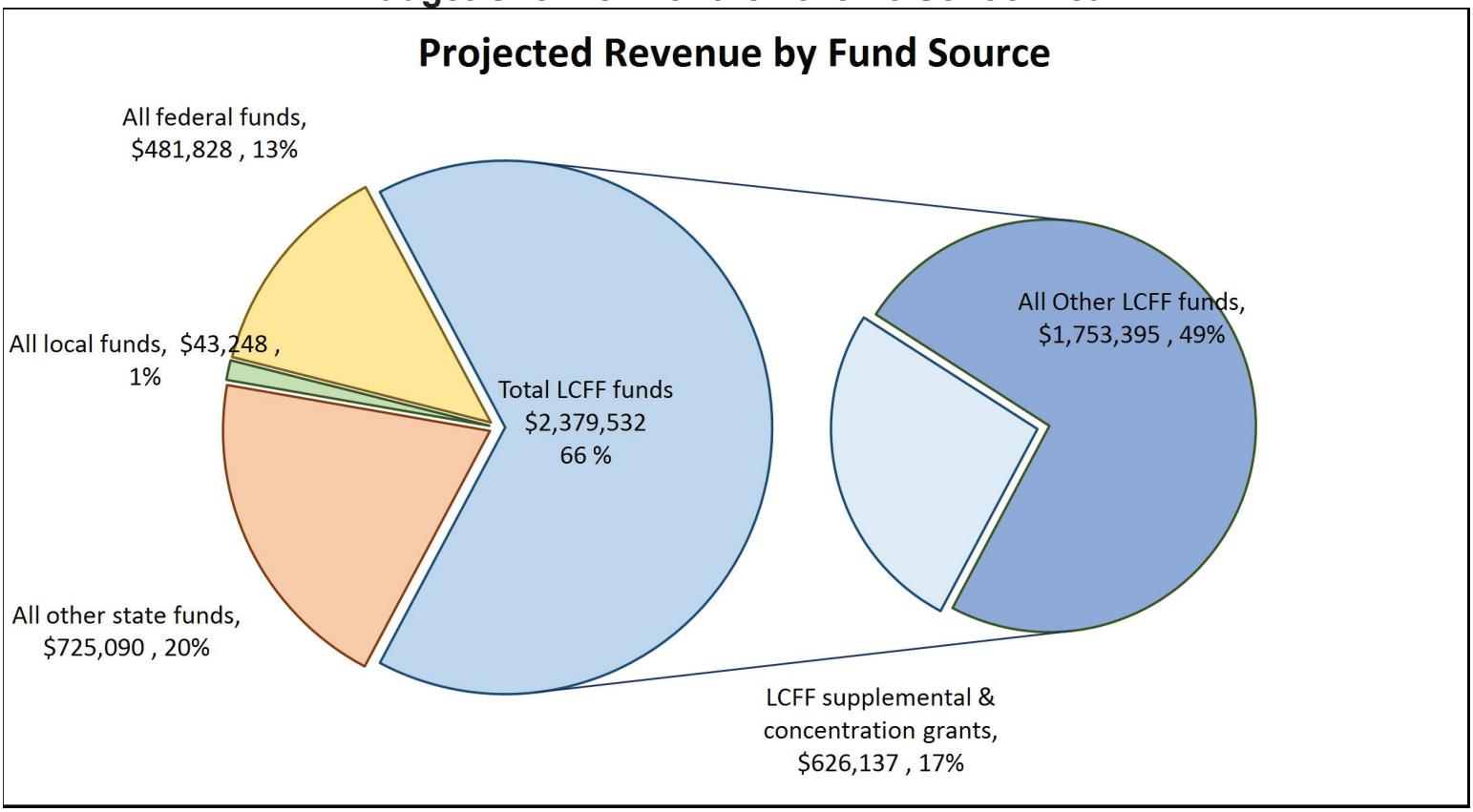
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Team Charter Academy
CDS Code: 39 68676 0136283
School Year: 2025-26
LEA contact information:
Angela Phillips
Executive Director
aphillips@team-charter.org
2094255200

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 2025-26 School Year



This chart shows the total general purpose revenue Team 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 Team Charter Academy is $3,629,698, of which $2379532.00 is Local Control Funding Formula (LCFF), $725,090.00 is other state funds, $43248.00 is local funds, and $481828.00 is federal funds. Of the $2379532.00 in LCFF Funds, $626137.00 is

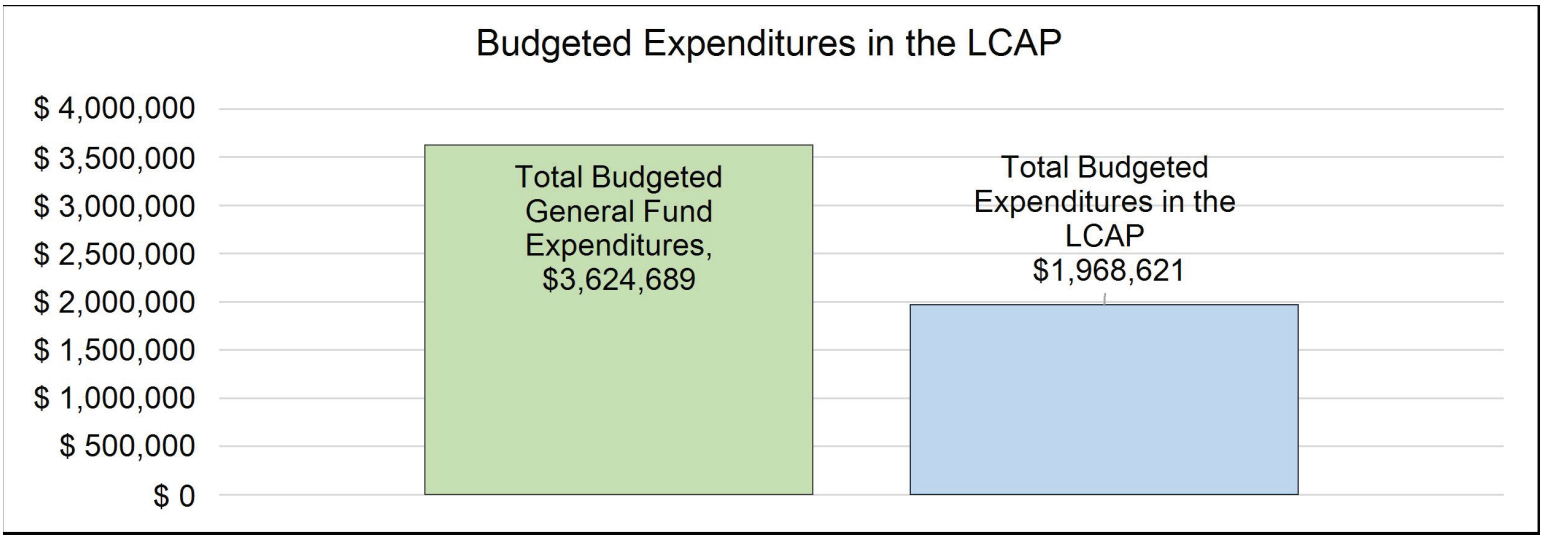
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Team Charter Academy plans to spend for 2025-26. 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: Team Charter Academy plans to spend $3624689.00 for the 2025-26 school year. Of that amount, $$1,968,620.89 is tied to actions/services in the LCAP and $1,656,068.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

