadership team met on May 1st and June 17th to review goals for 26-27, including those impacting the LCAP, and to provide input and feedback
Board Meetings	Public Hearing on May 11th Board Hearing and Approval on June 22nd

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

Gabriella Charter School 2 engaged a variety of educational partners throughout the development of the 2026–27 Local Control and Accountability Plan (LCAP), including students, families, staff, teachers, school leadership, support staff, and community members. Educational partner engagement opportunities included surveys, meetings, committees, conferences, school events, collaborative discussions, and ongoing feedback opportunities throughout the school year. Feedback from educational partners was overwhelmingly positive and reflected strong support for the school's continued focus on academic growth, restorative practices, student engagement, family partnerships, and professional collaboration.

Educational partners expressed encouragement regarding the school's academic growth reflected on the California School Dashboard, including movement from Orange to Yellow performance levels in both English Language Arts and Mathematics for All Students, as well as growth among significant student groups. Families and staff also acknowledged the school's intentional efforts to strengthen instructional systems, increase collaboration among staff, and provide targeted intervention and support systems for students.

Educational partners also identified chronic absenteeism as an ongoing area of concern and emphasized the importance of continuing proactive attendance interventions, family outreach, student engagement efforts, and systems of support designed to improve attendance and school connectedness. Staff, families, and school leaders expressed optimism regarding the attendance systems and MTSS structures implemented during the current year and believe these efforts will contribute to significant improvement in future Dashboard outcomes.

Survey and stakeholder feedback data included:

% of families who feel a sense of connectedness: 98%
% of families who feel a sense of safety: 96%

% of families who agree that the school listens to family voice, input, and decision-making through annual surveys: 93%
% of parents/guardians satisfied with their child's Gabriella Charter School education through parent survey data: 97%
% of students who feel a sense of safety: 68% (increase from 48.5%)
% of students who feel a sense of connectedness: 81% (increase from 71%)

As a result of educational partner feedback, the school will maintain the current goals, actions, and metrics within the third year of the three-year LCAP cycle while continuing to refine implementation practices and strengthen identified focus areas for continuous improvement. Educational partner feedback directly informed the following implementation priorities and focus areas for the coming year:

Goal 1 – School Culture, Restorative Practices, and Attendance:
Educational partners emphasized the importance of continuing to strengthen attendance systems, restorative practices, and student social-emotional supports. In response, the school will continue prioritizing implementation of Multi-Tiered System of Supports (MTSS) systems focused on attendance, behavior, and social-emotional learning while strengthening Tier II and Tier III restorative intervention supports and proactive attendance strategies to reduce chronic absenteeism.

Goal 2 – Academic Achievement and Student Agency:
Educational partners expressed strong support for the instructional systems, coaching structures, and collaborative professional learning practices that contributed to academic growth in ELA and Mathematics. In response, the school will continue focusing on instructional coherence across classrooms, strengthening data analysis practices, refining equitable grading systems, and maintaining a unified vision of high-quality instruction and rigorous learning experiences for students.

Goal 3 – Student Group Achievement and Targeted Supports:
Educational partners supported the continued focus on multilingual learner achievement, intervention systems, and supports for students with disabilities. In response, the school will continue refining integrated English Language Development practices and is exploring the addition of a dedicated Multi-Language Learner (MLL) specialist role to further strengthen instructional support for multilingual learners and embedded language development within core instruction.

Goal 4 – Staff Development and Collaborative Learning Environment:
Staff feedback reinforced the value of collaborative learning structures, instructional coaching, shared leadership opportunities, and focused professional development. In response, the school will continue prioritizing collaborative professional learning, instructional leadership development, and systems that support staff growth, instructional alignment, and collective efficacy across the school community.

Goal 5 – Family Engagement and Advocacy:
Families and staff expressed appreciation for increased family engagement opportunities, school events, and outreach efforts that strengthened school-home partnerships. Educational partners also identified opportunities to further strengthen student voice and participation in school decision-making processes. In response, the school will continue refining engagement practices and increasing opportunities for students to provide input and participate meaningfully in discussions and decisions that impact the school community.

Overall, educational partner feedback affirmed the school's current direction, instructional priorities, and student support systems while helping identify continued focus areas related to attendance improvement, student voice, MTSS implementation, multilingual learner supports, and ongoing collaboration between families, staff, and students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and implement comprehensive, student-centered restorative practices aimed at fostering a positive and inclusive school culture where students feel safe, valued, and engaged.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The creation of LCAP Goal 1: "Develop and implement comprehensive, student-centered restorative practices aimed at fostering a positive and inclusive school culture where students feel safe, valued, and engaged," is rooted in our commitment to addressing the ongoing challenges we continue to see even a few years out from the pandemic. We continue to see its profound effects on student wellbeing, impacting attendance, behavior, and mental health.

In alignment with our organization's strategic priorities and California state priorities 5 (Pupil Engagement) and 6 (School Climate), it was vital to create a broad goal focused on cultivating a positive and inclusive school culture. This goal is essential for ensuring that students feel safe, valued, and engaged in their educational environment.

To effectively create this supportive environment, we will implement strategies that emphasize:

- Student Character Development: Initiatives to build and reinforce character traits of compassion, resilience, flexibility, creativity, and integrity.
- Restorative Justice Practices: Incorporating restorative principles to resolve conflicts and build a supportive community.
- Attendance Strategies: Developing comprehensive systems and protocols to improve student attendance.
- Behavior Intervention: Providing targeted interventions to address and correct behavioral issues.
- Social-Emotional Learning (SEL) Supports: Implementing programs that support the social and emotional well-being of students.

By focusing on these areas, we aim to address the multifaceted needs of our students, promoting their overall well-being and success. This comprehensive approach ensures that our school culture is conducive to learning and growth, supporting every student's journey towards academic and personal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Daily Attendance (ADA) Data Source: Internal Calculation	2023-2024: 90.2% as of May 13	2024-2025: 90.7% as of May 30	SY 25-26: As of May 29 91.4%	93% or above	+1.2%
1.2	Chronic Absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard: All: 37.3% (Yellow) EL: 28.8% (Orange) SWD: 41.3% (Orange) Hispanic: 35.5% (Yellow) SED: 37.1% (Yellow	2024 CA School Dashboard: All: 34.5% (Orange) EL: 24.5% (Yellow) SWD: 31.3% (Orange) Hispanic: 32.8% (Orange) SED: 34.4% (Orange)	2025 CA School Dashboard: All: 35.1% (Red) EL: 27.5% (Red) SWD: 34.8% (Red) Hispanic: 32.6% (Red) SED: 34.4% (Red) Homeless: 28.9% (Red) 25-26 internal, unofficial, data is showing a 29.78% Chronic Absenteeism.	Less than 20% for all student groups	All Students: -2.2% English Learners (EL): -1.3% Students with Disabilities (SWD): -6.5% Hispanic Students: -2.9% Socioeconomically Disadvantaged (SED): -2.7% Homeless Students: N/A
1.3	Middle School Drop Out Rate Data Source: Internal Calculation	2023-2024: 0%	2024-2025: 0%	2025-2026: 0%	Maintain 0%	No differnece
1.4	Suspension Rate Data Source: CA School Dashboard	2023 CA School Dashboard: All: .5% (Green) Hispanice: .5% (Green) SED: .5% (Green) EL: 0% (Blue) SWD: 0% (Blue) 23-24 internal, unofficial, data is	2024 CA School Dashboard: All: 2.5% (Orange) Hispanic: 2.4% (Orange) SED: 2.9% (Orange) EL: 1.9% (Orange) SWD: 2.4% (Orange)	2025 CA School Dashboard: All: 2.6% (Yellow) Hispanic: 2.8% (Orange) SED: 2.5% (Yellow) EL: 1.9% (Yellow) SWD: 4.2% (Orange)	Maintain less than 3% for all student groups OR a Green or Blue on the CA School Dashboard	All Students: +2.1% Hispanic Students: +2.3% Socioeconomically Disadvantaged (SED): +2.0% English Learners (EL): +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		showing an ~3% suspension rate.	24-25 internal, unofficial, data is showing an ~2.1% suspension rate.	Homeless: 2.4% (Green) 25-26 internal, unofficial, data is showing an 1.4% suspension rate.		Students with Disabilities (SWD): +4.2% Homeless Students: N/A
1.5	Expulsion Rate Data Source: Internal Calculation	2023-2024: 0%	2024-2025: 0.5%	2025-2026: 0%	Maintain under 1%	No difference
1.6	Surveys of pupils to measure safety Data Source: CA Healthy Kids Survey	2023-2024: 84% of students responded favorably to the question "Do you feel safe at school?"	2024-2025: 48.5% of students responded favorably to the question "Do you feel safe at school?"	2025-2026: 68% of students responded favorably to the question "Do you feel safe at school?"	Maintain above 80%	-16%
1.7	Surveys of pupils to measure school connectedness Data Source: CA Healthy Kids Survey	2023-2024: 80% of students responded favorably under the Student Connectedness category	2024-2025: 71% of students responded favorably under the Student Connectedness category	2025-2026: 81% of students responded favorably under the Student Connectedness category	Maintain above 80%	+1%

Goal Analysis [2025-26]

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

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

All actions associated with Goal 1 were implemented as planned during the reporting year without any substantive differences. Gabriella Charter School 2 continued to prioritize the development and implementation of comprehensive, student-centered restorative practices designed to foster a positive, inclusive, and supportive school culture where students feel safe, valued, connected, and engaged in learning.

Through Action 1.1, Student Character Development, the school provided instructional coaching and professional development to teachers and staff focused on strengthening positive behavior supports, relationship building, classroom management, and structured student

engagement practices. Schoolwide culture-building tools, including incentives, assemblies, advisory structures, recognition systems, and character development activities, were implemented to reinforce the school's core character traits of compassion, resilience, flexibility, creativity, and integrity. These efforts contributed to continued development of a positive and supportive school climate focused on student belonging and character growth.

Action 1.2, Comprehensive Attendance Support, was implemented as planned through the continued refinement of attendance systems, proactive family outreach, attendance campaigns, and schoolwide collaboration focused on improving student attendance and engagement. School staff implemented an "all hands on deck" approach to attendance support by engaging teachers, office staff, counselors, and administrators in ongoing attendance monitoring and family communication efforts. The school strengthened systems and protocols for identifying students with attendance concerns and provided targeted outreach and support to families experiencing barriers to consistent attendance. Positive attendance messaging and incentives were utilized throughout the year to reinforce the importance of daily attendance and school connectedness.

Through Action 1.3, Restorative Practices, the school continued implementing and refining restorative approaches to behavioral management in order to create a fair, meaningful, and relationship-centered discipline system. Staff, students, and caregivers were provided resources, support, and training related to restorative practices, bias-based behaviors, bullying prevention, and inclusive school culture. Ongoing monitoring and evaluation systems were utilized to review the effectiveness of restorative approaches and behavioral interventions, allowing school leaders to make adjustments and improvements throughout the year as needed.

Action 1.4, Behavior Intervention, was implemented through continued professional development and coaching focused on trauma-informed practices, Conscious Discipline strategies, positive behavioral interventions, and community-building structures such as Council and Advisory. The Assistant Principal, mental health staff, school psychologists, counselors, social workers, teachers, and instructional aides collaborated to provide comprehensive behavioral and socio-emotional supports for students. Staff training focused on strengthening proactive behavior support strategies and improving consistency in implementation across classrooms and school settings. Mental health personnel also provided targeted socio-emotional and behavioral support services to students requiring additional intervention and support.

Through Action 1.5, SEL Development, the school continued efforts to identify and address the socio-emotional needs of students, particularly low-income students and students with special needs. Explicit social-emotional instruction and targeted supports were provided to students demonstrating additional social-emotional or behavioral needs. Staff continued to prioritize the integration of social-emotional learning practices throughout the school environment to strengthen student self-awareness, emotional regulation, relationship skills, and overall well-being.

While all actions were implemented substantially as planned, ongoing challenges included addressing chronic absenteeism, increasing consistency of implementation across all classrooms and staff members, and responding to the growing social-emotional and mental health needs of students.

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

There were no material difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was higher due to higher Average Daily Attendance, but the specific budgeted expenditures vs. estimated actual expenditures for this goal was unchanged.

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

The actions and services associated with Goal 1 demonstrated mixed effectiveness in making progress toward developing and implementing comprehensive, student-centered restorative practices that foster a positive and inclusive school culture where students feel safe, valued, and engaged. Overall, the school experienced success in maintaining positive behavioral outcomes and strengthening restorative and socio-emotional systems, while chronic absenteeism remained the school's greatest area of need and primary focus for improvement.

