LCFF Budget Overview for Parents

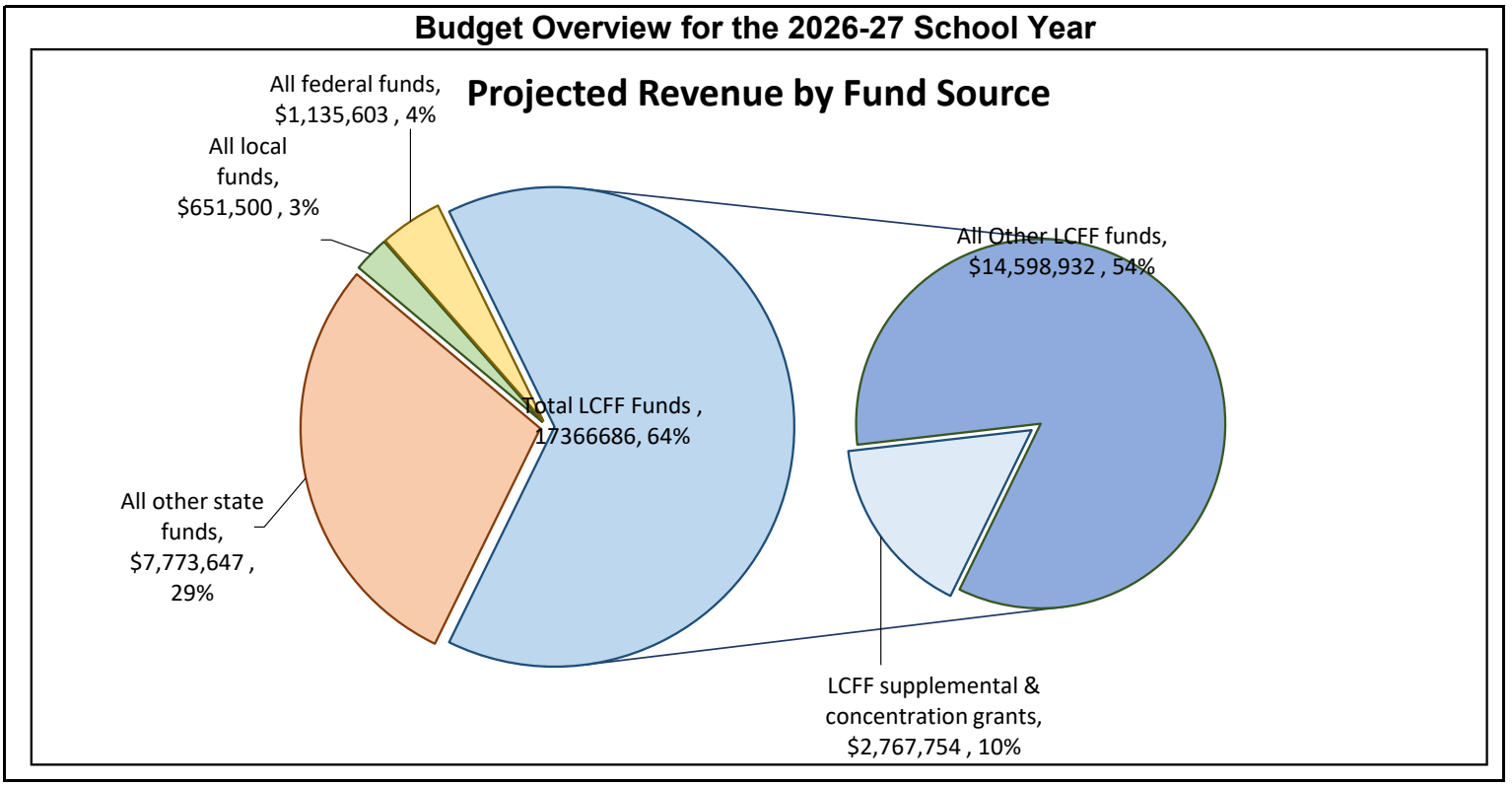
Local Educational Agency (LEA) Name: Hawking STEAM Charter School

CDS Code: 37-68411-0126086

School Year: 2026-27

LEA contact information: Lorena Chavez, Executive Director 619-349-3700 lchavez@hawkingcharter.org

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).

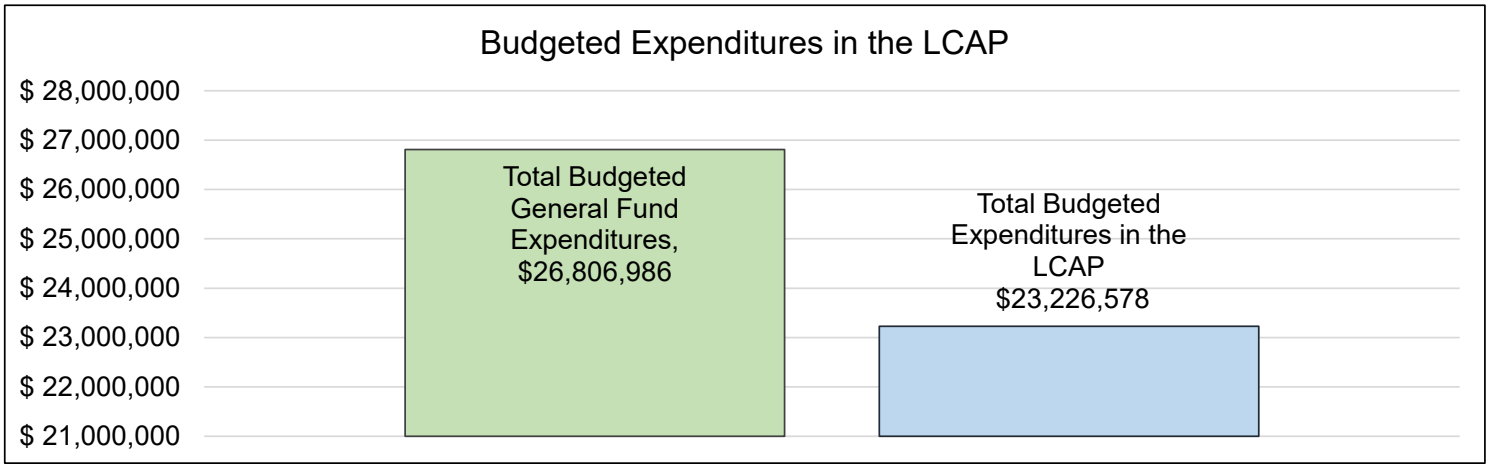


This chart shows the total general purpose revenue Hawking STEAM Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawking STEAM Charter School is $26,927,436.00, of which $17,366,686.00 is Local Control Funding Formula (LCFF), $7,773,647.00 is other state funds, $651,500.00 is local funds, and $1,135,603.00 is federal funds. Of the $17,366,686.00 in LCFF Funds, $2,767,754.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hawking STEAM Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

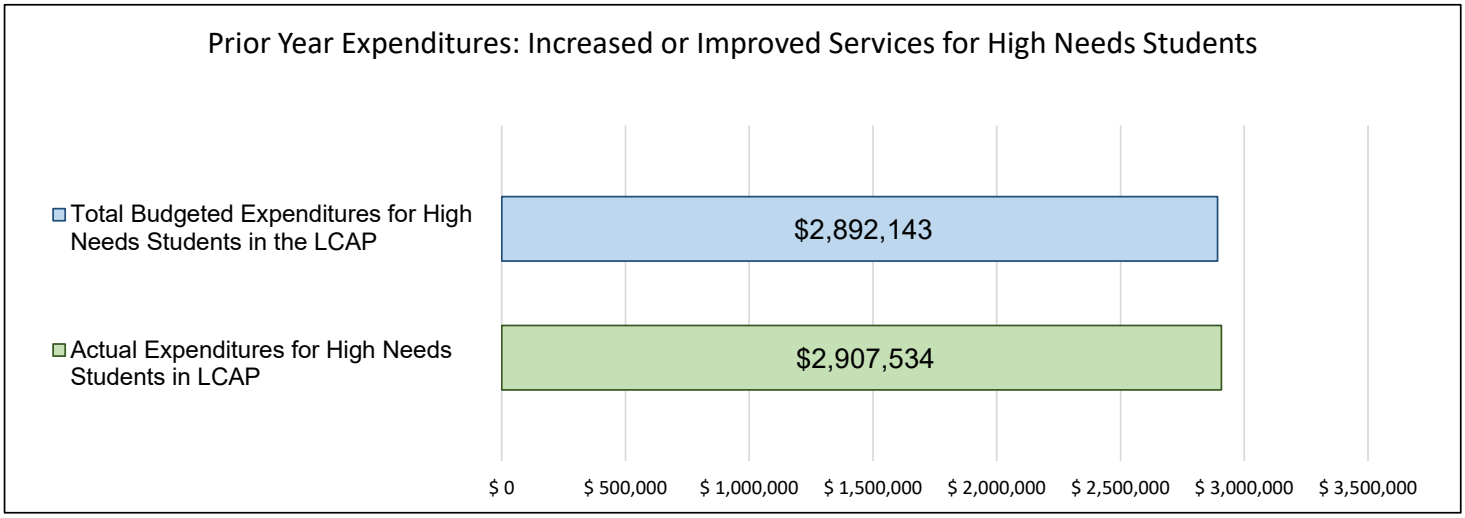
The text description of the above chart is as follows: Hawking STEAM Charter School plans to spend $26,806,986.00 for the 2026-27 school year. Of that amount, $23,226,578.00 is tied to actions/services in the LCAP and $3,580,408.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP are related to administrative and operations, such as insurance, audit, business and legal services, plus operational costs such as office costs. Some related administrative support staff costs are also not in the LCAP. Finally, the costs of the Nutrition Program are not included in the LCAP.

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

In 2026-27, Hawking STEAM Charter School is projecting it will receive $2,767,754.00 based on the enrollment of foster youth, English learner, and low-income students. Hawking STEAM Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hawking STEAM Charter School plans to spend $3,028,760.00 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, Hawking STEAM Charter School's LCAP budgeted $2,892,143.00 for planned actions to increase or improve services for high needs students. Hawking STEAM Charter School actually spent $2,907,534.00 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
Hawking STEAM Charter School	Lorena Chávez, Executive Director	lchavez@hawkingcharter.org 619-483-3008

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.

Hawking STEAM Charter School (Hawking) is a public charter school situated across campuses, in Chula Vista and South San Diego/San Ysidro serving the community with grades TK-8 at both sites.

Hawking STEAM Charter School serves 1,321 students in grades TK-8 with the following demographics: 95% Hispanic, 3% White, 1% African American, 1% Two or More Races, 14% Students with Disabilities (SWD), 44% English Learners (EL), 1% Homeless Youth (HY), and 49% Socioeconomically Disadvantaged (SED).

