LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Dearborn Elementary Charter Academy

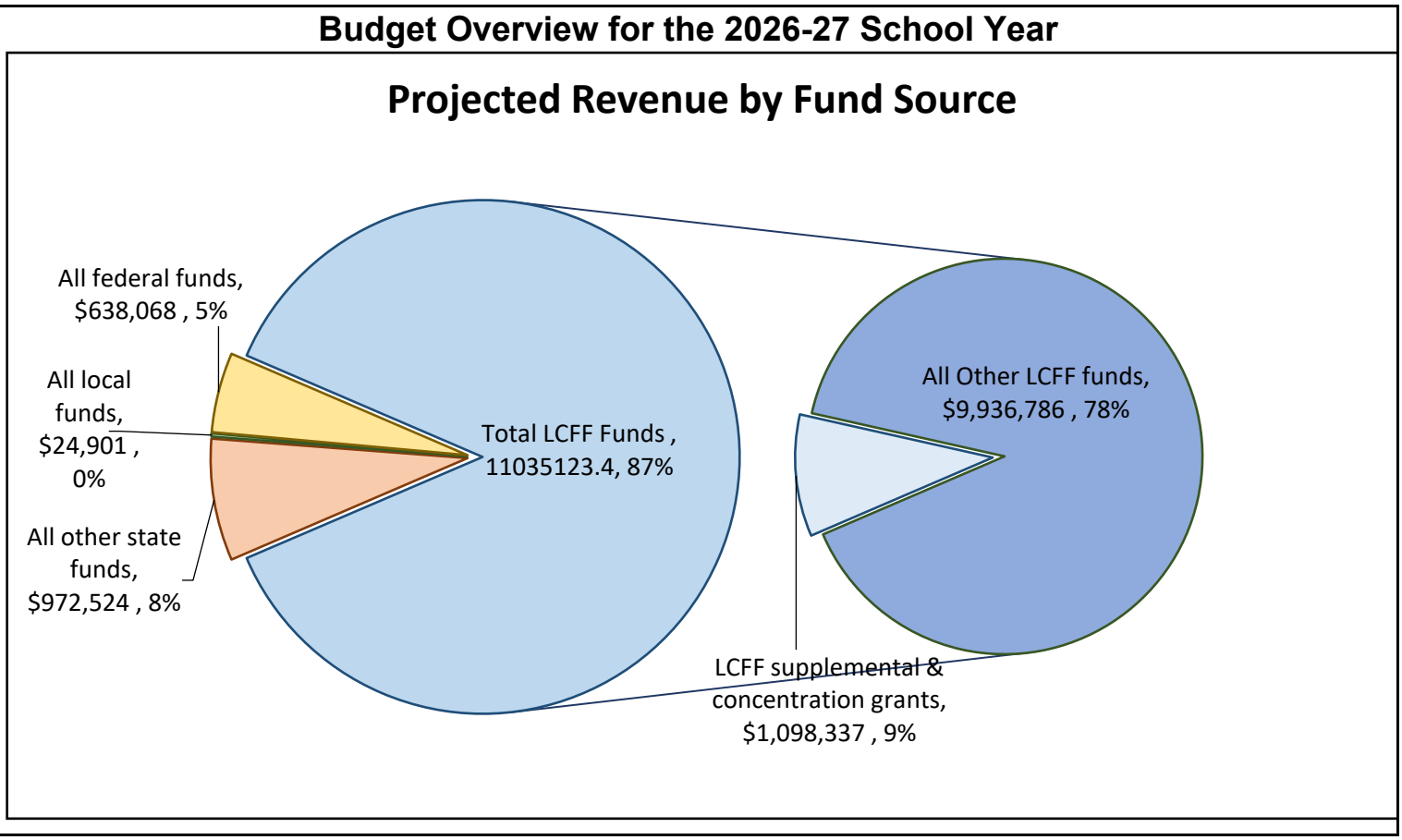
CDS Code: 19 64733 6016729

School Year: 2026-27

LEA contact information: George Fuentes; Principal; gxf5379@lausd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

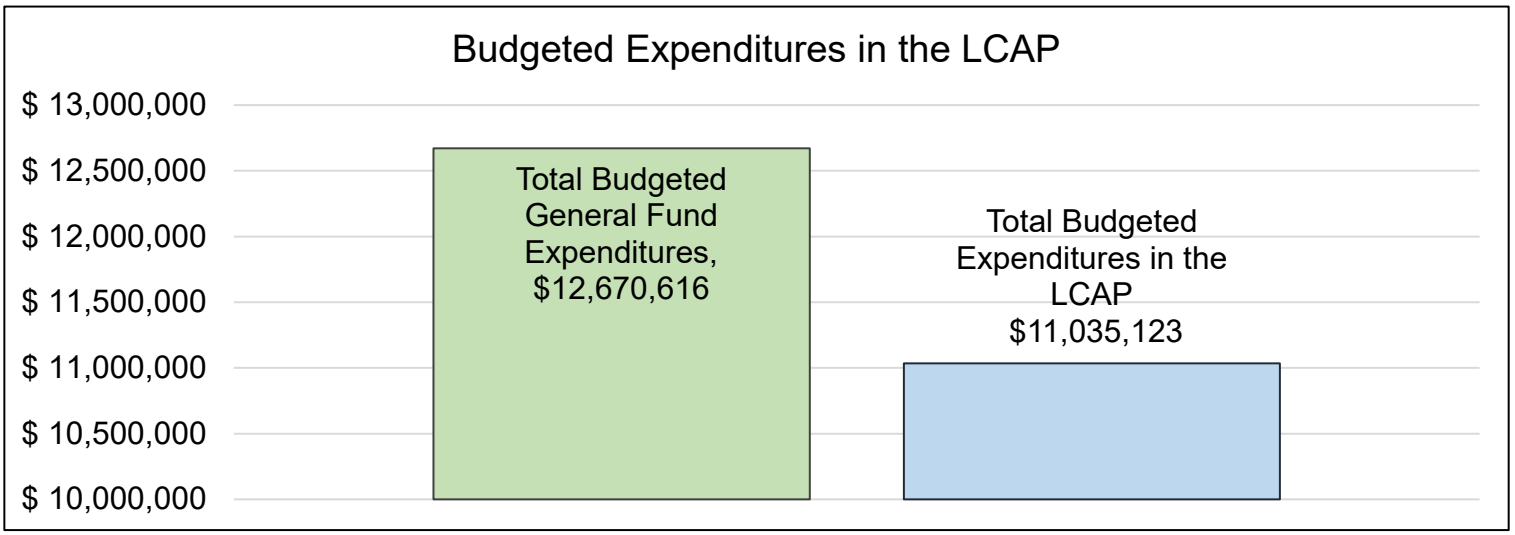


This chart shows the total general purpose revenue Dearborn Elementary Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dearborn Elementary Charter Academy is $12,670,616.40, of which $11,035,123.40 is Local Control Funding Formula (LCFF), $972,524.00 is other state funds, $24,901.00 is local funds, and $638,068.00 is federal funds. Of the $11,035,123.40 in LCFF Funds, $1,098,337.22 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Dearborn Elementary Charter Academy 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: Dearborn Elementary Charter Academy plans to spend $12,670,616.40 for the 2026-27 school year. Of that amount, $11,035,123.40 is tied to actions/services in the LCAP and $1,635,493.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