Actions 1.1, 1.3, 1.4, and 1.5 related to student character development, restorative practices, behavior intervention, and social-emotional learning supports were effective in maintaining stable suspension outcomes and strengthening schoolwide systems focused on positive student behavior, relationship-building, and student engagement. Through continued implementation of trauma-informed practices, Conscious Discipline strategies, restorative practices, behavioral intervention supports, and staff training, the school maintained a Suspension Rate of 2.6% on the 2025 California School Dashboard, maintaining from the prior year and earning a Yellow performance level. The school's suspension rate remains just above the school's long-term desired outcome and demonstrates that the school has largely sustained positive behavioral supports and restorative systems despite increasing student behavioral and mental health needs. Student groups including English Learners and Socioeconomically Disadvantaged students also maintained Yellow performance levels, while Homeless students performed at Green.

The school's restorative and behavioral support efforts were strengthened during the year through additional staff development and partnership with a restorative practices consultant funded through a Restorative Practices grant. This work included targeted support for middle school teachers and development of a student leadership model designed to increase student ownership and participation in restorative work within grade levels. Staff also identified the need for stronger alignment between instructional and support staff related to conflict resolution and student behavioral support practices, leading to expanded professional development and training opportunities for support staff during the year. These actions supported continued implementation of proactive and restorative approaches to student behavior and contributed to maintaining low suspension outcomes, including maintaining a 0% expulsion rate and 0% dropout rate during the reporting period.

Actions 1.2 related to Comprehensive Attendance Support demonstrated limited effectiveness based on Dashboard outcomes and remain the school's greatest opportunity for growth. The 2025 California School Dashboard identified Gabriella Charter School 2 as Red on the Chronic Absenteeism Indicator, with 35.1% of students chronically absent, representing a slight increase of 0.6 percentage points from the prior year. Additionally, multiple student groups, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, Homeless students, and Students with Disabilities, were identified in Red performance levels for chronic absenteeism.

Although Dashboard data reflects ongoing challenges, the school implemented several proactive strategies during the year to strengthen attendance systems and improve student engagement. The school refined its tiered attendance intervention approach and recognized

implementation barriers that limited consistency and effectiveness of supports. In response, the school contracted with external consultants to strengthen and embed attendance systems within a Multi-Tiered System of Supports (MTSS) framework. This work supported development of an organization-wide MTSS attendance playbook focused on improving implementation consistency, clarifying intervention systems, and creating more intentional and proactive attendance supports for students and families.

The school also expanded Tier I attendance strategies during the year through schoolwide attendance campaigns, positive incentives, and increased student engagement efforts focused on promoting school connectedness and daily attendance. New attendance campaigns were implemented around returning from school breaks and during testing periods to encourage student participation and reinforce positive attendance habits. Staff reported positive feedback regarding the school's efforts to create a safe, joyful, and welcoming school culture that motivates students to attend school consistently. Multiple staff members across departments participated in attendance outreach and intervention efforts.

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.

Based on reflections from implementation during the current year, Gabriella Charter School 2 will not be making changes to the Goal, metrics, desired outcomes, or actions associated with Goal 1 during the third year of the three-year LCAP cycle. We believe the existing actions and metrics continue to appropriately align with the goal of developing and implementing comprehensive, student-centered restorative practices that foster a positive, inclusive, and supportive school culture where students feel safe, valued, and engaged.

Through reflection on prior practice, the school recognized that chronic absenteeism remains the school's greatest area of need and will continue to be a significant focus area moving forward. The school is encouraged by the proactive attendance systems, attendance campaigns, family outreach efforts, and intervention structures implemented during the current year and believes these efforts are already contributing to significant improvements in current attendance trends that are expected to positively impact future Dashboard outcomes.

While no formal changes are being made to the actions or metrics, the school's implementation focus for the coming year will center heavily on strengthening and fully rolling out Multi-Tiered System of Supports (MTSS) structures schoolwide. This work will extend beyond academics and include attendance, behavior, social-emotional learning, and restorative intervention systems. The school will continue building stronger Tier II and Tier III intervention systems within an MTSS framework while maintaining a restorative and relationship-centered approach to supporting students.

Additionally, the school will continue refining attendance intervention systems, strengthening implementation fidelity across staff, and increasing proactive supports for students and families experiencing barriers to attendance. The school will also continue expanding restorative practices training, behavioral intervention supports, and social-emotional systems to further strengthen school connectedness, positive student behavior, and inclusive school culture.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Character Development	• Students will have improved opportunities to participate in activities that develop GCS character traits of compassion, resilience, flexibility, creativity, and integrity. • Instructional coaching and training to teachers and staff will be given to enhance positive behavior supports in the classroom and while in school (i.e. classroom management, relationship building, structured play). • School-wide culture tools will be further developed and implemented to further instruct students in character indicators (i.e. incentives, awards, assemblies, counsel, advisory).		No
1.2	Comprehensive Attendance Support	Revitalize and strengthen our focus on student attendance through a comprehensive attendance approach. Key components of our approach to include: • Systems and Protocols: Revise and standardize systems and protocols for monitoring and improving attendance. • Family Outreach Initiatives: Implement proactive outreach for families of students with chronic absenteeism. This will involve regular communication from school staff, offering support to address barriers to attendance • Attendance Campaigns: Targeted attendance campaigns that utilize positive messaging and incentives to encourage regular school attendance. These campaigns will be designed to raise awareness about the importance of consistent school attendance and its impact on academic success. • All Hands on Deck Approach: Mobilize all school staff, from teachers to administrators, to participate actively in the attendance program. This approach ensures that every member of the school community is engaged in efforts to improve	$59,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, creating a supportive environment that values each student's presence at school.		
1.3	Restorative Practices	• Continuous Improvement of our behavioral management system that is fair, meaningful, consistent, and restorative to support and embrace all our students. This system will include resources and training for staff, students, and caregivers to manage issues of bias-based behavior, bullying, and exclusion • Ongoing Monitoring and Evaluation: Implement systems to regularly monitor and evaluate the effectiveness of the restorative practices being used.	$59,829.00	Yes
1.4	Behavior Intervention	• Continue to implement and refine a behavioral intervention system focused on the GCS Core Values (eg trauma informed practices, Conscious Discipline, Deanslist, etc). • Provide teachers and instructional aides training in processes that build community and develop student character, such as Council or Advisory. • Implement comprehensive training programs facilitated by the Assistant Principal (AP), school psychologists, school counselors, social workers, teachers, and other relevant staff, focusing on the adoption and implementation of positive behavioral support strategies. This training will equip educational professionals with the skills and knowledge to create and sustain a positive school climate, reinforce positive student behaviors, and effectively address challenging behaviors in a proactive and constructive manner. • Mental health staff to support student socio-emotional and other behavior supports.	$30,465.00	Yes
1.5	SEL Development	• Identify socio-emotional needs of students in order to target the needs of low-income students. • Provide explicit social/emotional instruction to students with special needs who also are low income.	$25,380.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Community Schools	Funds and actions (TBD) to support improving attendance and decreasing chronic absenteeism		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students experience measurable academic and artistic growth through rigorous and equitable learning experiences that prioritizes student agency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Common Core Standards (CCS) and Next Generation Science Standards (NGSS) instruction necessitates the continued delivery, revision, and institutionalization of aligned curriculum and assessments.
Students need continued access to technology and a well rounded education in order to demonstrate the skills necessary for success in rigorous high schools and to be college and career ready. The reality that students have experienced dance since their first day at GCS requires that the program continually adapt and evolve so that it remains relevant, engaging, and challenging as students grow. GCS prides itself in delivering a well round academic program to students and needs to continue to support the academic program. We aim to increase the percentage of students who are meeting and exceeding standards in ELA and Math. Our investment in aligned instructional materials, professional development, and robust Tier 1 instruction is essential for creating a strong academic foundation and supporting the success of all our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standard-Aligned Materials Data Source: School Accountability Report Card	2023-2024: 100%	2024-2025: 100%	2025-2026: 100%	Maintain 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implementation of academic content and performance standards Data Source: Local Indicator Survey	23-24 Local Indicator: 3.6 out of 5	24-25 Local Indicator: 3.8 out of 5	25-26 Local Indicators: 3.86 out of 5	4 out of 5 or higher	+.02pts
2.3	Smarter Balanced Summative Assessments (SBAC) ELA Data Source: CA School Dashboard	23 CA School Dashboard: All: 47.5 pts below (Yellow)	24 CA School Dashboard: All: 62.1 pts. below (Orange)	2025 CA School Dashboard: All: 42 pts. below (Yellow)	2026 CA School Dashboard: All: 38.5 pts below or Yellow	+5.5 pts
2.4	Smarter Balanced Summative Assessments (SBAC) Math Data Source: CA School Dashboard	23 CA School Dashboard: All: 76.9 pts below (Orange)	24 CA School Dashboard: All: 90.4 pts. below (Orange)	2025 CA School Dashboard: All: 77 pts. below (Yellow)	2026 CA School Dashboard: All: 67.9 pts below or Yellow	-.1 pts
2.5	Mastery of Dance Skills and Concepts as Demonstrated by End of Year Cumulative Benchmark Data Source: Internal Assessment	23-24: All Students: 85.6% of students mastered End of Year (EOY) cumulative benchmarks. SWD: 83.3% mastered End of Year (EOY) cumulative benchmarks.	24-25: All Students: 81% of students mastered End of Year (EOY) cumulative benchmarks. SWD: 74% mastered End of Year (EOY) cumulative benchmarks.	82.88% of all students mastered EOY cumulative benchmarks 77.1% of SWD mastered EOY cumulative benchmarks	Maintain 80% and above	-2.72% -6.2%
2.6	Verified Data: iReady	2023-2024 Reading: 115% Median Progress Towards Typical Growth Target	2024-2025 Reading: 98% Median Progress	2025-2026 (Reading is for students in grades 3rd-8th, while Math	Meet publisher's recommendation of achieving a year's worth of	Reading: -35% Math: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 95% Median Progress Towards Typical Growth Target Students with Disabilities: Reading: 80% Median Progress Towards Typical Growth Target Math: 106% Median Progress Towards Typical Growth Target	Towards Typical Growth Target Math: 81% Median Progress Towards Typical Growth Target Students with Disabilities: Reading: 98% Median Progress Towards Typical Growth Target Math: 61% Median Progress Towards Typical Growth Target	is for students in grades K-8th) Reading: 112% Median Progress Towards Typical Growth Target Math: 92% Median Progress Towards Typical Growth Target Students with Disabilities*: Reading: 100% Median Progress Towards Typical Growth Target Math: 81% Median Progress Towards Typical Growth Target *SWD Data is preliminary.	growth, adjusted for error, which is currently: Reading: 75% Math: 80%	SpEd Reading: +20% SpEd Math: -25%

Goal Analysis [2025-26]

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

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

All actions associated with Goal 2 were implemented substantially as planned during the reporting year. Gabriella Charter School 2 continued to prioritize rigorous and equitable learning experiences that support measurable academic and artistic growth while increasing opportunities for student agency, identity, creativity, and engagement. Through continued investment in instructional coaching, professional development, intervention systems, expanded learning opportunities, technology integration, and a well-rounded instructional program inclusive of dance and arts education, the school strengthened systems designed to support the diverse academic and developmental needs of all students.

Through Action 2.1, Instructional Support and Development, the school provided ongoing professional development, instructional coaching, collaborative planning opportunities, and job-embedded support focused on strengthening implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), instructional best practices, and differentiated instruction. Teachers participated in summer professional development, weekly professional learning sessions, mini-collaboration days, and external professional development opportunities to strengthen instructional practice and student-centered learning experiences. The school also continued to provide differentiated coaching and support to teachers to improve instruction for diverse student groups, including high-achieving students, gifted learners, students with disabilities, and other students requiring differentiated academic support and enrichment opportunities.

The school continued to strengthen systems for instructional collaboration and ongoing analysis of student performance data through teacher release time, collaborative planning structures, instructional coaching, and regular team meetings. Instructional planning increasingly emphasized opportunities for student voice, agency, culture, and identity within classroom learning experiences. Successes related to implementation included strong staff collaboration, increased alignment of instructional practices, and continued development of instructional systems designed to support rigorous and inclusive learning environments for all students.

Through Action 2.2, Instructional Materials and Supplemental Learning Opportunities, the school implemented standards-aligned curriculum and instructional materials in English language arts, mathematics, science, foundational literacy, and intervention programming. Students had access to a variety of instructional resources and embedded assessments designed to support rigorous grade-level instruction and differentiated learning experiences. Expanded learning opportunities, including intervention supports, enrichment opportunities, and summer programming, were provided to support both academic acceleration and remediation based on student needs. Middle school students also received high school preparation support designed to expand access to high-quality secondary school opportunities, particularly for low-income students.

