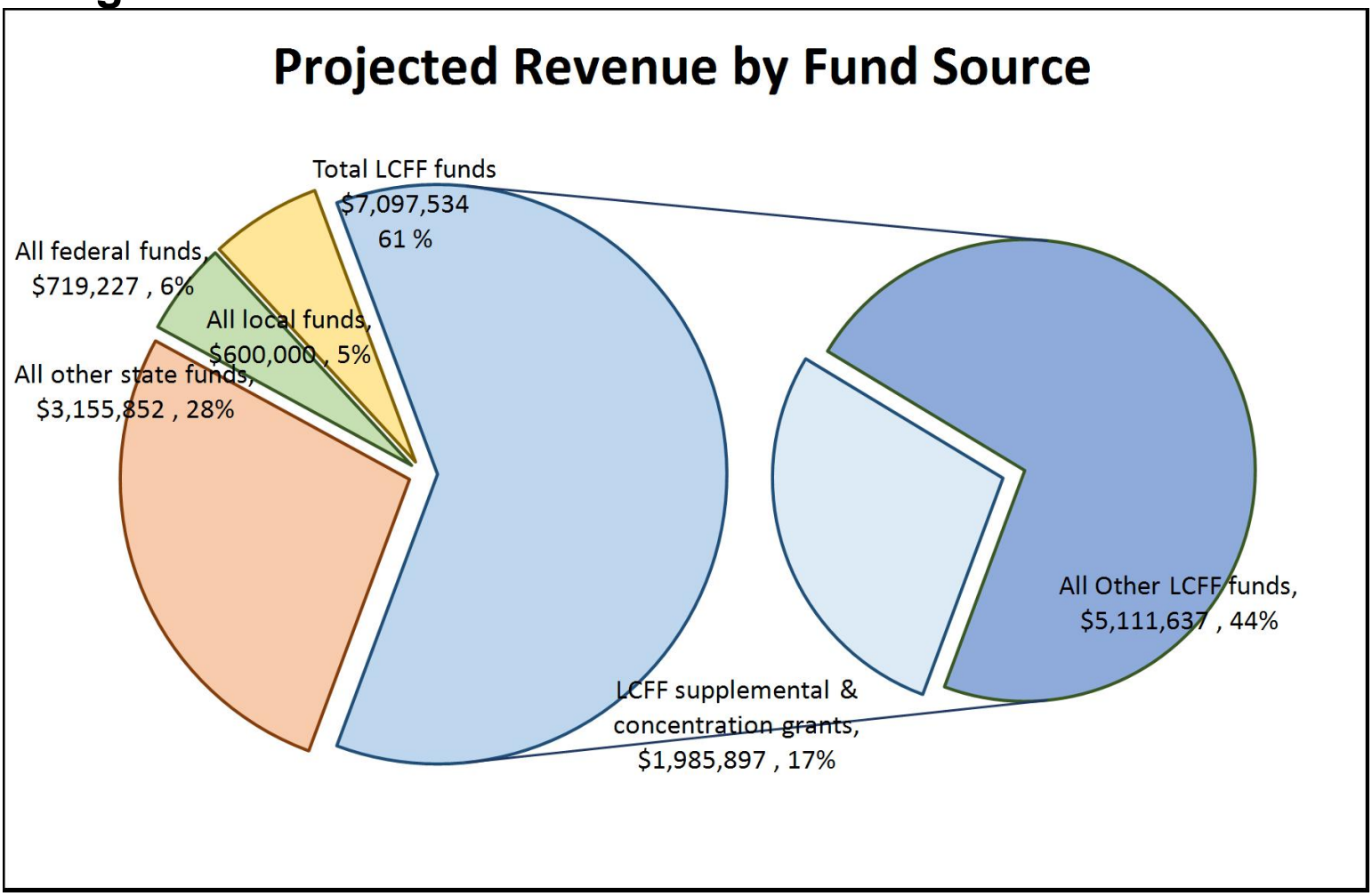
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Ignite Academy
CDS Code: 19-64733- 0131771
School Year: 2025-26
LEA contact information:
Danielle Johnson
School Leader
djohnson@kippsocal.org
323-486-6402