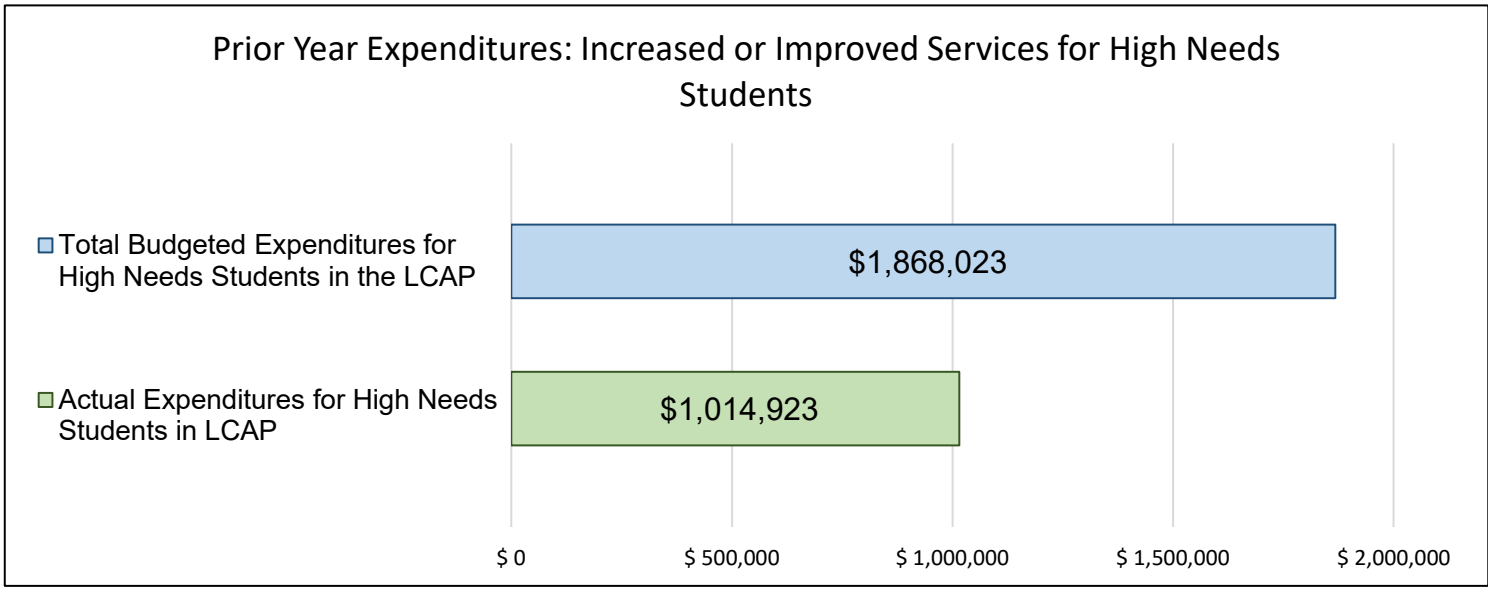
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary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

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

In 2026-27, Dearborn Elementary Charter Academy is projecting it will receive $1,098,337.22 based on the enrollment of foster youth, English learner, and low-income students. Dearborn Elementary Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Dearborn Elementary Charter Academy plans to spend $1,098,337.22 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Dearborn Elementary Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dearborn Elementary Charter Academy 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, Dearborn Elementary Charter Academy's LCAP budgeted $1,868,023.00 for planned actions to increase or improve services for high needs students. Dearborn Elementary Charter Academy actually spent $1,014,923.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $853,100.00 had the following impact on Dearborn Elementary Charter Academy's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dearborn Elementary Charter Academy	George Fuentes; Principal	gxf5379@lausd.net 818-349-4381

Plan Summary [LCAP Year]

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.

Dearborn Elementary Charter Academy (DECA) is a suburban elementary school in the heart of the city of Northridge located one mile east of California State University, Northridge (CSUN) and adjacent to both Dearborn Park and Holmes International Middle School. The current population in the city of Northridge is approximately 70,000. The average household value is around $985,500. The average income per household is $96,353. According to the Our students comprise approximately of:

- White population: 16.16%
- Black population: 8.6%
- Hispanic population: 48.4%
- Asian population: 11.7%
- American Indian population: 0.9%
- Hawaiian population: 0.2%
- Two or more races: 9.8%

Our school enrollment is 528, we have 25 teachers, 19 classified staff, and two Special Day Classes. Our school's student demographics are very diverse with 61.3% Hispanic, 5.6% White, 5.6% Asian, 2.3% Black, and 0.2% Two or more races. Our recent community challenges are traffic conditions, and an increase of homelessness and health issues. In 2024, Dearborn Elementary Charter Academy became a predominantly Hispanic Asian Black and Other Anglo School (PHABAO) because of Student Demographics. We are also a Title 1 School.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023 and 2024 CA Dashboard indicators in the lowest rating:

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	English Learners, Two or More Races and Students with Disabilities	N/A	English Learners, Hispanic, Two or More Races, Students with Disabilities
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

The 2025 CA Dashboard reported that Dearborn Charter increased performance in English Learner Arts by 8.1 points, landing on the green color indicator. While in Mathematics and English Learner Progress the school maintained its progress, all landing on the green indicator. All three categories performed higher than the state.

While there was a decline in chronic absenteeism, four groups were identified in the red color category, impacting, English Learners, Hispanic, Two or more races and Students with Disabilities.

To support students, especially English Learners, Hispanic, Two or more races and Students with disabilities who were identified red or very low, the school funded a PSA counselor for two (2) days. This support was part of a comprehensive strategy implemented school-wide to address attendance, including raising awareness and messaging attendance updates to parents for each subgroup. We conduct regular check-ins with parents via phone calls or home visits. Other supports include ongoing incentives every 25-days, as well as attendance challenges, connecting families with available resources, we are continuously providing classroom visits to teach attendance habits and using individual incentives for student check-ins. For students in the subgroups with extreme chronic absenteeism, the school utilized SART and SARB meetings with the families.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Dearborn Charter Academy engaged students as educational partners through schoolwide assemblies where student achievement and school climate data were reviewed, schoolwide expectations were reinforced, and students and classes were recognized for positive behavior and academic effort. Students in grades 4 and 5 also completed the School Experience Survey, providing feedback on instructional programs, student supports, and overall school climate. Survey results were reviewed and used to inform the evaluation of actions and the development of priorities.
Parents	Dearborn Charter Academy engaged educational partners through ongoing communication regarding student needs, school performance data, and the use of funds to improve outcomes. Input was gathered through School Site Council (SSC), Local School Leadership Council (LSLC), English Learner Advisory Committee (ELAC), Coffee with the Principal, and PTA meetings. Families completed a schoolwide Budget Needs Assessment and the School Experience Survey to provide feedback on program priorities and resource allocation. Results were reviewed to inform LCAP actions and expenditures for the upcoming year. Parent workshops were also provided to support understanding of the LCAP process and funding priorities.
Staff (Certificated and Classified)	Staff input was gathered through SSC, LSLC, ELAC, Instructional Leadership Team (ILT), affiliated charter committee, and faculty meetings. Student outcome data from 2024–2025 and beginning-of-year data were reviewed with staff to inform instructional planning aligned to LCAP goals, with a focus on targeted student groups. Staff engaged in the Plan, Do, Study, Act (PDSA) cycle to analyze data, reflect on instructional practices, and implement strategies to improve student achievement and address equity gaps. Feedback from certificated and classified staff, including survey and verbal input, was considered prior to finalizing the LCAP.
Community	Dearborn Charter Academy engaged community stakeholders through school events including STEAM Night, Literacy Night, Math Night, Campus Beautification activities, Back to School Night, Open House, Friday Morning Assemblies, and school tours. Input was also gathered through SSC, LSLC, ELAC, Coffee with the Principal, and PTA meetings.Communication regarding events and engagement

	opportunities was provided through multiple methods, including Blackboard Connect email/text/voice messages, the school website, the school marquee, the family newsletter, and flyers to ensure broad access and participation to support understanding of the LCAP process and funding.

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

The adopted LCAP for Dearborn Charter Academy was developed based on feedback gathered from educational partners through surveys, needs assessments, meetings, and ongoing stakeholder engagement. Results from the School Experience Survey and parent Budget Needs Assessment provided data regarding school climate, instructional programs, and student supports, which informed the identification of priority areas and the development of aligned goals, actions, and expenditures.

Additional input collected through Coffee with the Principal meetings, parent workshops, SSC, LSLC, and ELAC discussions contributed recommendations related to academic interventions, student well-being, and family engagement. Feedback from ongoing communication between teachers and families further highlighted classroom-level needs and trends in student achievement and behavior.

Collectively, educational partner input informed refinements to LCAP goals, strengthened actions to support targeted student groups, and guided resource allocation to address identified needs and improve student outcomes.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dearborn Charter Academy developed this goal to align with district priorities and improve student achievement based on analysis of performance data and educational partner input. The goal focuses on consistent implementation of high-quality differentiated instruction, including small group instruction, targeted interventions, after-school tutoring, and integration of the arts to support improved outcomes for all students, particularly targeted student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 19.3 **African American/Black:** 5.9 **Hispanic/Latino:** 5.6 **RFEP:** -25.7 **Standard English Learner:** 12.9 **Students with Disability:** -55 **Low Income:**. -6.5 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 18.4 **African American/Black:** 49.2 **Hispanic/Latino:** 4.4 **RFEP:** -12.5 **Standard English Learner:** 13.3 **Students with Disability:** -75.6 **Low Income:**. 2.6 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 24.4 **African American/Black:** 8.3 **Hispanic/Latino:** 12.9 **RFEP:** 3.7 **Standard English Learner:** 20.2 **Students with Disability:** -36.4 **Low Income:**. 10.6 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 30.2 **African American/Black:** 52.2 **Hispanic/Latino:** 15.4 **RFEP:** 5.7 **Standard English Learner:** 25.9 **Students with Disabilities:** -27.4 **Low Income:** 15.5	**All Students:** +5.1 **African American/Black:** +2.4 **Hispanic/Latino:** +7.3 **RFEP:** +29.4 **Standard English Learner:** +7.3 **Students with Disability:** +18.6 **Low Income:** +17.1
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 5.2 **African American/Black:** -34.1 **Hispanic/Latino:** -8.1 **English Learner:** -78.4 **RFEP:** -13 **Standard English Learner:** -5.3	**2023-2024** **All Students:** 7.8 **African American/Black:** 31.0 **Hispanic/Latino:** -3.2 **English Learner:** -86.7 **RFEP:** 7.4 **Standard English Learner:** 1.8	**2024-2025** **All Students:** 5.3 **African American/Black:** -13.2 **Hispanic/Latino:** -9.3 **English Learner:** -85.9 **RFEP:** -5.7 **Standard English Learner:** -2.4	**2025-2026** **All Students:** 15.7 **African American/Black:** 31.0 **Hispanic/Latino:** 8.1 **English Learner:** -75.0 **RFEP:** 20.4 **Standard English Learner:** 10.1	**All Students:** +0.1 **African American/Black:** +20.9 **Hispanic/Latino:** -1.2 **English Learner:** -7.5 **RFEP:** +7.3 **Standard English Learner:** +2.9