Action 2.3, Well Rounded Academic Program with a Focus on Dance Instruction, was implemented as planned through continued integration of dance, arts, music, and enrichment opportunities into the school's instructional program. Students participated in frequent dance instruction and arts-based learning experiences that promoted creativity, self-expression, community-building, confidence, kinesthetic development, and student engagement. The school maintained a well-rounded academic program that included extended instructional blocks, enrichment opportunities, differentiated instructional supports, and dedicated collaboration and planning time for teachers. Staff continued providing differentiated dance, art, and music instruction to support the needs of low-income students and ensure equitable access to enrichment opportunities.

Through Action 2.4, Intervention Program and Instructional Aide Support, the school implemented targeted intervention and differentiated instructional supports designed to improve student outcomes in English language arts and mathematics. Additional staffing and staff time were allocated to support intervention programming, small group instruction, and individualized student support. Teachers, instructional aides, intervention staff, and support personnel collaborated to provide academic interventions and differentiated learning opportunities aligned to student needs.

Action 2.5, Technology, was implemented through continued investment in instructional technology, blended learning systems, technology-based intervention supports, and staff training related to technology integration in classroom instruction. Students continued to have access to technology devices, software, and digital learning platforms that supported differentiated instruction, personalized learning opportunities, and intervention programming. Staff received training and collaborative support to strengthen technology integration and implementation of

blended learning strategies within classroom instruction. The school also prioritized technology access for intervention students, the majority of whom come from low-income families, in order to support equitable access to instructional resources and intervention supports.

Through Action 2.6, Tier 1 Investment, the school focused on strengthening Tier I instructional systems and improving alignment between instructional practices, curriculum, Common Core standards, and evidence of student learning. The school continued refining instructional frameworks and classroom observation practices to ensure all students had access to rigorous, standards-aligned instruction supported by evidence from student work and ongoing formative assessment practices. Small group instruction and differentiated instructional supports were implemented to provide targeted academic support within Tier I instruction. Staff collaborated regularly through team meetings and instructional planning structures to analyze instructional effectiveness, refine teaching practices, and strengthen inclusive instructional strategies designed to support all student groups.

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

There was an improvement in the overall ADA, and there an improvement in the overall funding, including supplemental and concentration funding. GCS 2 determined there needed to be a bigger investment in technology in 25-26 than originally planned, mostly from a hardware and replacement perspective, which increased costs related to goal 2.5. Additionally, we moved some of our staffing to other funding sources (e.g., after school program intervention, etc...) and/or focused staff time on other LCAP priorities, so some of the funding was shifted to other goals in the LCAP. This meant that some of the funds originally put to goal 2.4 were moved to other LCAP goals and/or other funding sources not laid out in the LCAP. The planned actions and services laid out in goal 2 did continue, with some key positive benefits as described below. Specific budgeted expenditures vs. estimated actual overall for Goal 2 was essentially the same (though with a slight differences between sub-goals).

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

The actions and services associated with Goal 2 were effective in making progress toward ensuring all students experience measurable academic and artistic growth through rigorous and equitable learning experiences that prioritize student agency. Through continued investment in instructional coaching, professional development, standards-aligned curriculum, intervention systems, Tier I instructional improvement, and expanded collaboration structures, Gabriella Charter School 2 demonstrated measurable academic growth in both English Language Arts (ELA) and Mathematics as reflected on the 2025 California School Dashboard.

Actions 2.1, 2.2, 2.4, 2.5, and 2.6 related to instructional support and development, standards-aligned instructional materials, intervention programming, technology integration, and Tier I instructional improvement were effective in supporting improved academic outcomes for All Students in both ELA and Mathematics. According to the 2025 Dashboard, the school improved from Orange to Yellow performance levels in both English Language Arts and Mathematics for All Students. In ELA, All Students improved by 20.2 points and performed 42.0 points below standard, representing significant growth from the prior year. In Mathematics, All Students improved by 13.4 points and performed 77.0 points below standard, also demonstrating notable academic growth and improvement from prior Dashboard performance levels.

The school attributes these improvements to the continued implementation and refinement of instructional systems introduced during the prior year. School leaders and instructional staff focused heavily on creating greater coherence across classrooms, establishing clearer

expectations for lesson planning, and developing a unified vision of high-quality instruction across grade levels and content areas. Ongoing instructional coaching, collaborative planning structures, weekly professional development, and teacher support systems contributed to stronger instructional consistency and alignment schoolwide.

Additionally, the school expanded its focus on instructional data analysis and continuous improvement practices during the reporting year. Teachers engaged in structured end-of-unit data analysis processes designed to strengthen understanding of student performance data and improve instructional decision-making following completion of instructional units. School leaders and instructional coaches supported teachers in analyzing assessment outcomes, identifying instructional next steps, and refining strategies to better meet student learning needs.

The school also focused intentionally on strengthening alignment around grading practices and defining high-quality student work across classrooms. Through collaboration, norming activities, and professional learning, teachers worked toward more equitable grading practices and increased consistency in expectations for student mastery and academic performance. These efforts contributed to stronger alignment in instructional practices and greater clarity around rigorous academic expectations for students.

Action 2.3, Well Rounded Academic Program with a Focus on Dance Instruction, also supported student engagement and school connectedness through continued access to arts, dance, enrichment, and kinesthetic learning opportunities that promote creativity, confidence, collaboration, and student expression. While Dashboard academic measures primarily reflect ELA and Mathematics performance, the school believes that maintaining a well-rounded and engaging educational program contributed positively to overall student engagement and academic growth.

Overall, the actions associated with Goal 2 were effective in improving academic outcomes and strengthening instructional systems. The school's movement from Orange to Yellow in both ELA and Mathematics demonstrates meaningful progress toward the goal and reflects the positive impact of increased instructional coherence, stronger data analysis practices, aligned instructional expectations, and continued investment in high-quality teaching and learning systems.

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.

Based on educational partner feedback, reflection on implementation practices, and analysis of academic data, Gabriella Charter School 2 will not be making changes to the Goal, metrics, desired outcomes, or actions associated with Goal 2 during the third year of the three-year LCAP cycle. The school believes the current actions and metrics continue to appropriately align with the goal of ensuring all students experience measurable academic and artistic growth through rigorous and equitable learning experiences that prioritize student agency.

The school is encouraged by the academic growth demonstrated during the current year, including movement from Orange to Yellow performance levels in both English Language Arts and Mathematics on the California School Dashboard for All Students. School leaders and staff believe that the instructional systems, professional development structures, coaching supports, intervention practices, and Tier I instructional improvements implemented over the past two years are contributing positively to student outcomes and placing the school on the right trajectory for continued academic growth.

We implemented DiBELS in grades K-2, and decided to not assess K-2 student for iReady reading. We will be assessing longer term if/how to incorporate DiBELS into our LCAP.

While no formal changes are being made to the goal or actions, the school will continue deepening implementation of the instructional systems and practices introduced during the current year. This includes maintaining a strong focus on instructional coherence across classrooms, clear expectations for lesson planning and high-quality instruction, structured data analysis cycles, equitable grading practices, and collaborative professional learning focused on continuous instructional improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Support and Development	• Offer ongoing professional development, including onsite collaboration and job-embedded instructional coaching as a means to support implementation of CCSS, NGSS, and other curriculum and programming. • Provide differentiated support and development of teachers to meet student needs. • Provide training and on the job coaching opportunities and professional learning to teachers to effectively support high achieving/gifted, special needs and other exceptional learners in the classroom, as well as provide enrichment experiences to these students. • Continue to provide an infrastructure for ongoing analysis of student performance and instructional practice by providing instructional support, coaching, teacher release time, and collaborative learning time. • Enhance instructional planning to create increasing space for expression of student agency, culture, and identity. • Develop staff through additional professional development, inclusive of additional PD over the summer, weekly PD sessions, mini-colaboration days, and various external PD as applicable	$19,531.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Instructional Materials and Supplemental Learning Opportunities	• Provide CCSS and NGSS aligned instructional materials (e.g., Illustrative Math, iReady ELA/Math, Amplify, Phonics, Caulkins Units of Study, etc..) with embedded assessments to ensure a quality CCSS and NGSS instruction. • Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs. • Provide enrichment experiences to students. • Provide high school preparation assistance to middle school students in order to expand low-income students' high quality high school options.	$58,180.00	Yes
2.3	Well Rounded Academic Program with a Focus on Dance Instruction	• Students will continue to engage in frequent dance instruction, thereby heightening students' sense of community, promoting kinesthetic proficiency, and enhancing increased self-esteem, qualities that are highly correlated with academic achievement. • Staff will support implementation of well-rounded academic program. Benefits of a well-rounded program to include longer blocks of core instructional programming, various arts offering, differentiated instructional blocks, time for enrichment, and additional planning, collaboration, and professional development time for teachers. • Provide differentiated dance, art, and music instruction to meet the needs of low income students.	$611,004.00	Yes
2.4	Intervention Program and Instructional Aide Support	• Provide a variety of learning supports including differentiated instruction and interventions for all students as needed, and expanding access for those students are in need of additional support when and where possible. • Provide additional staff/staff time to focus on improving academic outcomes in ELA and Math results. • This would include any possible supports from LREBG related services (which is not supplemental/concentration funding).	$225,163.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Technology	• All students will have access to technology and technology-based activities, providing more varied and differentiated learning experiences. • Computer hardware and software to enhance instruction and provide differentiated learning activities. • Training and staff time to enhance expertise in technology instruction, blended learning, and to implement the technology appropriately in classroom instruction. • Purchase technology specifically for intervention program students, nearly all of who come from low-income families.	$41,100.00	Yes
2.6	Tier 1 Investment	Enhance our Tier 1 strategy by focusing on systemic improvements in instructional support and aligning curricula with Common Core standards. Key elements of this initiative include strengthening the overall instructional framework to ensure all students have access to high-quality, rigorous educational materials that are aligned with Common Core standards, and instruction and observation is aligned to the standards with evidence from student work. Additionally, we will implement targeted small group instruction sessions ensuring all students receive tailored support that meet their specific educational needs. We will utilize various means (e.g,. team meetings, etc...) to continuously assess and refine teaching strategies, ensuring they are effective and inclusive for all student groups.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase academic achievement for our significant student groups by implementing targeted, data-driven instructional strategies and supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The creation of LCAP Goal 3: "Increase academic achievement for our significant student groups by implementing targeted, data-driven instructional strategies and supports," stems from our commitment to equity and excellence in education for all students. Throughout the development of our new LCAP, our data revealed disproportionate academic outcomes between all students and our significant student groups, including unduplicated pupils.

Recognizing this disparity, we were intentional about dedicating a specific goal to enhance support for our unduplicated pupils and other significant student groups. Our aim is to decrease the achievement gaps evident in our academic data, as seen below, and ensure that every student has the opportunity to succeed.