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

Budget Overview for the 2025-26 School Year

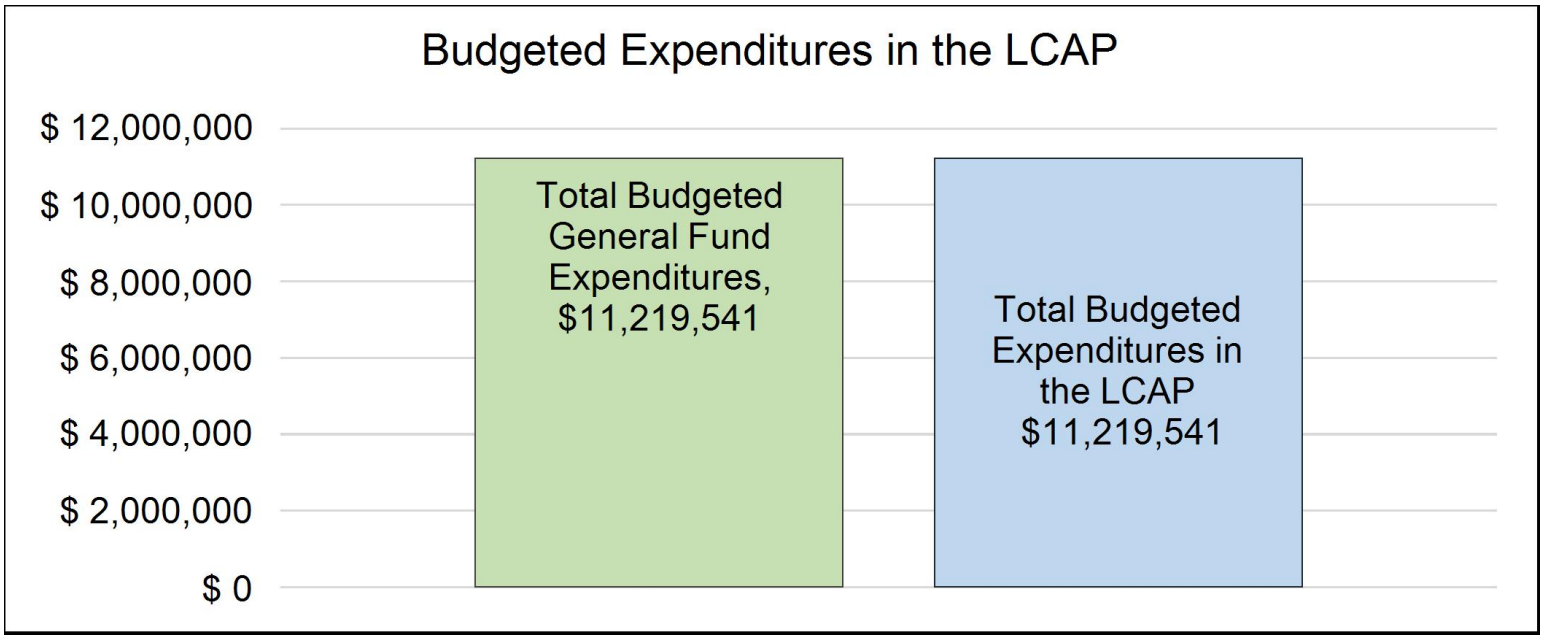


This chart shows the total general purpose revenue KIPP Ignite Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Ignite Academy is $11,572,613, of which $7,097,534 is Local Control Funding Formula (LCFF), $3,155,852 is other state funds, $600,000 is local funds, and $719,227 is federal funds. Of the $7,097,534 in LCFF Funds, $1,985,897 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much KIPP Ignite Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: KIPP Ignite Academy plans to spend $11,219,541 for the 2025-26 school year. Of that amount, $11,219,541 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