		Students with Disability: -65.3 **Low Income:** -13.2 *Source: Open Data Dashboard*	**Students with Disability:** -69.7 **Low Income:** -4.8 *Source: Open Data Dashboard*	**Students with Disability:** -55.9 **Low Income:**. -6.8 *Source: Open Data Dashboard*	**Students with Disabilities:** -55.8 **Low Income:** 15.7	**Students with Disability:** +9.4 **Low Income:** +6.4
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 44.2% **Hispanic/Latino:** 31.5% **RFEP:** 27.3% **Standard English Learner:** 31.9% **Low Income:** 36.2% *Source: Open Data Dashboard*	**2023-2024 All Students:** 42.9% **Hispanic/Latino:** 43.6% **RFEP:** No Data **Standard English Learner:** 47.1% **Low Income:** 35.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 42.5% **Hispanic/Latino:** 35.4% **RFEP:** No Data **Standard English Learner:** 31.1% **Low Income:** 32.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 52.0% **Hispanic/Latino:** 52.0% **RFEP:** 35.3% **Standard English Learner:** 55.0% **Low Income:** 44.2%	**All Students:** -1.7% **Hispanic/Latino:** +3.9% **RFEP:** ±0 **Standard English Learner:** -0.8% **Low Income:** -4.0%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 79.8% **Hispanic/Latino:** 75.0% **Standard English Learner:** 76.1% **Low Income:** 74.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 76.9% **Hispanic/Latino:** 65.9% **Standard English Learner:** 73.0% **Low Income:** 88.9% *Source: Open Data Dashboard*	**2024-2025 All Students:** 86.1% **Hispanic/Latino:** 81.8% **Standard English Learner:** 87.1% **Low Income:** 81.8% *Source: Open Data Dashboard*	**2025-2026 All Students:** 90.0% **Hispanic/Latino:** 85.0% **Standard English Learner:** 90.0% **Low Income:** 90.0%	**All Students:** +6.3% **Hispanic/Latino:** +6.8% **Standard English Learner:** +11.0% **Low Income:** +7.7%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023 All Students:** 73.8% **Hispanic/Latino:** 67.3% **Standard English Learner:** 72.2%	**2023-2024 All Students:** 77.9% **Hispanic/Latino:** 75.5% **Standard English Learner:** 75%	**2024-2025 All Students:** 78.6% **Hispanic/Latino:** 74.0% **Standard English Learner:** 82.2%	**2025-2026 All Students:** 80.8% **Hispanic/Latino:** 78.4% **Standard English Learner:** 85.0%	**All Students:** +4.8% **Hispanic/Latino:** +6.7% **Standard English Learner:** +10.0%

		Students with Disability: 71.4% **Low Income:** 69.6% *Source: Open Data Dashboard*	**Students with Disability:** 33.3% **Low Income:** 77.2% *Source: Open Data Dashboard*	**Students with Disability:** 53.3% **Low Income:** 73.2% *Source: Open Data Dashboard*	**Students with Disability:** 60.0% **Low Income:** 80.0%	**Students with Disability:** -18.1% **Low Income:** +3.6%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023 All Students:** 82.1% **Hispanic/Latino:** 80.5% **Standard English Learner:** 83.7% **Low Income:** 78.4% *Source: Open Data Dashboard*	**2023-2024 All Students:** 73.6% **Hispanic/Latino:** 71.0% **Standard English Learner:** 71.7% **Low Income:** 71.2% *Source: Open Data Dashboard*	**2024-2025 All Students:** 80.5% **Hispanic/Latino:** 73.5% **Standard English Learner:** 75.0% **Low Income:** 76.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 90.0% **Hispanic/Latino:** 85.5% **Standard English Learner:** 80.0% **Low Income:** 83.4%	**All Students:** -1.6% **Hispanic/Latino:** -7.0% **Standard English Learner:** -8.7% **Low Income:** -1.5%
7	**English Learner Reclassification Rate**	**2022-2023 All Students:** 44.4% *Source: Open Data Dashboard*	**2023-2024 All Students:** 25.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 31.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 27.0%	**All Students:** -12.5%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** 81.3% *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data	**2024-2025 All Students:** 64.5% *Source: Open Data Dashboard*	**2025-2026 All Students:** 89.3%	**All Students:** -16.8%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023 All Students:** 47.7% **Hispanic/Latino:** 48.0% **Low Income:** 43.2% *Source: Open Data Dashboard*	**2023-2024 All Students:** 45.0% **Hispanic/Latino:** 52.2% **Low Income:** 43.3% *Source: Open Data Dashboard*	**2024-2025 All Students:** 34.2% **Hispanic/Latino:** 30.0% **Low Income:** 35.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 53.7% **Hispanic/Latino:** 55.2% **Low Income:** 45.3%	**All Students:** -13.5% **Hispanic/Latino:** -18.0% **Low Income:** -7.5%

10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 63% **Hispanic/Latino:** 69.6% **English Learner:** 20.0% **Standard English Learner:** 77.8% **Low Income:** 57.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 59.2% **Hispanic/Latino:** 60.8% **English Learner:** 18.8% **Standard English Learner:** 71.1% **Low Income:** 56.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 73.8% **Hispanic/Latino:** 74.6% **English Learner:** 30.8% **Standard English Learner:** 81.6% **Low Income:** 70.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **Hispanic/Latino:** 80.0% **English Learner:** 50.0% **Standard English Learner:** 87.8% **Low Income:** 80.0%	**All Students:** +10.8% **Hispanic/Latino:** +5.0% **English Learner:** +10.8% **Standard English Learner:** +3.8% **Low Income:** +13.7%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 83.3% *Source: Open Data Dashboard*	**2023-2024** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 86.6% **Hispanic/Latino:** 83.3% **English Learner:** 83.3% **Standard English Learners:** 82.4% **Low Income:** 86.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 87.9% **Hispanic/Latino:** 88.1% **English Learner:** 75.0% **Standard English Learners:** 87.9% **Low Income:** 87.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 71.4% **Hispanic/Latino:** 72.0% **English Learner:** 76.9% **Standard English Learner:** 67.5% **Low Income:** 79.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **English Learner:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** -15.2% **Hispanic/Latino:** -11.3% **English Learner:** -6.4% **Standard English Learners:** -14.9% **Low Income:** -6.6%

Goal Analysis for [2025-2026]

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

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

Dearborn Charter Academy implemented the Academic Excellence goal by focusing on high-quality first instruction for all students. Key actions included support from two Class Size Reduction teachers, the purchase of supplemental instructional materials, and targeted professional development aligned to school goals and the needs of our focus student population

Teachers participated in dedicated planning days for ELA and Math, and four Extended Learning programs (Mundo Academy, Local Design, Tier 3 Intervention, and Morning Language Support) began in September to provide additional support and address the academic needs of students. These efforts strengthened differentiated instruction and helped meet the goals of improving student outcomes across all grade levels.

Action 1: Base Instructional Supports, including General Fund School Program

This action was implemented to address the needs of all students through the use of smaller class sizes, targeted small-group instruction, and data-informed instructional planning across grade levels. Teachers used i-Ready, classroom assessments, and SBA-aligned practices to monitor progress and provide timely interventions. Arts integration was embedded into core instruction to increase engagement and deepen understanding of academic content. Instructional supports were coordinated to ensure all students, including gifted learners, received rigorous, standards-aligned instruction.

These supports allowed teachers to provide more individualized support to students, supported data-informed instructional planning, and helped teachers monitor student progress and monitor instruction. They also helped ensure that all students, particularly gifted learners, had access to rigorous, standards-aligned instruction. An area of focus was to ensure consistent use of assessment data across grade levels to inform instruction.