MISSION:

Hawking's mission is to uplift the communities we serve by empowering all children to maximize their potential through opportunities to think, create, innovate, and discover in a safe, academic and inclusive environment.

VISION:

Hawking's vision is excellence. We prepare all students through STEAM Project Based learning to be culturally competent, creative problem solvers, and lifelong learners inspired to positively impact the world.

EQUITY:

At Hawking, educational equity means that every adult routinely reflects on their practice to increase academic and social-emotional learning. We pledge to advocate for and connect to each one of our students by providing them access to quality and culturally relevant instruction, from a foundation of love.

Hawking STEAM Charter School was the recipient of the CA Community Schools Partnership Program Planning Grant and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. Hawking will continue to align and strengthen its MTSS, Community Schools, with its Expanded Learning Opportunities Program (ELOP) and the Universal Transitional Kindergarten program (UTK).

Hawking STEAM Charter School is not eligible for Equity Multiplier Funds. Hawking STEAM Charter School's LCAP also serves as the School Plan for Student Achievement (SPSA), and meets the educational partner engagement requirements outlined in CA EC 64001(j).

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard shows strong improvement in Chronic Absenteeism (Green), a small increase in Suspension Rate (Orange), a decline in English Learner Progress (Red), and an increase in both English Language Arts (ELA, Yellow) and Mathematics (Yellow). All local indicators were met. The informational Science indicator was Green.

Chronic Absenteeism declined by 4.1 points overall to 9.4% of students chronically absent, well below the state average of 17.1%. No student groups were classified in the Red or Orange performance level. English Learners (ELs) and Long-Term English Learners (LTELs) were both in the Yellow category with absenteeism rates of 10.4% and 10.5% respectively. EL absenteeism declined by 2.3 points, while LTEL absenteeism decreased a remarkable 9.5 points. SWD were also in the Yellow performance level, with absenteeism of 13%, a 0.7 point decline from the previous year. All three remained well below the state average. Absenteeism for Hispanic, SED, and White students were all in the Green performance level. White absenteeism declined by 5.6 points to 6.1%; Hispanic student absenteeism declined 4.2 points to 9.3%; and SED student absenteeism declined 5 points to 9.9% absentee. Homeless students had a 23.1% absenteeism rate, which was both the highest student group rate and below the state average.

The schoolwide suspension rate increased by 0.4 points to 2.5%, just below the state average. There were no student groups in the Red performance level. A 0% suspension rate was maintained for White students and those identifying as Two or More Races. Homeless students had the highest suspension rate, with 23.1% suspended at least one day. LTELs had the second-highest suspension rate at 10.5%; however, this was a 0.6 point decline from the previous year. Suspension rates for Hispanic students, ELs, SED students, and SWD all increased slightly (0.4-1.5 points) to similar suspension rates of 2.7%, 3%, 3.2%, and 3.6% respectively. Climate survey results showed that student perceptions of safety were largely unchanged, while the sense of belonging declined slightly for elementary students but increased for middle school students. Parent connectedness, however, improved, while 80% of parents remained satisfied with school safety. Teacher and staff satisfaction increased slightly for both safety and connectedness.

English Learner Progress declined by 10.7 points to 37.5% and was in the Red performance level. LTEL progress saw a more significant decline, decreasing by 34.2 points to 35% making progress. While the % of ELs who decreased at least one ELPI level increased by 4.4 points, the percentage of ELs maintaining their ELPI level increased by 6.4 points to 36.3%. The reclassification rate, however, increased to 12.2%.

ELA performance increased by 14.4 points to -12.9 points Distance from Standard (DFS), approaching the state average. There were no student groups in the Red performance level. LTEL performance increased by 13.5 points to -73.4 DFS, above the state average and in the Orange performance level. SWD performance was also in the Orange performance level and increased by 13 points to -81.2 DFS, also above the state average. EL performance increased by 19.9 points to -46.2 DFS, above the state average and at the Yellow performance level. SED students were also in the Yellow performance level, increasing 8.9 points to -30.2 DFS, above the state average. Hispanic student performance increased by 15.1 points to -16.2 DFS, also above the state average and in the Yellow level. White student performance increased by 2.4 points to +17.9 DFS, slightly below the state average. Overall ELA Growth was rated as Accelerated, the second highest Dashboard rating. 77.6% of students improved their score from the prior year, and no student groups were in the Minimal growth category.

Math performance increased overall by 4.6 points to -45.9 DFS, just below the state average. Performance for LTELs and SWD was in the Red performance level, despite a small increase in SWD achievement. SWD math performance increased by 1.8 points to -104.3 DFS, 16 points above the state average. LTEL performance declined by 6.1 points to -120.4 DFS, but also remained above the state average. SED

performance saw a 6.5 point decline to -63.2 DFS, above the state average and in the Orange performance level. In the Yellow performance level, both EL and Hispanic student performance in math increased by ~5.5 points, to -64.9 for ELs and -48.3 for Hispanic students. Again, both were above the state average. White student performance declined by 11.6 points to -21.8 DFS. Overall Math Growth was rated as Average, the middle Dashboard rating. 67.4% of students improved their score from the prior year, and no student groups were in the Minimal growth category.

Science performance is still classified as informational, but increased by 3.4 points to a Green rating of 55.4 science points. No student groups were in the Red or Orange performance level. Science achievement for SWD increased 10.2 points to 44 science points, above the state average and in the Yellow performance level. SED students maintained 50.6 science points, also Yellow and above the state average. ELs improved by 5.3 points to 49.2 science points, and Hispanic students increased 2.8 points to 53.9 science points; both were in the Green performance level and above the state average. LTEL performance declined by 4.2 points to 34.8 science points, but remained just above the state average.

Teacher credentialing rates remained above the state average, with 83.8% of teachers classified as “Clear.”

The following items were identified as Red on the 2023 Dashboard, and remain an area of focus in the 2026-27 LCAP as described below:

- ELA performance for Students with Disabilities
- Math performance for Students with Disabilities

Hawking’s Leadership Team in collaboration with the Special Education Department developed a CIM Plan – Plan for Improvement. In both 2023-24 and 24-25, the Reading Interventionist provided Tiers 2 and 3 support for struggling learners including Students with Disabilities (SWD) who also have access to the SIPPS program that provides targeted intervention. This year, Fundations was added as a Tier 1 instructional support for phonics at the early grades, allowing SIPPS to be used as a stronger Tier 2 support. In addition, SWD have access to after school academic and social enrichment. The Special Education Department also added additional staff: the Special Education and Student Services Coordinator and Associate Principal for Supplemental Services at each school site. Our continued focus has been on high leverage strategies: updating the PLC Structure and support and collaboration on high level practices with accommodations and access to the general education curriculum. Collaboration with the SELPA has been positive and beneficial.

As a result of this work, we have seen the performance of SWD steadily increase in ELA, math, and science. These commitments continue as outlined in LCAP Goal 1, Action 6.

Hawking has $968,831.47 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. This funding will be used to support academic achievement for SWD as described in Goal 1, Action 6: Services to Support Students with Disabilities in order to provide evidence-based learning supports, including one-on-one and small group learning supports provided by paraprofessionals, and evidence-based pupil support through behavior interventionists and psychologists in order to address other barriers to learning. As discussed above, SWD have been an area of both need and focus for the school based on their academic achievement, and are an appropriate area of focus for the allowable use of our LREBG funds.

In addition, some LREBG funds will go to support Goal 2, Action 3: Addressing Academic Needs to Accelerate Learning. This funding will be used to support one of two full-time reading interventionists. Extensive empirical research demonstrates that high-dosage, multi-tiered

interventions, particularly when led by certified specialists rather than paraprofessionals, significantly accelerate learning recovery in foundational literacy (Gersten et al., 2020; National Center on Intensive Intervention, 2021). By continuously analyzing student data, a dedicated interventionist can identify specific learning gaps early and lead the delivery of systematic, small-group instruction tailored to diverse student needs, including those of English Learners and students with learning disabilities (Vaughn et al., 2012). This targeted approach addresses the primary barrier of instructional pacing, preventing struggling students from falling permanently behind their peers in general education classrooms.

Hawking is planning to spend $388,619.50 in Student Support and Professional Development Discretionary Block Grant (SSPEDBG) funds in the 26-27 school year. This funding will help support the additional reading interventionist, an Associate Principal, and additional special education supports.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel	**Process Timeline**: August 2025 – May 2026 **Engagement Strategies**: Teachers and staff have multiple avenues for being engaged in the development of the LCAP. Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed regularly during weekly PLCs and monthly staff meetings, as well as via email. The engagement process began on August 27, 2025, as part of our Fidelity Integrity Assessment. Teachers also provided ongoing input through regular Math Meetings (October 28, November 12, December 5, January 22, March 2, and March 18), Reading Meetings (December 5, January 12, January 28, March 18), and the Supplemental Services PLC (July 30, August 27, January 28, February 11, and March 31). Teachers and staff are also surveyed annually for their input. This data informs the LCAP metrics as well as helping shape goals, actions, and metrics. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.
Principals and Administrators	**Process Timeline**: ongoing **Engagement Strategies**: Principals and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the other educational partners in the LCAP process as described elsewhere in this table. Principals and administrators also met regularly to provide input through the Leadership PLC on July 30, August 27, September 30, October 29, December 3, January 8, February 18, and April 1. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.
Parents and Community Partners	**Process Timeline**: October - April **Engagement Strategies**: Parents are embraced as partners in the LCAP process throughout the year. In addition to ongoing opportunities for dialogue and input through *Cafecitos*, parent volunteer meetings, ELAC, and other parent input bodies, LCAP-specific input opportunities were held by the Parent Advisory Committee (PAC) throughout the school year. Parents are

	also surveyed annually for their input. Both campuses held monthly opportunities for parent input in these different forms from August through April. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.
Students	**Process Timeline**: Fall, Winter, and Spring **Engagement Strategies**: Hawking STEAM Charter School is dedicated to providing opportunities for student voice in the LCAP process. The primary avenue for equitable representation of student voice is our Panorama Survey, which is administered to students three times a year, and addresses a range of questions relevant both to LCAP metrics (student perception of safety and connectedness) as well as actions. Each campus also has a Student Council, which focused on supporting student life at both campuses. At Hawking 1, the Student Council met monthly from November through May; at Hawking 2, the Student Council met weekly from August through May. All educational partners are also encouraged to attend Hawking's public Board Meetings. Board meetings are held after-school in each school site's cafeteria and include a teleconference option. Public comment may be provided either in-person or remotely.

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

In response to changes in the California School Dashboard, parents, teachers, staff, and leadership agreed that Hawking should add Science Points as an additional metric for performance on the CAST (now Metric 2.5).