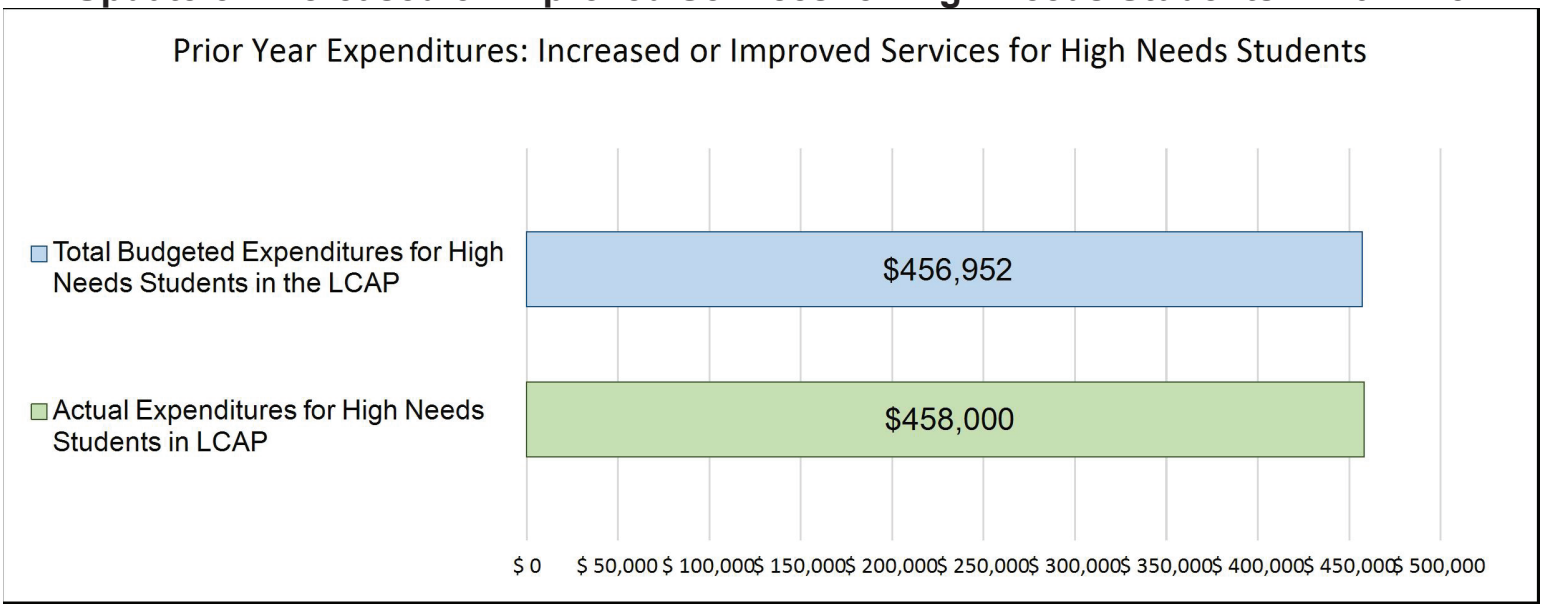
General fund budgeted expenditures that are not in the LCAP include administrative services, classified salaries, employee benefits, food expenses, dues and membership, authorizer oversight fees, operating expenses such as insurance, lease expenses, utilities, accounting, and legal fees, audit services, HR expenses, printing/postage services, consultant fees, and contract labor.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Team Charter Academy is projecting it will receive $626137.00 based on the enrollment of foster youth, English learner, and low-income students. Team Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Team Charter Academy plans to spend $$628,000.00 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 2024-25



This chart compares what Team 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 Team 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 2024-25, Team Charter Academy's LCAP budgeted $$456,952.00 for planned actions to increase or improve services for high needs students. Team Charter Academy actually spent $$458,000.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,048 had the following impact on Team Charter Academy’s ability to increase or improve services for high needs students:



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
Team Charter Academy	Angela Phillips Executive Director	aphillips@team-charter.org 2094255200

Plan Summary [2025-26]

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.

TEAM (Transformational Education Academy Member) Charter Academy (TCA) opened in the Fall of 2017 and is the sister school of TEAM Charter School. Located in the heart of downtown Stockton, TCA is nestled in the middle of the historical district. Starting with approximately 150 6th – 8th grade students, parents have made TCA their school of choice for middle school. The theme of our charter is “Social Justice.”

VISION
TEAM Charter Academy will empower all students to apply knowledge and skills necessary to achieve their full potential in a safe learning environment. TCA will provide enriched opportunities to inspire socially aware and justice-focused citizens who will make a positive impact in our global community.

MISSION
TEAM Charter Academy (TCA) will empower students by fostering self-assessment, reflection, and participation in decisions related to their academic success. TCA will provide students with the opportunity to develop inquiry based thinking skills and achieve their full potential in a safe, nurturing environment, through access to a well-rounded curriculum, differentiated learning, integrated technology, and character education. TCA will encourage students to translate the academic and interpersonal skills they learn in the classroom into a focus on justice and equity for all people, to be socially aware, and to use their voice as an individual to be a positive global influence

TEAM Charter Academy; Voices of a Global Community

Our Why:
Educating Hearts. Empowering Minds. Building Leaders.

Student Demographics

American Indian/Native American - 1.1%
Asian - 0.6%
Native Hawaiian/Pacific Islander - 0.6%
Hispanics/Latinos - 72.8%
Black or African Americans - 18.3%
Filipino - 1.1%
Two or More Races - 3.9%
White - 1.7%

Programs*

Multilingual Students/English Learners - 14.44%
Foster Youth - 1.6%
Homeless- 0.5%
Students with Disabilities - 10%
Socioeconomically Disadvantaged - 94.44%

Enrollment: 180

*DataQuest 2024-2025 Enrollment

Reflections: Annual Performance

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

Based on a review of the Fall 2024 CA School Dashboard data for TEAM Charter Academy, areas of low performance have been identified and actions to address these needs are identified below.

Academic Performance:
English Learner Progress Indicator: 54.85 making progress (declined 2.7%)

ELA

Meet or Exceed
ALL: 22.94%
EL: 4.17%
LTEL: 0%
SED: 21.02%
SWD: 0%
HOM: N/A
FY: N/A
AA: 14.81%
HIS: 24.81%

Math

Meet or Exceed
ALL: 5.92 %
EL: 0 %
LTEL: 0 %
SED: 5.07 %
SWD: 0 %
HOM: N/A
FY: N/A
AA: 3.85%
HIS: 6.77%

Actions to support student academic progress in ELA and Math are 1.1, 1.2,1.3, 1.4 1.5, 1.6, 1.7, 1.8, 1.9, 1.12 and 1.13.