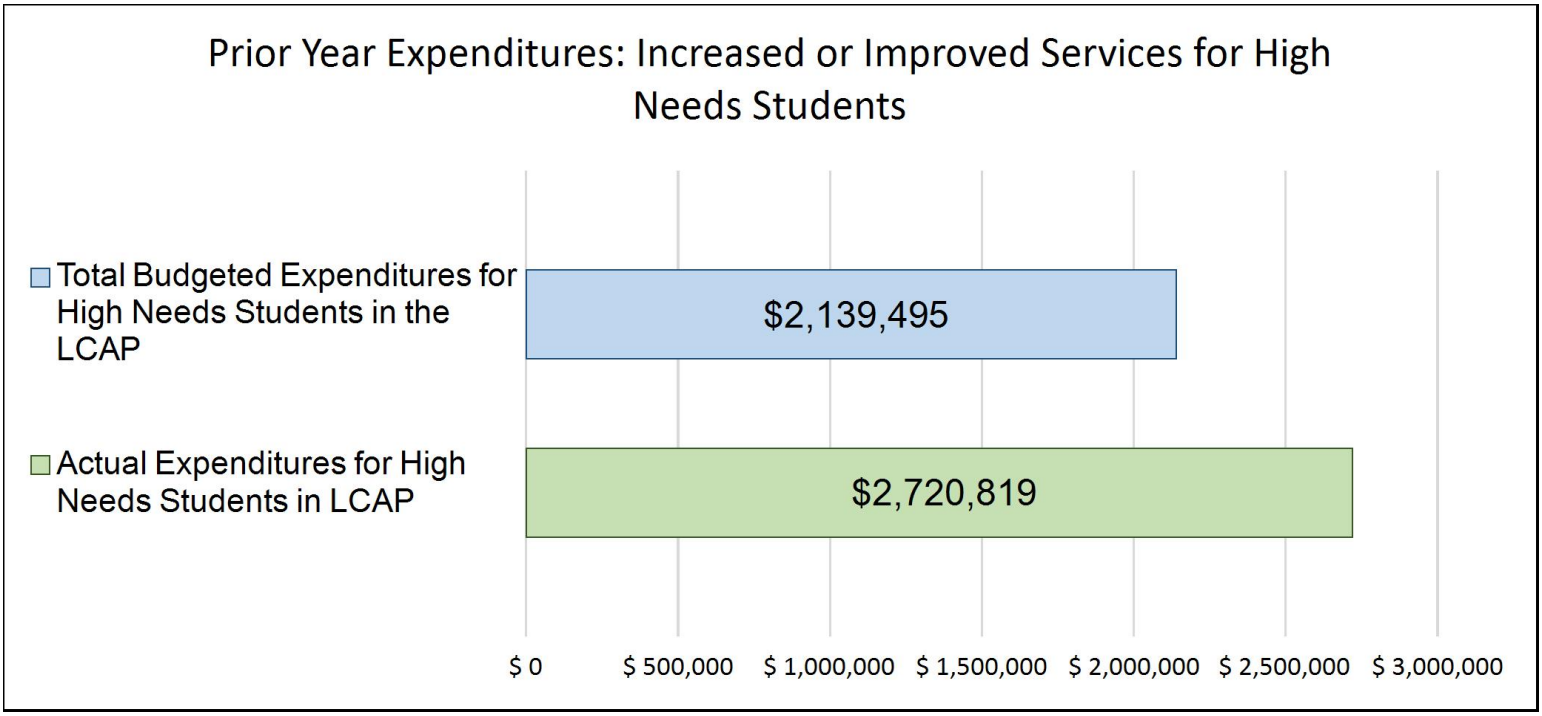
N/A

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

In 2025-26, KIPP Ignite Academy is projecting it will receive $1,985,897 based on the enrollment of foster youth, English learner, and low-income students. KIPP Ignite Academy must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Ignite Academy plans to spend $2,143,337 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, KIPP Ignite Academy's LCAP budgeted $2,139,495 for planned actions to increase or improve services for high needs students. KIPP Ignite Academy actually spent $2,720,819 for actions to increase or improve services for high needs students in 2024-25.

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
KIPP Ignite Academy	Danielle Johnson School Leader	djohnson@kippsocal.org 323-486-6402

Plan Summary [2025-26]

General Information

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

KIPP Ignite Academy (KIG) is a tuition-free, college preparatory public charter school located in the Florence-Firestone Community. KIG is part of the national KIPP (Knowledge Is Power Program) network. KIG currently enrolls 448 students in grades TK through 4. In 2024-25, our students include:

94% low-income students
22% English Learners
52% Hispanic students
41% Black students
17% students with disabilities

KIG is not 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.