2023 CA School Dashboard:

ELA
All: 47.5 pts below (Yellow)
EL: 65.7 pts below (Yellow)
SWD: 101.5 pts below (Orange)
Hispanic: 47.4 pts below (Yellow)
SED: 48.2 pts below (Yellow

Math
All: 76.9 pts below (Orange)
EL: 85.8 pts below (Orange)
SWD: 132.3 pts below (Red)
Hispanic: 77.4 pts below (Orange)
SED: 78.1 pts below (Orange)

This goal reflects our unwavering commitment to fostering an inclusive and supportive educational environment where all students can thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner students access to CCSS and ELD standards for gaining EL proficiency Data Source: Local Indicator Survey	SY 23-24: 4 out of 5 on implementation of ELD Standards	SY 24-25: 4.7 out of 5 on implementation of ELD Standards	SY 25-26: 4.3 out of 5 on implementation of ELD Standards	4 out of 5 or higher	+.3pts
3.2	% of English Learners making progress Data Source: English Learner Progress Indicator CA School Dashboard	2023 CA School Dashboard: 51% making progress (Green)	2024 CA School Dashboard: 39.6% making progress (Red)	2025 CA School Dashboard: 42% making progress (Yellow)	60% OR Green or Blue	-9 percentage points
3.3	Reclassification Rate Data Source: Internal Calculations	SY 23-24: Internal estimate of 12% at the end of SY 23-24	SY 24-25: Internal estimate of 8.6% at the end of SY 24-25	SY 25-26: Estimated reclassification rate is 15.2%%	15%	+3.2%
3.4	Smarter Balanced Summative Assessments (SBAC) ELA for MLL and Students with Disabilities Data Source: SBAC	2023 CA School Dashboard: EL: 65.7 pts below (Yellow) SWD: 101.5 pts below (Orange) Hispanic: 47.4 pts below (Yellow) SED: 48.2 pts below (Yellow	2024 CA School Dashboard: EL: 81.3 pts below (Red) SWD: 143.7 pts below (Red) Hispanic: 63.3 pts below (Orange) SED: 63.2 pts below (Orange)	2025 CA School Dashboard: EL: 70.4 pts below (Orange) SWD: 109.2 pts below (Orange) Hispanic: 42.7 pts below (Yellow) SED: 42.2 pts below (Yellow)	2026 CA School Dashboard: EL: 55.7 pts below or Yellow SWD: 90.5 pts below or Orange Hispanic: 38.4 pts below or Yellow SED: 39.2 pts below or Yellow	EL: -4.7 pts SWD: -7.7 pts Hispanic: +4.7 pts SED: +6 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Smarter Balanced Summative Assessments (SBAC) Math for MLL and Students with Disabilities Data Source: SBAC	2023 CA School Dashboard: EL: 85.8 pts below (Orange) SWD: 132.3 pts below (Red) Hispanic: 77.4 pts below (Orange) SED: 78.1 pts below (Orange)	2024 CA School Dashboard: EL: 95.1 pts below (Red) SWD: 138.2 pts below (Red) Hispanic: 91.1 pts below (Orange) SED: 90.7 pts below (Orange)	2025 CA School Dashboard: EL: 92.2 pts below (Orange) SWD: 134.7 pts below (Orange) Hispanic: 78.7 pts below (Yellow) SED: 76.6 pts below (Yellow)	2026 CA School Dashboard: EL: 75.8 pts below or Yellow SWD: 120.3 pts below or Orange Hispanic: 67.4 pts below or Yellow SED: 69.1 pts below or Yellow	EL: -6.4 pts SWD: -2.4pts Hispanic: -1.3 pts SED: +1.5 pts

Goal Analysis [2025-26]

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

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

All actions associated with Goal 3 were implemented as planned without any substantive differences during the reporting year. Gabriella Charter School 2 continued to prioritize increasing academic achievement for significant student groups through targeted, data-driven instructional strategies, differentiated instructional supports, Multi-Tiered System of Supports (MTSS) development, and expanded professional learning focused on equitable access and academic success for all students.

Through Action 3.1, Support for Students with Disabilities, the school continued refining systems of collaboration and communication between Resource Specialist Program (RSP) teachers and general education teachers to improve alignment of accommodations, assignments, interventions, and instructional supports for students with disabilities. The school implemented regular check-ins, collaborative planning opportunities, and ongoing communication systems to better support inclusive instructional practices and student access to grade-level curriculum. Students with disabilities also received explicit social-emotional instruction, targeted academic interventions, and differentiated instructional support through both push-in and pull-out service models.

The school implemented enhanced academic support programs, including foundational reading and mathematics intervention programs, to strengthen targeted interventions for students with disabilities. RSP teachers, education specialists, instructional aides, and classroom teachers collaborated regularly through huddles, department meetings, and continuous improvement cycles focused on reviewing student data, discussing compliance and instructional practices, and refining intervention strategies to better meet student needs. Staff also participated in professional development and coaching opportunities focused on supporting students with disabilities, differentiated instruction, and inclusive instructional practices.

Through Action 3.2, Instruction and Curriculum Development, the school continued providing designated English Language Development (ELD) instruction by appropriately credentialed staff along with additional instructional support through ELD instructional aides and supplemental intervention opportunities. Teachers participated in professional development focused on effective instructional strategies for English Learners, integrated and designated ELD instruction, and implementation of ELD curriculum and supplemental instructional materials. The school also provided after-school intervention, tutoring, and additional instructional support opportunities for English Learners to strengthen English language acquisition and academic achievement.

Students also continued to have access to culturally and linguistically relevant instructional materials aligned to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). In addition, differentiated dance, art, and music instruction was implemented to support English Learners and increase access to well-rounded educational experiences that promote engagement, creativity, and student expression.

Action 3.3, Staffing and ELD Development, was implemented through continued investment in staffing, instructional leadership, bilingual instructional support, and professional learning focused on improving outcomes for Multi-Language Learners (MLLs). The school provided additional staff support, including instructional leadership focused on ELD implementation and strengthening teacher understanding of ELD standards and strategies to support student access to CCSS and NGSS instruction. Our current EL specialist has been hourly/part time for the past 2 years. GCS 2 will focus efforts in 26-27 in hiring a full-time EL specialist.

Collaborative instructional practices between EL specialists, instructional aides, and classroom teachers supported stronger integration of language supports within content-area instruction. Teachers, instructional aides, ELD coordinators, RSP staff, and administrators participated in regular data talks and collaborative discussions focused on analyzing student performance data, identifying learning gaps, setting goals, and refining interventions for multilingual learners and other student groups requiring additional support. Supplemental pull-out instruction, co-planning opportunities, and instructional coaching were also implemented to strengthen designated and integrated ELD instruction throughout the school.

Through Action 3.4, MTSS Development, the school continued refining and strengthening implementation of its Multi-Tiered System of Supports framework to provide coordinated academic, behavioral, and intervention systems responsive to student needs. Staff participated in MTSS-related training and collaboration focused on strengthening intervention systems, data analysis practices, progress monitoring, and coordinated student supports. The school worked to improve data collection and analysis systems to better monitor intervention effectiveness and student progress across academic and behavioral domains. Stakeholder collaboration and ongoing review processes supported continued refinement of MTSS implementation throughout the year.

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

There was change in our staff related to in the originally budgeted expenditures (vs. estimated actual expenditures) for supplemental and concentration funding related to this goal, as we had more staff focus on these goals. Additionally, the main person in the EL Specialist role left Gabriella Charter School 2 after adoption of the original (year 1) LCAP. We were unable to find a qualified candidate to replace them, and as such, did not fill the position for the past two years, outside of a very limited part time role, and this was the reason for the lower

expenditures for Goal 3. We will have spent adequate supplemental and concentration funding in our LCAP to adjust for this expenditure difference (vs. what we originally projected in 25-26). We are hoping to hire an EL Specialist for 26-27, but the funds would be tied to non supplemental and concentration funding.

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

The actions and services associated with Goal 3 were highly effective in making progress toward increasing academic achievement for significant student groups through targeted, data-driven instructional strategies and supports. Through continued investment in English Learner development, support systems for students with disabilities, intervention programming, collaborative instructional practices, and Multi-Tiered System of Supports (MTSS) implementation, Gabriella Charter School 2 demonstrated measurable growth across multiple student groups in both English Language Arts (ELA), Mathematics, and English Learner Progress outcomes on the 2025 California School Dashboard.

Actions 3.1, 3.2, and 3.3 related to support for Students with Disabilities, English Learner instruction, staffing supports, and ELD development were effective in improving academic outcomes for significant student groups. The school demonstrated notable improvement by moving several student groups out of the Red performance level on the Dashboard. In English Language Arts, English Learners improved to Orange after increasing 10.9 points, Hispanic students improved to Yellow after increasing 20.6 points, Socioeconomically Disadvantaged students improved to Yellow after increasing 21.0 points, and Students with Disabilities improved to Orange after increasing 34.5 points. In Mathematics, English Learners improved to Orange while increasing 2.9 points, Hispanic students improved to Yellow after increasing 12.3 points, Socioeconomically Disadvantaged students improved to Yellow after increasing 14.2 points, and Students with Disabilities improved to Orange after increasing 3.5 points.

Additionally, the school demonstrated progress on the English Learner Progress Indicator (ELPI), moving out of the Red performance level and into Yellow on the 2025 Dashboard. English Learners increased to 42.0% making progress toward English language proficiency, representing an increase of 2.3 percentage points from the prior year. We also saw growth in our reclassification rates for school year 2025-2026. Based on our internal estimates, we grew by almost 7% to 15.2%.

The school attributes these improvements to the continued refinement and strengthening of targeted supports for multilingual learners and students with disabilities. During the reporting year, the school expanded support for newcomer students at the middle school level by implementing additional small group instructional opportunities and purchasing a newcomer-specific ELD curriculum designed to support both language acquisition and successful transition into the school environment and culture. In addition to designated language development instruction, newcomer students participated in after-school newcomer groups focused on building belonging, school connectedness, and familiarity with school systems and expectations.

The school also strengthened intervention programming by prioritizing after-school intervention opportunities for students who were maintaining proficiency but required additional support to continue progressing academically. This represented a new layer of targeted intervention support implemented during the reporting year to accelerate achievement and prevent learning gaps from widening among significant student groups.

Professional development, instructional coaching, and collaborative planning structures also contributed significantly to improved student group outcomes. Staff engaged in intentional instructional planning and professional learning focused on better understanding how to effectively utilize instructional materials, curriculum supports, and embedded scaffolds to support multilingual learners and students with disabilities. Teachers increased focus on incorporating universal supports, research-based instructional strategies, and differentiated practices into daily instruction to improve access to grade-level content and academic rigor for all student groups.

Action 3.4, MTSS Development, also supported the effectiveness of Goal 3 actions by strengthening systems for data analysis, intervention planning, progress monitoring, and collaboration among educational partners. Regular data talks and collaborative planning structures involving teachers, instructional aides, specialists, and administrators allowed staff to identify learning gaps, monitor progress, and adjust interventions more strategically based on student needs. Continued refinement of MTSS systems contributed to stronger coordination of supports and increased responsiveness to the academic and language development needs of significant student groups.

Overall, the actions associated with Goal 3 were highly effective in improving outcomes for significant student groups and demonstrated meaningful progress toward the goal. The school's movement out of the Red performance level for several student groups in ELA, Mathematics, and ELPI reflects the positive impact of strengthened intervention systems, targeted instructional supports, collaborative professional learning, and intentional focus on equitable instructional practices for multilingual learners and students with disabilities.

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.

Based on educational partner feedback, reflection on implementation practices, and analysis of student outcome data, Gabriella Charter School 2 will not be making changes to the Goal, metrics, desired outcomes, or actions associated with Goal 3 during the third year of the three-year LCAP cycle. The school is encouraged by the progress demonstrated by significant student groups during the current year, including movement out of the Red performance level for multiple student groups in English Language Arts, Mathematics, and the English Learner Progress Indicator (ELPI). School leaders and staff believe the current actions and systems are positively impacting student outcomes and providing a strong foundation for continued improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support for Students with Disabilities	• Continuously refine our RSP/general education teacher check-ins to increase frequency and format for a greater exchange of information weekly regarding assignments, assessments, and necessary accommodations required to provide optimal support.		No

Action #	Title	Description	Total Funds	Contributing
		• Provide explicit social/emotional instruction to students with special needs • Provide training and on the job coaching opportunities and professional learning to teachers to effectively support students with special needs, as well as provide enrichment experiences to these students • Enhanced Academic Support Programs: Utilize programs (e.g., Wilsons Foundation for building foundational reading skills, Bridges Math for mathematics enrichment, etc...) to further support for our students with disabilities. These programs are complemented by collaborative planning time with teachers and education specialists, which are aimed at tailored interventions and support in both reading and math through both push-in and pull-out models. • Regular Monitoring and Staff Development: Conduct huddles with RSP teachers and department meetings led by the Director with a focus on compliance, discussing capacity building, and developing self-determination skills among students. These meetings ensure ongoing assessment and refinement of educational strategies to better serve students with disabilities. • Implementation of Continuous Improvement Cycles: The school actively engages in cycles of collaboration to support adaptive and strategic adjustments based on direct observations and data. These cycles involve both teachers and admin staff to ensure that interventions are effectively tailored to student needs.		
3.2	Instruction and Curriculum Development	• Provide dedicated ELD instruction for students who are learning English by a credentialed Instructor, as well as additional support for select students by an ELD instructional aide. • Provide professional development to teachers to meet the needs of EL students, including EL instruction and further development of EL Curriculum (e.g., EL Achieve, Link to Literacy, etc...). • Provide after-school intervention, tutoring, and additional instruction for English Language Learners. • Provide differentiated dance, art, and music instruction to meet the needs of EL students.	$50,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide CCSS and NGSS standards-aligned, culturally, and linguistically relevant supplemental instructional materials for English language learners.		
3.3	Staffing and ELD Development	• Provide additional staff time, including an ELD specialist or similar instructional leader position, to focus on improving outcomes of Multi-Language Learners (MLL) students. • Continue to provide additional professional development to increase teachers' understanding of ELD standards and to ensure that Multi-Language Learners (MLL) receive support in accessing CCSS. • Ensure that MLL students receive in-class support in accessing CCSS and NGSS. • Provide bilingual instructional aides to provide primary language support to enable students to access content area instruction while gaining language proficiency. • Collaborative teaching environment where EL specialists work alongside content teachers to implement strategies within the classroom. This collaboration aims to seamlessly integrate language support within content lessons, enhancing both language proficiency and academic achievement. • Data Talks Across Educational Stakeholders: Regularly scheduled data talks among teachers, instructional aides, RSP specialists, ELD coordinators, and students to analyze data and other relevant metrics. These discussions will focus on identifying learning gaps, setting realistic goals, and tailoring interventions to meet the diverse needs of students. • Provide additional, supplemental pullout sessions for Multi-language Learners to support English acquisition and/or core instruction. • Co-planning and coaching for classroom teachers to enhance designated and integrated ELD instruction.	$152,444.00	Yes
3.4	MTSS Development	Continuously refine the Multi-Tiered System of Supports (MTSS) framework over the next LCAP cycle. The MTSS framework aims to provide a comprehensive, tiered approach to academic and behavioral	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support for all students, ensuring timely intervention based on individual needs. Key components to include: • Framework Development and Staff Training: Redefine a clear and structured MTSS framework, and conduct training sessions for teachers and staff. • Data Systems for Monitoring and Evaluation: Establish data collection and analysis systems to monitor student progress and evaluate the effectiveness of interventions. • Stakeholder Engagement: Foster a collaborative environment where stakeholders can contribute to the successful implementation of the framework. • Ongoing Review and Adaptation: Regularly review the implementation process and outcomes, adapting strategies to meet the evolving needs of students and school environment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a nurturing and collaborative learning environment that strengthens pathways for the professional growth and development of our staff in a conducive school facility.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The establishment of LCAP Goal 4: "Cultivate a nurturing and collaborative learning environment that strengthens pathways for the professional growth and development of our staff in a conducive school facility," is rooted in our understanding that high-quality education begins with high-quality educators. It is paramount to have a qualified and dedicated teaching staff who feel connected to their school community in order to improve academic outcomes for our students.