Academic Engagement:
Chronic Absenteeism: 33.2% (declined 1.6%)
Student group in red: Hispanic
Actions to support students in red for Chronic Absenteeism are Actions 2.2, 2.3, 2.4, and 2.8.

Conditions and Climate:
Suspension Rate: 17.8% (increased 5.7%
Student groups in red: African American, Hispanic, Socioeconomically Disadvantaged
Actions to support the groups in red are Actions 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.9.

Learning Recovery and Emergency Block Grant:

TCA has unexpended LREBG funds for the 2025-26 school year. $246,189.89
LREBG funded actions may be found in Goal 1, Actions 7, 12 and 13.
TCA's needs assessment confirmed the findings from the 2024 California School Dashboard, which highlighted low academic performance in Math—particularly among African American, Hispanic, low-income, and English Learner (EL) student groups. In response to these identified needs, TEAM will use the remaining LREBG funds to support Goal 1, Actions 1.7, 1, 12, and 13 of our LCAP. These actions are focused on providing targeted professional development and dedicated planning time for teachers to strengthen the delivery and rigor of math instruction. Additionally, funds will support efforts to increase student engagement and motivation in math, with the goal of improving outcomes for the identified student groups.

2023 Dashboard Data

Based on a review of the Fall 2023 CA School Dashboard data for TEAM Charter Academy, areas of low performance have been identified and actions to address these needs are identified below.

TEAM Charter Academy performed at the lowest level on the California Dashboard in Suspensions.

The following student groups performed at the lowest level on the California Dashboard in Suspensions:
African American, Hispanic, and English Learners
These needs are addressed in Goal 2.

Reflections: Technical Assistance

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

Based on the 2024 California Dashboard, TEAM Charter Academy is eligible for Differentiated Assistance for the following student groups: Hispanic and Socio-Economically Disadvantaged for ELA , Math, Chronic Absenteeism and Suspension Rate; and Socio-Economically Disadvantaged for ELA , Math, and Suspension Rate.

TEAM Charter Academy with the support of the SJCOE for Differentiated Assistance identified areas of focus. TCA will focus their efforts on improving school culture and reducing chronic absenteeism. In doing so, TCA will create an inclusive learning environment. The environment will be one that supports academic and social-emotional needs of all students. With the support that will be provided to our students our suspension rate will decrease, which will then positively impact our chronic absenteeism rate. TCA will continue their work with SJCOE to monitor the efforts to support the most impacted students.

This work is captured in actions 1.1, 1.2, 1.3, 1.9, 2.2 through 2.8. 3.4, and 3.5.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Parents Families Community Members	Monthly Parent Teacher Organization meetings Parent Advisory Committee Meetings: 11/2/24, 1/23/25, 3/27/25. 5/22/25 Coffee with the Principal Dates: 2/7/2025, 3/7/2025, 5/16/2025 District English Language Advisory Council meetings: 11/12/24, 1/14/25, 3/4/25, 5/27/25 Hispanic Heritage Club Meetings: 1/18/25, 2/20/25 African American Parent Engagement Council: 11/6/24, 2/3/25 Monthly Board meetings Kelvin Electronic survey (March)
Principals Administrators	Cabinet meetings: (Weekly) MRA Electronic survey (March) Monthly Management meetings
Teachers other school personnel	Monthly Staff meetings Dashboard Data meetings: 12/4/24, 1/6/25 MRA Electronic survey (March)
Students	Student Leadership MRA Electronic survey (March) classroom feedback
SELPA	Meeting with El Dorado County Office of Education SELPA: 5/15/2025

Educational Partner(s)	Process for Engagement
SJCOE	Differentiated Assistance support: 11/11/24, 12/13/24, 1/27/24, 4/30/24
TEAM Governing Board	LCAP Mid-Year Report: February 26, 2025 LCAP Public Hearing: May 28, 2025 LCAP Adoption: June 30, 2025

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

All educational partners agreed that we should continue with our current goals and actions. Additionally, teachers and principal expressed through the LREBG needs assessment more PD and coaching support needed for Mathematics. This is addressed in Actions 1.12 and 1.13.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	TEAM Charter Academy will demonstrate continuous academic progress toward proficiency in all core subjects.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After consulting with our educational partners and analyzing the data from the Fall 2023 Dashboard, it has become clear that there is a critical need to enhance Math and ELA instruction across all student groups. Currently, performance in these areas is below the required standards. Upon reviewing our latest data, all educational partners concur that our priority should be to increase the percentage of students achieving grade-level expectations in Math and ELA. Additionally, our administrators are emphasizing the importance of reducing the number of students who are classified under Level 1, indicating that the standard has not been met. This dual focus on improvement and support is aimed at elevating educational outcomes for all students.
This goal was developed to ensure students are provided with the needed support and services to access the educational program in order to make progress toward meeting and or/exceeding grade-level standards.