KIPP Ignite Academy is proud of the overall progress and achievements our students have made, as reflected in the California School Dashboard and local data.

2023 Dashboard Lowest Performance (Red Indicators):

- Schoolwide Chronic Absenteeism
- EL Chronic Absenteeism
- Hispanic Chronic Absenteeism
- Socioeconomically Disadvantaged Chronic Absenteeism
- SWD Chronic Absenteeism
- African American Chronic Absenteeism

2024-25 Performance:
With respect to academic indicators, the school experienced declines in ELA and math performance as well as English Learner Progress, underscoring the need for targeted interventions to improve performance. Please see Goal 1 for actions and metrics related to academic performance, including specific actions for ELs and SWD.

Turning to school environment performance indicators, the school decreased its chronic absenteeism rate by 14.1%, resulting in a performance color of Yellow. No student groups received a performance color of Red, with ELs and SWD improving to Orange and African American, Hispanic, and socioeconomically disadvantaged students improving to Yellow. This highlights the importance of continued engagement efforts to ensure students attend school consistently. KIG suspended 0 students in 2024, maintaining its performance color of Blue for suspension rate. Please see Goal 2 for actions and metrics related to student and family engagement.

Learning Recovery Emergency Block Grant Funds:
This LCAP includes two actions partly funded by the Learning Recovery Block Grant (LREBG). These are Goal 1, Action 1: Data-Driven Instruction; and Goal 1, Action 3: SWD Differentiated Support. These actions address student needs for individualized support from intervention specialists (all students) and RSP teachers (students with disabilities) to promote growth in math and reading proficiency and counter learning loss due to the COVID-19 pandemic. This is an allowable use of LREBG funds according to Ed Code Section 32526(c)(2), which states LREBG funds may be expended for ""implementation, expansion, or enhancement of evidence-based learning supports.

Reflections: Technical Assistance

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

Not Applicable.

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.

KIPP Ignite Academy was not selected 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 Leadership Team	The school leadership team and administrators played a crucial role in the development of the Local Control and Accountability Plan (LCAP). Their engagement began with specialized training that provided comprehensive knowledge about the LCAP, including its importance, the statutory requirements, and the timeline. This training ensured that the leadership team was well-prepared to guide and shape the LCAP effectively. Following the initial training, structured meetings were held to gather initial thoughts on current challenges and priority areas. These early consultations were instrumental in shaping the preliminary drafts of the LCAP. Building on this foundational input, the leadership team took a proactive step by organizing and leading a stakeholder engagement meeting at their school. They developed presentation materials, invited all relevant stakeholders, and facilitated discussions, ensuring a wide range of perspectives were considered. This meeting was pivotal in gathering diverse input which was critical for the comprehensive development of the LCAP. The final phase of the engagement process involved a comprehensive review and formal approval of the completed LCAP during a final meeting. The school leadership team and administrators reached a consensus, fully backing the outlined goals and strategies. This rigorous engagement process underscored the leadership team's

Educational Partner(s)	Process for Engagement
	commitment to developing a well-rounded and effective LCAP that is reflective of community needs priorities.
Teachers and Other School Personnel	The engagement of teachers and other school personnel was a central element in the development of the Local Control and Accountability Plan (LCAP). This group, integral to the daily educational operations, provided invaluable insights that shaped the LCAP from the ground up. The process began with an initial gathering, where the objectives of the LCAP were outlines, and the importance of direct input from educators was emphasized. Teachers and school personnel were invited to share their firsthand experiences and sights regarding student needs, instructional challenges, and resource deficiencies. This early engagement was crucial for setting the stage for more detailed discussions. Our school leadership team used dedicated Professional Development time to facilitate a series of workshops and feedback sessions. These sessions were designed not only to collect input but also to generate discussion on potential solutions and strategies. During these workshops, teachers and school personnel actively participated in shaping the educational goals and priorities for the LCAP. Special attention was given to the practical aspects of classroom and school needs, ensuring that the proposed LCAP measures were both relevant and actionable. Additionally, an online feedback survey was established to enable continuous communication. This structure allowed teachers and other school personnel to provide ongoing feedback as the LCAP drafts were developed and refined. It served as a dynamic space for raising concerns, suggesting improvements, and validating the direction of the planning process. The culmination of this engagement process was a joint review sessions where the final draft of the LCAP was presented. Teachers and other school personnel had the opportunity to review the