Based on enrollment and demographic trends, as well as input from our parent and staff educational partners, Hawking is expanding our Transitional Kindergarten (TK) program and increasingly focusing on TK, rather than kindergarten (K), as the educational entry point and enrollment entry for students.

Teachers and staff felt that the school was generally in the Implementing stage across most domains, with strong foundational systems in place. Next steps focused on coherence, consistency, and refinement of practices to reach sustaining levels. This input led to the continuation of most actions within the LCAP, even as specifics were refined.

Teachers, staff, and leadership identified that tiered systems for ELA were more robust than for math, and discussed how to strengthen these practices, which are supported in Goal 2, Action 3 – Addressing Academic Needs to Accelerate Learning. Partners also identified the need for consistent use of assessment data, implementation of a math fluency screener to support MTSS, and improved access to manipulatives and resources, as well as the potential future need for math interventionists and a supplemental math program to better support targeted student needs.

Teachers also discussed how we can amplify our integrated instructional strategies where more of the cognitive load is placed on students and students share their knowledge, making engagement an expectation; this priority is supported through Goal 1, Action 2 – Professional Development. Additional feedback highlighted the importance of strengthening Tier 1 instruction through focused professional development on concept development, math discourse, and effective use of instructional materials.

Teachers and staff, as well as parents, emphasized the need to make mental health awareness a priority to support students, leading to key investments in Goal 2, Action 4 – Addressing Social-Emotional & Behavioral Needs.

Additionally, teachers and staff discussed that Instructional practices in the classroom need to match the instructional practices that will support the need of all students (IEPs, ELs, SEL needs, etc). Incorporating more visuals, peer discussions, breaks. All educators (teachers, BIs, IAs, Ed Specialists) need to be included in servicing all students. These efforts are prioritized as part of Goal 1, Action 2; as well as through Goal 1, Action 6 – Services to Support SWD and Goal 2, Action 2 – Strengthening EL Program & Supporting LtELs.

The team also shared the need to look into resources that help students explore different identities though different curriculum. In doing so, students are connecting and relating content to their own lives and developing a greater sense of self. It was noted that students should be making connections with what they are learning in class with their own lives as a way to support SEL. Developing agency, voice, and choice among students within the classroom is an area of growth for us. We are making investments in this area through Goal 2, Action 4.

Educational partners provided input emphasizing the need for increased alignment in math curriculum and instructional practices, including the transition to Eureka Math Squared. This is a material investment in Goal 1, Action 3 – Core Curricular Program Needs that is further supported through targeted PD in Goal 1, Action 2.

Educational partners engaged in reading meetings provided feedback which highlighted the importance of consistent use of data (mCLASS DIBELS, SIPPS, and Fundations) to inform targeted small group instruction and progress monitoring, as well as refining the Reading Tiered Intervention Matrix (TIM) to clearly define supports across tiers. Partners also identified the need to effectively implement supplemental programs such as Boost Reading, expand foundational literacy programs, and establish clear processes for dyslexia screening and early intervention. These supports continue to be a priority in Goal 2, Action 1 – Measuring Student Progress – Assessments and Goal 2, Action 3.

Educational partners, including parents and community partners, have expressed how more academic support could be provided for students through tutoring. Specifically, parents wanted to know how the school could provide more tutoring opportunities for students. We have made a specific investment in both teacher after-school tutoring and externally provided math tutoring as part of Goal 2, Action 3.

Parents also provided input on how they could support their child at home with test-taking skills. Input on how parents could be provided with training and resources to support their child at home with homework as well as practicing key academic skills. Investment in continued partnerships and communication with parents is prioritized as part of Goal 3, Action 2 – Opportunities for Parent Engagement & Participation.

Parents also provided input on current school culture and inappropriate language, as well as school discipline practices. Parents wanted to know how we take initiative to promote the monthly character traits, and provided input regarding how we can better address bullying issues happening at school and in the digital space through cyberbullying. These are all areas of priority addressed both by Goal 3, Action 1 – Promoting Positive School Climate & Student Engagement, as well as Goal 2, Action 4 – Addressing Social-Emotional & Behavioral Needs.

Students, through Student Council, emphasized the importance of school community events, school dances, and staff-student engagement opportunities like staff vs. students sports games. These opportunities continue to be an important priority as part of Goal 3, Action 1.

Educational partners in leadership provided input emphasizing the need to strengthen organizational systems through improved alignment of data use, MTSS implementation, and instructional practices across sites. Feedback highlighted the importance of using data to support English learners, students with disabilities, and students needing behavioral and social-emotional supports through targeted interventions and progress monitoring. This emphasis on data continues to be a key focus as part of Goal 2, Action 1.

Educational partners in the Supplemental Services PLC provided input emphasizing the need to strengthen systems of support for students with disabilities through improved alignment of general education and special education practices. Feedback highlighted the importance of inclusive instructional practices, collaboration between general education and special education staff, and consistent implementation of IEP supports within Tier 1 instruction. Partners also identified the need for clear guidance on grading, progress monitoring, and service delivery, as well as expanded access to targeted interventions and related services. These areas continue to be a focus both as a part of Goal 1, Action 6 and Goal 1, Action 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide every child with standards-aligned STEAM-focused project-based learning to prepare them to be culturally competent, creative problem-solvers, and lifelong learners inspired to impact the world positively. Hawking will provide educators with professional development and coaching focusing on educational equity, building capacity, to address our students' academic and social-emotional needs to improve outcomes across all student groups.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Based on findings from the needs assessment, review of dashboard findings, and feedback from educational partners there is a need to provide professional development and coaching for teachers and support staff on tiered academic and behavioral intervention and supports, that includes behavior expectations, while addressing the social and emotional needs so that students can thrive and succeed in school; and the adults are held accountable in implementing evidence-based strategies. There is also a need for co-planning and/or co-teaching between general education teachers and Education Specialist to improve student outcomes for SWD, increase student engagement and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% teachers – fully credentialed & appropriately assigned Source: CDE TAMO	2021-22: 89.9%	2022-23: 83.3%	2023-24: 83.8%	2025-26: 95%	6.1 point decline

1.2	% students with access to standards-aligned materials Source: Textbook inventory/classroom observations	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	No change
1.3	Implementation of the State Academic content & performance standards for all students, including access for ELs Rating Scale 1 – Exploration & Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability Source: Priority 2 Self-Reflection Tool (CA School Dashboard Local Indicator)	2022-23 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 4	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4	2025-26 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: 4	Decline in PE rating; all others remained constant
1.4	% of students participating in elective or enrichment course Source: Master Schedule (CALPADS)	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	No change

1.5	% students participating in all 5 components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 100%	2024-25: 98%	2025-26: 100%	2 point decrease
1.6	% students participating in all 5 components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	No change

Goal Analysis for 2025-26

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

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

We successfully piloted Eureka Math Squared in a two grade levels (2nd & 5th) and are expanding implementation schoolwide for the 2026-27 school year. While we spent less on conferences than planned, we invested in additional curriculum and technology.

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.

As noted above, Action 2 was slightly less than planned due to lower conference expenses; Action 3 was slightly higher due to additional curriculum expenses, and Action 4 was higher due to additional technology investments.

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

Action 1: Admin. & Educators that Support the Ed Program was effective in providing a strong base for the instructional program; core instructional staff has had more continuity than in years past, allowing our Clear credentialing rate to stay above 80%, and contributing to some of the improvements we have seen in student outcomes.

Action 2: Professional Development has been an important lever and is consistently seen as a priority by our teachers and staff. These efforts have helped improve academic achievement in ELA, math, and science; absenteeism, attendance, and EL reclassification.

Action 3: Core Curricular Program Needs has continued to be successful in ensuring that all students have access to standards-aligned materials.

Action 4: Closing the Digital Divide has continued to ensure that all students have access to a technology device, and that teachers have the technology they need to support instruction.

Action 5: Broad Course of Study has been effective in ensuring that all students have access to electives and that Hawking is delivering on our STEAM vision for student learning.

Action 6: Services to Support SWD has been effective in improving results for SWD, even as the work continues in most areas.

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.

For Action 6, Hawking is investing in two additional Education Specialists, including staff with an Extensive Support Needs (ESN) credential, along with two special education paraprofessionals and an additional Speech Language Pathologist (SLPA) in order to support the expanding needs of our full inclusion program.

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	Admin. & Educators that Support the Ed program	Hawking STEAM Charter School will employ (2) Principals (one per site) and appropriately credentialed teachers to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school's educational program. Instructional aides will support each TK classroom in order to maintain an appropriate staff-student ratio and support student learning. Substitute teachers will be employed to maintain continuity of instruction across all disciplines. All teachers are thoroughly screened and go through a thorough vetting process to ensure appropriate credentialing. Hawking posts all jobs on EdJoin and participates in the SDCOE county-wide job fair to seek appropriately credentialed staff. We select individuals who carry appropriate credentials, to the extent possible. If the candidate is not	$7,656,128	N

		fully credentialed, we ensure they are pursuing their appropriate credentials and notify all appropriate educational partners. Hawking provides all students with a longer school year, exceeding CA state requirement of 175 instructional days for charter schools. All teachers will participate in Summer Professional Development to prepare for the 2026-27 school year, with additional non-instructional days during the academic year in addition to weekly PLC or professional learning led by Principals, APs or Instructional Coaches. This action is partially supported through SSPDBG funds.		
2	Professional Development	An area of identified need is to provide coaching for teachers on tiered supports to address the data-determined learning needs and achievement gaps that are prevalent among EL and SWD. The Principals, Assistant Principals, and Instructional Coaches will lead and facilitate professional development, conduct classroom walkthroughs, feedback cycles, and instructional coaching on evidence-based pedagogical strategies. Instructional Coaching will include training on differentiation and tiered intervention to accelerate student learning and improve student engagement. After an extensive review of benchmark and formative data, observations from administrative walkthroughs, and feedback from teacher surveys, the following are identified areas of need for professional learning: • Continue with Targeted Feedback (SDCOE) • Curriculum PD: Wit & Wisdom PD, Eureka Squared PD • AVID Training • Dyslexia Screener PD • New Teacher Orientation • Lead Teacher Mentorship To increase teacher effectiveness, credential clearance and teacher retention rates, teacher induction expenses will be reimbursed. Leadership efficacy will be supported through participation in the Deloitte Courageous Principals Program. Hawking will also continue its investment in the MS Aspire Network for Year 2.	$497,227	Y

