LCFF Budget Overview for Parents

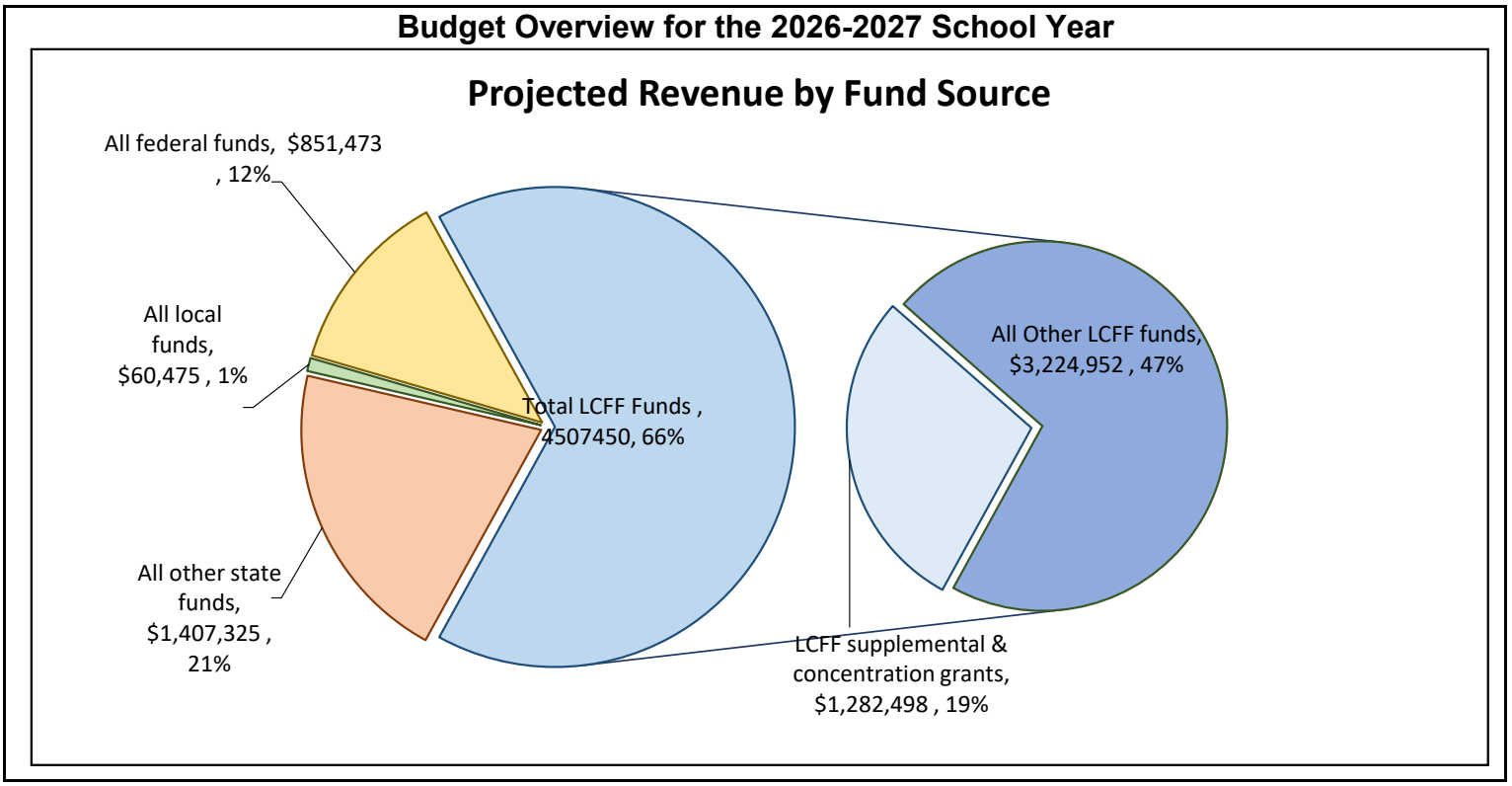
Local Educational Agency (LEA) Name: Para Los Niños Middle Charter School

CDS Code: 19 64733 0117846

School Year: 2026-2027

LEA contact information: Amelia Arambula, Arambula@paralosninos.org

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

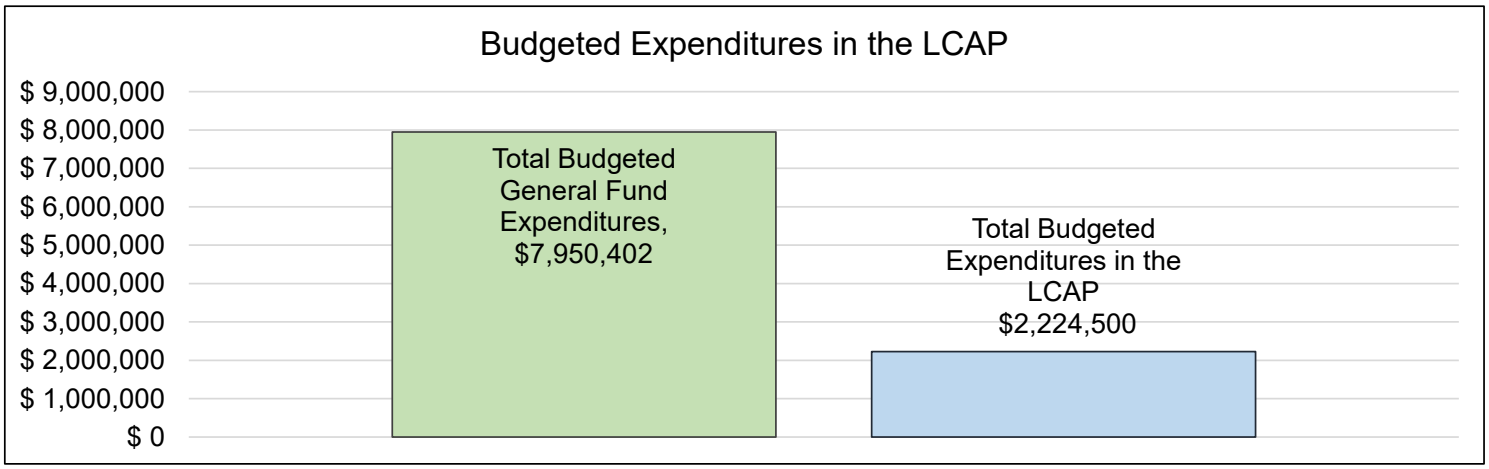


This chart shows the total general purpose revenue Para Los Niños Middle Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Para Los Niños Middle Charter School is $6,826,723.00, of which $4,507,450.00 is Local Control Funding Formula (LCFF), $1,407,325.00 is other state funds, $60,475.00 is local funds, and $851,473.00 is federal funds. Of the $4,507,450.00 in LCFF Funds, $1,282,498.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Para Los Niños Middle Charter School plans to spend for 2026-2027. 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: Para Los Niños Middle Charter School plans to spend $7,950,402.00 for the 2026-2027 school year. Of that amount, $2,224,500.00 is tied to actions/services in the LCAP and $5,725,902.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

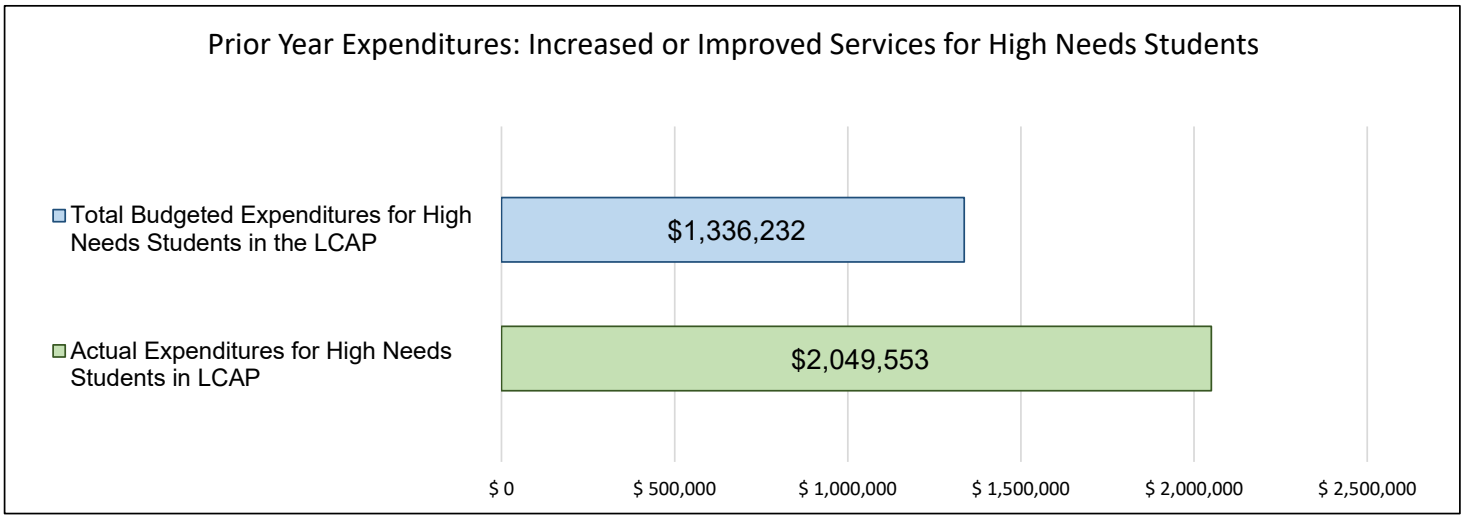
Facilities, insurance, equipment, and legal costs, as well as teacher, staff, and administrative salaries.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Para Los Niños Middle Charter School is projecting it will receive $1,282,498.00 based on the enrollment of foster youth, English learner, and low-income students. Para Los Niños Middle Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Para Los Niños Middle Charter School plans to spend $1,410,984.00 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 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Para Los Niños Middle Charter School's LCAP budgeted $1,336,232.00 for planned actions to increase or improve services for high needs students. Para Los Niños Middle Charter School actually spent $2,049,553.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Para Los Niños Charter Middle School	Amelia Arambula, Principal	Aarambula@paralosninos.org 213-239-6505

Plan Summary 2026-2027

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.

MISSION

The mission of the Para Los Niños Charter Middle School is to help children in grades 6-8 and their families succeed in school and in life. In keeping with the vision for Para Los Niños as an organization, our school is a center for urban education providing students and their families with all the support and tools necessary to ensure academic success.