The actions are designed to increase student achievement by providing access to standards-based curricula taught by staff who receive professional development and the necessary resources to integrate effective instructional strategies to meet each student where are in their individual educational journey. We will monitor and evaluate the actions by reviewing specific data, including local assessment and CAAASPP data, and English Learner progress. In addition, we will solicit feedback from educational partners throughout the year that will provide evidence of the impact of the actions on student progress toward academic proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A 1B	Percentage of teachers in the LEA who are appropriately assigned and fully credentialed in the subject area and for the students they are teaching; Percentage of student in the LEA who have sufficient access to the standards-aligned instructional materials	Teachers: 100% Instructional Materials: 100% 2023-24 SARC	Teachers: 100% Instructional Materials: 100% 2024-2025 SARC		Teachers: 100% Instructional Materials: 100%	no change
2A 2B	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks. ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4 Math: 4	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks. ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the		Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks. ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Implementation and Sustainability	NGSS: 4 History: 4 2024 Local Indicator, Priority 2 Reflection Tool	subject is taught. ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4		classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 2024 Local Indicator, Priority 2 Reflection Tool	
4A: ELA	Statewide Assessments Percentage of all students, grades 6-8 participating in the SBAC ELA assessment. Percentage of all students, grades 6-8 who meet or exceed standard on the SBAC ELA assessment.	ELA Participation: 100% Meet or Exceed ALL: 25.13% EL: 12.5% LTEL: 0% SED: 22.89% SWD: 5.88% HOM: N/A FY: N/A AA: 21.75% HIS: 25.88% 2023 CAASPP	ELA Participation: 100% Meet or Exceed ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% 2024 CAASPP		ELA Participation: 100% Meet or Exceed ALL: 35% EL: 35% LTEL: 0% SED: 35% SWD: 35% HOM: N/A FY: N/A AA: 35% HIS: 35%	ELA Participation: no change Meet or Exceed ALL: - 2.19% EL: - 8.33% LTEL: 0% SED: - 1.87% SWD: - 5.88% HOM: N/A FY: N/A AA: - 6.94 HIS: - 1.07%
4A:Math	Statewide Assessments Percentage of all	Math Participation: 99% Meet or Exceed	Math Participation: 99% Meet or Exceed		Math Participation: 99% Meet or Exceed	Math Participation: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students, grades 6-8 participating in the SBAC Math assessment. Percentage of all students, grades 6-8 who meet or exceed standard on the SBAC Math assessment.	ALL: 6.57 % EL: 2.5 % LTEL: 0 % SED: 4.25 % SWD: 0 % HOM: N/A FY: N/A AA: 8.7% HIS: 6.34% 2023 CAASPP	ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 % HOM: N/A FY: N/A AA: 3.85% HIS: 6.77% 2024 CAASPP		ALL: 12 % EL: 8 % LTEL: 5 % SED: 9 % SWD: 5 % HOM: N/A FY: N/A AA: 13% HIS: 10%	Meet or Exceed ALL: - 0.65% EL: - 2.5% LTEL: no change SED: + 0.82% SWD: 0% HOM: N/A FY: N/A AA: - 4.85% HIS: + 0.43%
4A:Science	Statewide Assessments Percentage of all students, grades 6-8 participating in the CAST. Percentage of all students, grades 6-8 who meet or exceed standard on the CAST.	Science Participation: 100% Meet or Exceed ALL: 15.25 % EL: N/A LTEL: N/A SED: 12.5 % SWD: N/A HOM: N/A FY: N/A AA: 6.67% HIS: 17.94% 2023 CAST	Science Participation: 100% Meet or Exceed ALL: 4.26 % EL: N/A LTEL: N/A SED: 2.56% SWD: N/A HOM: N/A FY: N/A AA: NA HIS:5.41% 2024 CAST		Science Participation: 100% Meet or Exceed ALL: 25%% EL: N/A LTEL: N/A SED: 22% % SWD: N/A HOM: N/A FY: N/A AA: 17% HIS: 28%	Science Participation: no change Meet or Exceed ALL: - 10.99% EL: N/A LTEL: N/A SED: - 9.94% SWD: N/A HOM: N/A FY: N/A AA: N/A HIS: - 12.53%
7	Broad Course of Study-VAPA Percentage of student in grades 6-8 enrolled in a AVID program/course.	ALL: 100% EL:100% LTEL: 100% SED: 100% FY: 100% SWD: 100%	ALL: 100% EL:100% LTEL: 100% SED: 100% FY: 100% SWD: 100%		ALL: 100% EL:100% LTEL: 100% SED: 100% FY: 100% SWD: 100%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Class rosters, PowerSchool)	2023-24 PowerSchool SIS	2023-24 PowerSchool SIS			
8: Reading	Local Assessment: i-Ready Diagnostics: Math Goal Met	ALL: 37.13% HIS: 33.83% AA: 50.00% SED: 37.31% SWD: 21.43% EL: 36.36% Spring 2024	ALL - 55.03% HIS - 56.91% AA - 51.61% SED - 54.66% SWD - 41.18% EL - 52.00% Spring 2025		each subgroup increase by 5% annually	ALL: + 17.9% HIS +23.08% AA: +1.61% SED: + 17.35% SWD: + 19.75 % EL : +15.64%
8: Math	Local Assessment i-Ready Diagnostics: Reading Goal Met	ALL: 40.00% HIS: 36.03% AA: 54.17% SED: 37.41% SWD: 33.33% EL: 45.45% Spring 2024	ALL - 44.31% HIS - 40.65% AA - 54.84% SED - 42.53% SWD - 21.05% EL - 24.00% Spring 2025		each subgroup increase by 5% annually	ALL: + 4.31% HIS: + 4.62% AA : + 0.67% SED + 5.12% SWD: - 12.28% EL : - 21.45%

Goal Analysis [2024-25]

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

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

All actions were fully implemented.
Challenges: We has challenges getting teachers to tutor EL students. So we pivoted and had aides run the tutoring groups.
Successes: We expanded AVID to our 6th grade. We now have AVID for 6th-8th grade.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures

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

The results of the implementation of Actions 1.1 Professional Learning Communities, 1.2 Multi-Tiered System of Supports, 1.5 Curriculum, 1.6 EL Engagement and Support, 1.7 Classified Staff, 1.8 Technology, and 1.9 AVID showed that all student groups with the exception of SED and HIS had decrease in their CAASPP scores for ELA, Math, and Science. Although we did not see progress in Metrics 4A ELA, 4A Math, 4A CAST, the actions were implemented during the 2024–25 school year, and the current data reflects the 2023–24 school year. Therefore, we expect to see improvement in the coming years.

The results of Action 1.3 was designed to support student academic progress in reading and math. the effectiveness of this action is evident, showing an overall 4.41% increase in the number of students who met their reading goal (Metric 8 Reading), and a 17.9% increase in the number of students who met their math goal (Metric 8 Math).

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.