Action 2: Special Education Supports

100% of Students with Disabilities received 100% of Services Specifics in their IEPs.

This action was implemented to address the needs of students through inclusive instructional models that combined push-in and pull-out services aligned to students' Individualized Education Programs. Special Education staff collaborated with general education teachers to provide access to grade-level content while addressing individualized learning goals. Targeted interventions were delivered using i-Ready data to monitor progress and adjust instruction. These supports ensured consistent access to academic instruction and progress monitoring for students with disabilities.

Inclusive instructional models utilizing both push-in and pull-out services allowed students to access grade-level instruction while receiving individualized support. Collaboration between Special Education staff and general education teachers strengthened instructional alignment and increased access to core curriculum. The use of i-Ready data supported progress monitoring and helped guide targeted interventions, contributing to more responsive instruction for students with disabilities. Scheduling push-in and pull-out supports while maintaining consistent access to core instruction presented logistical challenges. However,sStaff continued to refine the use of assessment data to further individualize interventions and ensure continued progress toward both IEP goals and grade-level standards.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students by using Charter School Block Grant funds to provide instructional aides and support staff across classrooms and shared spaces. These staff members supported small-group instruction, arts integration, and supervision during unstructured times. The additional staffing allowed for consistent classroom coverage and increased student engagement. This structure supported both instructional continuity and student safety throughout the school day.

The additional staff supported small-group instruction, assisted with arts integration activities, and helped supervise students during unstructured times. Their presence increased student engagement and allowed teachers to provide more focused instruction. The added staffing also ensured consistent classroom coverage and contributed to maintaining a safe and structured learning environment throughout the school day.

This provided opportunities for Dearborn to Coordinate schedules and ensure consistent deployment of aides across classrooms and activities required ongoing planning. Continued professional guidance was needed to maximize the effectiveness of instructional aides in supporting academic instruction and arts integration.

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low income students. The Class Size Reduction action was implemented by adding an additional teacher in grades 4 and 5 to reduce overall class sizes. This staffing adjustment allowed teachers to provide more individualized instruction and targeted feedback. Small-group instruction was strengthened and implemented with greater consistency in English Language Arts and math, resulting in more intentional differentiation aligned to student performance data.Teachers also used the reduced class sizes to closely monitor student progress and respond to learning needs.

Reduced class size increased opportunities for individualized instruction and allowed teachers to provide more targeted feedback and implement small-group instruction more consistently in English Language Arts and mathematics and smaller class structure also strengthened classroom engagement and allowed for more responsive instructional practices.

Action 5: Supplemental Arts Education

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Dearborn Charter. The Supplemental Arts Education action was implemented through schoolwide arts integration that ensured all students participated in music, dance, theater, and visual arts. Arts instruction was embedded into core academic subjects to reinforce literacy, mathematics, and critical thinking skills. Teachers collaborated with arts educators to align lessons with grade-level standards. Family showcases and performances were organized to build community engagement and celebrate student learning. Grade-level, arts-based field trips were implemented to support arts integration, student engagement, and access to enriching learning experiences.

Action 6: Supplemental Afterschool Programs

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Dearborn Charter. The Supplemental Afterschool Programs action was implemented through afterschool high-dose tutoring and a daytime interventionist model focused on ELA and Math. Students were identified using assessment data and scheduled for targeted instruction

aligned to their learning needs. Instruction emphasized skill reinforcement, practice, and progress monitoring using i-Ready benchmarks. These supports extended learning time and provided consistent academic reinforcement beyond the core instructional day.

Arts instruction was embedded into core academic subjects, reinforcing literacy, mathematics, and critical thinking skills while increasing student engagement.Performances built community engagement and provided opportunities to celebrate student learning.Grade level field trips enriched the instructional program and supported deeper connections to classroom learning.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was implemented to address the needs of English Learners, students in foster care, and low income students. This action was implemented by allocating supplemental and concentration funds to support staffing, early literacy instruction, and arts programming for targeted student groups. English Learners received focused language development instruction and monitoring aligned to ELPAC performance and reclassification goals. Early grades implemented structured literacy practices to strengthen foundational reading skills.

English Learners received focused language development instruction aligned with ELPAC performance and reclassification goals. In the early grades, structured literacy practices were implemented to strengthen foundational reading skills and support early language development. These supports contributed to improved monitoring of student progress and increased access to differentiated instruction.

Action 8: SENI Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, students in foster care, and low income students to support targeted academic interventions and professional development. Additional instructional time was provided to students identified as needing academic support based on assessment data. Teachers received training to implement strategies aligned to student needs and goals.Success: As a result, vulnerable student groups had increased access to consistent academic intervention and enrichment opportunities designed to support progress toward academic standards.

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

No material differences.

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

Action 1: Base Instructional Supports, including General Fund School Program
Dearborn Charter uses several metrics and data points to measure the impact of this and other actions within our LCAP.

The 2024-2025 Smarter Balanced Distance from Standard in ELA in grades 3-5 improved from 19.1 to 26.1 Distance from Standard, an increase of 7 points.

Grades 3-5 made gains in ELA according to the data due to collaborative data analysis during grade level meeting time and Data Chats with teachers, Professional Development for teachers focusing on the new CKLA curriculum, and time for teacher planning focusing on differentiating instruction and providing enriching tasks for students. In addition, consistent differentiated targeted small group instruction during the school day and increased support for English Learners and families.

The school continued consistent differentiated targeted small group instruction, increased supports for English Learners and families, increased effectiveness of high dose tutoring by incorporating our Mundo partners in data-driven targeted instructional planning, using consistent, frequent progress monitoring to measure the effectiveness of classroom instruction and intervention programs
The 2024-2025 Smarter Balanced Distance from Standard in Math in grades 3-5 improved from 8.5 Distance from Standard to 6.8 Distance from Standard, a slight decrease of 1.7 points.

We maintained an above standard trend, however, there was a slight decrease. Our school PDSA focused on ELA and because of the positive results of this, Dearborn plans to utilize the PDSA process focusing on Math for the 2025-2026 school year, identifying a problem of practice and collaborating with grade levels to improve best practices and strategies. Dearborn continues to score well above the rest of the district, and is in the “High Performing” school category.

BOY iReady Reading in grades -K-5: 36% Early or Above Grade Level, 46% are One Grade Level Below (grade level ready), 18% of students are Two or more grade levels below. According to the MOY i-Ready Diagnostic, the percentage of students in grades K–5 improved. In Reading, the number of students scoring early, mid, or above grade level increased from 35% to 60%.

The 2025 BOY iReady Math Diagnostic for grades K-5 22% Early or Above Grade Level, 57% are One Grade Level Below (grade level ready at BOY), 21% of students are Two or more grade levels below. According to the MOY iReady Diagnostic, the percentage of students in grades K-5 students showed improvement. In Mathematics, students performing early, mid, or above grade level in grades K-5 improved from 22% to 54%.

Students starting the year two or more grade levels below need targeted, small group instruction as well as intervention after school focusing on prerequisite skills needed to access the current grade level curriculum. Teachers are given weekly grade level meeting time to analyze student data and student work samples to determine next instructional steps. Teachers are also given grade level planning days to plan targeted instruction, develop action plans and interventions for students, and to share best practices.

Action 2: Special Education Supports

100% of Students with Disabilities received 100% of Services Specifics in their IEPs.
Results showed that Students with Disabilities scoring met or exceeded the standard in ELA remained a consistent 34%, however, the percent of students who scored “Not Met” decreased from 56% to 38%, marking an upward trend with students improving a band from “Not Met to Nearly Met” in ELA.

These supports were effective and teachers ensured inclusive practices. Pull-out and push-in models gave students access to grade-level content while addressing individualized goals. In addition resource teachers participated in common planning sessions with grade levels they support to ensure cohesiveness and collaboration.

Action 3: Charter School Categorical Block Grant

The block grant provided funding for aides and instructional support staff who contributed to instructional support and supervision. This resulted in consistent classroom coverage, small-group instruction, and increased safety and support during supervision in and out of the classroom. 100% of classes provided small group instruction in ELA and Math. 61.28% of students in grades 3-5 scored “Met or Exceeded the standard” in ELA on the 2024-2026 Smarter Balanced Assessment. 58.6% of students in Grades 3-5 scored “Met or Exceeded the standard” in Math on the 2024-2025 Smarter Balanced Assessment.

According to the School Experience Survey, 82% of the students reported feeling connected to adults at the school (12% higher than the district), and 90% of the students reported feeling that the school is a supportive and inviting place for students to learn (12% higher than the district).
This action was effective because it directly strengthened daily instructional programs. Students benefited from additional adult support in classrooms, which improved academic performance and safety during out-of-classroom time, such as recess and lunch. According to the School Experience Survey, 88% of students reported feeling safe at school (12% higher than the district).