Para Los Niños Charter Middle School (PLN CMS) is located in the heart of industrial downtown Los Angeles. The school sits on the edges of the Fashion, Flower and Fruit and Produce districts of downtown, in the heart of Skid Row. The middle school is co-located with LAUSD's 9th street elementary school. PLN CMS was generated from a demand to provide a quality middle school education to students and families, many of whom are unhoused. Our school serves families that commute from all across Los Angeles County to work and operate their businesses downtown, families that live in historic South-Central Los Angeles, East Los Angeles and the Pico Union District. In addition, we serve the most at-promise families that are living temporarily at the missions and transitional housing in Skid Row. The school is a popular choice among families due to the belief that all students can thrive when there is a focus on the whole child. comprehensive sports program and supportive after school program.

Para Los Niños Charter Middle School is a cornerstone for working families in Downtown Los Angeles and a learning haven for children who have experienced multiple stressors in their lives; 95% of whom are socioeconomically disadvantaged, 20% of whom are unhoused. Through a relationship-based approach and Multi-Tiered System of Support, we provide an educational program that addresses the academic, social and emotional learning and, ultimately, the wellness of our students. We have an intense focus on the whole child, understanding that children live and learn within the context of a family, and a family lives and learns within the context of a community. As part of a non-profit organization, we strive to personalize our educational approach for every student by providing comprehensive and accessible support in our schools which begin from infancy and range to middle school. We are in constant pursuit of accelerated learning, through assessment and data-driven data decision-making. PLN CMS believes that deeper, active and engaged learning builds on students' lived experience and knowledge and encourages inquiry, exploration and engagement as powerful tools for empowerment, self-expression, and academic achievement.

Through our project-based, Science, Technology, Engineering, Arts and Mathematics infused approach to mastery of grade level standards, our scholars – the overwhelming majority of whom are English Learners – are provided multiple ways to succeed and express their learning. We develop lifelong learners.

As part of the Para Los Niños non-profit organization, PLN Middle School, that has provided educational and social services to children and their families in downtown Los Angeles and surrounding areas for over 40 years. Our public charter schools, preschools and supportive services are trusted by families, many of whom have been with us for years; some students started in our infant program at six weeks old and remain through 8th grade and may sometimes then go

on to be part of our Youth Workforce Services. PLN is uniquely suited to provide optimal conditions for learning and an equitable learning experience for students with various needs. We have successfully integrated mental health, a high quality after-school program (attended by 90% of our students), case management with our school social workers, and family support services.

In the 2025–2026 school year, PLN Charter Middle School served 285 students in grades 6–8. Of those students, 92.2% were socioeconomically disadvantaged, 42.5% were English Learners, 0.3% were foster youth, 19% were unhoused, and 14.0% were students with disabilities. The school's demographic composition was 95.8% Hispanic, 3.5% African American, 0.4% White, and less than 1% each identifying as American Indian, Pacific Islander, or Two or More Races.

Additionally, PLN CMS looks to enhance and refine its integrated multi-tiered systems of support and services. Scholars are provided with multiple ways to succeed, and express their learning. Each school campus has established and cultivated strong and lasting relationships with our parents, families and the larger community. As a result, PLN CMS cultivates the learning conditions that inspire critical thinking, imagination, self-reliance and academic achievement for each and every scholar to thrive. The intention of the instructional program is that it prepares each scholar academically and social-emotionally for college, career and life.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Para Los Niños Middle School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Para Los Niños Middle School receives Equity Multiplier received $411,455 in the 2025-2026 school year.

Reflections: Annual Performance

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

Para Los Niños continues to make progress toward its long-term goals, as reflected in the 2024 California School Dashboard data. While overall performance levels remain stable in key areas, notable gains were observed among student subgroups, demonstrating the early impact of targeted supports and strategic actions outlined in the LCAP. As PLN reflects on its first year of implementing the 2024–2027 LCAP, the data highlights both early wins and areas requiring continued focus. Efforts to strengthen instructional practices, student engagement, and well-being are yielding results, particularly for English Learners and high-need subgroups. Continued work is needed to address persistent chronic absenteeism and deepen instructional impact in mathematics. Moving forward, PLN remains committed to using data to inform improvement and ensure all scholars thrive academically, emotionally, and socially.

2025 Dashboard Performance

English Language Arts:. Schoolwide, overall performance decreased to 62.9 points below standard, moving from the Yellow to the Orange performance level. Declines were also seen among Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, Multilingual Learners, and Long-Term English Learners, with Long-Term English Learners remaining in the Red performance level. Results highlight the continued impact of learning gaps, inconsistent attendance, and the need for strengthened literacy interventions and differentiated instructional supports for high-needs student groups. Moving forward, PLN Middle School plans to continue refining targeted literacy interventions, strengthening designated and integrated ELD supports, increasing data-informed instructional practices, and expanding differentiated learning opportunities to better support academic growth for all students.

Mathematics: Schoolwide performance decreased slightly, moving from the Yellow to the Orange performance level. Hispanic students and Socioeconomically Disadvantaged students maintained relatively stable performance while improving from the Red to the Orange performance level. Students with Disabilities continued to demonstrate significant academic needs, while Long-Term English Learners showed modest growth and Multilingual Learners maintained relatively stable performance.

Results highlight the continued need for targeted math interventions, differentiated instruction, and strengthened supports for high-needs student groups. Moving forward, PLN Middle School plans to continue refining its Multi-Tiered System of Supports (MTSS), strengthen data-informed instructional practices, and expand targeted academic interventions and instructional coaching to support student achievement in mathematics. Through continued collaboration between instructional staff, intervention teams, and community supports, PLN aims to provide responsive and rigorous learning environments where all students are supported and challenged to grow academically.

English Language Proficiency Indicator: Para Los Niños Charter Middle School experienced a decline in the percentage of English Learners making progress toward English language proficiency, resulting in an overall Red performance level. Long-Term English Learners also continued to perform in the Red performance level despite some areas of growth within the subgroup. Results highlight the continued need for strengthened language acquisition supports, consistent attendance, and targeted interventions for English Learners and Long-Term English Learners.

Moving forward, PLN Middle School plans to continue strengthening designated and integrated ELD instruction, increase progress monitoring and targeted intervention supports, and provide ongoing professional learning to build teacher capacity in supporting multilingual learners across content areas.

Chronic Absenteeism: The schoolwide chronic absenteeism rate increased slightly, remaining in the Red performance level. Hispanic students maintained relatively stable performance, while Socioeconomically Disadvantaged students experienced a slight increase. English Learners and Students with Disabilities demonstrated improvement, and Long-Term English Learners also showed a decline in chronic absenteeism, reflecting promising progress for these student groups. To address ongoing attendance challenges, PLN Middle School continues implementing supports aligned to Action 1.1 of the LCAP, including expanded outreach, early intervention strategies, attendance monitoring, and integrated wellness supports. These efforts reflect PLN CMS's continued commitment to strengthening family connections, removing barriers to attendance, and ensuring students can consistently access academic and social-emotional supports.

Suspensions: Suspensions at Para Los Niños Charter Middle School declined to 1.6%, decreasing by 1.0% from the previous year and improving from the Orange to the Green performance level on the California School Dashboard. Positive trends were also seen among English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Long-Term English Learners, with Long-Term English Learners improving into the Blue performance level. Students with Disabilities maintained 0% suspensions and remained in the Blue performance level.

These results reflect the positive impact of restorative practices, relationship-building, behavioral interventions, and social-emotional supports implemented across the school. Moving forward, PLN CMS will continue strengthening proactive behavior supports, restorative approaches, and wellness services to further reduce exclusionary discipline and promote a positive, inclusive school climate for all students**.**

Lowest Performing Student Groups

This LCAP includes required actions to address the need for improvement related to English Language Arts and Chronic Mathematics on the 2023 Dashboard:

English Language Arts: All students, Multilingual Learners (EL), Hispanic and Socioeconomically Disadvantaged (LI). In 2024, ELA scores increased +26.6 points for all students, Multilingual Learners (EL) increased by 13.8 points, Hispanic Students increased +27 points, and Low Income (LI) increased +25.9 points. In addition, Students with Disabilities (SWD) increased +15.7 points. This improvement is driven by ongoing professional learning for educators and the implementation of a Guaranteed and Viable Curriculum (GVC), as outlined in Goal 2, Action 2.2.

Mathematics: All students, Multilingual Learners (EL), Hispanic, Socioeconomically Disadvantaged (LI) and Students with Disabilities (SWD). In 2024, Math scores increased +31 points for all students, Multilingual Learners (EL) increased +28 points, Hispanic Students increased by +34.1, Socioeconomically Disadvantaged (LI) increased +28.5 and Students with Disabilities (SWD) increased +48.5 points. In addition, Long Term English

Learners (LTEL's) increased +34.4 points. This improvement is driven by ongoing professional learning for educators and the implementation of a Guaranteed and Viable Curriculum (GVC), as outlined in Goal 2, Action 2.2.

Chronic Absenteeism: Multilingual Learners (EL). (see Goal 1, Action 1.1)

Learning Recovery Emergency Block Grant

LREGB Funds were expended in the 2025-2026 school year.

The PLN CMS needs assessment substantiated findings from the 2024 Dashboard related to academic achievement and English Learner progress. Local and state data revealed that while overall CAASPP scores improved in both ELA and Math, English Learners, Low-Income students, and Students with Disabilities continued to perform in the orange or red performance bands and require sustained support to close equity gaps. Based on these findings, Goal 2, Action 2.4 was developed to address the need for strengthened instructional leadership and professional capacity to improve outcomes for these student groups. Through Equity-Driven Leadership, PLN is implementing a multi-year plan for building leadership capacity that emphasizes culturally responsive instruction, data-informed decision-making, and equity-focused professional learning. These efforts are aligned to allowable uses of funds to support improved instruction, strategic use of data, and targeted coaching that advances academic success for underserved students.

Reflections: Technical Assistance

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

Based on Feedback from our educational partners during the engagement process, the following goals and metrics, actions and budgeted expenditures were influenced or developed:

PLN Charter Middle School was identified for Differentiated Assistance based on performance outcomes for English Learners, Hispanic students, Low-Income students, and Students with Disabilities in English Language Arts, Mathematics, and Chronic Absenteeism (specifically for English Learners), as reflected on the California School Dashboard. These areas of need were further validated through engagement with educational partners and internal analysis of local assessment data.

In partnership with the Los Angeles County Office of Education (LACOE) and the Center for Capacity Building, PLN CMS engaged in several improvement efforts to investigate and address areas of identified need, including:

- Conducted a root cause analysis using both quantitative data (CAASPP, MAP, ELPI) and qualitative data (staff interviews, classroom observations, and family focus groups)
- Identified high-impact strategies and evidence-based practices aligned to Multi-Tiered System of Supports (MTSS)
- Implemented targeted supports to improve ELD instruction, strengthen Tier I and Tier II interventions, and improve outcomes for Students with Disabilities
- Developed a plan for ongoing professional development and instructional coaching aligned to identified areas of growth
- Established regular collaboration with LACOE to monitor progress and adjust strategies throughout the school year

Actions addressing academic performance are included in Goal 2 and Goal 4, the schools Equity Multiplier Focus Goal. Actions addressing Chronic Absenteeism are included in Goal 1.