3	Core Curricular Program Needs	Hawking STEAM Charter School has adopted standards aligned curriculum and instructional materials for all content areas and will continue to ensure all students have access. Annually purchases of curriculum and/or consumables will be made to ensure sufficient inventory and access for all students. In the 26-27 school year, Hawking will expand its pilot of Eureka Math Squared to all grade levels.	$316,665	N
4	Closing the Digital Divide	Hawking STEAM Charter School will ensure that all students have access to a technology device to access curricular, instructional materials and assessments. Technology devices, equipment, and platforms will be available for all teachers. IT Support Team will ensure all devices are updated, maintained and ready for immediate use.	$261,177	N
5	Broad Course of Study	Hawking STEAM Charter School will provide all students with a broad course of study during the instructional day beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include: • Music • Visual Arts • Robotics/Coding • AVID (Grades 6-8 only) • Spanish Extensive research has shown that music assists students with learning all subjects by allowing them to critically think about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps.	$897,047	N
6	Services to Support SWD	**LREBG Action** The Students with Disabilities (SWD) student group received a Red Performance level for ELA and Math Academic Indicators on the 2023 Dashboard; on the 2024 Dashboard performance in Math improved to Orange while ELA performance remained Red. The following services will be provided to improve academic outcomes within this student group. El Dorado Charter is the SELPA provider for Hawking STEAM Charter School. The Special Education Student Services Coordinator will ensure	$4,378,191	N

		IEP timelines and related services are addressed and communicated with parents. The SPED Team is now composed of two SPED/ Student Services Associate Principals, Board Certified Behavior Analyst, Education Specialists, School Psychologists, Paraprofessionals, and contracted services will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. Interpreter services and other requested accommodations are provided at all IEP meetings as needed. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning. **CIM Team Root Cause:** It is likely that our practices for determining and implementing testing accommodations have been inconsistent possibly because of staff turnover, teachers not understanding accommodations, and students not being supported in the use of accommodations. It is believed that this resulted in students with disabilities not being able to demonstrate their learning on the local measure, NWEA MAP, or statewide assessment, CAASPP. **High Leverage Strategy**: Strengthen PLC structure to ensure collaboration and co-planning among General Education and Education Specialists to support the diverse learning needs of SWD, ensuring that accommodations and/or modifications are provided. To further support the academic needs of SWD, they will be prioritized for tutoring through our expanded earning opportunities program that takes place afterschool, intersession and summer programming. **Expected Outcomes**: By building on the structure that is already in place, we will improve teacher capacity to identify and implement accommodations, and monitor student responses through ongoing, embedded professional learning and data monitoring. As a result, we expect our SWDs to demonstrate the following: • NWEA MAP: mean RIT growth similar to that of their grade level cohort		

		• CAASPP: Students meeting or exceeding compared to previous year ● ELA: at least 3% increase annually ● Math: at least 2.5% increase annually Progress will be monitored through surveys, observations, meeting notes, student progress, and student feedback. This action is partially supported through SSPDBG funds. LREBG funding will be used to support academic achievement for SWD in order to provide evidence-based learning supports, including one-on-one and small group learning supports provided by paraprofessionals, and evidence-based pupil support through trained behavior interventionists and psychologists in order to address other barriers to learning. As discussed above and in Reflections; Annual Performance, SWD have been an area of both need and focus for the school based on their academic achievement, and are an appropriate area of focus for the allowable use of our LREBG funds. Metric being used to monitor this action: 2.1, 2.2, 2.3, and 2.4 LREBG Funds supporting this action: $446,789		

Goal

Goal #	Description	Type of Goal
2	Continue to strengthen and expand Multi-tiered System of Supports (MTSS) in alignment with the CA Community Schools Framework and 4 Pillars of Community Schools to address the academic, social- emotional, behavioral, and mental health needs of our students especially among English Learners and Students with Disabilities (SWD) to close ELA and Math achievement gaps and improve daily attendance. This will empower our students to maximize their potential to think, create, innovate, and discover in a safe, academic, and inclusive learning environment.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of the State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Addressing students' social and emotional needs gives all students the opportunity to thrive and succeed in school. These behavioral supports are integrated with academic supports in the MTSS framework, and the CA Community Schools Framework of integrated supports. MTSS continues to focus on academic support which will be expanded to also address achievement gaps among SWD. There is a need to continue to strengthen the social-emotional, behavioral and mental health needs; and ensure systems are in place and held accountable by administrators to improve overall student SEL needs, and behavioral issues that impede instruction, school climate and student academic outcomes. Chronic absenteeism remains an area for improvement. With the full implementation of tiered intervention attendance plan, including supports and home visits, we anticipate significant improvement in daily student attendance and a reduction in chronic absenteeism.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td>2.1</td><td>CAASPP ELA Assessment: Distance from Standard (DFS)

Source: CA School Dashboard</td><td>2022-23<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-24.6</td></tr><tr><td>Hispanic</td><td>-28.9</td></tr><tr><td>EL</td><td>-54.0</td></tr><tr><td>LTEL</td><td>N/A</td></tr><tr><td>SED</td><td>-34.0</td></tr><tr><td>SWD</td><td>-94.7</td></tr></table></td><td>2023-24<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-27.3</td></tr><tr><td>Hispanic</td><td>-31.4</td></tr><tr><td>EL</td><td>-66.1</td></tr><tr><td>LTEL</td><td>-86.9</td></tr><tr><td>SED</td><td>-39.2</td></tr><tr><td>SWD</td><td>-94.2</td></tr></table></td><td>2024-25<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-12.9</td></tr><tr><td>Hispanic</td><td>-16.2</td></tr><tr><td>EL</td><td>-46.2</td></tr><tr><td>LTEL</td><td>-73.4</td></tr><tr><td>SED</td><td>-30.2</td></tr><tr><td>SWD</td><td>-81.2</td></tr></table></td><td>2025-26<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-23.3</td></tr><tr><td>Hispanic</td><td>-27.4</td></tr><tr><td>EL</td><td>--62.1</td></tr><tr><td>LTEL</td><td>-82.9</td></tr><tr><td>SED</td><td>-35.2</td></tr><tr><td>SWD</td><td>-90.2</td></tr></table></td><td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>11.7</td></tr><tr><td>Hispanic</td><td>12.7</td></tr><tr><td>EL</td><td>7.8</td></tr><tr><td>LTEL</td><td>-0.8</td></tr><tr><td>SED</td><td>3.8</td></tr><tr><td>SWD</td><td>13.5</td></tr></table></td></tr>
<tr><td>2.2</td><td>CAASPP ELA Assessment: % Met/Exceeded Standard
Source: CAASPP</td><td>2022-23<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>40.10%</td></tr><tr><td>Hispanic</td><td>38.03%</td></tr><tr><td>EL</td><td>14.28%</td></tr><tr><td>LTEL</td><td>3.03%</td></tr><tr><td>SED</td><td>35.76%</td></tr><tr><td>SWD</td><td>15.12%</td></tr></table></td><td>2023-24<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>38.02%</td></tr><tr><td>Hispanic</td><td>35.93%</td></tr><tr><td>EL</td><td>12.83%</td></tr><tr><td>LTEL</td><td>4.55%</td></tr><tr><td>SED</td><td>34.58%</td></tr><tr><td>SWD</td><td>15.18%</td></tr></table></td><td>2024-25<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>44.48%</td></tr><tr><td>Hispanic</td><td>42.82%</td></tr><tr><td>EL</td><td>12.31%</td></tr><tr><td>LTEL</td><td>3.85%</td></tr><tr><td>SED</td><td>37.03%</td></tr><tr><td>SWD</td><td>13.55%</td></tr></table></td><td>2025-26<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>40.02%</td></tr><tr><td>Hispanic</td><td>37.93%</td></tr><tr><td>EL</td><td>14.83%</td></tr><tr><td>LTEL</td><td>6.55%</td></tr><tr><td>SED</td><td>36.58%</td></tr><tr><td>SWD</td><td>17.18%</td></tr></table></td><td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>4.38%</td></tr><tr><td>Hispanic</td><td>4.79%</td></tr><tr><td>EL</td><td>-1.97%</td></tr><tr><td>LTEL</td><td>0.82%</td></tr><tr><td>SED</td><td>1.27%</td></tr><tr><td>SWD</td><td>-1.57%</td></tr></table></td></tr>
<tr><td>2.3</td><td>CAASPP Math Assessment: DFS
Source: CA School Dashboard</td><td>2022-23<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-56.8</td></tr><tr><td>Hispanic</td><td>-60.8</td></tr><tr><td>EL</td><td>-75.2</td></tr><tr><td>LTEL</td><td>N/A</td></tr><tr><td>SED</td><td>-63.7</td></tr><tr><td>SWD</td><td>-109.2</td></tr></table></td><td>2023-24<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-50.5</td></tr><tr><td>Hispanic</td><td>-53.9</td></tr><tr><td>EL</td><td>-70.6</td></tr><tr><td>LTEL</td><td>-114.3</td></tr><tr><td>SED</td><td>-56.7</td></tr><tr><td>SWD</td><td>-106.2</td></tr></table></td><td>2024-25<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-45.9</td></tr><tr><td>Hispanic</td><td>-48.3</td></tr><tr><td>EL</td><td>-64.9</td></tr><tr><td>LTEL</td><td>-120.4</td></tr><tr><td>SED</td><td>-63.2</td></tr><tr><td>SWD</td><td>-104.3</td></tr></table></td><td>2025-26<table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-46.5</td></tr><tr><td>Hispanic</td><td>-49.9</td></tr><tr><td>EL</td><td>-66.6</td></tr><tr><td>LTEL</td><td>-110.3</td></tr><tr><td>SED</td><td>-52.7</td></tr><tr><td>SWD</td><td>-102.2</td></tr></table></td><td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>10.9</td></tr><tr><td>Hispanic</td><td>12.5</td></tr><tr><td>EL</td><td>10.3</td></tr><tr><td>LTEL</td><td>8.4</td></tr><tr><td>SED</td><td>0.5</td></tr><tr><td>SWD</td><td>4.9</td></tr></table></td></tr>
</table>