Action 4: Class Size Reduction

Dearborn used the Class Size Reduction action to fund 2 Class Size Reduction teachers in the upper grades, resulting in not having split classes, having a smaller class size,and allowing the classroom teacher to focus on the academic and behavior needs of the students in a smaller learning environment.To increase student achievement and improve conditions for learning, two additional upper grade teachers in grades 4 and 5 were added in 2024–2025, reducing class sizes and creating more opportunities for meaningful teacher-student interactions and differentiated instruction. 61.28% of students in Grades 3–5 “Met or Exceeded standards” in ELA and 58.6% of students in Grades 3–5 Met or Exceeded standards in Math.

In upper grades, Beginning of Year iReady Data in Reading shows that in 4th grade, 31% of students started the year early on or above grade level and 39% of students scored one grade level below, which is grade level ready on a Beginning of Year Diagnostic assessment. MOY Reading data shows an increase in the percentage of students at or above grade level. Fourth grade students improved from 30% to 49 % of students performing at or above grade level and 5th grade students improved from 38% to 49% performing at or above grade level.

In Math, iReady Data shows that for 4th graders 30% of students started the year early on or above grade level and 39% of students scored one grade level below, which is grade level ready on a Beginning of Year Diagnostic assessment. MOY Math data shows an increase in the percentage of students at or above grade level. Fourth grade students improved from 31% to 61 % of students performing at or above grade level and 5th grade students improved from 46% to 60% performing at or above grade level.

Class size reduction proved to be an effective strategy, enabling teachers to more consistently differentiate instruction, deliver targeted feedback, and dedicate additional time to small-group learning. These outcomes reflect the importance of targeted support and smaller learning environments in advancing equity and academic growth for all students. This approach enhanced instructional quality and allowed for more personalized support, contributing to improved student engagement and academic outcomes.

Action 5: Supplemental Arts Education

Students in grades TK-5 received instruction in visual arts in 6 week cycles. Students received instruction in Theater in 6 week cycles. Approximately 150 students in grades 4 and 5 participated in Ballroom Dance Class and had the opportunity to perform in multiple dance recitals and the spring Ballroom Dance Competition. Approximately 80 students in grades 3-5 participated in orchestra and received formal instruction from a district credentialed music teacher. Students in grades 2-5 were also able to participate in the Code Ninja Technology Class every week all year long.

61.28% of students in grades 3-5 scored Met or Exceeded the standard in ELA on the 2024-2026 Smarter Balanced Assessment. 58.6% of students in Grades 3-5 scored Met or Exceeded the standard in Math on the 2024-2025 Smarter Balanced Assessment. Beginning of the Year iReady Data from the 2025-2026 school year in Reading shows that, overall, 34% of students scored early on or above grade level at the beginning of the year, and 46% of students scored one grade level below (grade level ready at the beginning of the year). 42% of

Kindergarten students scored early on or above grade level, 17% of First graders scored at grade level or above (72% scored one grade level below, which is grade level ready at the beginning of the year), and 35% of Second grade students scored early on or above grade level (44% scored one grade level below, or grade level ready at the beginning of the year).

Beginning of the year iReady data from the 2025-2026 school year in Math shows that overall, in grades K-5, 22% of students scored early on or above grade level and 57% of students scored one grade level below, which at the beginning of the year for a diagnostic demonstrates grade level ready skills.According to the MOY i-Ready Diagnostic, the percentage of students in grades K–5 improved. In Reading, the number of students scoring early, mid, or above grade level increased from 35% to 60%. In Mathematics, students performing at or above grade level in grades K-5 improved from 22% to 54%.

SBA data shows that 45% of Poverty students “met or exceeded” the standard in ELA and 59% of the students “met or exceeded the standard” in Math. Beginning of the Year iReady Diagnostic data shows that 66% of Poverty students scored near, early on, or above grade level in Reading and 71% of Poverty students scored near, early on, or above grade level in Math. Student attendance has improved this yea as a result of these supplemental arts programs, with chronic absenteeism decreasing from 24.5% last year to 17.3% so far this year, an improvement of approximately 7%.

Aligned with our LCAP goals to increase student engagement and improve student outcomes, Dearborn’s supplemental arts programs in music, dance, theater, visual arts and technology have enriched the educational experience for all students. These programs have proven highly effective in reinforcing academic skills, increasing motivation, and promoting consistent attendance for all subgroups of students by providing creative, inclusive pathways to learning.

Action 6: Supplemental Afterschool Programs

Students who participated in afterschool tutoring and enrichment demonstrated improved outcomes in both ELA and math on formative, benchmark, and diagnostic assessments.

SBA data from the 2024-2025 school year shows that 61.28% of students in grades 3-5 scored Met or Exceeded the standard in ELA and 58.6% of students in Grades 3-5 scored Met or Exceeded the standard in Math on the 2024-2025 Smarter Balanced Assessment. The SBA CAST Science Results also showed that 43% of students in grade 5 met or exceeded the Standard for Science.
iReady data from the 2025-2026 school year shows that Beginning of the Year iReady Data from the 2025-2026 school year in Reading shows that, overall, 34% of students scored early on or above grade level at the beginning of the year, and 46% of students scored one grade level below (grade level ready at the beginning of the year). Overall, 80% of students started the year grade level ready in Reading.
Beginning of the year iReady data from the 2025-2026 school year in Math shows that overall, in grades K-5, 22% of students scored early on or above grade level and 57% of students scored one grade level below, which at the beginning of the year for a diagnostic demonstrates grade level ready skills. According to the MOY i-Ready Diagnostic, the percentage of students in grades K–5 improved. In Reading, the number of students scoring early, mid, or above grade level increased from 35% to 60%. In Mathematics, students performing at or above grade level in grades K-5 improved from 22% to 54%.

Overall, 79% of students started the year grade level ready in Math.
In alignment with LCAPactions to accelerate learning and close achievement gaps, supplemental after-school programs, including high-dose tutoring, intervention supports, and enrichment opportunities like VEX and LEGO Robotics effectively extend the instructional day to support students. These programs provide targeted academic support aligned with grade-level standards and student needs, while also engaging learners in hands-on exploration and skill development. The combination of academic reinforcement and enrichment has led to improved

outcomes and sustained student engagement across all groups, including unduplicated students.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

Charter Supplemental/Concentration Funds in lieu of EIA action supported staffing that directly benefited targeted student groups. Staffing funded through these resources allowed for focused intervention based on i-Ready and IAB data, ensuring that instructional support was aligned with student needs.Recent data indicates that students are performing above the district average in all assessed areas, demonstrating that the use of these funds is contributing to equitable academic success and closing achievement gaps, confirming that the targeted supports were effectively reaching the intended population. SBA data from the 2024-2025 school year shows that 61.28% of students in grades 3-5 scored Met or Exceeded the standard in ELA and 58.6% of students in Grades 3-5 scored Met or Exceeded the standard in Math on the 2024-2025 Smarter Balanced Assessment. The SBA CAST Science Results also showed that 43% of students in grade 5 met or exceeded the Standard for Science.

Action 8: SENI Investments towards Academic Excellence

Compared to the district, more Dearborn Charter students are starting the school year grade level ready. There are still many opportunities for improvements. Investments towards excellence included investing in staff by hiring additional staff to provide professional development, data analysis, and planning time to differentiate learning for students. This is the first year grades K-2 are using iReady Diagnostic to determine if students are meeting early literacy benchmarks. Later in the year, this data will be instrumental in identifying areas of strength and areas of need.

SBA data from the 2024-2025 school year shows that 61.28% of students in grades 3-5 scored Met or Exceeded the standard in ELA and 58.6% of students in Grades 3-5 scored Met or Exceeded the standard in Math on the 2024-2025 Smarter Balanced Assessment. The SBA CAST Science Results also showed that 43% of students in grade 5 met or exceeded the Standard for Science. The 2024-2025 Smarter Balanced Distance from Standard in ELA in grades 3-5 improved from 19.1 to 26.1 Distance from Standard, an increase of 7 points. The 2024-2025 Smarter Balanced Distance from Standard in Math in grades 3-5 improved from 8.5 Distance from Standard to 6.8 Distance from Standard, a slight decrease of 1.7 point. Distance from Standard improved in ELA overall, but slightly decreased in Math.

SENI investments proved effective in accelerating student growth, continued support for all students, and promoting equity and access across all grade levels. These funds provided opportunities for students to receive targeted services and for staff to analyze data and plan targeted instruction specifically for our students most in need. These supports addressed specific student needs and provided extended learning opportunities for those students at risk. By dedicating resources towards the school's vulnerable populations, these expenditures ensured equitable access to both intervention and enrichment opportunities.