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.

Para Los Niños Charter Elementary is a single school LEA that is not eligible for comprehensive support and improvement.

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
School Site Council	The School Site Council participated in the review of LCAP goals, student outcome data, projected enrollment, and budget priorities. Members discussed schoolwide needs, reviewed survey feedback, and provided recommendations regarding resource allocation and actions designed to support academic achievement, student engagement, and school climate.
English Advisory Council	The English Learner Advisory Council (ELAC) met with school leadership to review English Learner performance data, discuss the effectiveness of language development supports, and provide feedback on programs and services for multilingual learners. Discussions also focused on strengthening family engagement and improving access to academic supports aligned to the LCAP goals.
Community School Team	The Community School Team collaborated with staff and community partners to review schoolwide priorities, attendance trends, student wellness needs, and family engagement efforts. The team discussed strategies and funding priorities designed to strengthen whole-child supports and improve student outcomes.
Instructional Leadership Team	The Instructional Leadership Team engaged in ongoing planning discussions related to instructional priorities, student achievement data, Equity Multiplier actions, and resource allocation. Team members reviewed areas of academic need and provided input on strategies to strengthen intervention systems, differentiated instruction, and supports for unduplicated students.
All Faculty	Faculty members participated in discussions regarding schoolwide priorities, instructional needs, student performance data, and proposed LCAP actions. Staff feedback helped inform decisions related to academic interventions, school climate supports, professional development, and student engagement strategies.
Parents	The school principal, in collaboration with the Community School Team, met with families to review school priorities, gather input, and discuss programs and services supporting students. Parent feedback helped inform actions related to attendance, school climate, academic supports, and family engagement initiatives.
Students	Student feedback was gathered through Panorama surveys and student discussions focused on school climate, connectedness, engagement, and academic experiences. Student input was reviewed by school leadership and incorporated into the development of LCAP priorities and actions.
SELPA Consultation	The school engaged in ongoing consultation with the SELPA and Special Education team to review the needs of Students with Disabilities (SWDs). Discussions included reviewing student data, identifying supports and services, and strengthening professional development and intervention practices to improve outcomes for SWDs.
Para Los Niño's Board of Directors	The Para Los Niño's Board of Directors held a public meeting on May 28, 2026, that included a presentation on the LCAP and an opportunity for public comment to gather information and feedback from stakeholders. This engagement ensured that board members and the broader community had the opportunity to review and provide input on LCAP priorities and proposed actions.

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

The development of the adopted LCAP was guided by input from a wide range of educational partners, including families, students, teachers, school leaders, advisory councils, and community-based organizations. Educational partners provided feedback through surveys, focus groups, leadership

meetings, and public forums. This input led to meaningful refinements across all LCAP goals, including expanded instructional support, increased access to social-emotional and mental health services, and strengthened systems for family and community engagement. Educational partners also emphasized the need for high-quality professional development, culturally responsive instruction, and strategies to improve school climate and student connectedness.

Input from teachers, instructional leaders, families, and students directly influenced the prioritization of resources and actions. The Instructional Leadership Team identified key areas for targeted investment, including early education center recruitment, the timely delivery of beginning-of-year instructional materials, and additional support resources for grammar and hands-on science instruction. They also highlighted the need to improve communication and follow-through on student intervention referrals, enhance coordination between therapists and teachers, and address operational challenges such as delayed reimbursements.

Through collaboration with the Community School Team, site leaders facilitated engagement with families to gather feedback on school priorities, academic supports, and partnerships. Families emphasized the importance of expanding access to community-based services, such as health fairs and wellness providers, and improving communication among school support teams. In parallel, student feedback collected through Panorama surveys offered insights into school climate and engagement, which further informed the refinement of LCAP actions.

In response to this collective input, LCAP strategies were revised to better align funding, strengthen instructional and student support systems, and advance the school's Equity Multiplier goals. Specifically, Goal 4 was developed to address State Priority 4: Student Achievement and reflects the school's designation as an Equity Multiplier site. It was directly shaped by educational partner feedback calling for greater support for unduplicated students, particularly English Learners, low-income students, and students with disabilities. California School Dashboard data.

The public hearing was conducted on June 4, 2026 and the approval on June 11, 2026.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Cultivate Inclusive, Anti-Racist & Restorative Schools and Classrooms with Equity at the Core and Support for Each and Every Child.	Broad

State Priorities addressed by this goal.

#1 Basic Services (Dashboard Connection: Basics: Teachers, Instructional Materials & Facilities)
#5 Student Engagement (Dashboard Connection: Chronic Absenteeism)
#6 School Climate (Dashboard Connection: Suspension Rate & Local Climate Survey)

An explanation of why the LEA has developed this goal.

The Panorama School Climate Surveys data on student perceptions of positive school climate indicates that 12% of students at Para Los Niños Charter Elementary School feel connected to their school, 37% feel they have caring adults at school and 20% of students feel they meaningfully participate in their schools.

In addition, our overall chronic absenteeism is 9.32%, including a higher trend of chronic absenteeism for students that are identified as Unhoused and Exceptional Students (SWD).

PLN CMS determined a need to develop conditions in which all students have increased access to improved learning opportunities in classrooms and schools that are inclusive, anti- racist, and restorative. Changing student experiences and fully engaging students will require a comprehensive plan that ensures students receive support and services when they need them and, in the way, they need them.

We will address barriers to learning by:

Ensuring Inclusive School Environments:

Develop a system where all students (with an emphasis on students receiving Special Education services, and Multilingual Scholars) make academic progress by accessing a rigorous and robust course of study that includes classroom conditions that support academic, social, and emotional outcomes, by fostering a sense of belonging and decreasing chronic absenteeism, by building stronger classroom communities and by creating and establishing Positive Behavior & Intervention Systems.

Implementing Anti-Bias, Anti-Racist, and Restorative Policies and Practices:

Cultivate individual and collective critical self-awareness to address inequities and honor and leverage students' lived experiences to maximize learning. Create restorative communities that foster high quality alliances and strengthen social-emotional and academic connections by fostering adult foundational competencies, through network-wide integration of the Restorative Discipline Policy, and by disrupting "discriminatory" grading practices by shifting to Standards Based Grading Systems.

Expanding Wellness Services and Opportunities:

Provide comprehensive wellness support for students, staff, and families to improve and increase access to services that support school success and social, emotional, and physical wellness. Activating Youth Leadership: Develop leadership opportunities for students in which self-efficacy skills are nurtured as youth create positive change for themselves and for others within their classrooms, schools and communities.

Qualitative and quantitative data will be utilized to set targeted goals and monitor the impact of practices and policies on student learning and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension Rate *Data Source: CA Dashboard*	All: 2%	All: 2.6% *Data Year 2023-2024*	1.6% 2025 CA Dashboard	All: 0%	All: -0.4%
1.2	Number of Expulsions *Data Source: Dataquest*	All: 0%	All: 2.6% *Data Year 2023-2024*	0% 2024-25	All: 0 %	Maintained
1.3	Student Attendance Rate *Data Source: P-2*	All Students: 92.32% MLL's: 94.87% SWD: 94.27%	All Students: 92.12% MLL's: 91.10% SWD: 91.37% *Data Year 2024-2025*	All Students: 92.42%	All Students: 94% MLL's: 94% SWD: 94%	+0.10
1.4	Panorama School Climate Survey - Safety	Grades 6-8: 50%	Grades 6-8: 65% *Data Year 2024-2025*	Grades 6-8: 55% *Data Year 2025-2026*	Grades 6-8: 80%	-5%
1.5	Panorama School Climate - Caring Relationships	Grades 6-8: 37%	Grades 6-8: 64% *Data Year 2024-2025*	Grades 6-8: 86% *Data Year 2025-2026*	Grades 6-8: 80%	+49%
1.6	Chronic Absenteeism Rate All: All Students Low Income: LI English Learners: MLL Students with Disabilities: SWD Hispanic: HIS *Data Source: CA Dashboard*	**Initial Rates** All Students: 9.32% MLL's: 6.49% SWD: 6.73% **Corrected Rates** All: 28.1% MLL's: 32.4% SWD: 34.7% LI: 25.2% HIS: 27.4% *(2022-23 adjustment made due to reporting error)*	All: 30.7% MLL: 40.4% SWD: 36.1% LI: 30.4% HIS: 28.7% *Data Year 2023-2024*	All: 31.3% MLL: 36% SWD: 32.3% LI: 31.1% HIS: 28.8% 2025 CA Dashboard	**Original Desired Outcomes** All Students: 4% MLL's: 4% SWD: 4% **Adjusted Desired Outcomes** All: ≤18% MLL: ≤ 20% SWD: ≤25% LI: ≤20% HIS: ≤18% *(2022-23 adjustment made due to baseline error correction)*	All: 3.2% MLL: 3.6 % SWD: -2.4% LI: 5.9% HIS: 1.4%
1.7	LACOE Williams Textbook Sufficiency Letter	Sufficiency	Sufficiency *Data Year 2024-2025*	Sufficiency *Data Year 2025-2026*	Sufficiency	Maintained

Goal Analysis for 2025-2026

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

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

Para Los Niños (PLN) Middle School continued implementation of Goal 1 actions focused on cultivating inclusive, restorative, and equity-centered learning environments that support the academic, behavioral, and social-emotional needs of all students.

Successful Implementation

PLN Middle School continued strengthening inclusive and restorative practices through collaboration between the Social Justice Team, Instructional Coaches, and school staff. Daily community circles, restorative conversations, and trauma-informed practices supported relationship-building, student engagement, and positive school climate. Partnerships with organizations such as the National Conflict Resolution Center, Sincere Behavioral Solutions, and Ripple Effects continued to strengthen staff capacity to implement restorative and behavioral supports. Attendance initiatives led through the Community Schools model also supported efforts to improve student engagement and reduce chronic absenteeism.

PLN Middle School also expanded wellness and mental health supports through its Multi-Tiered System of Supports (MTSS), increasing coordination between Social Workers, counseling supports, intervention teams, and school staff to address students' academic, behavioral, and social-emotional needs. In addition, staff continued participating in professional learning **focused on restorative practices, anti-bias education, culturally responsive teaching, and equity-centered instructional practices.**

Implementation Challenges

PLN Middle School continued to experience challenges related to chronic absenteeism, increasing student wellness needs, and the coordination of multiple initiatives simultaneously. As a commuter school serving students across multiple communities, maintaining consistent attendance and engagement continued to require significant outreach and intervention efforts.

In addition, implementation of equity-centered instructional and grading practices requires continued professional learning, collaboration, and systems development to ensure consistent implementation across classrooms and programs.

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.

PLN CMS experienced a limited number of material differences between budgeted and estimated actual expenditures during the year. Variances were primarily related to staffing vacancies and adjustments made to support student wellness services, while the remaining actions were implemented substantially as planned.