<table>
<tr>
<td>2.4</td>
<td>CAASPP Math Assessment: % Met/Exceeded Standard
Source: CAASPP</td>
<td>2022-23
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>25.00%</td></tr><tr><td>Hispanic</td><td>22.79%</td></tr><tr><td>EL</td><td>9.35%</td></tr><tr><td>LTEL</td><td>0%</td></tr><tr><td>SED</td><td>21.68%</td></tr><tr><td>SWD</td><td>10.35%</td></tr></table></td>
<td>2023-24
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>28.29%</td></tr><tr><td>Hispanic</td><td>26.80%</td></tr><tr><td>EL</td><td>12.88%</td></tr><tr><td>LTEL</td><td>2.27%</td></tr><tr><td>SED</td><td>25.50%</td></tr><tr><td>SWD</td><td>13.39%</td></tr></table></td>
<td>2024-25
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>32.02%</td></tr><tr><td>Hispanic</td><td>30.58%</td></tr><tr><td>EL</td><td>12.69%</td></tr><tr><td>LTEL</td><td>0.00%</td></tr><tr><td>SED</td><td>23.80%</td></tr><tr><td>SWD</td><td>10.17%</td></tr></table></td>
<td>2025-26
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>30.29%</td></tr><tr><td>Hispanic</td><td>28.80%</td></tr><tr><td>EL</td><td>14.88%</td></tr><tr><td>LTEL</td><td>4.27%</td></tr><tr><td>SED</td><td>27.50%</td></tr><tr><td>SWD</td><td>15.39%</td></tr></table></td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>7.02%</td></tr><tr><td>Hispanic</td><td>7.79%</td></tr><tr><td>EL</td><td>3.34%</td></tr><tr><td>LTEL</td><td>0.00%</td></tr><tr><td>SED</td><td>2.12%</td></tr><tr><td>SWD</td><td>-0.18%</td></tr></table></td>
</tr>
<tr>
<td>2.5</td>
<td>California Science Test (CAST): Science Points
Source: CA School Dashboard</td>
<td>2022-23
N/A</td>
<td>2023-24
<table><tr><th>Students</th><th>Science Points</th></tr><tr><td>All</td><td>52.0</td></tr><tr><td>Hispanic</td><td>51.1</td></tr><tr><td>EL</td><td>43.9</td></tr><tr><td>LTEL</td><td>39.0</td></tr><tr><td>SED</td><td>50.5</td></tr><tr><td>SWD</td><td>33.8</td></tr></table></td>
<td>2024-25
<table><tr><th>Students</th><th>Science Points</th></tr><tr><td>All</td><td>55.4</td></tr><tr><td>Hispanic</td><td>53.9</td></tr><tr><td>EL</td><td>49.2</td></tr><tr><td>LTEL</td><td>34.8</td></tr><tr><td>SED</td><td>50.6</td></tr><tr><td>SWD</td><td>44.0</td></tr></table></td>
<td>2025-26
<table><tr><th>Students</th><th>Science Points</th></tr><tr><td>All</td><td>56.0</td></tr><tr><td>Hispanic</td><td>55.1</td></tr><tr><td>EL</td><td>47.9</td></tr><tr><td>LTEL</td><td>43.0</td></tr><tr><td>SED</td><td>54.5</td></tr><tr><td>SWD</td><td>37.8</td></tr></table></td>
<td>N/A</td>
</tr>
<tr>
<td>2.6</td>
<td>California Science Test (CAST): % Met/Exceeded Standard
Source: CAST</td>
<td>2022-23
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>24.13%</td></tr><tr><td>Hispanic</td><td>21.97%</td></tr><tr><td>EL</td><td>2.99%</td></tr><tr><td>LTEL</td><td>0.00%</td></tr><tr><td>SED</td><td>18.19%</td></tr><tr><td>SWD</td><td>0.00%</td></tr></table></td>
<td>2023-24
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>26.96%</td></tr><tr><td>Hispanic</td><td>24.66%</td></tr><tr><td>EL</td><td>6.06%</td></tr><tr><td>LTEL</td><td>N/A</td></tr><tr><td>SED</td><td>23.68%</td></tr><tr><td>SWD</td><td>3.57%</td></tr></table></td>
<td>2024-25
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>34.05%</td></tr><tr><td>Hispanic</td><td>30.84%</td></tr><tr><td>EL</td><td>6.67%</td></tr><tr><td>LTEL</td><td>N/A</td></tr><tr><td>SED</td><td>24.62%</td></tr><tr><td>SWD</td><td>18.18%</td></tr></table></td>
<td>2025-26
<table><tr><th>Students</th><th>% Proficient</th></tr><tr><td>All</td><td>28.96%</td></tr><tr><td>Hispanic</td><td>26.66%</td></tr><tr><td>EL</td><td>8.06%</td></tr><tr><td>LTEL</td><td>3.00%</td></tr><tr><td>SED</td><td>25.68%</td></tr><tr><td>SWD</td><td>5.57%</td></tr></table></td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>9.92%</td></tr><tr><td>Hispanic</td><td>8.87%</td></tr><tr><td>EL</td><td>3.68%</td></tr><tr><td>LTEL</td><td>N/A</td></tr><tr><td>SED</td><td>6.43%</td></tr><tr><td>SWD</td><td>18.18%</td></tr></table></td>
</tr>
<tr>
<td>2.7</td>
<td>% EL who made</td>
<td>2022-23: 35%</td>
<td>2023-24: 48.2%</td>
<td>2024-25: 37.5%</td>
<td>2025-26: 50.2%</td>
<td>Increased 2.5 points</td>
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<table>
<tr><td></td><td>progress towards English Language Proficiency (ELPI)
Source: CA School Dashboard</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.8</td><td>EL Reclassification Rate
Source: CALPADS</td><td>2022-23: 4.9%</td><td>2023-24: 8.7%</td><td>2024-25: 12.2%</td><td>2025-26: 10.7%</td><td>Increased 7.3%</td></tr>
<tr><td>2.9</td><td>Attendance Rate
Source: CALPADS</td><td>2022-23: 93.8%</td><td>2023-24: 94.6%</td><td>2024-25: 95.4%</td><td>2025-26: 95%</td><td>Increased 1.6%</td></tr>
<tr><td>2.10</td><td>Chronic Absenteeism Rates
Source: CA School Dashboard</td><td>2022-23:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>21.6%</td></tr><tr><td>African American</td><td>28.6%</td></tr><tr><td>Hispanic</td><td>21.5%</td></tr><tr><td>White</td><td>20.5%</td></tr><tr><td>EL</td><td>22.1%</td></tr><tr><td>LTEL</td><td>22.6%</td></tr><tr><td>SED</td><td>23.3%</td></tr><tr><td>SWD</td><td>25.7%</td></tr></table></td><td>2023-24:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>13.5%</td></tr><tr><td>African American</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>13.5%</td></tr><tr><td>White</td><td>11.6%</td></tr><tr><td>EL</td><td>12.7%</td></tr><tr><td>LTEL</td><td>20.0%</td></tr><tr><td>SED</td><td>14.9%</td></tr><tr><td>SWD</td><td>13.7%</td></tr></table></td><td>2024-25
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>9.40%</td></tr><tr><td>African American</td><td>N/A</td></tr><tr><td>Hispanic</td><td>9.3%</td></tr><tr><td>White</td><td>6.1%</td></tr><tr><td>EL</td><td>10.4%</td></tr><tr><td>LTEL</td><td>10.50 %</td></tr><tr><td>SED</td><td>9.9%</td></tr><tr><td>SWD</td><td>13.0%</td></tr></table></td><td>2025-26:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>18%</td></tr><tr><td>African American</td><td>18%</td></tr><tr><td>Hispanic</td><td>18%</td></tr><tr><td>White</td><td>18%</td></tr><tr><td>EL</td><td>18%</td></tr><tr><td>LTEL</td><td>18%</td></tr><tr><td>SED</td><td>18%</td></tr><tr><td>SWD</td><td>18%</td></tr></table></td><td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>-12.2%</td></tr><tr><td>African American</td><td>N/A</td></tr><tr><td>Hispanic</td><td>-12.2%</td></tr><tr><td>White</td><td>-14.4%</td></tr><tr><td>EL</td><td>-11.7%</td></tr><tr><td>LTEL</td><td>-12.1%</td></tr><tr><td>SED</td><td>-13.4%</td></tr><tr><td>SWD</td><td>-12.7%</td></tr></table></td></tr>
<tr><td>2.11</td><td>Middle School Dropout Rate
Source: CALPADS</td><td>2022-23: 0%</td><td>2023-24: 0%</td><td>2024-25: 0%</td><td>2025-26: 0%</td><td>No change</td></tr>
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<table>
<tr>
<td>2.12</td>
<td>Suspension Rate
Source: CA School Dashboard</td>
<td>2022-23:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>2.8 %</td></tr><tr><td>African American</td><td>7.1 %</td></tr><tr><td>Hispanic</td><td>2.7 %</td></tr><tr><td>White</td><td>0.0 %</td></tr><tr><td>EL</td><td>2.1 %</td></tr><tr><td>LTEL</td><td>9.7 %</td></tr><tr><td>SED</td><td>3.4 %</td></tr><tr><td>SWD</td><td>3.5 %</td></tr></table></td>
<td>2023-24:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>2.1%</td></tr><tr><td>African American</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>2.3%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>EL</td><td>1.6%</td></tr><tr><td>LTEL</td><td>11.1%</td></tr><tr><td>SED</td><td>2.4%</td></tr><tr><td>SWD</td><td>2.0%</td></tr></table></td>
<td>2024-25
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>2.5%</td></tr><tr><td>African American</td><td>N/A</td></tr><tr><td>Hispanic</td><td>2.7%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>EL</td><td>3.0%</td></tr><tr><td>LTEL</td><td>10.5%</td></tr><tr><td>SED</td><td>3.2%</td></tr><tr><td>SWD</td><td>3.6%</td></tr></table></td>
<td>2025-26:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>2%</td></tr><tr><td>African American</td><td>2%</td></tr><tr><td>Hispanic</td><td>2%</td></tr><tr><td>White</td><td>2%</td></tr><tr><td>EL</td><td>2%</td></tr><tr><td>LTEL</td><td>2%</td></tr><tr><td>SED</td><td>2%</td></tr><tr><td>SWD</td><td>2%</td></tr></table></td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>-0.3%</td></tr><tr><td>African American</td><td>N/A</td></tr><tr><td>Hispanic</td><td>0.0%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>EL</td><td>0.9%</td></tr><tr><td>LTEL</td><td>0.8%</td></tr><tr><td>SED</td><td>-0.2%</td></tr><tr><td>SWD</td><td>0.1%</td></tr></table></td>
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<td>2.13</td>
<td>Expulsion Rate
Source: Dataquest</td>
<td>2022-23: 0%</td>
<td>2023-24: 0%</td>
<td>2024-25: 0%</td>
<td>2025-26: 0%</td>
<td>No change</td>
</tr>
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NOTE: Hawking STEAM Charter School currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (Gr. 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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.

There were no substantive differences.

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

There were no material differences.

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

Action 1 was effective in identifying students for targeted support, and helped drive the improvements we saw in EL reclassification; ELA, math and science achievement, as well as SEL indicators like chronic absenteeism and attendance.

Action 2 has been effective in improving our reclassification rates, as well as academic growth for ELs. ELPI progress declined, but these early successes are strong indicators of effectiveness.

Action 3 has been effective as seen in improved ELA achievement for our LTELs, stronger reclassification rates, and significantly reduced absenteeism for LTELs. Discrepancies in suspension rates is an area of concern, but progress is being made.

Action 4 has been effective in improving academic results in ELA, math and science and strengthening our early literacy efforts. Teacher support in early literacy at both sites has been strong, and implementation of Fundations as a Tier 1 instructional support for phonics at the early grades has been effective. SIPPs as Tier 2 is stronger with the use of Fundations as a Tier 1 support.