Educational Partner(s)	Process for Engagement
	outcomes of their contributions and to give their final endorsements or suggestions for adjustments. This final session ensured that the LCAP was aligned with the ground realities of the school environment and supported by those directly involved in its implementation.
Parents	Engaging parents and families in the development of the LCAP was a priority for our school. To facilitate meaningful participation, we integrated LCAP discussions into various existing platforms and initiated new strategies to gather extensive parental input throughout the academic year. The process commenced at the beginning of the school year during our first School Site Council (Family Leadership Academy) meeting. This initial meeting set the tone for ongoing LCAP discussions, which were consistently on the agenda at subsequent council meetings up to the final one in April. These meetings services as critical touch points for gathering input and discussing evolving needs and priorities. In addition to the formal council meetings, we held regular "Coffee with Admin" sessions. These less formal gatherings provided an atmosphere where families could voice concerns, ask questions, and provide feedback on the LCAP's development in a more conversational setting. Similarly, our English Learner Advisory Committee were crucial for addressing the specific needs of families with English learners, ensuring that their unique feedback was considered in the LCAP. Recognizing the importance of reaching all family demographics, we conducted comprehensive family surveys three times a year-- in October, January, and April. These surveys were meticulously designed to cater the diverse views of our family community on a range of issues related to our school's educational strategies and resource allocation. The feedback obtained through these surveys directly influence the topics discussed in subsequent meetings and played a significant role in shaping the LCAP goals.

Educational Partner(s)	Process for Engagement
	This ongoing, multilayered engagement process with families ensured that we offered multiple opportunities and various platforms to influence the LCAP, enhancing the relevance and effectiveness of the educational strategies we commit to each year.
Students	Empowering our students to advocate for themselves and their community is a cornerstone of our educational philosophy. We have developed a comprehensive process to engage our students in the development and refinement of the LCAP. Our engagement process includes our tri-annual student surveys, distributed in October, February, and April. These surveys are carefully crafted not only to assess student satisfaction and belongingness without our school community but also to gather substantive input on what students value most about their educational experience and what improvements they desire to see. Over the years, we have refined these surveys to better reflect our students' voices, ensuring that the questions we ask are directly relevant to their daily experiences and future aspirations. To ensure that the LCAP is a collaborative process, we ensure that our students are well-informed about the school's academic goals and expectations. We hold regular discussions with students about the support they need, which helps us tailor our educational strategies and resources to better meet these needs. These discussions are an essential part of our ongoing dialogue with students about how the schools can serve them better. The feedback collected through surveys and discussions is thoroughly analyzed and used to shape the actions and objectives outlined in the LCAP. Students' insights into the effectiveness of school-wide expectations and their specific feedback on desired changes ensure that our LCAP is not only a reflection of our educational goals but also resonates with the student body's current needs and future aspirations.

Educational Partner(s)	Process for Engagement
	By actively involving students in this process, we aim to foster a sense of ownership and engagement among them, which not only enhances their educational experience but also ensures that they feel a part of the school's decision-making process. This approach empowers our students, giving them a platform to voice their opinions and learn the importance of advocacy and informed participation within their community.

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

The development of our Local Control and Accountability Plan (LCAP) has been deeply informed by the active participation and feedback of our families and school staff. Their contributions have been instrumental in determining the target outcomes and refining the goals and budget allocations within the plan.

Feedback from families and staff directly shaped Goal 1, which focuses on enhancing students' proficiency in English Language Arts (ELA) and Math, as measured by the California Assessment of Student Performance and Progress (CAASPP), and in Science, as assessed by the California Science Test (CAST) for 5th and 8th graders. The specific target outcomes for these assessments were set through collaborative discussions with these groups, ensuring that the goals align with our community's expectations and educational priorities. This collaborative approach has ensured that our academic objectives are not only ambitious but also grounded in a shared vision for student achievement.