Expenditure Differences

Action 1.2 – Wellness Services: The estimated actual expenditure of $162,082 exceeded the budgeted amount of $139,326, representing a 16% increase. This variance was due to higher-than-anticipated costs associated with providing student wellness and support services.

Action 1.3 – Restorative, Anti-Bias & Anti-Racism Policies and Practices: The estimated actual expenditure of $32,753 was lower than the budgeted amount of $122,888, representing a 73% decrease. This variance was primarily due to multiple positions associated with this action being only partially staffed during the year.

Action 1.1 – Ensure Inclusive & Restorative School Environments reflected only a minor variance and was substantially implemented as planned.

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

During the 2025–26 school year, PLN Middle School continued implementation of Actions 1.1, 1.2, and 1.3 focused on improving school climate, student wellness, and equity-centered practices. Continued implementation of restorative practices, daily community circles, MTSS supports, and expanded wellness services strengthened the school's ability to support students' academic, behavioral, and social-emotional needs. Professional learning focused on restorative approaches, culturally responsive practices, and equity-centered instruction also helped build staff capacity and strengthen inclusive learning environments.

These efforts contributed to positive outcomes in school climate indicators, including reductions in suspension rates across multiple student groups. At the same time, chronic absenteeism and increasing student wellness needs continued to present challenges impacting student engagement and academic outcomes. PLN Middle School recognizes that continued refinement of intervention systems, attendance supports, and equity-centered instructional practices will be necessary to sustain progress and improve outcomes for all students over time.

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

Based on reflection and analysis of implementation during the 2025–26 school year, PLN Middle School did not make substantive changes to Goal 1 metrics, target outcomes, or actions for the coming year. PLN Middle School will continue implementation of the established actions focused on inclusive and restorative school environments, student wellness, and equity-centered practices while refining supports and interventions based on ongoing student data, stakeholder feedback, and identified student needs.

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	Ensure Inclusive & Restorative School Environments	A. The Community Schools (CS) division will Implement monthly Attendance Committee (Office Managers, Operations Leads, Family Specialists, Community School Coordinator, Nurse, etc.) meetings focused on data driven cycles of support which will identify high needs scholars, provide linkage to resources and launch school-wide attendance initiative which will promote education for families on the importance of attendance, as well as celebrate scholars and their families meeting the attendance targets • Family Specialists and Social Workers B. Restorative Justice Practices integration within school policies, procedures, and a continuum of behavioral support plan will be implemented by June 2027:	$126,395	Y

		● The Social Justice Team will provide direct training and support to the Operations Leads in order to decrease student discipline issues, monitoring of Bully Reporting System ● Instructional support through intentional coaching cycles will integrate CSTP Standards on Classroom Environment within coaching cycles to support the development of teachers with Tier 1 implementation, including daily Community Circles ● The Multi-Tiered Student Support Services Team in collaboration with the Social Justice Team will provide offerings in Tier 1, Tier 2, and Tier 3 practices and will implement professional development in collaboration with the National Conflict Resolution Center to meet school site needs in implementation of RJP schoolwide. ○ Tier I Foundations of RJP ○ Tier II Supportive Practices ○ Tier III Addressing Harm ● Through a contract with Behavioral Support Solutions, providing behavior consultation and feedback to teachers and school administrators, and in collaboration with the Social Justice Team, consultants will assist to integrate Restorative Justice practices within their behavior consults. C. Restorative Justice Practices (RJP), trauma informed care and Positive Behavioral Intervention and Support (PBIS) programs and staff professional development will ensure effective implementation through the Integrated Multi-Tiered Student Support Services Systems, the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students: ● The Social justice Team will offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the adverse effects of school climate and student engagement D. The Community Schools Team will provide site principals and their ILT's with a process to administer the Panorama School Climate Surveys and provide professional development on protocols & process, to utilize student voice in order to develop and implement strategic initiatives for those critical areas impacting student engagement, belonging and connectedness to school		
1.2	Wellness Services	A. The Community Schools Division will continue to create and align youth services and programs that are responsive to students' needs. In	$253,207	Y

		collaboration with school sites, administrators, home office team, and other school personnel, and in collaboration with the Student Support Services Team will continue to support schools with Integrated strategies that address gaps in student services. Baseline data for this work will continue to guide all programs and services offered to students. • The CS division will be responsible for understanding student barriers to academic success and provide alignment of student services to address students' needs. The primary work of the teams will be to enhance a positive school culture through the design of positive, preventative and responsive school environments B. The Multi-Tiered Student Support Services Team will implement cycles of support (6-8 weeks), which will identify, assess and provide mental health, social emotional supports, behavioral supports and academic supports and services to scholars in need		
1.3	Restorative, Anti-Bias & Anti-Racism Policies and Practices	A. The Teaching and Learning Team will provide professional learning opportunities for PLN staff, educators, and principals that builds localized (site-based) capacity to understand equity, recognize and counter bias, and design systems that amplify justice, access, and opportunity for all students. • Providing a shared understanding and common language on equity, Bias, Racism, Culturally Responsive and Sustaining Practices, Ethnic Studies, Social/Institutional Justice & Restorative Justice Practices during Principal Institutes, and Professional Learning for Educators. • The Teaching and Learning Team will receive professional learning from the National Equity Project: Coaching for Equity which will strengthen their coaching to: ○ Utilize coaching interventions that build the capacity of individuals toward greater equity; provide tools and frameworks to plan, implement, assess, and improve coaching, learn and experience approaches for understanding, raising, and addressing equity issues through the practice of coaching B. The Community Schools Team in collaboration with the Teaching & Learning Team will provide professional development, including training on differentiated professional learning cycles (Plan, Do, Study, Act) that include building common restorative language as a school community; repairing harm and empower student voice and agency; and leading equity-driven deep data analysis using attendance, referral, survey and "street" data to understand student needs.	$50,003	N

		• School Culture Lead & the Restorative Justice Task Force Teams, will support the school site in developing critical self-awareness, critical consciousness, and implementing policies, practices, and procedures embedded in Restorative Justice, Culturally Relevant & Sustaining and Ethnic Studies pedagogies. C. The Teaching and Learning Team will provide professional development and training to school staff on "Street Data- Antiracist Grading" providing teachers with alternatives to biased grading practices which impact		

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	Access to rigorous and robust curriculum that enhances and accelerates learning with high expectations for all and that increases high quality leadership and teaching & learning.	Broad

State Priorities addressed by this goal.

#2 Implementation of Academic Standards (Dashboard Connection: Implementation of Academic Standards)
4 Student Achievement (Dashboard Connection: Academic Indicators - ELA & Math 3-5 and English Learner Progress Indicator)
7 Course Access (Dashboard Connection: Access to Broad Course of Study)
#8 Other Pupil Outcomes (i-Ready)

An explanation of why the LEA has developed this goal.

Using preliminary 2023-2024 SBAC data, the percentage of 6th grade students meeting or exceeding standards in English Language Arts was 43%, 7th grade 29% and 8th Grade 37% and the rate of chronic absenteeism data for students was 9.32%. In order to accelerate student learning we will focus on student-centered learning opportunities in every classroom that will provide a meaningful educational experience and allow all students to graduate with the knowledge and skills necessary to have choices in their college and career pathways and to be productive members of a democratic society.

Staff, students and parents have expressed the need for coherent, aligned curriculum and additional feedback and communication regarding student progress toward mastery of standards that will be addressed through our transition to standards-based grading and a focus on the development of guaranteed and viable curriculum. In addition, the need to identify high quality culturally relevant curriculum in support of newcomers and our Multilingual learners has been identified across all educational partners as a key priority.

In this goal PLN CMS has identified targeted support for all students who need acceleration, especially our exceptional scholars (students receiving special education services), Multilingual Learners, Foster/Homeless and Low-Income Youth.

Feedback from educational partners reflected common trends regarding differentiated supports to students. Educational partners shared students would benefit from additional support, at their point of need, to accelerate student learning. Through Community Schools Teams PLN CMS heard of the importance of providing educators with support to ensure students are making progress in their reading growth and development.

Another trend that surfaced was ample opportunities within and beyond the instructional day for:

- Opportunities for families to practice literacy and numeracy skills with the support of educators
- Enrichment opportunities for students who need it the most
- Social-emotional supports
- Tailored and differentiated instruction based on the needs of our learners:

PLN CMS will provide research-based supports within and beyond the school day to accelerate students in their learning including:

1. High quality texts designed for reading acceleration.
2. Targeted reading support
3. Targeted support for all students who need acceleration especially students receiving special education services

4. Enrichment Programming which will include Summer Bridging activities focused on transition years. Enrichment and Academic programming during non-pupil day and school closure weeks (ie. Winter Break, Thanksgiving Break, Spring and Summer Break).

We will accelerate student learning and outcomes by:

College, Career and Civic/Life Readiness: Co-Construct the *"PLN Scholar Profile",* addressing the knowledge and skills to be college, career and civic life ready that are clearly defined and that include milestones at critical junctures. We will broaden the sphere of our exceptional students by launching Gifted and Talented Assessments and identification of students, and increase differentiated learning opportunities for students who require more challenging learning environments and opportunities. We will increase the level of student engagement and discourse in classrooms with a focus on college and career readiness culture by incorporating civic education and service learning projects. Additionally, we will expand the Cesar Chavez Foundation curriculum and partnership across grade levels and into the after-school program.

Coherent Instructional System Focused on a Guaranteed & Viable Curriculum (GVC): Develop and implement a highly coherent instructional system rooted in anti-racist pedagogy and informed by best practices from around the world. We will ensure that all scholars have access to GVC for each core content area and grade level, including designated English Language Development, that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials. Teachers will adopt standards-based grading to increase student voice and choice in determining how they show mastery of grade level standards. Build capacity of educators with information on using a standards-based grading reporting system that includes a system of assessments in all content areas and that provides teachers with multiple opportunities to measure, monitor, and provide feedback on student mastery of learning. In addition, implementation of the Cesar Chavez Foundation Curriculum in the After-School Program will help build stronger instructional alignment through and across the day.

Equity Driven School Leadership and Teacher Leadership & Development: The Charter School Leadership Team will develop a multiyear plan for teachers, instructional aides and operations staff focusing on school leadership development, including Community Schools Strategy and Equity-Driven Leadership. The focus for leadership Development will include increasing instructional leadership capacity and capability to improve the quality of teaching and learning that impacts students' learning outcomes. Through Equity-Driven Leadership and Leadership Labs school leaders will collaborate through cross site visitations, calibrate and align on highly effective teaching and learning, reflect and identify the leadership moves impacting teaching and improving student outcomes. Through the implementation of the teacher observation platform, leaders will be able to have data-driven reflective conversations and identify high impact strategies impacting teacher practice. Additionally, leaders will be able to audit and self-reflect on time spent in classrooms and adjust accordingly for increased impact.