Our focus on staff and teacher development and wellbeing recognizes that investing in our educators is essential for student success. To achieve this, we will implement the following strategies:

- Professional Growth and Development: Providing continuous and targeted professional development opportunities that support the growth and advancement of our teachers and staff.
- Collaborative Learning Environment: Fostering a culture of collaboration and support among staff, encouraging the sharing of best practices and collective problem-solving.
- Conducive School Facility: Ensuring that our school facilities are clean and organized, which support a positive and effective teaching and learning environment, where staff feel comfortable and valued.

By cultivating a nurturing and collaborative learning environment, we aim to create pathways for our staff's professional growth and development. This goal underscores our commitment to fostering a supportive and connected school community, ultimately enhancing the academic outcomes for our students through the empowerment and satisfaction of our educators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher appropriately assigned and credentialed	23-24: 100%	24-25: 100%	25-26: 100%	Maintain 100%	Even

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Calculations					
4.2	Surveys of staff to measure safety Data Source: TNTP Insight Survey	SY 23-24: 56% of teachers responded favorably to "school leaders promote a safe and productive learning environment in my school"	SY 24-25: 90% of teachers responded favorably to "school leaders promote a safe and productive learning environment in my school"	SY 25-26: 61% of teachers responded favorably to "school leaders promote a safe and productive learning environment in my school"	61% or above	+5%
4.3	Survey of staff to measure connectedness Data Source: TNTP Insight Survey	SY 23-24: 50% of teachers responded favorably to "my school is a good place to teach and learn"	SY 24-25: 80% of teachers responded favorably to "my school is a good place to teach and learn"	SY 25-26: 68% (national average 62%)	55% or above	+18%
4.4	School facility in good repair Data Source: School Accountability Report Card (SARC)	2022-2023 SARC: Overall Facility Rating: Good	2023-2024 SARC: Overall Facility Rating: Good	24-25 SARC: Overall Facility Rating: Good	Overall Facility Rating: Good or Exemplary	No difference

Goal Analysis [2025-26]

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

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

All actions associated with Goal 4 were implemented as planned during the 2025-2026 school year without substantive differences. Gabriella Charter School 2 continued to prioritize cultivating a nurturing, collaborative, and supportive learning environment that strengthens pathways for the professional growth and development of staff while maintaining a safe, organized, and conducive school facility environment for students and employees.

Through Action 4.1, Staffing, the school continued efforts to recruit, retain, and develop highly qualified staff capable of delivering standards-aligned curriculum, rigorous instruction, and high-quality learning experiences designed to prepare students for success in high-quality high schools and future educational opportunities. School leaders continued implementing hiring and staffing practices focused on identifying educators and staff aligned to the school's instructional vision, mission, and commitment to equitable student outcomes. The school also continued supporting staff development through ongoing coaching, collaboration, and professional learning opportunities designed to strengthen instructional practice and staff effectiveness. While all components of the actions are in place, we were unable to hire for the Dean of Instruction role in 25-26.

Action 4.2, Teacher and Staff Coaching, Recruitment, Retention, and Development, was implemented through ongoing instructional observations, coaching cycles, collaborative planning opportunities, and professional development focused on strengthening implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), instructional best practices, and high-quality curriculum implementation. Teachers received frequent classroom observations and feedback designed to support continuous instructional growth and strengthen alignment of instruction, assessments, and student learning outcomes.

The school provided job-embedded instructional coaching, onsite collaboration opportunities, mentoring, and professional development throughout the year to support both experienced and newer teachers. New teacher supports continued to be refined through mentoring systems, collaborative learning opportunities, coaching, and targeted professional development focused on strengthening instructional effectiveness and teacher confidence. Additional staffing support and staff time were also utilized to support recruitment, retention, staff development, and implementation of the school's well-rounded instructional program.

Through Action 4.3, School Facility Management, the school continued maintaining a clean, safe, organized, and welcoming facility environment conducive to learning and staff well-being. Regular cleaning schedules, organizational systems, and operational protocols were implemented to support a positive and functional school environment for students, staff, and families. The school continued prioritizing facility upkeep and organization to support student learning, staff collaboration, and overall school climate.

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

There were not material difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was higher due to higher Average Daily Attendance, and the main person in the role related to this goal left Gabriella Charter School (in summer of 2024) after the LCAP was adopted. We were unable to find a qualified candidate to replace them, and as such, did not fill the position and have not since. We have reconfigured certain responsibilities to ensure the items needed for this Goal continue. For example, other administrators worked to figure out ways to better hire, recruit and retain teaching staff.

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

The actions and services associated with Goal 4 were effective in making progress toward cultivating a nurturing and collaborative learning environment that strengthens pathways for the professional growth and development of staff within a conducive school environment. Through continued investment in staffing, instructional coaching, professional development, collaboration structures, leadership development, and

facility management, Gabriella Charter School 2 strengthened staff capacity, instructional alignment, and collaborative professional culture during the reporting year.

Actions 4.1 and 4.2 related to staffing, teacher coaching, recruitment, retention, and professional development were effective in strengthening instructional systems and fostering a collaborative learning culture among staff. The school continued building a strong instructional team through ongoing coaching, frequent instructional feedback, collaborative professional learning opportunities, and leadership development structures focused on improving instructional practice and student outcomes.

School leadership restructured leadership systems during the year to create greater shared understanding, collaboration, and distributed decision-making among staff. Teachers played an active role in instructional leadership structures, including participation on the instructional leadership team, which increased teacher voice and responsiveness to staff feedback and instructional needs. School leaders also narrowed the instructional focus to prioritize a smaller number of high-impact instructional goals and practices, allowing for greater clarity, alignment, and consistency across classrooms and learning environments.

The school emphasized collaborative learning and collective growth among staff by creating opportunities for teachers and instructional teams to learn together, analyze instructional practices, and strengthen implementation of high-quality instruction across all learning spaces. Staff participation, engagement, and buy-in toward instructional improvement efforts remained strong throughout the year, contributing to a positive and collaborative professional culture.

Survey feedback and internal reflection processes also indicated positive perceptions related to professional learning, collaboration, and staff development opportunities. According to staff survey data, perceptions of professional learning and collaboration remained high and performed above national percentile benchmarks, reflecting the effectiveness of the school's investment in coaching, collaboration, and professional growth systems.

Additional staff survey data related to school culture and staff connectedness includes:

- Staff sense of physical safety: 61%
- Staff sense of emotional safety and connectedness: 68%

These outcomes reflect the school's continued focus on creating supportive systems for staff growth, collaboration, and well-being while strengthening instructional alignment and collective efficacy among educators.

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.

Based on educational partner feedback, reflection on implementation practices, and review of staff and school culture data, Gabriella Charter School 2 will not be making changes to the Goal, metrics, desired outcomes, or actions associated with Goal 4 for the 2026–27 school year. The school believes the current actions and systems continue to appropriately align with the goal of cultivating a nurturing and collaborative learning environment that supports professional growth, instructional development, and staff well-being.

The school is encouraged by the continued growth in collaborative instructional practices, staff leadership development, and positive staff perceptions related to professional learning and collaboration. Reflection on prior practice reinforced the importance of maintaining focused instructional priorities, shared leadership structures, and ongoing opportunities for collaborative professional growth.

While no formal changes are being made to the goal or actions, the school will continue implementing and refining existing systems related to instructional coaching, staff collaboration, leadership development, recruitment and retention efforts, and professional learning opportunities to sustain and build upon the progress experienced during the current LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staffing	- Recruit, retain, and develop high quality staff who are able able to deliver standards aligned curriculum, assessments, and high quality instruction to prepare students for success in high-quality high schools.		No
4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	• Teachers will receive frequent observations of instruction and feedback on instruction, specifically targeting Common Core and NGSS plans and assessments. • Offer ongoing professional development, including onsite collaboration, and job-embedded instructional coaching as a means to support implementation of CCSS, NGSS, and other curriculum and programming. • Improve ways to recruit, retain and develop teachers and staff, especially teachers in the hardest to fill positions (e.g.; STEM, Special Education, etc...). • Place additional staff/staff time to focus on recruiting, retaining, fundraising where possible, and developing high quality teachers and staff. • Continuously refine new teacher supports in a variety of formats (e.g., mentoring, training, professional development, coaching, etc...). • Staff to support the implementation of a well-rounded academic program and all that it entails.	$309,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	School Facility Management	Ensure a clean and organized environment conducive to learning and wellbeing. This action will involve regular cleaning schedules, waste management systems, and organizational protocols.	$132,791.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Parents and caregivers feel empowered to be advocates on matters that directly impact the students, community, and their experience at GCS.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At GCS 2, we are committed to fostering a strong partnership between our school and our families. Our goal is to ensure that "Parents and caregivers feel empowered to be advocates on matters that directly impact the students, community, and their experience at GCS." While we continue to see high satisfaction rates from our family surveys as demonstrated by the survey data below, we strongly believe in maintaining a dedicated family engagement goal.

- 95% of parents completed engagement and/or volunteer hours
- 91% families responded favorably to "the school is a safe place for my child"
- 92% of families responded favorably to "Parents feel welcome to participate at this school."

The rationale behind this goal is rooted in our belief that active family involvement is crucial to the holistic development of our students. Our programs and events are designed not only to inform but also to empower parents and caregivers. By providing them with the tools and knowledge they need, we aim to foster a community where families feel confident to advocate for their children's learning, academic success, and social well-being.

By focusing on family empowerment, we are not only enhancing the educational experience for our students but also building a more cohesive and resilient school community. We are proud of our past achievements in this area and are dedicated to continuing this vital work to support our students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Efforts we make to seek parent input on making decisions	2023-2024 Survey: 89%	2024-2025 Survey: 93%	SY 25-26: 93%	Maintain 85% and above	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Family Survey					
5.2	How we will promote participation from parents of EL, FRL, Foster Youth, and SWD	SY 23-24: 95% of parents completed engagement and/or volunteer hours	SY 24-25: 98% of parents completed engagement and/or volunteer hours	SY 25-26: 95% of parents completed engagement and/or volunteer hours	Maintain 95% or above	no difference
5.3	Surveys of parents to measure safety Data Source: Internal Family Survey	SY 23-24: 91% families responded favorably to "the school is a safe place for my child"	SY 24-25: 97% families responded favorably to "the school is a safe place for my child"	SY 25-26: 96% families responded favorably to "the school is a safe place for my child"	Maintain 90% or above	+5%
5.4	Surveys of parents to measure school connectedness Data Source: Internal Family Survey	SY 23-24: 92% of families responded favorably to "Parents feel welcome to participate at this school."	SY 24-25: 100% of families responded favorably to "Parents feel welcome to participate at this school."	SY 25-26: 98% of families responded favorably to "Parents feel welcome to participate at this school."	Maintain 90% or above	+6%
5.5	% of parents attended conferences.	95% of parents attended conferences.	98% of parents attended conferences.	SY 25-26: 95%	Maintain 95% or above	no difference
5.6	__% of parents/guardians were satisfied with child's Gabriella Charter School education by a parent survey.	SY 23-24: 93%	SY 24-25: 95%	SY 25-26: 97%	Maintain 90% or above	+4%
5.7	Hours of virtual and/or in-person engagement hours were completed.	2646 Hours of virtual and/or in-person engagement hours were completed.	3164 Hours of virtual and/or in-person engagement hours were completed as of June 3, 2025	SY 25-26: 2,529 Hours of virtual and/or in-person engagement hours were completed	Maintain 2000 hrs or above	-117 hours

Goal Analysis [2025-26]

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

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

All actions associated with Goal 5 were implemented as planned during the reporting year without any substantive differences between planned and actual implementation. Gabriella Charter School 2 continued to prioritize building authentic partnerships with families and caregivers by increasing opportunities for engagement, advocacy, communication, and participation in the school community. The school focused on empowering parents and caregivers to serve as informed advocates on matters that directly impact students, the school community, and the overall educational experience at Gabriella Charter School 2.