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.

Dearbon Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Dearborn Charter's LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instructional Supports, including General Fund School Program	Dearborn Elementary Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,230,394 **Discretionary Fund Cost: $418,832**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Dearborn Elementary Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,474,554	N
3	Charter School Categorical Block Grant	Dearborn will continue supporting core instructional programs, intervention services, Gifted and Talented Education, English Language Acquisition, and Targeted Instructional Improvement, and student supports aligned to Goal 1.	**School Discretionary Fund Cost: $388,982**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Dearborn Elementary Charter.	District Cost: $455,897	Y
5	Supplemental Arts Education	Dearborn Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $90,017	Y
	Supplemental Afterschool Programs	Dearbon Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Dearborn Charter's LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	Dearborn will continue to support the needs of English learners, low income, and foster youth students in the areas of student achievement, student engagement, and parental involvement by funding supplemental positions such as Instructional Aides and a Class Size Reduction teacher.	**School Discretionary Fund Cost: $128,080**	Y

7	SENI Investments towards Academic Excellence	Dearborn will continue to support students with these funds to increase and improve services by providing targeted academic intervention and designated ELD instruction .	**School Discretionary Fund Cost: $317,686**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dearborn Charter Academy developed the Joy and Wellness goal to ensure students feel safe, cared for, connected, and respected, which is essential for their academic, emotional, and behavioral success. The goal focuses on maintaining a safe, orderly, and supportive learning environment for all students and staff. Strategies include data-driven attendance plans to address chronic absenteeism and the use of community resources to support student well-being and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 35.3% **African American/Black:** 48% **Hispanic/Latino:** 33.2% **English Learner:** 27.3% **RFEP:** 44.4% **Standard English Learner:** 33.7% **Students with Disability:** 19.2% **Low Income:** 29.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45.5% **African American/Black:** 52.0% **Hispanic/Latino:** 41.3% **English Learner:** 23.4% **RFEP:** 58.1% **Standard English Learner:** 43.5% **Students with Disability:** 24.3% **Low Income:** 41.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 48.7% **African American/Black:** 39.1% **Hispanic/Latino:** 44.3% **English Learner:** 32.5% **RFEP:** 53.7% **Standard English Learner:** 43.9% **Students with Disability:** 34.6% **Low Income:** 43.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.0% **African American/Black:** 75.0% **Hispanic/Latino:** 75.0% **English Learner:** 75.0% **RFEP:** 75.0% **Standard English Learner:** 75.0% **Students with Disabilities:** 75.0% **Low Income:** 75.0%	**All Students:** +13.4% **African American/Black:** -8.9% **Hispanic/Latino:** +11.1% **English Learner:** +5.2% **RFEP:** +9.3% **Standard English Learner:** +10.2% **Students with Disability:** +15.4% **Low Income:** +14.4%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 25.5% **African American/Black:** 20.8% **Hispanic/Latino:** 25.8% **English Learner:** 39.5% **RFEP:** 31.6%	**2023-2024** **All Students:** 22.0% **African American/Black:** 33.0% **Hispanic/Latino:** 23.0% **English Learner:** 41.0% **RFEP:** 14.0%	**2024-2025** **All Students:** 20.9% **African American/Black:** 31.8% **Hispanic/Latino:** 21.7% **English Learner:** 42.9% **RFEP:** 9.8%	**2025-2026** **All Students:** 18.0% **African American/Black:** 30.0% **Hispanic/Latino:** 20.0% **English Learner:** 38.0% **RFEP:** 8.0%	**All Students:** -4.6% **African American/Black:** +11.0% **Hispanic/Latino:** -4.1% **English Learner:** +3.4% **RFEP:** -21.8%

		Standard English Learner: 23.9% **Students with Disabilities:** 47.1% **Low Income:** 29.5% *Source: Open Data Dashboard*	**Standard English Learner:** 23.0% **Students with Disabilities:** 36.0% **Low Income:** 25.0% *Source: Open Data Dashboard*	**Standard English Learner:** 22.1% **Students with Disabilities:** 40.2% **Low Income:** 24.3% *Source: Open Data Dashboard*	**Standard English Learner:** 21.0% **Students with Disabilities:** 33.0% **Low Income:** 22.0%	**Standard English Learner:** -1.8% **Students with Disabilities:** -6.9% **Low Income:** -5.2%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 30.9% **African American/Black:** 28% **Hispanic/Latino:** 30.2% **English Learner:** 47.7% **RFEP:** 36.1% **Standard English Learner:** 28% **Students with Disability:** 56.2% **Low Income:** 35.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 26.7% **African American/Black:** 36% **Hispanic/Latino:** 27.1% **English Learner:** 53.2% **RFEP:** 12.9% **Standard English Learner:** 25.6% **Students with Disability:** 44.3% **Low Income:** 29.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 24.6% **African American/Black:** 34.8% **Hispanic/Latino:** 26.6% **English Learner:** 45.0% **RFEP:** 14.6% **Standard English Learner:** 27.0% **Students with Disability:** 42.0% **Low Income:** 27.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 18.0% **African American/Black:** 25.0% **Hispanic/Latino:** 20.0% **English Learner:** 35 % **RFEP:** 10.0% **Standard English Learner:** 20.0% **Students with Disabilities:** 35.0% **Low Income:** 21.0%	**All Students:** -6.3% **African American/Black:** +6.8% **Hispanic/Latino:** -3.6% **English Learner:** -2.7% **RFEP:** -21.5% **Standard English Learner:** -1.0% **Students with Disability:** -14.2% **Low Income:** -7.9%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 78.1% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 78.3% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 82.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 85.0%	**All Staff:** +4.0%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0%	**2023-2024** **All Students:** 0.0%	**2024-2025** **All Students:** 0.0%	**2025-2026** **All Students:** 0.0%	**All Students:** 0.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** -0.2%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 86.8% **Hispanic/Latino:** 82.5% **RFEP:** 100.0% **Standard English Learner:** 81.5% **Students with Disability:** 76.5% **Low Income:** 86.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 86.0% **Hispanic/Latino:** 85.0% **RFEP:** 100.0% **Standard English Learner:** 82.8% **Students with Disability:** 61.5% **Low Income:** 84.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 88.2% **Hispanic/Latino:** 91.1% **RFEP:** 93.8% **Standard English Learner:** 90.6% **Students with Disability:** 94.4% **Low Income:** 86.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 95.0% **Hispanic/Latino:** 94.0% **RFEP:** 100.0% **Standard English Learner:** 93.0% **Students with Disabilities:** 95.0% **Low Income:** 95.0%	**All Students:** +1.4% **Hispanic/Latino:** +8.6% **RFEP:** -6.2% **Standard English Learner:** +9.1% **Students with Disability:** +17.9% **Low Income:** +0.2%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 92.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.7% *Source: Open Data Dashboard.*	**2025-2026** **All Parents:** 96.0%	**All Parents:** +1.6%
10	**Percent of Staff who Feel Safe at School (per**	**2022-2023** **All Staff:** 98.4%	**2023-2024** **All Staff:** 100.0%	**2024-2025** **All Staff:** 100.0%	**2025-2026** **All Staff:** 100.0%	**All Staff:** +1.60%

	School Experience Survey)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 76.3% **Hispanic/Latino:** 73.8% **RFEP:** 72.7% **Standard English Learner:** 71.7% **Students with Disability:** 58.8% **Low Income:** 70.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 81.8% **Hispanic/Latino:** 81.2% **RFEP:** 73.3% **Standard English Learner:** 82.8% **Students with Disability:** 84.6% **Low Income:** 83.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 80.4% **Hispanic/Latino:** 84.4% **RFEP:** 81.3% **Standard English Learner:** 87.1% **Students with Disability:** 72.2% **Low Income:** 78.8% *Source: Open Data Dashboard.*	**2025-2026** **All Students:** 90.0% **Hispanic/Latino:** 90.0% **RFEP:** 90.0% **Standard English Learner:** 90.0% **Students with Disabilities:** 90.0% **Low Income:** 90.0%	**All Students:** +4.1% **Hispanic/Latino:** +10.6% **RFEP:** +8.6% **Standard English Learner:** +15.4% **Students with Disability:** +13.4% **Low Income:** +8.1%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 94.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.2% *Source: Open Data Dashboard.*	**2025-2026** **All Parents:** 96.0%	**All Parents:** +0.8%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 82.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 91.8% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 91.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 95.0%	**All Staff:** +9.9%

Goal Analysis for [2025-2026]

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

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

Dearborn students have participated in a Positive Behavior assembly to provide school-wide positive behavior expectations in all areas of the school (yard, cafeteria, bathrooms, etc.). Morning school assemblies recognize students and classes for positive behavior and good attendance. The School Psychologist supports social emotional needs for those students who require Tier 2 or Tier 3 PBIS strategies. Extended learning opportunities include Orchestra, YMCA Play, Visual Arts, Library, After-School Soccer, Ballroom Dancing, and Saturday Enrichment to provide a well rounded learning experience early in the school year. Dearborn Elementary is committed to fostering a positive school environment through various initiatives. A school-wide Positive Behavior assembly established clear expectations for all areas, including the playground, cafeteria, and restrooms. Consistent reinforcement occurs through morning assemblies that recognize students and classes for positive behavior and strong attendance. For students requiring more intensive support, the School Psychologist provides Tier 2 and Tier 3 Positive Behavioral Interventions and Supports (PBIS) strategies to address social-emotional needs.
To ensure a well-rounded educational experience early in the school year, Dearborn offers diverse extended learning opportunities. These include Orchestra, YMCA Play, Visual Arts, Library access, After-School Soccer, Ballroom Dancing, E-Sports, Computer Science clubs, and Saturday Enrichment programs.