Teacher development and leadership opportunities provided by the Teaching and Learning Team will develop a system of growth and development where adult learning is student- centered and aligned to professional standards in service of student outcomes and continuous improvement. Through Instructional Coaching Cycles, which include intentional and strategic Professional Development; Teaching and Learning Team will support with our goals

of effective teaching in every classroom by ensuring that teachers are afforded the opportunity to deeply engage in meaningful, student-centered learning across all content areas, inclusive of ethnic studies, and to develop essential skills, such as critical thinking, creativity, career-awareness, critical consciousness, and foundational literacies (i.e. modes of communication: reading, writing, speaking and listening; as well as, scientific, historical, mathematical, digital, financial, cultural, visual/art, information, physical, health and civic literacy). Lastly, through the development teacher leadership opportunities PLN CMS will Develop instructional capacity of educators in order to provide research-based instruction through the use of data, inclusive of both qualitative and quantitative measures, and will include; professional development, school structures (ILT's & PLC;), and a focus on student learning to assess and track progress in the cycle of continuous improvement.

Qualitative and quantitative data will be utilized to set targeted goals and monitor the impact of continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Scholars including unduplicated students and exceptional scholars, participate in a broad course of study as measured by marks on report cards in all subject areas Data Source: Internal	100%	100% *Data Year: 2024-2025*	100% *Data Year: 2025-2026*	100%	Maintained
2.2	Availability of standards aligned instructional materials Data Source: Internal	100%	100% *Data Year: 2024-2025*	100% *Data Year: 2025-2026*	100%	Maintained
2.3	Participation of scholars in GATE Assessments Data Source: Internal	0% 6th Graders	0% 6th Graders *Data Year: 2024-2025*	100%	100% 6th Graders	100%
2.4	English Learner Progress Indicator English Proficiency *Data Source: CA Dashboard*	56.3%	52.3% *Data Year: 2024-2025*	30.1% 2025 Dashboard	75%	-26.2%
2.5	English Learner Reclassification Rate:	10%	Data Unavailable	1%	40%	-9%

2.6	CA Assessment of Student Performance & Progress (CAASPP) Distance from Standard on Smarter Balanced Assessment (SBAC) All: All Students Low Income: LI English Learners: MLL Students with Disabilities: SWD Hispanic: HIS Data Source: Dataquest	**Initial Rates** **ELA** **All:** Grade 6: 43% Grade 7: 29% Grade 8: 37% **Math** **All:** Grade 6: 20% Grade 7: 16% Grade 8: 14% **Corrected Rates** **ELA** All: 24.7% LI: 25.2% MLL: 1.9% SWD: 11.6% HIS: 24.2% **Math:** All: 9.3% LI: 10.1% MLL: 0% SWD: 4.6% HIS: 9.8% *(2022-23 adjustment made due to reporting error)*	**ELA** All: 35.8% LI: 35.5% MLL: 3.4% SWD: 20% HIS: 36.2% **Math:** All: 16.7% LI: 15.8% MLL: 5.6% SWD: 3.3% HIS: 16.6% *Data Year:2023-2024*	**ELA** All: 35.8% SED: 32% EL: 0% SWD: 10% HIS: 33% Data Year: 2024-225 **Math** All: 16.7% SED: 18% EL: 3.31% SWD: 0% HIS: 18% Data Year: 2024-225	**Original Desired Outcome** **ELA** **All:** Grade 3: 80% Grade 4: 80% Grade 5: 80% **Math** **All:** Grade 3: 75% Grade 4: 75% Grade 5: 75% **Corrected Rates** **ELA** All: ≥ 35% LI: ≥ 35% MLL: ≥ 10% SWD: ≥ 25% HIS: ≥ 35% **Math:** All: ≥ 20% LI: ≥ 20% MLL: ≥ 10% SWD: ≥ 8% HIS: ≥ 20% (2022-23 adjustment made due to baseline error correction)	**ELA** All: 11.1% LI: 6.8% MLL: -1.9% SWD: -1.6% HIS: 8.8% **Math:** All: +7.4% LI: 7.9% MLL: 3.31% SWD: -4.6% HIS: 8.2%
2.7	i-Ready End of Year Data	**ELA** **All: 26%** MLL's: 10% Exc. Scholars: 9% **Math** **All: 19%** MLL's: 2% Exc. Scholars: 3%	**ELA** **All:** Unavailable MLL's: Unavailable Exc. Unavailable **Math** **All:** Unavailable MLL's: Unavailable Exc. Scholars: Unavailable *Data Year:2024-2025*	**ELA** All: 22% **Math** All: 23% *Data Year:2025-2026*	**ELA** **All: 80%** MLL's: 80% Exc. Scholars: 80% **Math** **All: 80%** MLL's: 80% Exc. Scholars: 80%	**ELA** All: -4% **Math** All: +4%
2.8	Implementation of state board adopted academic content and performance standards in ELA, ELD, Math Science, H/SS, PE (Teachers provide instruction aligned to the CA state standards,	ELA = 3 Math = 3 ELD = 1 Science = 4 H/SS = 3 PE = 2	ELA = 4 Math = 4 ELD = 4 Science = 4 H/SS = 4 PE = 4	ELA = 4 Math = 4 ELD = 4 Science = 4 H/SS = 4 PE = 4	ELA = 5 Math = 5 ELD = 5 Science = 5 H/SS = 5 PE = 5	ELA= Maintained Math= Maintained ELD= Maintained Science= Maintained H/SS= Maintained PE=Maintained

	including EL access to ELD and state standards) *Exploration Phase = 1* *Beg. Development= 2* *Initial Implementation= 3* *Full Implementation = 4* *Sustainability = 5*		Data Year:2024-2025			
2.9	School Leaders capture teacher observations of practice in Growth & Development: Teacher Observation Platform Data Source: Internal	0% of teachers w/ 3 or more observations	100% *Data Year:2024-2025*	100% *Data Year:2025-2026*	100% of teachers w/ 3 or more observations	+100%

Goal Analysis for 2025-2026

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

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

Para Los Niños (PLN) Middle School continued implementation of Goal 2 actions focused on increasing access to rigorous instruction, strengthening instructional systems, and supporting equity-centered teaching and leadership practices.

Successful Implementation

PLN Middle School continued implementation of a Guaranteed and Viable Curriculum (GVC) across core content areas and designated English Language Development (ELD), supported by aligned instructional materials, assessment systems, and instructional coaching. The Teaching and Learning Team strengthened instructional systems through ongoing professional development, coaching cycles, co-planning, and classroom support designed to improve instructional quality and student access to grade-level standards.

PLN also continued implementation of equity-centered instructional practices and differentiated learning opportunities through development of the GATE initiative and ongoing instructional support aligned to culturally responsive teaching and student-centered learning. In addition, PLN continued strengthening equity-driven leadership practices through collaboration with Student Success Educational Partners to build instructional leadership capacity aligned to the Community Schools model.

Implementation Challenges

While PLN Middle School continued strengthening instructional systems and academic supports, challenges remained related to student learning gaps, inconsistent attendance, and increasing academic needs among high-needs student groups. Results from the 2025 Dashboard reflected declines in English Language Arts and Mathematics performance, reinforcing the need for continued refinement of intervention systems, differentiated instruction, and targeted academic supports.

In addition, implementation of multiple instructional initiatives simultaneously required continued coordination, professional learning, and staff support to ensure consistent implementation across classrooms and programs.

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.

PLN CMS experienced several material differences between budgeted and estimated actual expenditures during the year, primarily due to staffing vacancies, partial-year staffing, and increased personnel costs necessary to support instructional programming.

Expenditure Differences

Action 2.1 – College, Career & Civic/Global Life Readiness: The estimated actual expenditure of $3,627 was lower than the budgeted amount of $17,063, representing a 79% decrease. This variance was primarily due to the School Psychologist position being only partially staffed during the year, resulting in lower personnel costs than originally projected.

Action 2.3 – Instructional System: The estimated actual expenditure of $1,462,390 exceeded the budgeted amount of $1,305,813, representing a 12% increase. This variance was due to higher-than-anticipated personnel costs required to support implementation of the instructional program and related student services.

Action 2.4 – Equity-Driven Leadership: The estimated actual expenditure of $34,514 was lower than the budgeted amount of $54,619, representing a 37% decrease. This variance was primarily due to a position associated with this action being only partially staffed during the year.

Action 2.2 – Guaranteed and Viable Curriculum reflected only a minor variance and was substantially implemented as planned.

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

Based on analysis of metrics and outcomes, implementation of Goal 2 actions demonstrated mixed effectiveness during the 2025–26 school year. Continued implementation of Actions 2.2 (Guaranteed and Viable Curriculum) and 2.3 (Instructional Systems) strengthened instructional alignment, instructional coaching, and access to standards-based curriculum and differentiated supports across classrooms. These actions supported greater consistency in teaching and learning practices and strengthened organizational instructional capacity. However, 2025 Dashboard results reflected declines in English Language Arts and Mathematics performance among several student groups, indicating that continued refinement of intervention systems, differentiated instruction, and targeted academic supports remains necessary. English Learner Progress Indicator results also highlighted the need for continued focus on designated and integrated ELD supports and language acquisition strategies for multilingual learners.

Action 2.4 (Equity-Driven Leadership) demonstrated effectiveness through continued leadership development, professional learning, and instructional coaching aligned to equity-centered practices and the Community Schools model. These efforts supported collaboration, instructional reflection, and long-term capacity building across the organization.

Action 2.1 (College, Career & Civic/Global Life Readiness) remained in the foundational stages of implementation. Continued development of the GATE initiative and differentiated learning opportunities provided initial progress toward expanding rigorous and student-centered learning experiences, though measurable long-term outcomes are still emerging.

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

Based on reflection and analysis of implementation during the 2025–26 school year, PLN Middle School did not make substantive changes to Goal 2 metrics, target outcomes, or actions for the coming year. PLN Middle School will continue implementation of the established actions focused on rigorous instruction, instructional systems, differentiated learning opportunities, and equity-driven leadership development while continuing to refine supports and interventions based on student data, stakeholder feedback, and identified student needs.