Action 5 has been effective as demonstrated by declines in chronic absenteeism, and improvements in student survey results.

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.

In response to changes in the California School Dashboard and with the input of our educational partners, Hawking decided to add CAST Science Points as an additional metric (now Metric 2.5), in addition to measuring the percentage of students meeting and/or exceeding the standard.

LREBG and SSPDBG funding is being used to support two full-time reading interventionists, who will be supported by two additional Reading Interventionist Paraprofessionals.

In order to provide additional tutoring and support for math, we are piloting a math tutoring program through Teach For America at Hawking 1.

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	Measuring Student Progress - Assessments	As part of the Multi-tiered System of Support (MTSS), Hawking STEAM Charter School administers academic universal screeners to students to establish baseline, identify learning gaps for tiered intervention, to develop annual growth targets, measure progress throughout the year and to measure program effectiveness. To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. Students will be assessed using NWEA MAP Reading, Math, & Science assessments three times per year to provide baseline performance (Fall); and develop trimester growth targets. ESGI assessments will be administered to grades TK-1; SIPPS Benchmark Assessment (Grades 1-4) and Edulastic that aligns to Eureka Math. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Hawking will develop data-rich disaggregated reports of schoolwide, internal, and state mandated assessments for administrators, and teachers to inform instruction and decision-making. The ELPAC testers will ensure that all EL and TBD students are tested within required time frames and under appropriate protocols.	$289,319	N
2	Strengthening EL Program & Services & Supporting Long-Term English Learners (LTELs)	To support EL student needs, teachers will participate in the following professional learning to support English Learners: • ELD Standards and strategies to support ELs with the acquisition of academic language as "bridging" the transfer of information from L2 (English) to L1 (native language)	$53,167	Y

		• Differentiation including providing tiered intervention to improve language acquisition for ELs. • SDAIE strategies that focus on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards. Training will be delivered gradually, by grade level over the next three years and will encompass key SDAIE strategies that include: Modeling, Schema-Building, Text Representation, Contextualization, Metacognitive Development specific to meeting the needs of our ELs. All ELs receive designated and integrated English Language Development, supported by the efforts of our EL Interventionist, who works closely with our reading interventionists and instructional aides to align their efforts. Hawking STEAM Charter School conducted a needs assessment of Long-Term English Learners (LTELs), and there is a need to focus on targeted content-rich instruction that develops language skills. LTELs continue to struggle with reading comprehension and writing. Teachers will receive instructional coaching on strategies to support LTEL with language acquisition, differentiation, and increase student engagement, including Kagan strategies. To support LTEL with language acquisition, the EL Interventionist will provide Tier 3 support, including small group instruction, and tiered intervention. Through targeted activities and personalized instruction, students will have the opportunity to practice speaking, listening, reading, and writing in a supportive and engaging environment. Instruction will aim to build confidence and proficiency in the target language, ultimately helping students achieve greater success in their academic and social endeavors. Hawking STEAM Charter School will continue using Ellevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LTELs.		

		For 2026-27, Hawking is also investing in LAS Links as an interim assessment resource to help better prepare students for the ELPAC and monitor progress. In addition, LTELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.		
3	Addressing Academic Needs to Accelerate Learning	**LREBG Action** An area of concern is the overall student performance on the ELA and Math Academic indicators on the 2023 & 2024 Dashboard. Based on our schoolwide needs assessment, Hawking STEAM Charter School will take the following steps to improve student academic outcomes. Hawking STEAM Charter School will provide two Reading Interventionists to help support progress in literacy development, supported by two paraprofessionals. All grade levels will continue to have an Instructional Aide (IA). Instructional Aides will participate in professional learning opportunities needed to support students in their role, as described in Goal 1, Action 2. We will continue to expand our targeted Teacher After-School Tutoring program, providing students with support from credentialed teachers beyond the school day, in addition to the other intervention and enrichment opportunities offered through our after-school program. In addition, we are piloting a math tutoring program through Teach For America at one campus. Hawking STEAM Charter School will use data from academic universal screeners, including our newly adopted reading difficulty screener, to identify learning and achievement gaps and provide tiered academic intervention to maximize student learning. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student's progress will be closely monitored to assess both the learning rate and level of performance of individual students. The Reading Interventionist will provide Tiers 2 and 3 support. Students will have access to the following intervention platforms and online tools for use during the intervention block and as part of the expanded learning opportunities program (ELOP). They include Achieve 3000 (grades 2-8), Reading A-Z (K-3), SIPPS Phonics Program (K-5),	$1,866,424	Y

		Zearn Math (TK-8), Fundations Reading (K-2), and the Geodes Eureka Readers for small-group instruction. Zearn is an evidence-based math learning platform that helps kids explore concepts, discover meaning, and make sense of math. It provides differentiated support including visual models and digital manipulatives, to help students learn from their mistakes, and advance. Fundations, is an early prevention program designed to help improve reading and spelling. The program is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on carefully-sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. Fundations is designed to complement existing literature- based reading programs in general education classes but can also be used in small groups of low-achieving or learning-disabled students for 40–60 minutes each day. Students rotate through different targeted interactive activities. The program is based on the principles of the Wilson Reading System. This action is partially supported through SSPDBG funds. LREBG funds will be used to support one of two full-time reading interventionists. Extensive empirical research demonstrates that high-dosage, multi-tiered interventions—particularly when led by certified specialists rather than paraprofessionals—significantly accelerate learning recovery in foundational literacy (Gersten et al., 2020; National Center on Intensive Intervention, 2021). By continuously analyzing student data, a dedicated interventionist can identify specific learning gaps early and deliver systematic, small-group instruction tailored to diverse student needs, including those of English Learners and students with learning disabilities (Vaughn et al., 2012). This targeted approach addresses the primary barrier of instructional pacing, preventing struggling students from falling permanently behind their peers in general education classrooms. Metrics being used to monitor this action: Metrics 2.1, 2.2, 2.7, 2.8 LREBG Funds supporting this action: $125,753		
4	Addressing Social-Emotional & Behavioral Student Needs	On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs	$989,084	Y

		assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. To improve daily student attendance and student engagement for the white student group Hawking will employ the following approaches, which will also be implemented schoolwide to reduce chronic absenteeism rates: • Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance. • Consistent communication and early warning to identity and support at risk students • Positive interventions will support student engagement daily. • Engagement of families to address barriers to attendance. • Tracking and monitoring of attendance data. • Use technology to track and communicate attendance, such as automated phone calls, emails or text messages. Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education, Cloud 9 SEL Curriculum, and Second Step SEL Curriculum. Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students. The Assistant Principals will support staff on Restorative Practices, SEL, and School Culture; and lead the implementation of these initiatives schoolwide. Panorama surveys will continue to be used as an annual SEL universal screener for students. Hawking STEAM Charter School has partnered with HereNow Program through the South Bay Community Services, a referral service for suicide prevention available to students in grades 5-8; and a partnership with the San Ysidro Health Center that provides Sex and Health Education for 7th and 8th grade students. This action is partially supported through SSPDBG funds. This action is partially supported with Title I funds, which help provide 4 School Counselors. The Title I funds include rollover funds from Title II and Title IV to support this action.		

Goal

Goal #	Description	Type of Goal
3	Engage parents/families/caregivers and the community as partners through education to empower all students to maximize their potential in a safe and inclusive learning environment to improve school climate and student engagement.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

An explanation of why the LEA has developed this goal.

There is a need to continue to engage and partner with families/caregivers and provide volunteer opportunities to serve on committees and advisory groups that provide decision-making, connectedness and supports student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) Report Score Source: SARC	**2022-23**: Exemplary	**2023-24**: Exemplary	**2024-25:** Exemplary	**2025-26**: Exemplary	No change
3.2	Parent input in decision-making for UP & SWD (Questions 9-12) Rating Scale 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	**2022-23**: 9. 4 10. 4 11. 4 12. 4	**2023-24**: 9. 4 10. 4 11. 4 12. 4	**2024-25**: 9. 4 10. 4 11. 4 12. 4	**2025-26**: 9. 4 10. 4 11. 4 12. 4	No change

	5 – Full Implementation & Sustainability Source: CA School Dashboard					
3.3	Parent participation in programs for UP & SWD (Questions 1-4) Source: CA School Dashboard	**2022-23**: 1. 4 2. 4 3. 4 4. 4	**2023-24**: 1. 4 2. 5 3. 5 4. 4	**2024-25**: 1. 4 2. 5 3. 5 4. 4	**2025-26**: 1. 5 2. 5 3. 5 4. 5	Two out of four questions increased from Full Implementation (4) to Full Implementation & Sustainability (5).
3.4	Student Survey: Sense of Safety & School Connectedness Source: Panorama	**2022-23**: **Safety** ES: 51% MS: 55% **Connectedness** ES: 62% MS: 36%	**2023-24**: **Safety** ES: 56% MS: 56% **Connectedness** ES: 68% MS: 37%	**2024-25**: **Safety** ES: 58% MS: 54% **Connectedness** ES: 57% MS: 43%	**2025-26**: **Safety:** ES: 58% MS: 58% **Connectedness** ES: 70% MS: 39%	Sense of Safety increased by 7% for elementary students and decreased by 1% for middle school students. Connectedness decreased by 5% for elementary students and increased by 7% for middle school students.
3.5	Other Local Measure – Parent Survey: Sense of Safety & School Connectedness Source: Panorama	**2022-23**: 79% Sense of Safety 84%* Connectedness **Note: This data was updated from 91% based on a more complete data set in the 26-27 LCAP.*	**2023-24**: 80% Sense of Safety 81% Connectedness	**2024-25**: 80% Sense of Safety 85% Connectedness	**2025-26**: 82% Sense of Safety 83% Connectedness	Sense of safety increased by 1%. Connectedness increased by 1%.

3.6	Other Local Measure – Staff & Teacher Survey: Sense of Safety & School Connectedness Source: Panorama	**2022-23**: **Safety** Staff: 74% Teachers: 72% **Connectedness** Staff: 84% Teachers: 77%	**2023-24**: **Safety** Staff: 73% Teachers: 65% **Connectedness** Staff: 84% Teachers: 69%	**2024-25**: **Safety** Staff: 79% Teachers: 68% **Connectedness** Staff: 83% Teachers: 76%	**2025-26**: **Safety** Staff: 75% Teachers: 67% **Connectedness** Staff: 86% Teachers: 71%	Sense of safety increased by 5% for staff and decreased by 4% for teachers. Connectedness was decreased by 1% for both staff and teachers.

Goal Analysis for 2024-25

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.

There were no substantive differences.

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

Action 2 was higher than planned due to an increase in the cost of software.