Actions 1.7, 1.12, and 1.13 have been identified as priorities to be funded through the Learning Recovery Emergency Block Grant (LREBG), reflecting input gathered from our educational partners—including teachers, staff, families, and site leadership.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Communities	Professional Learning Communities (PLC) will be strengthened in order to promote and encourage continued collaboration across grade levels. Staff will receive training on how to collaborate in a PLC.	$10,000.00	Yes
1.2	Multi-Tiered System of Supports	Continue to collaborate with SJCOE to implement TEAM'S Tiered System of support.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	i-Ready	TEAM teachers will continue to use i-Ready Math and i-Ready Reading comprehensive assessment and instructional program to instruct and monitor student progress throughout the school year. The intervention team will also use the results of the i-Ready assessments to monitor student progress. The diagnostics will be administered 3 times in the school year and analyzed for teachers to tailor instruction for all students. In addition, teachers will use i-Ready results to inform their data cycles	$80,000.00	Yes
1.4	Student Engagement for SWD	Prioritize services for students with disabilities, including parent support and more instructional support for students, such as tutoring, and collaboration between general education and special education department.	$35,000.00	No
1.5	Curriculum	Continue to evaluate the effectiveness of core and supplemental curricula to adopt and renew subscriptions as data indicates.	$155,000.00	Yes
1.6	EL Engagement and Support	Our ELD coordinator will increase services to support EL students and their parents. We see a need to strengthen our partnerships with families to increase student achievement.	$20,000.00	Yes
1.7	Classified Staff	LREBG Goal TCA will employ two full-time classified staff members to operate fully functioning intervention groups in both reading and mathematics. (salary and benefits) According to Research on Response to Intervention, small-group, skills-based instruction delivered by trained intervention staff is highly effective in improving academic outcomes when implemented with fidelity. Funding: 25-26: 10,000	$96,168.89	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 4A Math		
1.8	Technology	TCA will maintain a 1:1 device implementation. Purchasing and repairing devices as needed to maintain 1:1.	$65,000.00	Yes
1.9	AVID	AVID will be offered to students as an elective course.	$23,000.00	Yes
1.10	Extracurricular	Leadership will be offered to students as an elective course.	$20,000.00	No
1.11	Support for SWD	TCA will continue to employ a Director of Special Education and provide appropriate staff including (certificated, classified), tools, training, partnerships, and programs to address the needs of all students with exceptional needs.	$200,000.00	No
1.12	Certificated Staff	LREBG Goal: Recruit, hire, and maintain highly-qualified teachers, coaches, and administrators Research shows that effective teachers have a significant impact on student achievement, especially for low-income students, English learners, and students of color. Strong school leadership and instructional coaching further support learning by improving teaching quality, fostering a positive school culture, and helping educators meet diverse student needs. Retaining highly-qualified staff also promotes consistency, stronger relationships, and greater school stability—all critical for learning recovery and long-term student success. Funding: 25-26 - $100,00 26-27 - $100,00	$410,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric: 4A Math		
1.13	Math Coaching/Consulting	LREBG Goal: Hire a consultant to support the development of rigorous lessons and instruction for mathematics. Decades of educational research emphasize that high-quality mathematics instruction is one of the most powerful levers for closing achievement gaps and accelerating learning—particularly for students who have experienced interrupted or unfinished learning due to the COVID-19 pandemic. Hiring a consultant with expertise in mathematics instruction provides educators with targeted support to design rigorous, standards-aligned lessons that promote deep conceptual understanding, procedural fluency, and real-world application. Funding: 25-26: $30,000 Metric: 4A Math	$120,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	TEAM Charter Academy will provide students, parents, and staff with a safe school environment that values diversity and inclusion.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1C	School facilities are maintained in good repair. Facilities Inspection Tool, 2024	100% Fall 2023, Williams Act	100% January, FIT Report		100%	no change
5A	Daily Attendance Rate	91% June 2024, PowerSchool, SIS	91.59% June 2025, PowerSchool, SIS		Increase by 1.5% annually	increased by 0.59%
5B	Chronic Absenteeism Rate	34.8% Fall 2023, CA School Dashboard	33.2% Fall 2024, CA School Dashboard		decline by 2% annually	declined by 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5C	Middle School Drop out rate Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.	0.91% (1 student) 2023-24, SIS, PowerSchool	0% 2024-25 SIS, PowerSchool		0%	- 0.91%
6A	Suspension Rate	12.1%* AA - 17.0% HIS - 11.0% Fall 2023, *CA School Dashboard, DataQuest	17.8%* AA- 17.6% HIS - 17.7% Fall 2024, *CA Dashboard, DataQuest		Decrease to 7%	increased by 5.7%
6B	Expulsion Rate	0% Fall 2023, CA School Dashboard	0% Fall 2024, CA School Dashboard		0%	no change
6C	Measured Results Assessment (MRA) Percentage of students who feel a sense of belonging and supported at school Percentage of Staff who feel a sense of belonging and supported at work	Students: 70% Staff: 74% Spring, 2025			Students: 75% Staff: 75%	N/A

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, we implemented several key actions aligned with Goal 2 of our LCAP, focusing on fostering a safe, inclusive, and supportive school environment. While many planned actions were successfully implemented, a few faced delays or were only partially addressed due to time and capacity constraints.

Implemented Actions:

Action 2.1: The ELA and Social Studies curricula were successfully updated to reflect diverse perspectives and experiences. Science instruction included learning about contributions from a variety of scientists representing different backgrounds. Throughout the year, students engaged in learning activities centered around national heritage months, celebrating the achievements of diverse leaders across cultures. These efforts supported our goal of promoting cultural awareness and inclusivity in the classroom.

Action 2.5: Staff maintained regular and transparent communication with families regarding school events, policies, and diversity-related topics. Communication platforms such as ParentSquare, one-on-one meetings, parent conferences, and phone calls were used consistently to foster strong family-school partnerships. Parents were encouraged to voice their concerns and provide input, ensuring their perspectives were heard and valued.

Action 2.7 - We employed a full time facilities assistant who helped maintain a safe and clean environment in and around the school.

Action 2.8 - We had several inclusive school events including an open house which celebrated various cultures. During Black History Month we celebrated Black leaders with a wax museum, creating sculptures of Black leaders. We had students dance in the assembly celebrating Hispanic Heritage month. Parents participated in the African American Engagement Cub and the Hispanic Heritage Club.

Partially Implemented Actions:

Actions 2.2, 2.3, 2.4, and 2.6: While we did host classroom discussions, school-wide meetings, and an anti-bullying rally to promote a safe and respectful school culture, we were unable to purchase or implement a formal anti-bullying curriculum as initially planned.

Despite this, we made strides in supporting student well-being through our wellness room, which was maintained by our school clinician and administration. This space provided a safe and supportive environment for students to share concerns and regulate emotions. Additionally, we launched a chess club as a positive outlet for students to connect with peers and feel a sense of belonging.

However, we were not able to offer mentorship opportunities or staff diversity training this year due to time and resource limitations. These remain priorities for the upcoming year, as we aim to expand our student club offerings and deepen staff capacity in areas of equity and inclusion.

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

There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 2.1 was effective because we saw a decrease in chronic absenteeism rate. (Metric 5B)

Action 2.7 was effective because we 100% of our facilities in good repair. (Metric 1C)

Actions2.2 -2.6 and Action 8 were designed to support pupil engagement and school climate, the effectiveness is shown in an increased attendance rate (Metric 5A),

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.

Action 2.5 has been revised from “Open Communication” to an “Attendance Incentive Program” in response to feedback from educational partners, including families, staff, and community members. During engagement sessions, stakeholders emphasized the need to address chronic absenteeism as a priority area for student success and learning recovery. The updated action aligns with this input by focusing on strategies to encourage consistent student attendance, which is foundational to academic achievement and overall school engagement.

Action 2.8 has been identified as an LREBG Goal based on feedback from educational partners.
While Metric 6A has not changed, we had the incorrect data for 2023 so we adjusted it to reflect the correct suspension rate as reported on the 2023 Ca Dashboard. Additionally, we noticed we did not included disaggregated data (Suspension rate for African American and Hispanic student groups)