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	College, Career & Civic /Global Life Readiness	• The Office of Education with the support of the Charter School Leadership Team will construct a PLN Scholar Profile focused on scholars who are college, career and civic life ready that clearly defines and includes milestones at critical juncture • The Office of Education with the support of the Charter School Leadership Team will broaden the sphere of our exceptional students by launching Gifted and Talented Assessments and identification of students, and increase differentiated learning opportunities for students who require more challenging learning environments and opportunities. • The Office of Education with the support of the Charter School Leadership Team will increase the level of student engagement and discourse in classrooms with a focus on college and career readiness culture by incorporating civic education and service learning projects.	$18,177	Y
2.2	Guaranteed and Viable Curriculum	We will ensure that all scholars have access to Guaranteed and Viable Curriculum (GVC) for each core content area and grade level, including designated English Language Development, that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials. The Teaching and Learning Team (TLT) will work to develop plans for assessment systems, including the use of appropriate technologies, that help educators monitor students' progress towards grade level standards using a body of evidence made up of multiple and varied assessment measures. This action addresses the Red Indicator for English Language Arts and Math on the 2023 CA Dashboard to support all students, including all student groups in developing grade-level proficiency, closing achievement gaps, and accelerating learning through aligned instruction, timely interventions, and data-informed instructional practices ● TLT will provide a differentiated professional learning model to provide foundational learning for school leaders (via Leadership Labs) and educators (via Teacher Leaders) around a Guaranteed and Viable Curriculum, Standards-Aligned Assessments and reporting/grading practices. ● TLT will continue working to develop quality models that show how educators can partner with students and families to assess student	$244,798	Y

		learning by using multiple formative and summative measures, including student self-assessment, as well as models that value more recent evidence of learning. ● TLT will provide professional learning to educators throughout the school year to support the implementation of these models. With the support of the Instructional Technology Coordinator, the team will plan and facilitate learning sessions. ● TLT will continue to centrally develop and refine fair, valid and reliable instructionally embedded assessments aligned to Guaranteed and Viable Curriculum, and in alignment with the Smarter Balanced Interim Assessment Blocks, that help track student growth, provide meaningful feedback opportunities for students, involve students in the assessment process through portfolios, peer review and self-assessment opportunities. ● TLT will engage classroom teachers in learning appropriate digital tools for monitoring progress toward meeting standards, such as features within their Infinite Campus Gradebook		
2.3	Instructional System	A. Develop and implement a highly coherent instructional system rooted in anti-racist pedagogy and informed by best practices from around the world. ● The Social Justice Team (SJT) will support the development of a social emotional scope & sequence across content areas UTK-5 that inspires learning centered on student identity, social, emotional, and academic competencies, and cultural wealth in collaboration with school leaders and school culture leads. ● Support student-centered instructional shifts in math classrooms, as evidenced by the increase in teacher and leader understanding of math pedagogy and culturally responsive teaching increased frequency and quality of math language routines, as evidenced by observational data collected during instructional coaching cycles, increased student engagement, as evidenced by instructional coaching cycles, and increased student achievement ● STEAM training for all elementary teachers UTK-5 through a variety of professional learning methods. ○ Grow model classrooms, through the expanded use of the STEAM Lab. ○ STEAM Leads will increase individual support for teachers in alignment with NGSS desired practices, as well as, establish bank of performance task that engage students in NGSS based	$1,220,154	Y

		assessments for science and begin training teachers on the implementation of those assessments ● The Teaching and Learning Team (TLT) will support schools with the implementation of standards-based and the adopted English Language Development curriculum through the following actions and services: ○ Plan and provide professional development to teachers focused on the implementation of designated ELD curriculum for grades UTK-5. ○ Design professional learning cycles for classroom educators, instructional assistants, other classified employees, site administrators, and other district leaders to implement the best practices for all multilingual learners to include the unique needs of newcomer, immigrant, and refugee students. ● The Social Justice Team will launch in the development of Ethnic Studies courses, curriculum, and pedagogy in the following ways: ○ Increase access to resources and materials that reflect the student racial, ethnic, gender, intersectional identities of the classroom space to support teacher planning and design, curriculum development, and students learning. ○ Develop model units to support cohesive, highly effective learning experiences for scholars in the Introduction to Ethnic Studies Course. ○ Develop partnerships with Community Colleges and University programs that outreach to first generation students of color that promote ethnic studies and higher education. ○ Continue to partner and engage with the Cesar Chavez Foundation and other equity-rooted community programs and partners to promote partnership and learning opportunities that transform scholars and communities. ○ Engage with student identity affinity groups and student leadership groups to gain Street ● In collaboration with the Exceptional Scholars Team (EST), the Teaching and Learning Team (TLT) will plan and work to enhance the GVC materials to support students who receive special education services and will expand their opportunities for co-teaching between the Resource Specialist Teachers and the General Education Teacher.		

		B. Increase the number of teachers, teacher residents and Instructional Assistants allocated in classrooms allowing for our classroom environments to cultivate a focus on classroom preparation and planning, identification and support of high-risk students and in the development of services & supports for the whole child. ● Instructional Assistants will provide small group instruction in support of Newcomers & English Language Learners C. In Collaboration with the Teaching and Learning Team, the Expanded Learning Team (ELT) will present at the Best of Out of School Time (BOOST) Conference on Teacher Observations and Feedback Cycles. The ELT will continue to design expanded learning opportunities that accelerate learning, enhance connections to the school community, and reignite passion for learning through the various programs. In addition, services: ● Expanded summer program encompassing both academics and enrichment ● Summer bridging programs for transition years		
2.4	Equity-Driven Leadership	A. The Charter School Leadership Team will develop a multiyear plan for teachers, instructional aides and operations staff focusing on school leadership development, including Community Schools Strategy and Equity-Driven Leadership. ● The Charter School Leadership Team and members of the Leadership and Learning Team will launch targeted professional development by way of quarterly leadership labs in which leaders will continue to strengthen their capacity to leverage data to improve student outcomes and experiences. ● The Charter School Leadership Team will support the development of the principals' leadership voice and coach principals to create a sense of urgency for change that is clearly grounded in research strategies in relationship to the work of improving outcomes and experiences for students. ● Site leaders will participate in leadership labs, where they will have an opportunity to meet to share best practices and collaborate on implementing both adaptive and technical aspects of site initiatives. The Charter School Leadership Team will identify and leverage site leaders who have a proven track record for improving student outcomes to plan and help facilitate leadership labs. ● The Charter School Leadership Team will support site leaders based on a multi- tiered coaching model. Tiers of support will be based on student outcomes and the coaching needs of the site	$48,491	Y

leader and will determine the frequency of instructional visits and other coaching opportunities. Coaching will focus on cycles of continuous improvement and include instructional visits, observations of principal led professional development opportunities/meetings, coaching sessions, and bi-monthly site visits. The Charter School Leadership Team and leaders will observe classroom practice together to see evidence of research-based instructional practices and ensure impact on teaching and learning. The Charter School Leadership Team will assess and evaluate leaders' growth and development based on PLN's School Leadership Framework and demonstrated implementation of PLN's Office of Education' initiatives and practices taught during PLN Leadership Summits, Equity-Driven Leadership Conferences and Leadership Labs institutes and Leadership Labs.

B. In partnership with Student Success Educational Partners, a system of growth and development will be constructed utilizing evidence based, research strategies for organizational and professional impact.
    - In collaboration with the Charter School Leadership Team will provide high-quality job embedded professional learning to new school leaders in order to strengthen and calibrate their knowledge, skills and abilities to observe, gather evidence, conduct reflective conversations and provide feedback to educators.
    - The Charter School Leadership Team will utilize a researched, web based professional learning platform to facilitate evidence-based growth and development cycles and coaching conversations among leaders and educators focused on strengthening instructional practice.
    - The Charter School Leadership Team will cultivate learning partnerships with peers and new school leaders to work collaboratively to meet professional goals in service of student achievement.
        - Educators and new school leaders will analyze and interpret student data on a regular basis, to reflect on practice, establishing the link between instructional strategies and student learning

C. Teacher development and leadership opportunities provided by the Teaching and Learning Team will develop a system of growth and development where adult learning is student- centered and aligned to professional standards in service of student outcomes and continuous improvement.
    - Through on-going coaching cycles, teachers will be provided by the

		Teaching & Learning Team, intentional and strategic Professional Development which will include co-planning, peer observation of practice, demonstration lessons, on-going coaching and feedback and access to a robust digital library of highly effective instructional practice and pedagogy. ● The Teaching & Learning Team will support with the goal of effective teaching in every classroom by ensuring that teachers are afforded the opportunity to deeply engage in meaningful, student-centered learning across all content areas, inclusive of ethnic studies, and to develop essential skills, such as critical thinking, creativity, career-awareness, critical consciousness, and foundational literacies (i.e. modes of communication: reading, writing, speaking and listening; as well as, scientific, historical, mathematical, digital, financial, cultural, visual/art, information, physical, health and civic literacy). D. Through the development of teacher leadership opportunities PLN CMS will develop instructional capacity of educators in order to provide research-based instruction through the use of data, inclusive of both qualitative and quantitative measures, and will include; professional development, school structures (ILT's & PLC;), and a focus on student learning to assess and track progress in the cycle of continuous improvement. ● Teacher Leadership opportunities will include: ○ STEAM Lead Teacher(s) ○ Team Lead & Mentor Teacher(s) ○ Family & Community Engagement Teacher Leader(s) ○ School Culture Teacher Leader(s) LREGB funds supporting this action: $280,077 for the 2025-2026 sy		

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	Student, Family and Community Engagement & Services that Cultivate Highly Regarded Community Schools, Enhancing Opportunities; College & Beyond for ALL	Broad

State Priorities addressed by this goal.

#3 Parent Engagement (Dashboard Connection: Parent Engagement - Parent Input in Decision Making & Promoting Parental Participation)

An explanation of why the LEA has developed this goal.

The PLN Office of Education's vision, which is currently being co-constructed with educational partners through the Community Schools planning and implementation grants, is that families, community members, and schools view each other as valued and trusted partners who share in the commitment and responsibility of enriching student learning and optimizing student success.

PLN will provide the conditions within the system that build collaborative partnerships to build and enhance the capacity of families and staff in the “4 C” areas of the Dual Capacity-Building Framework for Family-School Partnerships: Capabilities (skills and knowledge), Connections (networks), Cognition (beliefs, values), and Confidence (self-efficacy). Elements of the 4C areas will be referenced and highlighted through our actions and services.

PLN is committed to meaningfully collaborate with families to strengthen purposeful interaction, communication, and meaningful participation between the school and our families. The goal is to design family engagement opportunities in which parents, family members, and other caregivers play an active role in a student’s education. This can be accomplished by listening closely to what families need and engagement opportunities with families, with students, and with schools, with the central goal of improving student success.

It is a collective responsibility to recognize, acknowledge, and tend to relationships of trust between home and school. It is only by nurturing these relationships that collaboration with one another to support student learning. It is through student centered alliances that capacities, knowledge, and actions to transform outcomes for students will be developed.

The following are the areas of focus:

1. Building Connections & Relationships to Engage Families -PLN CMS and families collectively share the responsibility to develop, fortify, and sustain healthy working and trusting relationships for student achievement.

2. Shared Leadership & Capabilities to Empower Families - Develop a capacity building plan to train PLN staff and family leaders on the Dual Capacity Framework for Family-School Partnerships. Design and develop effective outreach, networking, and school site support strategies.