Action 1: Base-Funded Health Supports
This action was fully implemented to address the needs of all students by providing consistent, base-funded health services, including access to a full-time school nurse and wellness resources. Systems were established to promptly address student health needs during the school day, reducing health-related barriers to attendance. Health protocols and communication processes ensured families were informed and supported when students required care. These structures allowed students to remain healthy, present, and engaged in daily learning.
Action 2: Base-Funded School Climate Support Staff
This action was fully implemented to address the needs of all students through the allocation of base-funded staff dedicated to school climate and student support. A School Psychologist provided social-emotional support, while PBIS lessons were delivered regularly to reinforce positive behavior expectations. The school also implemented safety-focused and community-building assemblies to promote belonging and respect.
These coordinated efforts established consistent expectations and strengthened students' sense of safety and connection. We continued to monitor students' needs and provide supports accordingly.

Action 3: Supplemental School Climate Support Staff

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students Supplemental Support Staff was implemented by using supplemental funds to provide targeted climate and social-emotional supports for identified student groups. Additional staff focused on supporting English Learners, foster youth, and low-income students through individualized and small-group interventions. Intentional outreach and relationship-building ensured students felt connected to adults on campus. These supports were integrated into the broader school climate framework to promote equity, inclusion, and student well-being.
Supplemental School Support Staff provided targeted social-emotional and climate supports through individualized and small-group interventions. Intentional outreach and relationship-building helped strengthen student connections with trusted adults on campus, promoting student well-being for identified student groups.

Action 4: SENI Investments towards Joy and Wellness

This action was fully implemented to address the needs of identified student groups by using funds to provide opportunities to increase student success. Actions include our PSA focusing on data-driven attendance plans to address chronic absenteeism and the use of community resources to support student well-being and engagement. At mid year, our Chronic Absenteeism decreased from 23.08% to 18.83%. The implementation of Social Emotional Learning programs, supplemental support personnel, and positive behavior assemblies contributed to a stronger sense of community, belonging, and student engagement at Dearborn. Continued efforts are needed to sustain and further improve attendance outcomes for identified student groups.

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

No material differences.

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

The psychologist has actively collaborated with classroom teachers, providing specialized consultation and training on positive behavior supports, helping to implement and monitor effective, data-driven Positive Behavior Intervention Plans (PBIPs) tailored to meet the unique needs of referred students, fostering a more positive and productive learning environment across all grade levels.
The YMCA Play program delivers high-quality, structured PE instruction to students at every grade level. This partnership ensures that all students receive consistent physical activity, promoting health and wellness while developing fundamental motor skills and teamwork.
To enrich our students' educational experiences beyond core academic subjects, we continued programs such as Ballroom dancing classes, a robust orchestral program offering instruction in instrumental music and ensemble performance. These programs are specifically designed to address multiple intelligences and are central to our commitment to promoting the well-rounded development of every student.
Our Saturday Enrichment classes covered a wide array of engaging, project-based subjects, allowing students to explore passions and develop skills not typically covered during the regular school week. Positive feedback collected from both participating students and their parents, affirming the value and success of these extended learning programs.

Action 1: Base-Funded Health Supports
Student attendance has improved this year as a result of base-funded health supports that was provided by the service of nursing supports. Chronic absenteeism decreased from 24.5% last year to 17.3% so far this year, an improvement of approximately 7%. The percent of all students with Proficient, or Excellent Attendance, (96% or higher) at the time of the report was 73%.

Effectiveness: This action was effective due to a full-time school nurse and also in connection to other resources the school provides such as a PSA focusing on increasing proficient attendance and decreasing chronic absenteeism.

Action 2: Base-Funded School Climate Support Staff
The percent of Students reporting on the School Experience Survey, “I feel safe in this school,” was 88%. 80% of students reported on the School Experience Survey, “I feel like I am part of this school.”

Effectiveness: The strategies we have put in place at our school in connection to other resources the school provides, such as our PSA Counselor, our School Psychologist, our Assistant Principal in charge of School-Wide Positive Behavior Strategies and Supports (PBIS), our support and supervision personnel. These staff all help implement programs at Dearborn such as our school’s DECA Core Values program,

our extensive after school learning programs and enrichment opportunities, and a very involved PTA all contributed to the effectiveness of the Base-Funded School Climate Support Staff.

Action 3: Supplemental School Climate Support Staff

The percent of Students reporting on the School Experience Survey, “I feel safe in this school,” was 88%. 80% of students reported on the School Experience Survey, “I feel like I am part of this school.”

Effectiveness:The strategies we have put in place at our school in connection to other resources the school provides, such as our PSA Counselor, our School Psychologist, our Assistant Principal in charge of School-Wide Positive Behavior Strategies and Supports (PBIS), our support and supervision personnel. These staff all help implement programs at Dearborn such as our school’s DECA Core Values program, our extensive after school learning programs and enrichment opportunities, and a very involved PTA all contributed to the effectiveness of the Supplemental School Climate Support Staff.

Action 4: SENI Investments towards Joy and Wellness

Relevant data from the School Experience survey relating to Joy and Wellness were in the category of “School Climate.” For the content Area of Connectedness, the overall score was 82%. In the Content Area of “Expectations for Behavior,” this category was 81%, and in the Content Area of “Opportunities for Participation and Leadership,” the overall score was 81%. In the Content Area of Safety, the overall score was 86%. All of these results were higher than the district’s average response percentages.

Effectiveness: The strategies we have put in place at our school in connection to other resources the school provides, such as using the Tiered Fidelity Inventory to set school goals, assemble a PBIS team to monitor the goals and implement a school-wide PBIS program focusing on the DECE 7 Core Values, positive incentives, and providing collaborative time for teachers to analyze problems and solutions to improve school climate. Other strategies include Behavior Assemblies focusing on safety, banners and posters using common language regarding behavior expectations, and school Affiliated Charter Committee meetings focusing on PBIS Safety, Student Leadership, Technology, and Student Success and Progress Team.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Dearborn Elementary Charter will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Dearborn Elementary Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Dearborn Elementary Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Funding a School Psychologist and a PSA Counselor will continue to support the targeted student and provide whole-child well-being through integrated wellness services.	**School Discretionary Fund Cost: $98,717**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dearborn developed the goal for 100% of parents to register on the LAUSD Parent Portal to build strong relationships between families, students, and staff that honors perspectives of all school educational partners (students, families, and staff). We want to provide clear, consistent, and accessible information to families in multiple languages and modes to best meet their needs. Positive family-school partnerships cultivate students' social and emotional well-being, create a sense of belonging in the school community, and build families' capacity to engage in and support student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 87.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 89.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +1.3%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 90% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 94.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +4.3%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 86.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 91.2% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +4.1%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 94% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 96.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 97.0%	**All Parents:** +2.7%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration
Dearborn engaged families in multiple ways. Events including Parent Orientation in August, PTA Meetings, Room Parent Meetings, Family Workshops, and several PTA Sponsored Events all provided opportunities for families to be involved. Some events included parent support with the Parent Portal such as Coffee With The Principal and Back To School Night. Our Community Rep and office support staff initiated outreach to those families who still need to establish a Parent Portal account.

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

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

The 2024-2025 School Experience Survey findings related to SENI investments: 89% of parents indicated that "This school includes me in important decisions about my child's education." 94% of parents reported on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school.” 91% of parents reported on the School Experience Survey: “This school provides instructional resources to help me support my child's education.” 97% of Parents Reported on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Effectiveness: Dearborn has put many proactive strategies in place with the goal of increasing engagement and collaboration. These strategies include multiple opportunities for parents to become volunteers, Parent Conferences two times a year (after each reporting period), multiple ways of communicating information to families including Class Dojo, the Marquee, the school website, Blackboard Connect Phone/email/text messages in multiple languages, and paper flyers. Dearborn also has a Parent Center Representative who communicates with families with a newsletter, informs families about workshops, ensures the Parent Center is welcoming to all families, and advertises widely for Parent Workshops, offering both in-person and Zoom options.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
	SENI Investments towards Engagement and Collaboration	While Dearborn Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.		