6C Kelvin School Climate Survey-Students and Staff was changed to MRA which is the assessment we use because it is in alignment with the Leader in Me.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Inclusive Curriculum	Integrate diverse perspectives into the curriculum. Include literature, history, and examples from various cultures, races, genders, and abilities. Encourage discussions about diversity and inclusion in classrooms.	$100,000.00	Yes
2.2	Anti-Bullying Programs:	Cost to research and implement strong anti-bullying policies .Provide training on recognizing and addressing bullying, especially bullying based on race, gender, sexuality, and ability.	$28,000.00	No
2.3	Safe Spaces	Create safe spaces where students can discuss their experiences and feelings. Establish clubs and groups that celebrate diverse identities. and establish clubs and groups that celebrate diverse identities.	$165,000.00	No
2.4	PBIS	Implement Tier 1 intervention for attendance: develop and implement schoolwide strategies that promote daily attendance through clear expectations, positive school culture, and proactive communication with students and families.	$55,000.00	No
2.5	Attendance Incentive Program	The Attendance Incentive Program provides positive recognition and rewards to encourage and improve consistent student attendance throughout the school year. Maintain transparent and regular communication with parents about school policies, events, and issues related to diversity and inclusion. Offer platforms for parents to voice their concerns and suggestions.	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Diversity Training	Conduct regular professional development on cultural competency, implicit bias, and inclusive teaching practices. Offer training on how to handle and discuss sensitive topics related to diversity and inclusion.	$45,000.00	No
2.7	Custodial Staff	TCA will employ custodial staff to maintain a clean and safe environment that is conducive to learning.	$100,000.00	No
2.8	Inclusive School Events	Organize cultural festivals and events that celebrate various traditions and backgrounds. Encourage parent participation in school activities and committees.	$45,000.00	No
2.13				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	TEAM Charter Academy staff members will develop meaningful partnerships with parents and the community to promote the academic achievement and well-being of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3ABC	Parent Involvement Number of parent responses to the TCA LCAP Survey Self reflection on Parent and Family Engagement: Building Relationships (Question #4) Seeking Input for Decision Making (Question #9 and #11)	Survey Responses- 0 2024 TCA LCAP Survey Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is	Survey Responses- 26 2024 TCA LCAP Survey Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school		100% annually	+ 26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	understandable and accessible to families 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 3- level description Local Indicator, Priority 3 Self Reflection Tool	sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 5 - Full Implementation and Sustainability Q11- Rate the LEA's			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4- level description Local Indicator, Priority3 Self Reflection Tool			
6A						

Goal Analysis [2024-25]

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

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

All actions were implemented.

Actions 3.1 and 3.7 were implemented by hiring support staff to full the needs of students. We also employed front office staff to support students, parents, and staff.

Actions 3.2 and 3.3 were implemented by the school keeping the Wellness Room open, and expanding our partnership with mental health partners - we reached out to CAPC, AAAWLC, Office of Violence Prevention (OVP), and C.A.R.E.S. to support students and families in need.

Actions 3.4 - 3.6 were implemented through the work of the Parent and Community Outreach Coordinator. She worked with parents to plan celebrations and attend conferences, and become more engaged at the school. We have a fully active PTO, DELAC, PAC, African American Engagement Club, and Hispanic Heritage Club. We provided nutrition classes, bi-monthly food distribution for families, and special events to celebrate parents. We also had parents attend CABE regional conference, and African American family conference in Elk Grove. At Coffee with the Principal, staff members education parents on various subjects pertaining to student success.

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

There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

As a result of Actions 3.1 through 3.6 we saw an increase of parents responding to our survey by 26 people. The school continues to be at "full implementation" with progress in developing multiple opportunities for the LEA and school sites to engage in 2- way communication between families and educators using language that is understandable and accessible to families.

As a result of Actions 3.6 and 3.7, the school continues to be at "full implementation" with progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making

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 changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
No changes were made to the expected outcomes, as current targets remain appropriate.
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.
No changes were made to the actions, as the current set of actions remains aligned with the goals an
target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Certificated Employment	TCA will continue to employ a Director of Sped, school nurse, and school counselor to work with students with extra needs. Such as students with IEPs, 504 plans, Social-Emotional, etc.	$200,000.00	No
3.2	Mental Health Partners	TCA will expand our partnerships with community mental health services to provide additional support for students.	$5,000.00	No
3.3	Wellness Room	TCA will operate its SEL room on a as needed basis	$15,000.00	No
3.4	Parent Engagement Nights	TCA will host events (math night, SEL Day, Science Olympiad) that will engage families and the community at least four times annually.	$20,000.00	No
3.5	Student Progress Celebrations	TCA will host honor roll assemblies and recognition ceremonies for students who display academic , social, and behavioral progress. Incentive and awards will be purchased to celebrate students' successes.	$17,500.00	No
3.6	Parent Education	Provide workshops and resources for parents on the importance of diversity and inclusion .Provide information to parents on how to support their children in understanding and respecting diversity.	$10,000.00	No
3.7	Classified Staff	TCA will employ classified staff who will work to keep a safe/smooth running front office for our students and families.	$80,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$626137	$71,012