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

Action 1 was effective, as demonstrated by the decline in chronic absenteeism schoolwide, as well as the maintained or increased student, parent, and teacher/staff perception of safety in surveys. All educational partners expressed appreciation for efforts like Fab Friday, which brought parents into the classroom for a STEAM-based activity, as well as Fall Festival, Field Day, and Expos.

Action 2 and 3 were effective, as demonstrated by the steady and improving ratings for parent input and participation. This is an area of continued commitment for the school.

Action 4 was effective as evidenced by the Exemplary FIT rating.

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.

The role of our front-desk administrative assistants has now been included as part of Action 2.

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	Promoting positive school climate, student engagement & safe learning environment	Providing a welcoming, safe, and positive school climate is essential to every student's well-being and learning. It is also a critical element in our schoolwide initiative to reduce chronic absenteeism rates and improve daily student attendance. Hawking STEAM Charter School will provide all students with opportunities to engage in outdoor learning experiences including but not limited to field trips, 6th grade camp, Inner-city Outings; to further enhance student learning, engagement, motivation, and inquiry. Members of the Leadership team and Campus Safety Supervisors (Noon Duty Supervisors) will review and revise the Comprehensive School Safety Plan, ensure drill preparations occur, and present the plan staff-wide. Campus Safety Supervisors are tasked with maintaining a safe and positive learning environment for students and staff. Hawking STEAM Charter School will continue to provide students with opportunities to engage in clubs and the athletic program; including afterschool enrichment provided by the South Bay Community Services. We will continue to administer Panorama surveys that serve as an SEL universal screener for students; and to measure safety and connectedness among staff and parents/families. Parent-Teacher Home Visits will continue as a relationship-building approach strongly supported by the school.	$1,194,095	Y
2	Opportunities provided to support parent engagement and participation and parent input in decision-making	Hawking STEAM Charter School will provide all parents including those of unduplicated students (UPP), and Students with Disabilities (SWD), with opportunities to engage as partners in their child's education through volunteer opportunities, and parent workshops. Areas of focus for upcoming workshops as requested by families and schoolwide initiatives include: • Impact of chronic absenteeism on student learning	$265,970	N

		• Academics • SEL and behavior challenges • Contents & interpretation of Summative ELPAC results • Strategies to support EL/LTEL at home School staff will utilize multiple methods to communicate with families including but not limited to Class Dojo, School Messenger, social media, and updates posted on the school's website. Parents will have access to PowerSchool Parent Portal where they can view their child's attendance, behavior, academic progress and communicate with teachers/staff. These communication efforts are supported by our front desk administrative assistants. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services are available for all parent events upon request. Opportunities for parents to provide input and engage in decision-making that will take place through the following committees (that include parents representing Unduplicated Pupils (UPP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Committee Translation will be provided at each committee meeting, and upon request.		
3	Maintaining safe & clean school facilities	Hawking STEAM Charter School has two sites in Chula Vista and South San Diego. We strive to provide all students and staff with a safe and clean facility maintained by the janitorial and maintenance team. In order to ensure an even stronger sense of safety, Hawking is continuing the Centegix Safety Platform for its sites. For extreme situations, the Campus-wide Alert instantly initiates a campus-wide rapid response to emergencies. It notifies 911 dispatch, activates full audio and visual communication, and delivers precise location details with a map displaying who needs help and where they're located.	$4,562,083	N

		Annually, the Facility Inspection Tool (FIT) report will be completed for each site, and issues/findings will be addressed. FIT Report results will be reported annually on the SARC, Local Indicators Report, and LCAP.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,767,754	$168,552

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
18.96%	0%	0%	18.96%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	**2022-23** Educational Partners have identified the need for professional development on GLAD, Kagan Strategies and Fundations, and ongoing instructional coaching on strategies to support EL/LTEL and SWD to improve student academic outcomes and close the widening achievement gaps in ELA and Math as evidenced in the following chart. (Source: 2023 CA School Dashboard)	An area of identified need is to provide coaching for teachers on tiered supports to address the data-determined learning needs and achievement gaps that are prevalent among EL and SWD. Hawking STEAM Charter School will provide all grade levels with an Instructional Aide (IA). Instructional Aides will participate in professional learning opportunities needed to support students in their role. The Principals, Assistant Principals, and Instructional Coaches will lead and facilitate professional development, conduct classroom walkthroughs, feedback cycles, and instructional	The metrics that will be used to monitor effectiveness are: • 1.1: % teachers – fully credentialed & appropriately assigned. • 1.3: Implementation of the State Academic content & performance standards for all students & enable ELs access.

2022-23 CAASPP ELA	
Students	**DFS**
All	-24.6
Hispanic	-28.9
EL	-54.0
LTEL	-72.6
SED	-34.0
SWD	-94.7

2022-23 CAASPP Math	
Students	**DFS**
All	-56.8
Hispanic	-60.8
EL	-75.2
LTEL	-128.8
SED	-63.7
SWD	-109.2

2023-24

The same trends have continued, even as we saw growth for ELs and LTELs in math.

2023-24 CAASPP ELA	
Students	**DFS**
All	-27.3
Hispanic	-31.4
EL	-66.1
LTEL	-86.9
SED	-39.2
SWD	-94.2

2023-24 CAASPP Math

coaching on evidence-based pedagogical strategies. Instructional Coaching will include training on differentiation and tiered intervention to accelerate student learning and improve student engagement. After an extensive review of benchmark and formative data, observations from administrative walkthroughs, and feedback from teacher surveys, the following are identified areas of need for professional learning:

- Multi-tiered System of Support (MTSS) Academic Collaborative with SDCOE
- NGSS GLAD
- Continue with Targeted Feedback (SDCOE)
- Curriculum adoption PD: TCI & Fundations Phonics Program
- Kagan Collaborative Strategies
- Panorama SEL (Universal Screener) Implementation
- Project Based Learning (PBL)

Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide effective instruction, using evidence-based strategies to meet the diverse learning needs of Unduplicated Pupils is also essential and will benefit all students.

Students	DFS
All	-50.5
Hispanic	-53.9
EL	-70.6
LTEL	-114.3
SED	-56.7
SWD	-106.2

2024-25

2024-25 CAASPP ELA	
Students	**DFS**
All	-12.9
Hispanic	-16.2
EL	-46.2
LTEL	-73.4
SED	-30.2
SWD	-81.2

2024-25 CAASPP Math	
Students	**DFS**
All	-45.9
Hispanic	-48.3
EL	-64.9
LTEL	-120.4
SED	-63.2
SWD	-104.3

Goal 2, Action 3	An area of concern is the overall student performance on the ELA and Math Academic indicators on the 2023, 2024, and 2025 Dashboard, despite continued steady growth. Performance for SED	Hawking STEAM Charter School will outline the steps we will take to improve student academic outcomes, based on our schoolwide needs assessment.	The metrics that will be used to monitor effectiveness are: • 2.1: CAASPP ELA Assessment: Distance from Standard (DFS)

	students, ELs, and LTELs lags behind the schoolwide growth. (see above charts) The Students with Disabilities (SWD) student group received a Red Performance level for ELA and Math Academic Indicators on the 2023 Dashboard. In 2024, SWD continued to receive a Red rating for ELA, while improving to Orange for Math. On the 2025 Dashboard, SWD received an Orange rating for ELA and a Red rating for Math. The following services will be provided to improve academic outcomes within this student group.	Hawking STEAM Charter School will use data from academic universal screeners to identify learning and achievement gaps and provide tiered academic intervention to maximize student learning. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student's progress will be closely monitored to assess both the learning rate and level of performance of individual students. The Reading Interventionist will provide Tiers 2 and 3 support. Students will have access to the following intervention platforms and online tools to accelerate learning: Achieve 3000 (grades 2-8), Reading A-Z (K-3), SIPPS Phonics Program (K-5), Zearn Math (TK-8), and Fundations Reading (K-2). Zearn is an evidence-based math learning platform that helps kids explore concepts, discover meaning, and make sense of math. It provides differentiated support including visual models and digital manipulatives, to help students learn from their mistakes, and advance. Fundations, is an early prevention program designed to help improve reading and spelling. The program is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on carefully-sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. Fundations is designed to complement existing literature-based reading programs in general education classes but can also be used in small groups of low-achieving or learning-disabled students for 40–60 minutes each day. Students rotate through different targeted interactive activities. The program is based on the principles of the Wilson Reading System.	• 2.2: CAASPP ELA Assessment: % Met/Exceeded Standard • 2.3: CAASPP Math Assessment: Distance from Standard (DFS) • 2.4: CAASPP Math Assessment: % Met/Exceeded Standard

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<td>Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide effective academic intervention and support to meet the learning needs of Unduplicated Pupils is also essential and will benefit all students.</td>
<td></td>
</tr>
<tr>
<td>Goal 2, Action 4</td>
<td>2022-23
On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. (Source: 2023 CA School Dashboard)

<table>
<tr><th colspan="2">2022-23 Chronic Absenteeism</th></tr>
<tr><th>Students</th><th>Rate</th></tr>
<tr><td>All</td><td>21.6%</td></tr>
<tr><td>African American</td><td>28.6%</td></tr>
<tr><td>Hispanic</td><td>21.5%</td></tr>
<tr><td>White</td><td>20.5%</td></tr>
<tr><td>EL</td><td>22.1%</td></tr>
<tr><td>LTEL</td><td>22.6%</td></tr>
<tr><td>SED</td><td>23.3%</td></tr>
<tr><td>SWD</td><td>25.7%</td></tr>
</table>

2023-24
While Chronic Absenteeism improved overall and for White Students, this is still an area of focus for the school. LTELs now stand out as the most challenged group, followed by SED students.</td>
<td>To improve daily student attendance and student engagement, for the white student group which will also be implemented schoolwide to reduce chronic absenteeism rates:

Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance.
Consistent communication and early warning to identity and support at risk students
Positive interventions will support student engagement daily.
Engagement of families to address barriers to attendance.
Tracking and monitoring of attendance data.
Use technology to track and communicate attendance, such as automated phone calls, emails or text messages.

Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum.

Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students.