3. Linked to Student Learning, Cognition, & Confidence to Leverage Parent Partnership for Student Achievement - PLN staff, and families collaborate and commit to improving student learning through network wide initiatives and engagement opportunities that connect to student learning and development.

PLN will collect feedback from families and caregivers through surveys, listening tours, educational partner feedback groups and Community School Team meetings. We will monitor progress through analyzing chronic absenteeism rates as evidenced on the CA Dashboard, network wide absenteeism, perception data collected through Panorama School Climate Surveys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Enrollment Patterns - Articulation from CMS Data Source: Internal	96%	Data not yet available	100%	100%	+4%

3.2	Parent Survey - Staff Family Relationships Data Source: Internal	74%	64% *Data Year:2024-2025*	65% *Data Year:2025-2026*	90%	-9%
3.3	Functional School Site Council Data Source: Internal	45%	Data not yet available	100% *Data Year:2025-2026*	100%	+55%
3.4	Participants in activities/opportunities that promote parent participation in person for all students including MLL's F/HLY, LI and SWD Data Source: Internal	29%	Data not yet available	100% *Data Year:2025-2026*	90%	+71%
3.5	School Climate Survey – Safety Data Source: Internal	67%	65% *Data Year: 2024-2025*	61% *Data Year: 2025-2026*	100%	-4%
3.6	School Climate Survey - School Fit Panorama School Climate - Caring Relationships Data Source: Internal	83%	73% *Data Year:2024-2025*	86% *Data Year: 2025-2026*	100%	+3%

Goal Analysis for 2025-2026

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

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

Para Los Niño's (PLN) Middle School continued implementation of Goal 3 actions focused on strengthening student, family, and community engagement through coordinated supports, partnerships, and Community Schools practices designed to improve student well-being and increase access to services and opportunities

Successful Implementation

PLN Middle School continued strengthening family partnerships through regular meetings led by the Community Schools Coordinator to increase communication, family engagement, and awareness of available resources and supports. Collaboration with community partners and the Student Support Services Team also expanded access to wellness services, enrichment opportunities, and wraparound supports aligned to student and family needs.

In addition, PLN Middle School continued strengthening literacy-focused initiatives through collaboration between instructional staff, intervention teams, and families. Literacy needs assessments, family literacy engagement efforts, and ongoing instructional supports helped inform schoolwide literacy priorities and targeted interventions designed to improve student achievement and access to academic supports.

Implementation Challenges

PLN Middle School continued to experience challenges related to chronic absenteeism, consistent family engagement, and increasing student wellness and academic needs. Coordinating multiple supports and community partnerships simultaneously required ongoing collaboration, communication, and systems refinement to ensure timely and effective delivery of services.

In addition, strengthening literacy outcomes for high-needs student groups remains an ongoing area of focus, requiring continued refinement of interventions, family engagement efforts, and targeted instructional supports to accelerate student achievement.

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.

PLN CMS experienced a limited number of material differences between budgeted and estimated actual expenditures during the year. Variances were primarily attributable to staffing vacancies and staff allocations across programs, while the remaining actions were implemented substantially as planned.

Expenditure Differences

Action 3.1 – Family Partnerships: The estimated actual expenditure of $18,809 was lower than the budgeted amount of $36,735, representing a 49% decrease. This variance was primarily due to a position associated with this action being only partially staffed during the year.

Action 3.2 – Elevate Voice: The estimated actual expenditure of $49,011 was lower than the budgeted amount of $62,108, representing a 21% decrease. This variance was primarily due to a position associated with this action being partially charged outside of the charter during the year, resulting in lower expenditures than originally projected.

Action 3.3 – Community Partnerships reflected only a minor variance and was substantially implemented as planned.

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

During the 2025–26 school year, PLN Middle School continued implementation of Goal 3 actions focused on strengthening student, family, and community engagement through coordinated Community Schools practices and integrated supports. Actions 3.1 and 3.3 were effective in strengthening family partnerships, expanding communication, and increasing awareness of available student and family resources. Regular meetings led by the Community Schools Coordinator and collaboration with the Student Support Services Team helped strengthen relationships between the school, families, and community partners while increasing access to wraparound supports, wellness services, and enrichment opportunities.

PLN Middle School also continued expanding literacy-focused family engagement efforts and supports informed by literacy needs assessments and ongoing collaboration between instructional staff, intervention teams, and families. These efforts helped strengthen alignment between academic supports, family engagement, and student learning needs.

Implementation of Goal 3 actions also supported more coordinated and responsive systems for addressing student wellness, attendance, and engagement needs. However, chronic absenteeism, increasing student mental health needs, and consistent family engagement continue to present challenges requiring ongoing refinement of outreach efforts, intervention systems, and integrated supports. PLN Middle School will continue strengthening Community Schools systems and collaborative partnerships to support long-term student success and engagement.

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

Based on reflection and analysis of implementation during the 2025–26 school year, PLN Middle School did not make substantive changes to Goal 3 metrics, target outcomes, or actions for the coming year. PLN Middle School will continue implementation of the established actions focused on

strengthening student, family, and community engagement through coordinated Community Schools practices, family partnerships, literacy engagement efforts, and integrated student supports.

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	Family Partnerships	A. In collaboration with the Teaching & Learning Team, the Community Schools Team will develop and implement integrated supports that align academic, social-emotional, and community-based services to meet the diverse needs of students and families. B. Led by the Family & Community Engagement Coordinator and the site-based Family Specialists, the Teaching & Learning Team will collaborate with the Community Schools Team in designing and delivering family engagement strategies that strengthen home-school connections and support student success. C. The CMS community school coordinator will meet with community partners monthly to discuss program updates, outcome expectations, specific implementation efforts, and to engage in continuous improvement. • CMS leaders will develop a list of key community partners who provide services and support for students and families (in the afterschool program, during the school day, services to families, etc.), and invite partners to monthly community partner meetings. • Conduct outreach to invite community partners to identify a representative to be part of the monthly meetings. D. Develop common measures for accountability (e.g., student participation rates, satisfaction surveys, growth in student academics and/or improvement in behavior, reduction in chronic absenteeism, etc.) • Incorporate services provided by community partners into Panorama Education (for individual students receiving services) to monitor progress and outcomes.	$43,492	Y
3.2	Elevate Voice	A. As part of the Community Schools Program, the Community Schools Coordinator will facilitate monthly Community School Team meetings focused on reviewing Site based data and goals, student data, identify root cause analyses and make on-going recommendations on instructional priorities.	$67,156	Y

		B. Working in collaboration with the Social Justice Team, the Community schools' team will identify resources, partnerships to increase student leadership opportunities, that are student led and developed.		
3.3	Community Partnerships	A. The community school's coordinator will conduct targeted outreach to community partners as well as to students and parents from identified subgroups • The CES CST will meet monthly to implement the community school vision using a collaborative, shared decision-making structure B. The community school's coordinator will host monthly networking and planning sessions with Community Partners. C. Community Schools Coordinator will meet regularly with the PLN external affairs/development team to discuss funding opportunities and explore ways to sustain community school implementation and targeted interventions D. The Community School Coordinator will work with the Student Support Services Team to: • Work with PRN Nursing Consultants to maintain current services, identify additional screening needs, and develop implementation plans to expand services • Explore partnerships with those who provide free health clinic services at school sites (e.g., Blue Shield Promise and QueensCare) • Based on continued needs assessment, research additional partners to provide health services	$79,079	N

Goals and Actions

Goal 4

Goal #	Description	Type of Goal
4	By 2026- 2027, all students, and particularly Low-income, English Learner, and Hispanic students, at PLN Middle School will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics (Math) as measured by California Assessment of Student Progress and Performance (CAASPP) test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority #4: Student Achievement

An explanation of why the LEA has developed this goal.

This goal was developed in response to the school's designation as an Equity Multiplier site and reflects significant performance gaps identified in the California School Dashboard. Dashboard indicators show that Low-Income, English Learner, and Hispanic students are performing in the Red and Orange performance levels in both ELA and Math. Educational partner input, including feedback from families, staff, and community partners, emphasized the need for focused academic intervention, improved instructional strategies, and stronger support systems to accelerate growth for these student groups. The goal is designed to ensure that Equity Multiplier funds are used to implement targeted, measurable actions that close opportunity gaps and support long-term academic success

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELA CAASPP Distance from Standard for all students and all numerically significant subgroups Source: CA Dashboard	All: -43.8 DFS EL: -86.5 DFS HIS: -44.6 DFS LTEL: -125.9 DFS SED: -44.7 SWD: -94 DFS 2024 CA Dashboard	N/A	All: -62.9 DFS EL: -100.2 DFS HIS: -62.8 DFS LTEL: -132.8 DFS SED: -62.8 DFS SWD: -100.8 DFS Data Year 2024-25	All: ≤-15 DFS EL: ≤ -65 DFS HIS: ≤-30 DFS LTEL: ≤ -100 DFS SED: ≤-35 SWD: ≤ -85 DFS	All: -19.1 DFS EL: -13.7 DFS HIS: -18.2 DFS LTEL: -6.9 DFS SED: -18.1 SWD: -6.8 DFS Data Year 2024-25
4.2	Math CAASPP Distance from Standard for all students and all numerically significant subgroups Source: CA Dashboard	All: -90.1 DFS EL: -123.6 DFS HIS: -88.3 DFS LTEL: -161.7 DFS SED: -92.8 SWD: -132.3 DFS 2024 CA Dashboard	N/A	All: -93.8 DFS EL: -120.8 DFS HIS: -91.2 DFS LTEL: -155.3 DFS SED: --94 SWD: -152.3 DFS Data Year 2024-25	All: ≤ -50 DFS EL: ≤ -95 DFS HIS: ≤-70 DFS LTEL: ≤ -145 DFS SED: ≤ -75 DFS SWD: ≤-120 DFS	All: -3.7 DFS EL: 20.8 DFS HIS: -2.9 DFS LTEL: 6.4DFS SED: -1.2 SWD: -20.0 DFS Data Year 2024-25

Goal Analysis for 2025-2026

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

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

During the 2025–26 school year, PLN Middle School began implementation of Goal 4 actions focused on strengthening Tier I instruction and improving student outcomes in English Language Arts and Mathematics through professional learning, instructional coaching, and data-driven leadership practices.

Action 4.1 Strengthen Tier I ELA and Math Instruction was implemented through ongoing professional learning, coaching cycles, co-planning, classroom observations, and collaborative instructional support led by the Charter School Leadership Team and Teaching & Learning Team. Staff engaged in instructional practices aligned to MTSS, culturally responsive teaching, and standards-based instruction to strengthen Tier I ELA and Math instruction across classrooms.

Action 4.2 Data Driven Leadership for ELA and Math Improvement was implemented through leadership collaboration, review of disaggregated student data, and instructional planning focused on improving academic outcomes in ELA and Math. Site leaders and instructional teams engaged in ongoing analysis of student performance data to identify instructional needs, monitor interventions, and support implementation of evidence-based instructional practices.