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
35.710%	0.000%	$0.00	35.710%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning Communities **Need:** CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 %	This action directly supports the needs of unduplicated pupils—including English learners, foster youth, and low-income students—by creating a system where educators consistently collaborate to analyze data, identify learning gaps, and implement evidence-based instructional strategies tailored to students' specific needs. Through PLCs, teachers can better differentiate instruction and share successful practices that lead to improved academic outcomes for these high-need groups.	4A Math, 4A ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HOM: N/A FY: N/A AA: 3.85% HIS: 6.77% CAASPP ELA ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% **Scope:** LEA-wide	This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and classrooms. Strengthening PLCs ensures that all teachers—regardless of grade level or subject area—have access to collaborative structures that support data-driven decision-making and instructional alignment. This systemic approach ensures that the academic progress of unduplicated pupils is continuously monitored and supported throughout their educational experience.	
1.2	**Action:** Multi-Tiered System of Supports **Need:** CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 % HOM: N/A FY: N/A AA: 3.85% HIS: 6.77%	Unduplicated pupils—including English learners, foster youth, and low-income students—are disproportionately impacted by barriers to academic and behavioral success. The Multi-Tiered System of Support provides structured and responsive interventions tailored to each student's needs, ensuring early identification and support. This action is provided on an LEA-wide basis because unduplicated students are enrolled in every classroom and across all grade levels. A consistent, system-wide approach ensures that no matter where a student is placed, they have access to the same levels of support and intervention. Additionally, implementing the MTSS across the LEA promotes coherence in	4A Math, 4A ELA, 4A CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% CAST Meet or Exceed ALL: 4.26 % EL: N/A LTEL: N/A SED: 2.56% SWD: N/A HOM: N/A FY: N/A AA: NA HIS:5.41% **Scope:** LEA-wide	expectations, practices, and accountability, which is essential for sustaining equitable and effective support for all students, particularly those with greater needs.	
1.3	**Action:** i-Ready **Need:** i-Ready Reading goals met: ALL: 37.13% HIS: 33.83% AA: 50.00%	For unduplicated students—who may require more intensive interventions—the i-Ready platform provides adaptive lessons at their instructional level, ensuring they receive access to rigorous, standards-aligned content that meets them where they are. By using i-Ready results to guide instructional planning and data cycles, teachers are better	8: Reading, 8: Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 36.36% SED: 37.31% SPED: 21.43% i-Ready Math goals met: ALL: 40.00% HIS: 36.03% AA: 54.17% EL: 45.45% SED: 37.41% SPED: 33.33% **Scope:** LEA-wide	equipped to differentiate instruction, monitor progress, and adjust supports as needed—ensuring that unduplicated students stay on track for grade-level mastery and long-term academic success. This action is provided on an LEA-wide basis because unduplicated students are enrolled across all grades and sites. A systemwide implementation ensures equitable access to high-quality instructional tools and a consistent framework for data-driven decision-making. It also supports instructional coherence and collaboration among teachers and intervention teams, ultimately benefiting all students—with particular impact for those requiring the most academic support.	
1.5	**Action:** Curriculum **Need:** CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 % HOM: N/A FY: N/A AA: 3.85% HIS: 6.77% CAASPP ELA ALL: 22.94% EL: 4.17%	Unduplicated pupils often benefit most from well-structured, consistent, and research-based curricula that include embedded supports such as scaffolds, visuals, differentiated texts, and language development strategies. By implementing curriculum with these components, we are better able to meet the specific academic needs of these students and support their progress toward proficiency in core subject areas. This action is provided on an LEA-wide basis because unduplicated students are enrolled throughout all classrooms and grade levels. Implementing a consistent curriculum across the LEA ensures coherence in instructional practices, facilitates collaboration among teachers, and allows for equitable access to high-quality learning experiences for all students—particularly those most in need of support.	4A ELA, 4A Math, 4A CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% CAST Meet or Exceed ALL: 4.26 % EL: N/A LTEL: N/A SED: 2.56% SWD: N/A HOM: N/A FY: N/A AA: NA HIS:5.41% **Scope:** LEA-wide		
1.6	**Action:** EL Engagement and Support **Need:** CAASPP ELA ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0%	ncreasing services for English Learner (EL) students and their families directly addresses the academic and engagement needs of this unduplicated subgroup. EL students often require targeted language development support in order to access and succeed in core academic content. This action may include additional staffing (such as EL specialists or bilingual aides), professional development for teachers on designated and integrated ELD strategies, and enhanced access	Metric 4A ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% **Scope:** LEA-wide	to instructional tools that support language acquisition. In addition, providing resources and outreach for EL parents—such as translated materials, interpretation services, and parent workshops—helps remove barriers to communication and engagement, enabling families to better support their children's learning. This action is provided on an LEA-wide basis because EL students are distributed across multiple grade levels and classrooms, and systemic supports are necessary to ensure consistent and equitable access to language development services. Schoolwide implementation ensures that all staff are equipped to meet the needs of EL students and that families have consistent opportunities to engage with the school community.	
1.7	**Action:** Classified Staff **Need:** CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 % HOM: N/A FY: N/A	Employing two full-time classified staff members to lead structured intervention groups in both reading and mathematics directly addresses the needs of unduplicated pupils—specifically English learners, foster youth, and low-income students—who are more likely to require targeted academic support due to opportunity gaps and disrupted learning. These intervention groups provide small-group, differentiated instruction that is aligned to grade-level standards and tailored to individual student data. By focusing on foundational skills and filling learning gaps, this action helps unduplicated	4A Math, 4A ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AA: 3.85% HIS: 6.77% CAASPP ELA ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% **Scope:** LEA-wide	students accelerate progress and access core instruction more effectively. The classified staff are trained to use diagnostic data (e.g., i-Ready) to plan and deliver instruction that responds to students' specific areas of need. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and classrooms. Centralizing this support ensures consistency, allows for equitable allocation of intervention resources, and builds a cohesive system for monitoring student progress and adjusting instruction accordingly. LEA-wide implementation also ensures that all students with identified needs—especially those from unduplicated student groups—receive timely and effective academic support, regardless of classroom placement.	
1.8	**Action:** Technology **Need:** CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 % HOM: N/A FY: N/A AA: 3.85% HIS: 6.77%	Unduplicated pupils—particularly low-income students and foster youth—often face barriers to accessing technology outside of school. Maintaining a 1:1 device program ensures equitable access to instructional resources, online platforms, and intervention programs (such as i-Ready, Google Classroom, or English language development tools). For English learners, these devices support the use of language learning apps and translation tools that enhance access to grade-level content. Ensuring that all students, regardless of background, have access to working technology supports academic engagement, homework completion, and digital literacy.	Metric 4A Math, 4A ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% **Scope:** LEA-wide	This action is implemented LEA-wide because unduplicated pupils are distributed across all grade levels and classrooms. Providing equitable access to devices for all students creates a consistent and inclusive learning environment and ensures no student is left behind due to lack of access. A universal approach also simplifies instructional planning for teachers and allows the school to fully implement digital curriculum and assessments across the system.	
1.9	**Action:** AVID **Need:** CAASPP ELA ALL: 22.94% EL: 4.17% LTEL: 0% SED: 21.02% SWD: 0% HOM: N/A FY: N/A AA: 14.81% HIS: 24.81% CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 %	Unduplicated pupils—including low-income students—often face systemic barriers to college readiness and long-term academic success. AVID directly addresses these gaps by providing students with structured support, mentorship, and access to strategies typically associated with high-achieving students. The AVID elective helps these students develop the academic confidence, habits, and mindset necessary to succeed in rigorous coursework and pursue post-secondary education. It also increases their exposure to college and career pathways, which is especially important for students who may be the first in their families to pursue higher education. This action is implemented on an LEA-wide basis because unduplicated pupils are present across all classrooms and grade levels. Offering AVID to all eligible students ensures equitable access to a proven college-readiness program and promotes a	4A ELA, 4A Math, 4A CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 5.07 % SWD: 0 % HOM: N/A FY: N/A AA: 3.85% HIS: 6.77% CAST Meet or Exceed ALL: 4.26 % EL: N/A LTEL: N/A SED: 2.56% SWD: N/A HOM: N/A FY: N/A AA: NA HIS:5.41% **Scope:** LEA-wide	school-wide culture of high expectations and academic achievement. Providing AVID as an elective across the school system ensures that the benefits of the program are not limited to select groups but are available to all students who can benefit—especially those from historically underserved populations.	
1.13	**Action:** Math Coaching/Consulting **Need:** CAASPP Math Meet or Exceed ALL: 5.92 % EL: 0 % LTEL: 0 % SED: 5.07 % SWD: 0 % HOM: N/A	Hiring a consultant to support the development of rigorous, standards-aligned math instruction directly addresses the needs of unduplicated pupils by strengthening the quality of teaching and ensuring equitable access to high-level math content. Many low-income students, English learners, and foster youth experience learning gaps in mathematics due to inconsistent instruction or lack of access to advanced academic opportunities. A consultant provides targeted support to teachers through coaching, modeling, and collaborative lesson planning,	4A Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: N/A AA: 3.85% HIS: 6.77% **Scope:** LEA-wide	helping them design lessons that are both challenging and accessible to all learners. This action is implemented on an LEA-wide basis because unduplicated pupils are enrolled across all grades and classrooms. Providing all teachers with access to high-quality professional support ensures consistent instructional practices, promotes equity in academic rigor, and improves student outcomes in mathematics across the entire school system.	
2.1	**Action:** Inclusive Curriculum **Need:** Chronic Absenteeism 33.2% **Scope:** LEA-wide	Integrating diverse perspectives into the curriculum—including literature, history, and examples from various cultures, races, genders, and abilities—and encouraging open classroom discussions about diversity and inclusion supports the academic and social-emotional development of all students, particularly unduplicated pupils. Students who are English learners, low-income, or in foster care often come from historically underrepresented backgrounds and benefit from seeing their identities, languages, and experiences reflected in classroom content. This inclusive approach increases student engagement, sense of belonging, and cultural affirmation, all of which contribute to improved academic outcomes. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites. A system-wide commitment to inclusive curriculum ensures equitable access to affirming educational experiences and fosters a school culture where all students feel seen, respected, and empowered to succeed.	5B

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

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

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.