Through Action 5.1, School Operations and Increased Engagement Opportunities for Families of Students with Disabilities, the school provided ongoing opportunities for families to participate in school activities, trainings, meetings, and educational workshops designed to strengthen family engagement and increase parent capacity to support student learning and development. Parents and caregivers participated in trainings and informational sessions focused on supporting student learning at home, navigating school systems, and understanding educational supports and resources available to students. The school also implemented continued communication strategies through meetings, outreach efforts, mailings, website updates, and phone communication to strengthen family awareness and engagement across the school community.

The school continued prioritizing opportunities for families of students with disabilities to engage with school staff, learn more about special education programming and services, and strengthen their ability to advocate for their child's academic, behavioral, and social-emotional needs. School staff facilitated opportunities for families to build stronger understanding of individualized supports and available resources while fostering collaborative relationships between families and school personnel. Meeting supplies and resources were also provided to support participation and increase engagement and attendance at family meetings and workshops.

Through Action 5.2, Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically Disadvantaged Students, the school continued implementing outreach efforts and engagement opportunities designed to support low-income families and multilingual learner families. Student Success Team (SST) meetings, Language Appraisal Team meetings, room parent opportunities, workshops, and other family engagement activities were implemented to strengthen collaboration between families and school staff while increasing family understanding of instructional programs and student supports.

The school also continued providing parent trainings and workshops focused on strategies families can use to support English Learners academically and strengthen language development at home. Families were provided opportunities to participate in conferences, workshops, and informational sessions designed to increase understanding of academic expectations, language acquisition supports, and strategies to support student success both at home and at school.

Action 5.3, Family Engagement Staffing, was implemented through continued staffing support dedicated to strengthening family engagement and community outreach efforts. The school maintained access to a full-time family engagement specialist/shared community engagement staff member across two school sites who supported communication systems, family outreach, engagement activities, workshops, and

relationship-building efforts between families and the school community. This staffing support helped increase consistency of communication and coordination of family engagement opportunities throughout the year.

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

There were no material difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was higher due to higher Average Daily Attendance, but the specific budgeted expenditures vs. estimated actual expenditures for this goal was unchanged.

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

The actions and services associated with Goal 5 were effective in making progress toward empowering parents and caregivers to serve as advocates on matters that directly impact students, the school community, and the overall educational experience at Gabriella Charter School 2. Through continued investment in family engagement opportunities, communication systems, parent education, outreach efforts, and family engagement staffing, the school strengthened school-home partnerships and increased family participation in school events and engagement activities during the reporting year.

Actions 5.1, 5.2, and 5.3 were effective in increasing family participation, strengthening communication with families, and creating more engaging opportunities for parents and caregivers to connect with the school community. School leadership reflected positively on the increased engagement and participation experienced during the year, particularly as a result of intentionally redesigning school events and activities to be more engaging, welcoming, and community-centered for families. These efforts contributed to increased turnout at school events, celebrations, and student recognition activities throughout the year.

The school experienced particularly strong participation and engagement at student award ceremonies, schoolwide events, and family activities, which helped strengthen family connectedness and positive perceptions of the school community. Expanded afterschool opportunities and programming also contributed positively to family engagement and student participation. School leaders noted that families consistently expressed positive feedback about the school experience and school culture throughout the year.

The school also continued strengthening family engagement systems through communication efforts, workshops, parent education opportunities, Student Success Team (SST) meetings, Language Appraisal Team meetings, and family outreach led by school staff and the family engagement specialist. These efforts supported stronger relationships between families and school personnel while increasing opportunities for parents to support student learning and advocacy.

While the actions were effective overall, the school identified continued opportunities for growth related to increasing consistent parent volunteerism and expanding participation in ongoing engagement opportunities such as Coffee with the Principal and other advisory or leadership-based activities. The school also identified the importance of continuing to strengthen student voice and student feedback systems, including exploring ways to incorporate more student input into surveys, school discussions, and engagement planning processes moving forward.

Family engagement and satisfaction data includes:

% of families who feel a sense of connectedness: 98%
% of families who feel a sense of safety: 96%
% of families who agree that the school listens to family voice, input, and decision-making through annual surveys: 93%
% of parents/guardians satisfied with their child's Gabriella Charter School education through parent survey data: 97%
% of parents who attended conferences:95%
% of parents who completed engagement and/or volunteer hours: 95%
Total number of virtual and/or in-person engagement hours completed: 2,529

Overall, the actions associated with Goal 5 were effective in strengthening family engagement, increasing participation in school events and activities, and fostering stronger relationships between families and the school community. Continued focus on creating welcoming, engaging, and responsive opportunities for families contributed positively to parent participation, school connectedness, and family satisfaction during the reporting year.

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

Based on educational partner feedback, reflection on implementation practices, and review of family engagement efforts during the current LCAP cycle, Gabriella Charter School 2 will not be making substantive changes to the Goal, metrics, desired outcomes, or actions associated with Goal 5 for the coming year. The school believes the current actions continue to appropriately align with the goal of empowering parents and caregivers to serve as advocates and active partners within the school community.

The school is encouraged by the increased participation and positive family engagement experienced during the current year, particularly the strong turnout at school events, student celebrations, conferences, and community engagement activities. Reflection on prior practice reinforced the importance of continuing to create engaging, welcoming, and relationship-centered opportunities that strengthen school-home partnerships and increase family connectedness.

While no major changes are being made to the goal or actions, the school will continue refining engagement strategies and increasing opportunities for authentic stakeholder participation. A continued area of focus for the coming year will be strengthening student voice and increasing opportunities for students to participate in school feedback systems and decision-making processes. The school plans to explore more intentional ways to gather student input, incorporate student perspectives into surveys and engagement opportunities, and ensure students have meaningful opportunities to contribute to discussions and decisions that impact their educational experience and school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Operations and Increased Engagement Opportunities for Families of Students with Disabilities	• Parents and families will have improved opportunities to participate in school activities that increase their skills as partners in their child's education. • Trainings and educational opportunities will be provided to parents to help them learn how to support learning in the classroom. • Meeting supplies will be provided to increase engagement/attendance. • Improved communication strategies will be implemented to increase parent awareness and engagement through website, phone outreach, mailings, and meetings. • Continue to provide opportunities for families of students with disabilities to meet and learn more about our special needs program and become stronger advocates for their child's needs.		No
5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	• GCS will continue to provide resources for increased outreach efforts and opportunities to low-income families, including Student Success Team, Language Appraisal Team meetings, room parent meetings and other opportunities. • Continue to provide parent training on how to assist English learners academically through parent trainings, workshops, and conference attendance.	$61,669.00	Yes
5.3	Family Engagement Staffing	• GCS will have a full-time family engagement specialist. • GCS will continue to staff a full-time community engagement staff member shared over two schools.	$48,043.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,623,676	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.948%	0.000%	$0.00	38.948%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Comprehensive Attendance Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students are historically chronically absent at the same rate or higher than all students on the Chronic absenteeism rate indicator as measured by the CA School Dashboard.	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By revising and standardizing systems and protocols for monitoring and improving attendance, we can more accurately identify and support students who are at risk of chronic absenteeism. This structured approach ensures that no student	Metric 1.1: Average Daily Attendance Metric 1.2: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	falls through the cracks and that interventions are timely and effective. Additionally, implementing proactive family outreach initiatives plays a critical role in this comprehensive strategy. Regular communication from school staff to the families of chronically absent students will help to identify and address the barriers preventing regular attendance. Targeted attendance campaigns are another essential component, utilizing positive messaging and incentives to encourage students to attend school consistently. These campaigns will raise awareness about the importance of regular school attendance and its direct correlation to academic success. By promoting a positive school culture around attendance, these initiatives aim to motivate students and their families to prioritize daily school attendance. While this comprehensive attendance support is principally directed toward addressing the higher rates of chronic absenteeism among our unduplicated students, it will also benefit the entire student body. By fostering a culture that emphasizes the importance of attendance and providing robust support systems, all students will experience a more supportive and engaged school environment. This holistic approach not only aims to reduce absenteeism but also enhances overall student engagement and academic achievement.	
1.3	**Action:** Restorative Practices **Need:**	The implementation of Restorative Practices is a strategic action designed to address the higher rates of suspension among our unduplicated students. This initiative focuses on the continuous improvement of our behavioral management	Metric 1.1: Average Daily Attendance Metric 1.2: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the CA School Dashboard. All Students: .5% EL Students: 0% SED Students: .5% **Scope:** LEA-wide	system to ensure it is fair, meaningful, consistent, and restorative, thereby supporting and embracing all our students. Our approach includes providing comprehensive resources and training for staff, students, and caregivers to effectively manage issues such as bias-based behavior, bullying, and exclusion. This training is crucial in creating an environment where students feel safe and understood, reducing the likelihood of behaviors that lead to suspension. While this action is principally directed toward reducing the higher suspension rates among our unduplicated students, it will benefit all students by promoting a more inclusive and supportive school environment. Historically, we have maintained very low suspension rates due to the strong structures and systems we have implemented to create a welcoming, safe, and inclusive environment. By enhancing these systems with restorative practices, we reinforce our commitment to equity and student well-being, ensuring that every student has the opportunity to thrive academically and socially. Through this comprehensive approach, we aim to foster a school culture that values restorative justice and the holistic development of all students.	Metric 1.4: Suspension Rates Metric 1.5: Expulsion Rates Metric 1.6: Surveys of pupil safety Metric 1.7: Surveys of pupil connectedness
1.4	**Action:** Behavior Intervention **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate	The implementation and refinement of our behavioral intervention system, focused on the GCS Core Values, are essential to addressing the higher rates of suspension among our unduplicated students. By incorporating trauma-informed practices, Conscious Discipline, and tools like Deanslist, we aim to create a supportive and understanding environment that reduces the	Metric 1.4: Suspension Rates Metric 1.5: Expulsion Rates Metric 1.6: Surveys of pupil safety Metric 1.7: Surveys of pupil connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicators as measured by the CA School Dashboard. All Students: .5% EL Students: 0% SED Students: .5% **Scope:** LEA-wide	likelihood of behaviors leading to suspension. This system will provide a structured approach to behavior management that is consistent, fair, and centered around positive reinforcement. Additionally, we will provide extensive training for teachers and instructional aides in processes that build community and develop student character. These practices are designed to foster a sense of belonging and mutual respect among students, which is critical in preventing behaviors that can lead to disciplinary actions. By building strong, supportive relationships within the school community, we can create a more inclusive and respectful environment for all students. While this action is principally directed toward reducing the higher suspension rates among our unduplicated students, it will also benefit all students by promoting a positive and inclusive school climate. Historically, we have maintained very low suspension rates thanks to the strong structures and systems we have implemented. By continuing to refine these systems with a focus on the GCS Core Values, we reinforce our commitment to creating a welcoming, safe, and inclusive environment.	
1.5	**Action:** SEL Development **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate	The implementation of our SEL (Social and Emotional Learning) action is designed to effectively address the higher rates of suspension among our unduplicated students by focusing on their socio-emotional well-being. By identifying the socio-emotional needs of students, we can specifically target the needs of low-income and English Learner students who may face additional	Metric 1.4: Suspension Rates Metric 1.5: Expulsion Rates Metric 1.6: Surveys of pupil safety Metric 1.7: Surveys of pupil connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicators as measured by the CA School Dashboard. All Students: .5% EL Students: 0% SED Students: .5% **Scope:** LEA-wide	challenges that impact their behavior and academic performance. This targeted approach ensures that our interventions are tailored to the unique circumstances of our students, providing them with the support they need to succeed. In addition, we will provide explicit social and emotional instruction to students with special needs who are also low-income. This instruction is crucial for helping develop the skills necessary to manage their emotions, build healthy relationships, and make responsible decisions. By addressing the social and emotional aspects of their development, we can prevent behaviors that might lead to suspensions and create a more supportive and understanding school environment. While this action is principally directed toward supporting low-income students, English Learners, and low-income students with special needs, it will also benefit all students by fostering a positive and inclusive school climate. Explicit SEL instruction helps all students develop critical life skills that contribute to their overall well-being and academic success. This comprehensive approach not only reduces the risk of suspension but also promotes a culture of empathy, respect, and cooperation within the school.	
2.2	**Action:** Instructional Materials and Supplemental Learning Opportunities **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently	The provision of CCSS and NGSS aligned instructional materials, including programs like Illustrative Math, iReady ELA/Math, Amplify, Phonics, and Calkins Units of Study, is designed to address the academic needs of our unduplicated students who historically perform lower in ELA and Math. These high-quality	Metric 2.1: Sufficient Access to Standard-Aligned Materials Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performing below all students in both ELA and Math as measured by the CA School Dashboard. ELA All Students: 47.5 pts below EL Students: 65.7 pts below SED Students: 48.2 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below SED Students: 78.1 pts below **Scope:** LEA-wide	materials, with embedded assessments, ensure that instruction is aligned with rigorous standards, helping to close the achievement gap by providing consistent, high-level education. Additionally, expanding learning opportunities through before, during, and after-school interventions, enrichment programs, and summer programs offers students the extra time and support they need to master core concepts. This is particularly beneficial for unduplicated students who may require additional assistance to keep up with their peers. Moreover, providing enrichment experiences and high school preparation assistance to middle school students is crucial for expanding their educational opportunities. These initiatives are directed toward enhancing the academic readiness of low-income and English Learner students, ensuring they have access to high-quality high school options. While these actions are principally aimed at supporting our unduplicated students, they also benefit all students by raising the overall quality of education and providing diverse learning opportunities. This comprehensive approach not only aims to improve performance in ELA and Math but also fosters a more inclusive and enriching educational environment for the entire student body.	
2.3	**Action:** Well Rounded Academic Program with a Focus on Dance Instruction **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently	The implementation of a well-rounded academic program is crucial in addressing the academic needs of our unduplicated students, who historically have underperformed in ELA and Math. By engaging students in frequent dance instruction, we aim to foster a stronger sense of community, promote kinesthetic proficiency, and	Metric 2.1: Sufficient Access to Standard-Aligned Materials Metric 2.3: SBAC ELA Metric 2.4: SBAC Math Metric 2.5: Mastery of Dance Skills