The Assistant Principals will support staff on Restorative Practices, SEL, and School Culture;</td>
<td>The metrics that will be used to monitor effectiveness are:

2.10: Chronic Absenteeism Rates
3.4: Student Survey: Sense of safety & school connectedness

</td>
</tr>
</table>

	<table><tr><th colspan="2">2023-24 Chronic Absenteeism</th></tr><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>13.5%</td></tr><tr><td>African American</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>13.5%</td></tr><tr><td>White</td><td>11.6%</td></tr><tr><td>EL</td><td>12.7%</td></tr><tr><td>LTEL</td><td>20.0%</td></tr><tr><td>SED</td><td>14.9%</td></tr><tr><td>SWD</td><td>13.7%</td></tr></table> **2024-25** Chronic Absenteeism continued to improve, and disparities have begun to close; however, SWD showed limited improvement, and, along with EL and LTEL students, remain an area of focus. <table><tr><th colspan="2">2024-25 Chronic Absenteeism</th></tr><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>9.40%</td></tr><tr><td>African American</td><td>N/A</td></tr><tr><td>Hispanic</td><td>9.3%</td></tr><tr><td>White</td><td>6.1%</td></tr><tr><td>EL</td><td>10.4%</td></tr><tr><td>LTEL</td><td>10.50%</td></tr><tr><td>SED</td><td>9.9%</td></tr><tr><td>SWD</td><td>13.0%</td></tr></table>	and lead the implementation of these initiatives schoolwide. Hawking STEAM Charter School has partnered with HereNow Program through the South Bay Community Services, a referral service for suicide prevention available to students in grades 5-8. Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide effective SEL supports to meet the needs of Unduplicated Pupils is also essential and will benefit all students.	
Goal 3, Action 1	**2022-23** Based on feedback from our educational partners including student survey results, there is a need to continue to provide and	Members of the Leadership team and Campus Safety Supervisors will review and revise the Comprehensive School Safety Plan, ensure drill preparations occur, and present the plan staffwide.	The metrics that will be used to monitor effectiveness are: • 2.12: Suspension Rates

	expand Campus Safety Supervisors to ensure the safety of students and implement de-escalation techniques including restorative practices to further reduce suspension rates and support a positive and safe learning environment for all students. (Source: CA School Dashboard) **2022-23 Suspension Rate** **Students** / **Rate** All / 2.8% African American / 7.1% Hispanic / 2.7% White / 0.0% EL / 2.1% LTEL / 9.7% SED / 3.4% SWD / 3.5% **2023-24** While we have seen improvement in suspension rates, student connectedness is still far lower for middle school students than elementary students, and our Hispanic, EL, SED, SWD, and particularly LTEL students are the focus of suspensions, indicating the need for continued work in this area. **2023-24 Suspension Rate** **Students** / **Rate** All / 2.1% African American / 0.0%	Campus Safety Supervisors are tasked with maintaining a safe and positive learning environment for students and staff. Hawking STEAM Charter School has identified that this action will be provided on a “schoolwide” basis, because the need to provide a sense of safety to Unduplicated Pupils is also essential and will benefit all students.	• 3.4: Student Survey: Sense of safety & school connectedness

Hispanic	2.3%
White	0.0%
EL	1.6%
LTEL	11.1%
SED	2.4%
SWD	2.0%

2024-25

Suspension rates increased slightly; EL, SED, and SWD students saw the largest increases. LTEL suspension rates actually declined, but remained well above the schoolwide rate.

2024-25 Suspension Rate	
Students	**Rate**
All	2.5%
African American	N/A
Hispanic	2.7%
White	0.0%
EL	3.0%
LTEL	10.5%
SED	3.2%
SWD	3.6%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 2	**2022-23** There are significant achievement gaps among ELs, as measured by CAASPP ELA and Math assessment. Only 13% of ELs scored proficient on the Summative ELPAC (2023), and 37% of EL made progress towards English Language Proficiency as measured by the ELPI on the 2023 CA Dashboard. Additionally, Hawking conducted a needs assessment of LTELs, and there is a need to focus on targeted content-rich instruction that develops language skills. **2023-24** These needs remain, and in some cases have grown larger, particularly for LTELs. While we have seen progress in ELPI and reclassification rates, ELs and LTELs lag behind schoolwide performance academically. LTELs also have higher rates of chronic absenteeism and suspension rates. **2024-25** While the ELPI rating declined this year to 37.5%, the EL reclassification rate improved to 12.2%. EL and LTEL students are showing progress in some areas, but achievement remains well behind the overall school performance, particularly for LTELs.	All ELs receive designated and integrated English Language Development. To further support ELs with language acquisition and increase English language proficiency, Instructional Aides will provide language and oral support for ELs through small group, and push-in instruction to further improve academic outcomes and English Language Proficiency during the instructional day. LTELs continue to struggle with reading comprehension and writing. Teachers will receive instructional coaching on strategies to support LTEL with language acquisition, differentiation, and increase student engagement, including Kagan strategies. To support LTEL with language acquisition, the EL Interventionist will provide Tier 3 support, including small group instruction, and tiered intervention. Through targeted activities and personalized instruction, students will have the opportunity to practice speaking, listening, reading, and writing in a supportive and engaging environment. Instruction will aim to build confidence and proficiency in the target language, ultimately helping students achieve greater success in their academic and social endeavors. Hawking STEAM Charter School will pilot Ellevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the	The metrics that will be used to monitor effectiveness are: • 2.7: % EL who made progress towards English Language Proficiency (ELPI) • 2.8: EL Reclassification Rate

		language acquisition needs of LTELs. In addition, LTELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.	

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.

The additional concentration grant add-on funding will be used to fund the EL Interventionist, additional Instructional Aides, Reading Interventionists, Reading Interventionist paraprofessionals, school counselors, and guidance advisors to provide direct services to students.

(Goal 2, Action 2)

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 14,598,933	$ 2,767,754	18.959%	0.000%	18.959%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 15,845,364	$ 6,870,164	$ -	$ 511,049	$ 23,226,577.00	$ 17,235,874	$ 5,990,703

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	Admin & Educators that Support the Ed. Program	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ 7,593,735	$ 62,393	$ 7,621,608	$ 34,520	$ -	$ -	$ 7,656,128	0.000%
1	2	Professional Development	ALL	Yes	LEA-wide	All	Hawking STEAM	2026-27	$ 389,346	$ 107,881	$ 497,227	$ -	$ -	$ -	$ 497,227	0.000%
1	3	Core Curricular Program Needs	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ -	$ 316,665	$ 316,665	$ -	$ -	$ -	$ 316,665	0.000%
1	4	Closing the Digital Divide	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ -	$ 261,177	$ 261,177	$ -	$ -	$ -	$ 261,177	0.000%
1	5	Broad Course of Study	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ 873,047	$ 24,000	$ 678,865	$ 218,182	$ -	$ -	$ 897,047	0.000%
1	6	Services to Support SWD	SWD	No	Limited	N/A	Hawking STEAM	2026-27	$ 4,157,093	$ 221,098	$ 1,484,340	$ 2,704,626	$ -	$ 189,225	$ 4,378,191	0.000%
2	1	Measuring Student Progress - Assessments	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ 248,319	$ 41,000	$ 267,460	$ 21,859	$ -	$ -	$ 289,319	0.000%
2	2	Strengthening EL Program & Supporting LTELs	English Learners	Yes	Limited	English Learners	Hawking STEAM	2026-27	$ 53,167	$ -	$ 53,167	$ -	$ -	$ -	$ 53,167	0.000%
2	3	Addressing Academic Needs to Accelerate Learning	ALL	Yes	LEA-wide	All	Hawking STEAM	2026-27	$ 1,009,456	$ 856,968	$ 831,534	$ 1,034,890	$ -	$ -	$ 1,866,424	0.000%
2	4	Addressing Social-Emotional & Behavioral Needs	ALL	Yes	LEA-wide	All	Hawking STEAM	2026-27	$ 968,584	$ 20,500	$ 532,771	$ 134,489	$ -	$ 321,824	$ 989,084	0.000%
3	1	Promoting Positive School Climate & Student Engagement	ALL	Yes	LEA-wide	All	Hawking STEAM	2026-27	$ 988,457	$ 205,638	$ 1,114,060	$ 80,035	$ -	$ -	$ 1,194,095	0.000%
3	2	Opportunites for Parent Engagement & Participation	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ 230,470	$ 35,500	$ 244,078	$ 21,892	$ -	$ -	$ 265,970	0.000%
3	3	Maintaining Safe & Clean School Facilities	ALL	No	LEA-wide	N/A	Hawking STEAM	2026-27	$ 724,200	$ 3,837,883	$ 1,942,412	$ 2,619,671	$ -	$ -	$ 4,562,083	0.000%

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
$ 14,598,933	$ 2,767,754	18.959%	0.000%	18.959%	$ 3,028,759	0.000%	20.746%	**Total:**	$ 3,028,759
								LEA-wide Total:	$ 2,975,592
								Limited Total:	$ 53,167
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Professional Development	Yes	LEA-wide	All	Hawking STEAM	$ 497,227	0.000%
2	2	Strengthening EL Program & Supporting LTELs	Yes	Limited	English Learners	Hawking STEAM	$ 53,167	0.000%
2	3	Addressing Academic Needs to Accelerate Learning	Yes	LEA-wide	All	Hawking STEAM	$ 831,534	0.000%
2	4	Addressing Social-Emotional & Behavioral Needs	Yes	LEA-wide	All	Hawking STEAM	$ 532,771	0.000%
3	1	Promoting Positive School Climate & Student Engagement	Yes	LEA-wide	All	Hawking STEAM	$ 1,114,060	0.000%

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 20,960,528.00	$ 21,602,055.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin & Educators that Supuport the Ed. Program	No	$ 7,349,630	$ 7,637,050
1	2	Professional Development	Yes	$ 494,248	$ 408,817
1	3	Core Curricular Program Needs	No	$ 270,710	$ 312,700
1	4	Closing the Digital Divide	No	$ 242,771	$ 318,408
1	5	Broad Course of Study	No	$ 783,592	$ 802,617
1	6	Services to Support SWD	No	$ 3,732,609	$ 3,704,369
2	1	Measuring Student Progress - Assessments	No	$ 282,472	$ 274,782
2	2	Strengthening EL Program & Supporting LTELs	Yes	$ 66,794	$ 62,926
2	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 1,580,562	$ 1,651,669
2	4	Addressing Social-Emotional & Behavioral Needs	Yes	$ 941,064	$ 971,924
3	1	Promoting Positive School Climate & Student Engagement	Yes	$ 986,295	$ 1,026,311
3	2	Opportunites for Parent Engagement & Participation	No	$ 14,050	$ 49,500
3	3	Maintaining Safe & Clean School Facilities	No	$ 4,215,731	$ 4,380,982
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,851,464	$ 2,892,143	$ 2,907,534	$ (15,391)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	2	Professional Development	Yes	$ 444,257	$ 358,372.00	0.000%	0.000%
2	2	Strengthening EL Program & Supporting LTELs	Yes	$ 66,794	$ 62,926.00	0.000%	0.000%
2	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 885,464	$ 921,278.00	0.000%	0.000%
2	4	Addressing Social-Emotional & Behavioral Needs	Yes	$ 559,896	$ 590,027.00	0.000%	0.000%
3	1	Promoting Positive School Climate & Student Engagement	Yes	$ 935,732	$ 974,931.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 13,737,103	$ 2,851,464	0.000%	20.757%	$ 2,907,534	0.000%	21.166%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of

this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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