Additional Concentration Grant Funding

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

The grant will be used to offer in school academic intervention services for our foster youth, English learners and low-income students. Additionally, extracurricular activities/clubs/sports will be offered after school with priority given to the groups of students identified. The students social-emotional needs will be met with check in/out systems that will be tailored to support the needs of the student groups. As well as providing opportunity for them to frequent the SEL room on a rotating schedule. (Actions

TEAM Charter Academy is a single school LEA, therefore a Staff-to Student ratio is not applicable.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1753395	626137	35.710%	0.000%	35.710%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,103,500.00	$56,168.89	$0.00	$0.00	$2,159,668.89	$1,134,168.89	$1,025,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.2	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	i-Ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
1	1.4	Student Engagement for SWD	Students with Disabilities	No			All Schools	Ongoing	$10,000.00	$25,000.00	$35,000.00				$35,000.00	
1	1.5	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$155,000.00	$155,000.00				$155,000.00	
1	1.6	EL Engagement and Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$10,000.00	$10,000.00	$20,000.00				$20,000.00	
1	1.7	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,168.89	$0.00	$80,000.00	$16,168.89			$96,168.89	
1	1.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.9	AVID	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$3,000.00	$20,000.00	$23,000.00				$23,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Extracurricular	All	No			All Schools	Ongoing	$10,000.00	$10,000.00	$20,000.00				$20,000.00	
1	1.11	Support for SWD	Students with Disabilities	No			All Schools	Ongoing	$200,000.00	$0.00	$200,000.00				$200,000.00	
1	1.12	Certificated Staff	All	No			All Schools	Ongoing	$410,000.00	$0.00	$400,000.00	$10,000.00			$410,000.00	
1	1.13	Math Coaching/Consulting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$30,000.00	$90,000.00	$90,000.00	$30,000.00			$120,000.00	
2	2.1	Inclusive Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.2	Anti-Bullying Programs:	All	No			All Schools	Ongoing	$10,000.00	$18,000.00	$28,000.00				$28,000.00	
2	2.3	Safe Spaces	All	No			All Schools	Ongoing	$15,000.00	$150,000.00	$165,000.00				$165,000.00	
2	2.4	PBIS	All	No			All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	
2	2.5	Attendance Incentive Program	All	No			All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
2	2.6	Diversity Training	All	No			All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.7	Custodial Staff	All	No			All Schools	Ongoing	$50,000.00	$50,000.00	$100,000.00				$100,000.00	
2	2.8	Inclusive School Events	All	No			All Schools	Ongoing	$10,000.00	$35,000.00	$45,000.00				$45,000.00	
2	2.12							Ongoing								
3	3.1	Certificated Employment	All Students with Disabilities	No			All Schools	Ongoing	$200,000.00	$0.00	$200,000.00				$200,000.00	
3	3.2	Mental Health Partners	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Wellness Room	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.4	Parent Engagement Nights	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Student Progress Celebrations	All	No			All Schools	Ongoing	$0.00	$17,500.00	$17,500.00				$17,500.00	
3	3.6	Parent Education	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.7	Classified Staff	All	No			All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	

2025-26 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
1753395	626137	35.710%	0.000%	35.710%	$628,000.00	0.000%	35.816 %	**Total:**	$628,000.00
								LEA-wide Total:	$628,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.2	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.3	i-Ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	1.5	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
1	1.6	EL Engagement and Support	Yes	LEA-wide	English Learners	All Schools	$20,000.00	
1	1.7	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	1.8	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	AVID	Yes	LEA-wide	Low Income	All Schools	$23,000.00	
1	1.13	Math Coaching/Consulting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
2	2.1	Inclusive Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,959,452.00	$1,977,000.00

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	**1.1**	Professional Learning Communities	Yes	$20,000.00	25,000
1	**1.2**	Multi-Tiered System of Supports	Yes	$10,000.00	10,000
1	**1.3**	i-Ready	Yes	$30,000.00	30,000
1	**1.4**	Student Engagement for SWD	No	$40,000.00	30,000
1	**1.5**	Curriculum	Yes	$150,000.00	153,000
1	**1.6**	EL Engagement and Support	Yes	$20,000.00	20,000
1	**1.7**	Classified Staff	Yes	$80,000.00	100,000
1	**1.8**	Technology	Yes	$65,000.00	30,000
1	**1.9**	AVID	Yes	$23,000.00	25,000
1	**1.10**	Extracurricular	No	$20,000.00	15,000
1	**1.11**	Support for SWD	No	$200,000.00	220,000

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	1.12	Certificated Staff	No	$400,000.00	400,000
2	2.1	Inclusive Curriculum	Yes	$58,952.00	65,000
2	2.2	Anti-Bullying Programs:	No	$28,000.00	10,000
2	2.3	Safe Spaces	No	$165,000.00	165,000
2	2.4	Peer Mentorship	No	$55,000.00	50,000
2	2.5	Open Communication	No	$40,000.00	40,000
2	2.6	Diversity Training	No	$45,000.00	50,000
2	2.7	Custodial Staff	No	$32,000.00	50,000
2	2.8	Inclusive School Events	No	$45,000.00	40,000
3	3.1	Certificated Employment	No	$200,000.00	230,000
3	3.2	Mental Health Partners	No	0	0
3	3.3	Wellness Room	No	$40,000.00	40000
3	3.4	Parent Engagement Nights	No	$20,000.00	22000

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)
3	**3.5**	Student Progress Celebrations	No	$17,500.00	17000
3	**3.6**	Parent Education	No	$40,000.00	20000
3	**3.7**	Classified Staff	No	$115,000.00	120000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
616088	$456,952.00	$458,000.00	($1,048.00)	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Communities	Yes	$20,000.00	25,000		
1	1.2	Multi-Tiered System of Supports	Yes	$10,000.00	10,000		
1	1.3	i-Ready	Yes	$30,000.00	30000		
1	1.5	Curriculum	Yes	$150,000.00	153,000		
1	1.6	EL Engagement and Support	Yes	$20,000.00	20000		
1	1.7	Classified Staff	Yes	$80,000.00	100000		100
1	1.8	Technology	Yes	$65,000.00	30,000		
1	1.9	AVID	Yes	$23,000.00	25000		
2	2.1	Inclusive Curriculum	Yes	$58,952.00	65,000		

2024-25 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)
1743954	616088	0	35.327%	$458,000.00	100.000%	126.262%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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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