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dearborn developed this goal to support data-driven decision-making, maintain safe and clean facilities, ensure appropriately credentialed teachers, provide standards-based instructional materials, and meet all operational requirements.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

Dearborn maintained a safe, clean, and well-functioning learning environment aligned with state priorities. All teachers were appropriately credentialed and assigned. The school complied with all district policies, procedures, and operational mandates. The leadership team participated in Adaptive Schools Training to strengthen collaborative practices, while teachers attended conferences such as CAG, the California PBIS Conference, and the Innovative Schools Summit to enhance instructional and behavioral strategies. Staff also participated in district instructional cadres focused on data-driven planning in ELA and Math. On-site professional development was provided on iReady Assessments, the Second Step SEL curriculum, and Joy and Wellness initiatives. Several safety drills, including the Great Shake Out, were conducted, and campus improvements—such as repaving and addressing safety hazards—were completed. Staff wellness continued to be prioritized as part of a supportive school culture.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Dearborn continues to maintain 100% compliance with the Williams Act. All students have access to their own standards-based instructional materials. Currently, 90% of Dearborn's teachers are fully credentialed, which is above the statewide average. Additionally, Dearborn holds a "Good Standing" rating with zero instances of facilities falling below the "Good Repair" standard.

Teachers conduct monthly textbook checks with students to ensure that all students have access to standards-based instructional materials. The school's EL Coordinator also performs regular check-ins to verify the availability and use of ELD instructional materials. Additionally, the principal and facilities manager meet monthly to review facility needs and conduct campus "walk-throughs" to proactively identify and address any necessary repairs.

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.

[Respond here]

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Dearborn Elementary Charter will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $2,223,328	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$544,483.00 (School Discretionary Funds - new S/C revenues) $1,098,337.22 (Total District and School S/C funds, including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
67.40%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	67.40%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Dearborn Charter Scope: School-wide	Los Angeles Unified School District, including Dearborn Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English	Los Angeles Unified School District,including Dearborn Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Dearborn Charter. Scope: School-wide	schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Dearborn Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● Smarter Balanced Assessment: Math- Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Dearborn will continue to support English Learners, low-income students, and students in foster care, and students with disabilities. Scope: School-wide	The action of targeted academic intervention and designated ELD instruction will support A EL, Low income, foster youth students by providing differentiated support, various language development opportunities to demonstrate academic progress, and supplemental instruction in core content areas and ELD, which supports the development of English proficiency necessary for full participation in the academic program.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students

			Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 7	Action: SENI Investments towards Academic Excellence Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Dearborn Charter Scope: School-wide	To accelerate English Language Arts (ELA) and mathematics achievement for transitional kindergarten through fifth-grade students, teachers will provide daily, differentiated, and cohesive small-group instruction for students performing below grade level. Mundo Academy will be utilized to support targeted ELA and mathematics instruction. Teachers will regularly engage in data chats to analyze student performance and guide instructional decisions in both ELA and mathematics, with a focused emphasis on English Learners, students identified as low-income or in foster care, and students with disabilities. Additionally, the school will implement a schoolwide Plan-Do-Study-Act (PDSA) cycle to improve mathematics outcomes for all students. Although our schoolwide data shows continuous growth, additional support is needed to help English Learners (EL), foster youth, students with disabilities, and low-income students to meet academic goals. The use of funds will enhance targeted interventions and professional development, focusing on small group instruction	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		and PDSA cycles to improve reading comprehension. These data-driven strategies will provide the specific support needed for these student groups to succeed in ELA and math, driving better academic outcomes for all. Research shows that small group instruction is highly effective for struggling students, including EL, low-income, and foster youth. Studies from the Institute of Education Sciences (IES) found that small group interventions improve reading skills by providing personalized attention, which boosts student engagement and achievement (IES, 2016). This approach allows for differentiated instruction, ensuring that each student's unique needs are met. The PDSA cycle is a proven framework for improving student outcomes. It promotes regular data analysis and adjustments to instruction, which has been shown to increase student achievement, particularly in reading and math (Marzano, 2003). This cycle ensures that instructional strategies are responsive to students' needs, making it especially beneficial for EL students and those from low-income or foster care backgrounds. By investing in small group instruction and the PDSA cycle, we ensure that targeted support is consistently provided to these vulnerable student groups, improving their academic performance and ensuring continuous growth.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students.	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Dearborn Charter for additional staffing to address the school	For the identified student group(s): EL, LI, FY, ALL ●Percent of students who are English Learner, Low Income, and Foster Youth “Who feel safe at school” on the School Experience

	Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	climate needs of English Learners, students in foster care, and students designated as Low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	Survey. ●Percent of students who are English Learner, Low Income, and Foster Youth " Who Feel They are a Part of their School" on the School Experience Survey.
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	Leverage a Multi-Tiered Systems of Support (MTSS) framework to enhance students' social-emotional well-being by addressing and removing barriers to learning. Provide a comprehensive range of services designed to improve attendance and academic outcomes, including integrated child welfare and attendance supports. This will involve monitoring attendance data, implementing effective attendance practices, engaging both students and parents, and recognizing improvements and achievements in attendance. We will continue to reduce chronic absenteeism to improve attendance, whole child wellness, and academic achievement, particularly for English Learners (EL), foster youth, students with special needs, and low-income students. Research shows that improving attendance directly boosts academic success, especially for	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School

		these student groups, who often face additional challenges. Studies show that Pupil Services and Attendance (PSA) counselors play a crucial role in reducing chronic absenteeism, particularly for at-risk students such as low-income and EL students. For example, Steinberg & Gonzalez (2018) found that PSA counselors help identify barriers to attendance and offer personalized interventions, leading to improved student engagement and academic outcomes. Additionally, Balfanz & Byrnes (2012) showed that targeted attendance interventions, such as those provided by PSAs, can significantly increase attendance rates and academic performance for students in high-poverty schools. School Psychologists provide mental health, crisis support, and counseling services, all of which are critical for addressing the social-emotional challenges faced by foster youth, low-income students, and ELs. Research by Domitrovich & Greenberg (2016) has shown that school-based mental health services improve academic achievement, reduce behavioral issues, and increase overall school engagement. Moreover, the NASP (2020) highlights the positive impact of school psychologists in fostering school climates that support student mental health and well-being, ultimately leading to better academic outcomes for students with complex needs. By supporting PBIS, school psychologists contribute to the development of a positive, inclusive environment that helps reduce barriers to learning.	Experience Survey)

Limited Actions

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable*	23.04 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 528 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	34.89 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 528 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Dearborn Elementary Charter Academy 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Dearborn Elementary Charter Academy 2026-2027	$ 807,814	$ 544,483	67.40%	0.000%	67.40%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,352,297	$ -	$ -	$ -	$ 1,352,297.00	$ 1,280,716	$ 71,581

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	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 395,803	$ 23,029	$ 418,832	$ -	$ -	$ -	$ 418,832	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 388,982	$ -	$ 388,982	$ -	$ -	$ -	$ 388,982	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 100,349	$ 27,731	$ 128,080	$ -	$ -	$ -	$ 128,080	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 296,865	$ 20,821	$ 317,686	$ -	$ -	$ -	$ 317,686	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 98,717	$ -	$ 98,717	$ -	$ -	$ -	$ 98,717	0.000%

Dearborn Elementary Charter Academy 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 807,814	$ 544,483	67.40%	0.000%	67.40%	$ 544,483	0.000%	67.40%	**Total:**	$ 544,483
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 544,483

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 128,080	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 317,686	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 98,717	0.000%

Dearborn Elementary Charter Academy 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,868,023.00	$ 1,014,923.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 450,751	$ 229,220
1	3	Charter School Categorical Block Grant	No	$ 503,159	$ 251,192
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 304,761	$ 82,091
1	8	SENI Investments towards Academic Excellence	Yes	$ 423,239	$ 285,228
2	4	SENI Investments towards Joy and Wellness	Yes	$ 179,498	$ 164,678
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 6,615	$ 2,514

Dearborn Elementary Charter Academy 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 914,113	$ 914,113	$ 534,511	$ 379,602	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 304,76	$ 82,091	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 423,23	$ 285,228	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 179,49	$ 164,678	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 6,61	$ 2,514	0.000%	0.000%

Dearborn Elementary Charter Academy 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 953,910	$ 914,113	0.000%	95.828%	$ 534,511	0.000%	56.034%	$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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