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performing below all students in both ELA and Math as measured by the CA School Dashboard. ELA All Students: 47.5 pts below EL Students: 65.7 pts below SED Students: 48.2 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below SED Students: 78.1 pts below **Scope:** LEA-wide	enhance self-esteem—qualities that are closely linked to academic success. Additionally, staff support for the well-rounded program ensures that students benefit from longer blocks of core instructional programming, various arts offerings, and differentiated instructional blocks. These elements provide enriched learning experiences and allow for targeted interventions. The inclusion of differentiated dance, art, and music instruction specifically aims to meet the needs of low-income students, offering them opportunities to excel in non-traditional academic areas, which can boost their overall engagement and performance in ELA and Math. While these actions are principally directed toward supporting our unduplicated students, they also provide significant benefits for all students by creating a more dynamic and inclusive educational environment.	
2.4	**Action:** Intervention Program and Instructional Aide Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. ELA All Students: 47.5 pts below EL Students: 65.7 pts below SED Students: 48.2 pts below	The implementation of an intervention program is designed to effectively address the academic needs of our unduplicated students, who have historically underperformed in ELA and Math. By providing a variety of learning supports, including differentiated instruction and targeted interventions, we can tailor our approach to meet the specific needs of each student. This flexibility ensures that those in need of additional support receive the necessary resources and assistance, thereby improving their academic outcomes. Additionally, by allocating more staff and staff time to focus on enhancing ELA and Math results, we can provide more personalized and intensive support. This focused effort is particularly	Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math All Students: 76.9 pts below EL Students: 85.8 pts below SED Students: 78.1 pts below **Scope:** LEA-wide	beneficial for unduplicated students, offering them the extra attention required to bridge the performance gap. While this action is principally directed toward supporting unduplicated students, it will also benefit all students by creating a more responsive and supportive learning environment. The provision of differentiated instruction and targeted interventions ensures that every student, regardless of their starting point, receives the personalized support they need to excel.	
2.5	**Action:** Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. ELA All Students: 47.5 pts below EL Students: 65.7 pts below SED Students: 48.2 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below SED Students: 78.1 pts below **Scope:** LEA-wide	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. We will ensure that all students have access to technology and technology-based activities,, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.	Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Tier 1 Investment **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. ELA All Students: 47.5 pts below EL Students: 65.7 pts below SED Students: 48.2 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below SED Students: 78.1 pts below **Scope:** LEA-wide	The enhancement of our Tier 1 strategy aims to address the academic needs of our unduplicated students, who historically have performed lower in ELA and Math compared to the general student population. By focusing on systemic improvements in instructional support and focused alignment of our curricula with Common Core standards, we ensure that all students have access to high-quality, rigorous educational materials. Strengthening the overall instructional framework guarantees that instruction and observation are aligned with these standards, as evidenced by student work, thus promoting consistency and excellence in teaching. Implementing targeted small group instruction sessions is a critical component of this initiative. These sessions are designed to provide tailored support that meets the specific academic needs of each student, thereby helping unduplicated students to catch up and excel in their studies. Additionally, the use of various means, such as team meetings, to continuously assess and refine teaching strategies ensures that our approaches remain effective and inclusive for all student groups	Metric 2.3: SBAC ELA Metric 2.4: SBAC Math
3.4	**Action:** MTSS Development **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.	The continuous refinement of our Multi-Tiered System of Supports (MTSS) framework over the next LCAP cycle is essential for improving the academic and behavioral outcomes of our English Learners. By developing a comprehensive, tiered approach, the MTSS framework ensures that all students receive timely and appropriate interventions based on their individual needs. This systematic support helps identify and address the	Metric 3.2: EL Progress Metric 3.3: Reclassification Rates Metric 3.4: SBAC ELA Metric 3.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA All Students: 47.5 pts below EL Students: 65.7 pts below SED Students: 48.2 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below SED Students: 78.1 pts below **Scope:** LEA-wide	unique challenges faced by English Learners and socio-economically disadvantaged students, providing them with the necessary resources to achieve language proficiency and academic success. The MTSS framework's emphasis on data-driven decision-making and regular progress monitoring allows us to tailor interventions more effectively, ensuring that each student receives the precise level of support they need. As we refine this framework, the benefits will not only affect our English Learners, and socio-economically disadvantaged students, but all students. By ensuring timely and targeted interventions, we can help every student reach their full potential, fostering a school culture of continuous improvement and academic excellence.	
4.2	**Action:** Teacher and Staff Coaching, Recruitment, Retention, and Development **Need:** The need for a teacher coaching action is critical to improving outcomes for our unduplicated students, as it provides educators with targeted support and professional development tailored to their unique instructional challenges. This action is driven by continuous feedback from educational partners, underscoring the importance of ongoing teacher coaching to enhance instructional practices and better meet the diverse needs of our students.	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	Metric 4.3: Staff connectedness Metric 3.4: SBAC ELA Metric 3.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.3	**Action:** School Facility Management **Need:** Creating actions focused on facilities management and ensuring a clean and safe school environment is crucial, particularly for our low-income and English Learner students. By maintaining high standards of cleanliness and safety, we can provide a stable and supportive atmosphere that promotes the well-being and academic achievement of all students. **Scope:** LEA-wide	Ensuring a clean and organized environment conducive to learning and wellbeing will be highly effective in meeting the needs of our unduplicated students, while also benefiting all students. Regular cleaning schedules and efficient waste management systems create a healthy and safe space, which is particularly important for unduplicated students who may face additional challenges outside of school. A well-maintained environment helps to reduce health-related absences, allowing these students to attend school consistently and focus on their studies. Additionally, organizational protocols contribute to a structured and supportive atmosphere, enhancing the overall learning experience for every student. By fostering a clean, safe, and organized setting, we promote the wellbeing and academic success of all students.	Metric 4.4: School facility in good repair
5.2	**Action:** Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students **Need:** Creating actions centered on family engagement is essential to maintaining the positive relationships and satisfaction levels we currently have with our families. We have heard from families that they are overall satisfied with the school and the engagement opportunities provided, and we aim to continue fostering this supportive environment. By ensuring ongoing and meaningful	We have created specific school-wide actions related to low-income and English Learners that have allowed us to better partner with parents/guardians and create a more supportive organization for parent/guardian involvement in their student's education. Studies have shown that parent involvement is a crucial component of student school success. Given our high % of low-income and EL students, both populations that face barriers to school participation, Goal 5 actions are crucial for allowing our unduplicated families to be more involved in the GCS community and their student's education.	Metric 5.1: Efforts we make to seek parent input on making decisions Metric 5.2: How we will promote participation from parents of EL, FRL, Foster Youth, and SWD Metric 5.5: Percent of parents attended conferences. Metric 5.6: Percent of parents completed engagement and/or volunteer hours

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement, we can sustain and strengthen the crucial partnership between home and school, benefiting all students. **Scope:** LEA-wide		Metric 5.7: Hours of virtual and/or in-person engagement hours were completed.
5.3	**Action:** Family Engagement Staffing **Need:** Creating actions centered on family engagement is essential to maintaining the positive relationships and satisfaction levels we currently have with our families. We have heard from families that they are overall satisfied with the school and the engagement opportunities provided, and we aim to continue fostering this supportive environment. By ensuring ongoing and meaningful engagement, we can sustain and strengthen the crucial partnership between home and school, benefiting all students. **Scope:** LEA-wide	We have created specific school-wide actions related to low-income and English Learners that have allowed us to better partner with parents/guardians and create a more supportive organization for parent/guardian involvement in their student's education. Studies have shown that parent involvement is a crucial component of student school success. Given our high % of low-income and EL students, both populations that face barriers to school participation, Goal 5 actions are crucial for allowing our unduplicated families to be more involved in the GCS community and their student's education.	Metric 5.1: Efforts we make to seek parent input on making decisions Metric 5.2: How we will promote participation from parents of EL, FRL, Foster Youth, and SWD Metric 5.5: Percent of parents attended conferences. Metric 5.6: Percent of parents completed engagement and/or volunteer hours Metric 5.7: Hours of virtual and/or in-person engagement hours were completed.

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
3.2	**Action:** Instruction and Curriculum Development **Need:** Our English learner students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. ELA All Students: 47.5 pts below EL Students: 65.7 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below **Scope:** Limited to Unduplicated Student Group(s)	The dedicated instructional and curriculum development action is strategically designed to enhance the academic outcomes of our English Learners (ELs), who require tailored support to achieve language proficiency and academic success. By providing dedicated English Language Development (ELD) instruction from a credentialed instructor, alongside additional support from an ELD instructional aide, we ensure that EL students receive specialized attention that addresses their unique learning needs. Professional development for teachers is another critical component of this action. Training in EL instruction and curriculum development, including programs like EL Achieve and Link to Literacy, equips our educators with the skills and knowledge necessary to effectively support EL students in the classroom. This professional growth enables teachers to create a more inclusive and supportive learning environment that fosters the academic progress of ELs.	Metric 3.2: EL Progress Metric 3.3: Reclassification Rates Metric 3.4: SBAC ELA Metric 3.5: SBAC Math
3.3	**Action:** Staffing and ELD Development **Need:** Our English learner students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.	The Staffing and ELD Development action is crucial for improving the academic outcomes of our Multi-Language Learner (MLL) students, who need specialized support to access and succeed in the core curriculum. By providing additional staff time, including an ELD specialist, we can focus on the specific needs of MLL students, ensuring they receive tailored instruction and support.	Metric 3.2: EL Progress Metric 3.3: Reclassification Rates Metric 3.4: SBAC ELA Metric 3.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA All Students: 47.5 pts below EL Students: 65.7 pts below Math All Students: 76.9 pts below EL Students: 85.8 pts below **Scope:** Limited to Unduplicated Student Group(s)	Professional development for teachers will increase their understanding of ELD standards, enabling them to better support MLL students in accessing Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). In-class support from bilingual instructional aides and collaborative teaching environments, where EL specialists work alongside content teachers, ensure that language support is seamlessly integrated into content lessons. This collaborative approach enhances both language proficiency and academic achievement. Regular data talks among educational stakeholders allow for continuous assessment and targeted interventions, addressing learning gaps and setting realistic goals for MLL students. Supplemental pullout sessions for English acquisition and core instruction, along with co-planning and coaching for classroom teachers, further strengthen designated and integrated ELD instruction.	