As this goal was newly added during the 2025–26 school year, much of the work focused on establishing systems, strengthening instructional alignment, and building staff and leadership capacity. While implementation was successful in strengthening instructional collaboration and data-informed practices, continued refinement of intervention systems and instructional supports will be necessary to accelerate student achievement and improve outcomes for all student groups.

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

CMS experienced material differences between budgeted and estimated actual expenditures for Goal 4 as the school invested additional resources to support implementation of its mathematics improvement initiatives during the year.

Expenditure Differences

Actions 4.1 – Strengthen Tier I ELA and Math Instruction and 4.2 – Data-Driven Leadership for ELA and Math Improvement: The estimated actual expenditure of $79,242 for each action exceeded the budgeted amount of $47,873, representing a 66% increase. These variances reflect additional expenditures incurred to support the implementation of instructional and leadership strategies designed to improve student outcomes in English language arts and mathematics.

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

During the 2025–26 school year, PLN Middle School began implementation of Goal 4 actions focused on strengthening Tier I instruction and improving student outcomes in English Language Arts and Mathematics. Actions 4.1 and 4.2 were effective in establishing stronger systems for instructional coaching, collaborative planning, professional learning, and data-informed leadership practices aligned to MTSS and culturally responsive instruction.

Through coaching cycles, classroom observations, co-planning, and leadership collaboration, instructional staff and site leaders strengthened their use of student data to inform instructional decisions and interventions in ELA and Math. These actions supported greater alignment of instructional practices and increased focus on targeted academic supports for high-needs student groups.

As this was the first year of implementation, much of the work focused on building foundational systems and leadership capacity. While measurable long-term academic outcomes are still emerging, PLN Middle School believes these actions established an important framework for continuous improvement and accelerated student achievement in future years.

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.

As Goal 4 was newly added during the 2025–26 school year, PLN Middle School did not make substantive changes to the goal, metrics, target outcomes, or actions for the coming year. The school will continue implementation of the established actions focused on strengthening Tier I ELA and Math instruction and building data-driven instructional leadership systems to support improved student 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
4.1	Strengthen Tier I ELA and Math Instruction	The Charter School Leadership Team and Teaching & Learning Team will support development of professional learning aligned to MTSS to improve Tier 1 instruction in ELA and Math. Through co-planning, demonstration lessons, classroom observations, peer collaboration, and structured coaching cycles, educators will deepen their instructional practice and build capacity to deliver high-quality, student-centered instruction aligned to content standards and culturally responsive pedagogy.	$36,774	N
4.2	Data Driven Leadership for ELA and Math Improvement	Using a multi-tiered coaching model, the Charter School Leadership Team will support site leaders in strengthening instructional leadership tied to ELA and Math outcomes. Leaders will participate in quarterly leadership labs focused on leveraging disaggregated student data to identify instructional gaps, monitor implementation of evidence-based practices, and create urgency around improving outcomes.	$36,774	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,282,498	$150,928

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
40%	0%	$0	44%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1, 1.2	Our socioeconomically disadvantaged students are at the Red level on the 2024 CA Dashboard for Chronic Absenteeism with a Chronic Absence rate of 30.4% and English Learners are at the Red level with a Chronic Absence rate of 40.4%.	The school will provide increased staffing and additional professional learning opportunities for teachers and staff to foster classroom conditions that support academic, social, and emotional outcomes by building stronger classroom communities. The Multi-Tiered Student Support Services Team will implement cycles of support (6-8 weeks), which will identify, assess and provide mental health, social emotional supports, behavioral supports and academic supports and services to scholars in need. These services are provided on an LEA-wide basis because they are specifically designed to meet the needs of low income and English Learners, but will benefit all students.	1.6 Chronic Absence rate for Socioeconomically Disadvantaged and English Learner subgroups

2.1,2.2, 2.3, 2.4	On the 2024 CAASPP ELA assessment, 3.37% of English Learners and 35.1% of low-income students met/exceeded standards. On the 2024 CAASPP Math assessment, 5.60% of English Learners and 15.79% of low-income students met/exceeded standards.	These actions provide increased staffing to ensure a low student to staff ratio. This will allow students more time receiving individualized support to meet their academic needs. These actions also provide additional professional learning for teachers to ensure they can implement strong pedagogical practices to meet the varied needs of the students in their classrooms. These services are provided on an LEA-wide basis because they are specifically designed to meet the needs of low income and English Learners, but will benefit all students.	2.6, 2.7 CA Assessment of Student Performance & Progress (CAASPP) ELA and Math: % of English Learners and SED students met/exceeded standards
3.1, 3.2	In order to achieve our academic growth and achievement goals, we know that families and the community are critical partners in the endeavor. We know that families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Families of English Learners benefit from additional outreach to support their students in English Language Development.	These actions provide increased staffing to provide family engagement services. This action is provided on a LEA-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional outreach and parent workshops.	3.4 Participants in activities/opportunities that promote parent participation for all students including MLL's F/HLY, LI and SWD

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
N/A	Not applicable	Not applicable	Not applicable

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.

Not 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.

Para Los Ninos Middle is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

2.3 Provides additional staffing to provide instructional support to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,222,251.00	$ 2,311,552.35

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	Ensure Inclusive & Restorative School Environments	Yes	$ 197,211	$ 199,635
1	2	Wellness Services	Yes	$ 139,326	$ 162,082
1	3	Restoratie, Anti-Bias & Anti-Racism Policies and Practices	No	$ 122,888	$ 32,753
2	1	College, Career & Civic/Global Life Readiness	Yes	$ 17,063	$ 3,627
2	2	Guaranteed and Viable Curriculum	Yes	$ 115,231	$ 119,486
2	3	Instructional System	Yes	$ 1,305,813	$ 1,462,390
2	4	Equity-Driven Leadership	Yes	$ 54,619	$ 34,514
3	1	Family Partnerships	Yes	$ 36,735	$ 18,809
3	2	Elevate Voice	Yes	$ 62,108	$ 49,011
3	3	Community Partnerships	No	$ 75,511	$ 70,762
4	1	Strengthen Tier I ELA and Math Instruction	No	$ 47,873	$ 79,242
4	2	Data Driven Leadership for ELA and Math Improvement	No	$ 47,873	$ 79,242

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,092,842	$ 1,336,232	$ 2,049,553	$ (713,321)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Ensure Inclusive & Restorative School Environments	Yes	$ 197,211	$ 199,635	0.000%	0.000%
1	2	Wellness Services	Yes	$ 139,326	$ 162,082	0.000%	0.000%
2	1	College, Career & Civic/Global Life Readiness	Yes	$ 17,063	$ 3,627	0.000%	0.000%
2	2	Guaranteed and Viable Curriculum	Yes	$ 115,231	$ 119,486	0.000%	0.000%
2	3	Instructional System	Yes	$ 713,939	$ 1,462,390	0.000%	0.000%
2	4	Equity-Driven Leadership	Yes	$ 54,619	$ 34,514	0.000%	0.000%
3	1	Family Partnerships	Yes	$ 36,735	$ 18,809	0.000%	0.000%
3	2	Elevate Voice	Yes	$ 62,108	$ 49,011	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,750,948	$ 1,092,842	0.000%	40%	$ 2,049,553	0.000%	75%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,224,952	$ 1,282,498	40%	0.000%	40%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,599,291	$ 370,212	$ -	$ 254,997	$ 2,224,500	$ 1,855,633	$ 368,866

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	Ensure Inclusive & Restorative School Environments	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 9,145	$ 117,250	$ 126,395	$ -	$ -	$ -	$ 126,395	0.000%
1	2	Wellness Services	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 253,207	$ -	$ 253,207	$ -	$ -	$ -	$ 253,207	0.000%
1	3	Restoratie, Anti-Bias & Anti-Racism Policies and Practices	All	No	LEA-wide	N/A	PLN CMS	Ongoing	$ 50,003	$ -	$ 50,003	$ -	$ -	$ -	$ 50,003	0.000%
2	1	College, Career & Civic/Global Life Readiness	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 18,177	$ -	$ 18,177	$ -	$ -	$ -	$ 18,177	0.000%
2	2	Guaranteed and Viable Curriculum	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 20,391	$ 224,407	$ 244,798	$ -	$ -	$ -	$ 244,798	0.000%
2	3	Instructional System	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 1,220,154	$ (0)	$ 609,268	$ 370,212	$ -	$ 240,674	$ 1,220,154	0.000%
2	4	Equity-Driven Leadership	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 48,491	$ -	$ 48,491	$ -	$ -	$ -	$ 48,491	0.000%
3	1	Family Partnerships	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 43,492	$ -	$ 43,492	$ -	$ -	$ -	$ 43,492	0.000%
3	2	Elevate Voice	All	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	Ongoing	$ 67,156	$ -	$ 67,156	$ -	$ -	$ -	$ 67,156	0.000%
3	3	Community Partnerships	All	No	LEA-wide	N/A	PLN CMS	Ongoing	$ 51,870	$ 27,209	$ 79,079	$ -	$ -	$ -	$ 79,079	0.000%
4	1	Strengthen Tier I ELA and Math Instruction	All	No	LEA-wide	N/A	PLN CMS	Ongoing	$ 36,774	$ -	$ 22,451	$ -	$ -	$ 14,323	$ 36,774	0.000%
4	2	Data Driven Leadership for ELA and Math Improvement	.	No	LEA-wide	N/A	PLN CMS	Ongoing	$ 36,774	$ -	$ 36,774	$ -	$ -	$ -	$ 36,774	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,224,952	$ 1,282,498	40%	0.000%	40%	$ 1,410,984	0.000%	44%	**Total:**	$ 1,410,984
								LEA-wide Total:	$ 1,410,984
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Ensure Inclusive & Restorative School Environments	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 126,395	0.000%
1	2	Wellness Services	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 253,207	0.000%
1	3	Restoratie, Anti-Bias & Anti-Racism Policies and Practices	No	LEA-wide		PLN CMS	$ -	0.000%
2	1	College, Career & Civic/Global Life Readiness	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 18,177	0.000%
2	2	Guaranteed and Viable Curriculum	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 244,798	0.000%
2	3	Instructional System	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 609,268	0.000%
2	4	Equity-Driven Leadership	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 48,491	0.000%
3	1	Family Partnerships	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 43,492	0.000%
3	2	Elevate Voice	Yes	LEA-wide	English Learners and Low-Income	PLN CMS	$ 67,156	0.000%
3	3	Community Partnerships	No	LEA-wide		PLN CMS	$ -	0.000%
4	1	Strengthen Tier I ELA and Math Instruction	No	LEA-wide		PLN CMS	$ -	0.000%
4	2	Data Driven Leadership for ELA and Math Improvement	No	LEA-wide		PLN CMS	$ -	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

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).