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

N/A

Additional Concentration Grant Funding

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

Based on LACOE guidance, we believe this section (including the sections below re: staffing ratios) is N/A for directly funded charter schools, as the funding goes directly to the school.
Regardless if required, a few things to note:

- Similar to most schools in Los Angeles and California, GCS is experiencing a lower-than-projected (vs. a few years ago) enrollment.

There are fewer students of school age in California and Los Angeles.
Even with this additional funding due to our high unduplicated count students, the lower enrollment has GCS trending at flat or lower state and local funding level. This additional funding allows GCS to continue similar staffing levels vs. when having higher enrollment numbers.

- Staffing has been one of the biggest challenges for organizations – including schools, and we have been making adjustments to our hiring and compensation to ensure appropriate staffing.

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	Based on LACOE guidance, N/A to directly funded charter schools	Based on LACOE guidance, N/A to directly funded charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Based on LACOE guidance, N/A to directly funded charter schools	Based on LACOE guidance, N/A to directly funded charter schools

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,168,842	1,623,676	38.948%	0.000%	38.948%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,623,676.00	$31,642.00	$0.00	$231,760.00	$1,887,078.00	$1,698,364.00	$188,714.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Character Development	All	No			All Schools	Ongoing								
1	1.2	Comprehensive Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,829.00	$0.00	$59,829.00				$59,829.00	
1	1.3	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,829.00	$0.00	$59,829.00				$59,829.00	
1	1.4	Behavior Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,465.00	$0.00	$30,465.00				$30,465.00	
1	1.5	SEL Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$25,380.00	$0.00	$25,380.00				$25,380.00	
1	1.6	Community Schools	All	No			All Schools	One Year								
2	2.1	Instructional Support and Development	All	No			All Schools	Ongoing	$0.00	$19,531.00				$19,531.00	$19,531.00	
2	2.2	Instructional Materials and Supplemental Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$58,180.00	$58,180.00				$58,180.00	
2	2.3	Well Rounded Academic Program with a Focus on Dance Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$554,476.00	$56,528.00	$416,993.00			$194,011.00	$611,004.00	
2	2.4	Intervention Program and Instructional Aide Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$193,521.00	$31,642.00	$193,521.00	$31,642.00			$225,163.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$41,100.00	$0.00	$41,100.00				$41,100.00	
2	2.6	Tier 1 Investment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.1	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing								
3	3.2	Instruction and Curriculum Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$31,056.00	$19,333.00	$50,389.00				$50,389.00	
3	3.3	Staffing and ELD Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$152,444.00	$0.00	$134,226.00			$18,218.00	$152,444.00	
3	3.4	MTSS Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.1	Staffing	All	No			All Schools	Ongoing								
4	4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$306,761.00	$2,500.00	$309,261.00				$309,261.00	
4	4.3	School Facility Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,791.00	$0.00	$132,791.00				$132,791.00	
5	5.1	School Operations and Increased Engagement Opportunities for Families of Students with Disabilities	All	No			All Schools	Ongoing								
5	5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$61,669.00	$0.00	$61,669.00				$61,669.00	
5	5.3	Family Engagement Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$48,043.00	$0.00	$48,043.00				$48,043.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,168,842	1,623,676	38.948%	0.000%	38.948%	$1,623,676.00	0.000%	38.948 %	**Total:**	$1,623,676.00
								LEA-wide Total:	$1,439,061.00
								Limited Total:	$184,615.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Comprehensive Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,829.00	
1	1.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,829.00	
1	1.4	Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,465.00	
1	1.5	SEL Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,380.00	
2	2.2	Instructional Materials and Supplemental Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,180.00	
2	2.3	Well Rounded Academic Program with a Focus on Dance Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$416,993.00	
2	2.4	Intervention Program and Instructional Aide Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$193,521.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,100.00	
2	2.6	Tier 1 Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.2	Instruction and Curriculum Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,389.00	
3	3.3	Staffing and ELD Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$134,226.00	
3	3.4	MTSS Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,261.00	
4	4.3	School Facility Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,791.00	
5	5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,669.00	
5	5.3	Family Engagement Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,043.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,696,071.00	$1,846,990.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Character Development	No		
1	**1.2**	Comprehensive Attendance Support	Yes	$57,974.00	$57,974.00
1	**1.3**	Restorative Practices	Yes	$57,974.00	$57,974.00
1	**1.4**	Behavior Intervention	Yes	$85,000.00	$85,000.00
1	**1.5**	SEL Development	Yes	$49,422.00	$49,422.00
1	**1.6**	Community Schools	No		
2	**2.1**	Instructional Support and Development	No	$17,449.00	$19.531
2	**2.2**	Instructional Materials and Supplemental Learning Opportunities	Yes	$90,173.00	$118,197
2	**2.3**	Well Rounded Academic Program with a Focus on Dance Instruction	Yes	$440,119.00	$564,392
2	**2.4**	Intervention Program and Instructional Aide Support	Yes	$258,963.00	$168,189.31
2	**2.5**	Technology	Yes	$46,432.00	$206,079

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Tier 1 Investment	Yes	$2,900.00	$2,900.00
3	3.1	Support for Students with Disabilities	No		
3	3.2	Instruction and Curriculum Development	Yes	$105,000.00	$51,545.14
3	3.3	Staffing and ELD Development	Yes	$91,639.00	$92,273
3	3.4	MTSS Development	Yes	$1,000.00	$1,000.00
4	4.1	Staffing	No		
4	4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	Yes	$150,000.00	$150,000.00
4	4.3	School Facility Management	Yes	$139,875.00	$139,875.00
5	5.1	School Operations and Increased Engagement Opportunities for Families of Students with Disabilities	No		
5	5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	Yes	$56,089.00	$56,089.00
5	5.3	Family Engagement Staffing	Yes	$46,062.00	$46,062.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,634,742	$1,474,178.00	$1,634,742.45	($160,564.45)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Comprehensive Attendance Support	Yes	$57,974.00	$57,974.00		
1	1.3	Restorative Practices	Yes	$57,974.00	$57,974.00		
1	1.4	Behavior Intervention	Yes	$85,000.00	$85,000.00		
1	1.5	SEL Development	Yes	$49,422.00	$49,422.00		
2	2.2	Instructional Materials and Supplemental Learning Opportunities	Yes	$90,173.00	$118,197		
2	2.3	Well Rounded Academic Program with a Focus on Dance Instruction	Yes	$253,259.00	$370,381		
2	2.4	Intervention Program and Instructional Aide Support	Yes	$258,963.00	$168,189.31		
2	2.5	Technology	Yes	$46,432.00	$206,079		
2	2.6	Tier 1 Investment	Yes	$2,900.00	$2,900.00		
3	3.2	Instruction and Curriculum Development	Yes	$105,000.00	$51,545.14		
3	3.3	Staffing and ELD Development	Yes	$74,055.00	$74,055.00		
3	3.4	MTSS Development	Yes	$1,000.00	$1,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.2**	Teacher and Staff Coaching, Recruitment, Retention, and Development	Yes	$150,000.00	$150,000.00		
4	**4.3**	School Facility Management	Yes	$139,875.00	$139,875.00		
5	**5.2**	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	Yes	$56,089.00	$56,089.00		
5	**5.3**	Family Engagement Staffing	Yes	$46,062.00	$46,062.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,727,171.34	1,634,742	0.00%	43.860%	$1,634,742.45	0.000%	43.860%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	22.3	17	0	1	4.3	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	2

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science		2			

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards		2				
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Our school is deeply invested in building relationships between school staff and families. We have a strong school-family communication platform, Parent Square, that helps facilitate regular updates, messaging, and school-wide news. We have high attendance at our family conferences, back to school nights, classroom meeting nights, and more. Our staff gets to know students and families well.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

One of our overarching goals is to have our curricula better reflect the experiences and backgrounds of our students. To that end, we are working to grow in our partnership with students and families so that we can bring their experiences and backgrounds into classrooms.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We are continue to explore the different strategies we can use to engage and connect with underrepresented families. We are also continuing to offer a variety of times to engage in conferences and other events. While we want to emphasize the importance of coming onto campus, we recognize that that is very difficult for some of our families and in response, continue to offer zoom meetings as an alternative for families that may need this accommodation. We also use all forms of communication, determined to figure out the best way to engage with all families, from Parent Square to email to calling to texting.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We view families and caregivers as our partners in educating and supporting their children. As such, we have many family-based events to share tools and strategies for learning. We communicate regularly with families in conferences, in other meetings, and via our Parent Square communication tool to provide school-wide, class-wide, and individual supports for students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our major focus area will be on building out specific strategies for families to use to support their scholars at home. As we sustain the progress we have made in standards-based grading, we believe that caregivers will also

understand grade-level expectations more specifically, and that understanding will also help all of us work together to support their students.

Another focus area we are continuing is developing our instructional staff to strengthen partnerships with families. We are continuing to explore ways to better develop our instructional staff so that they are better equipped to partner with all families and deepen the relationships and partnerships with caregivers, specifically we are interested in beginning home visits.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Again, we need to find new and thoughtful ways to enlist families who do not engage as frequently with us. By communicating student outcomes and grade-level expectations, we are hopeful that families will feel more empowered to support their scholars. In addition, we also believe that if we are prioritizing staff development in this area, we will strengthen and expand our reach.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We use a variety of surveys, Coffee with the Principal, and Platica con el Liderazgo as spaces for families to give us feedback, share input, and otherwise help us adjust and make decisions for our school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We are looking to improve in the breadth of families that we are able to reach in these ways; while many families consistently engage, we have some that rarely do or have not yet.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As we continue to refine our programming, we can use opportunities like classroom meeting night, conferences, and other broader touch-points with families to try to enlist underrepresented families more frequently in giving input into decisions we make as a campus.

Our Equity Roadmap includes a Parent Empowerment Protocol that we are designed to uplift family voice in making decisions at our campus. Our shared parent coordinator will be a key player in supporting our growth in this area.

GCS 2 is strongest in providing opportunities for stakeholders to work together to plan, design, implement, and evaluate family engagement activities at school. The GCS 2 School Site Council reviews and approves the Parent Involvement Policy on a yearly basis, and this includes opportunities for stakeholders to engage at the school, as well as English learner programming and other relevant student and school data to recommend student supports at the school.

As noted earlier, a strong majority of parents report they feel the school seeks the input of parents before making important decisions. GCS 2 will continue building capacity to reach and seek input from families on policies and programs, and as part of our Equity Roadmap, will work to build out a Parent Empowerment Protocol to uplift our families' voices in decision making at the school.

GCS 2 will continue to focus on providing families with information and resources to support student learning and development in the home to improve input for decision-making. GCS 2 has a community coordinator and Family Engagement Specialist who will coordinate efforts in the 26-27 school year in an effort to strengthen the work we have already launched.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

In the spring season of 25-26, students in 4th and 7th grade took the California Healthy Kids Survey. This was the fifth year of implementation of the survey at Gabriella Charter School 2. Overall, the results were positive and aligned with other historical school experience data and indicate we are on a consistent growth trajectory.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We used the data to identify strengths and weaknesses in the school's culture and the socio-emotional well-being of the student body. Key results of this survey displayed below show the strong and positive culture created at GCS 2, highlighting that our students feel GCS 2 is a place that encourages them to solve problems, treat others with compassion, and reach out for assistance when needed.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We have continued to see that an area of need was better supporting our MS students, as there were some significant differences in the data when compared to our elementary students. As such, we have been working closely with our school counselor to develop a social-emotional learning scope and sequence for our middle school advisory block and are continuing to establish routines that grow a strong sense of community and belonging.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA tracks student performance in our charter's adopted broad course of study - which includes the content areas of English language arts, mathematics, science, history, visual and performing arts, physical education, health, and technology. All students participate in the coursework that is designed to be a broad course of study and is identified in our charter.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students at our charter school have access to and are enrolled in a broad course of study as identified by our charter.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

GCS 2 has not currently identified barriers to overall course access in a broad course of study for all students. However, we continue to examine ways in which significant student subgroups (e.g., English learners and students with disabilities) can gain greater proficiency in performance, and how we design instructional supports to increase student success for all students regardless of challenge.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

GCS 2 will continue to implement our charter for our K-8 students which ensures access to a broad course of study for all students, and will continue to examine ways in which we can continue to support student subgroup proficiency in all subjects.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					