Similarly, Goal 2 was formulated with substantial input from families and school staff, focusing on non-academic indicators such as suspension rates, expulsion rates, daily average attendance, chronic absenteeism, and the number of family engagement events. Importantly, the feedback also emphasized increasing parental involvement in school decision-making processes. This goal underscores our commitment to fostering an inclusive and engaging school environment that supports students' social and emotional well-being and promotes active parental involvement.

One of the significant changes influenced by the feedback was the adjustment of budget allocations to better support student attendance initiatives. Our community highlighted the need to enhance efforts towards improving daily attendance and reducing chronic absenteeism. In response, we increased the funding dedicated to programs and resources aimed at supporting student attendance. This adjustment not only reflects our partners' priorities but also enhances our capability to meet our attendance and chronic absenteeism goals effectively.

The feedback from our educational partners has been vital in shaping the LCAP. By setting specific, community-informed target outcomes for our academic and engagement goals, and adjusting our budget to prioritize critical areas such as attendance, we have developed an LCAP that is responsive to the needs and aspirations of our students and their families. This process of engagement ensures that our strategic planning is not only compliant with statutory requirements but also closely aligned with the values and priorities of our school community. Moving forward, we will continue to analyze the effectiveness of these actions and make necessary adjustments based on our annual update process and ongoing community feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve. This goal encompasses our efforts to promote schoolwide academic growth, including targeted support for high-need student groups. Through data-driven instruction, blended learning, and differentiated support for English Learners and students with disabilities, we will meet our 2026-27 desired outcomes in ELA proficiency, math proficiency, science proficiency, EL progress, and EL reclassification rate. We will increase the percentage of our students meeting and surpassing rigorous state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priority 4, Pupil Achievement. The actions and metrics included in this goal will support us in monitoring and improving academic outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students) by enhancing teaching efficacy for all students through data-driven instruction and providing equitable differentiated support to meet the needs of two especially vulnerable student groups, SWDs and ELs. For math, ELA, and science assessments, comparing student group outcomes to whole school outcomes is particularly useful in identifying and correcting disparities. Two metrics are specific to our school's English learners, EL progress and reclassification rate, because we understand that building English proficiency and reclassifying are crucial to ELs' overall academic success.

"Fewer than 30 students" explanation: To protect student privacy, federal and state requirements prevent us from reporting data for any student group with fewer than 30 students. Families can always reach out to their student's teacher or school administrators for information on their student's individual performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of students meeting or exceeding state-established proficiency levels for English	2022-2023 All Students: 14.69% EL: 12.12% SWD: 6.67% LatinX: 15.07%	2023-2024 All Students: 16.20% EL: 9.68% SWD: 0%		All Students: 50% EL: 40% SWD: 40% LatinX: 50% Black: 50%	Baseline – Year 1 All Students: +1.51% EL: -2.44% SWD: -6.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Arts (CAASPP)	Black: 14.93% Low Income: 14.28% Foster Youth: N/A	LatinX: 22.67% Black: 7.94% Low Income: 15.04% Foster Youth: Fewer than 11		Low Income: 50% Foster Youth: 40%	LatinX: +7.60% Black: -7.00% Low Income: +0.76% Foster Youth: N/A
1.2	Rate of students meeting or exceeding state-established proficiency levels for Math (CAASPP)	2022-2023 All Students: 16.09% EL: 15.15% SWD: 26.67% LatinX: 15.07% Black: 17.91% Low Income: 15.00% Foster Youth: N/A	2023-2024 All Students: 9.09% EL: 9.38% SWD: 0% LatinX: 13.16% Black: 4.76% Low Income: 8.21% Foster Youth: Fewer than 11		All Students: 50% EL: 40% SWD: 40% LatinX: 50% Black: 50% Low Income: 50% Foster Youth: 40%	Baseline – Year 1 All Students: -7.00% EL: -5.77% SWD: -26.67% LatinX: -1.91% Black: -13.15% Low Income: -6.79% Foster Youth: N/A
1.3	Rate of EL students making progress towards English language proficiency on ELPAC.	2022-2023 32.8%	2023-2024 24.2%		45%	Baseline – Year 1 -8.6%
1.4	Reclassification Rate	2023-2024 3.4%	2024-2025 Current Data is not available yet		25%	Baseline - Year 1 N/A
1.5	Rate of 5th grade students meeting or exceeding state-established proficiency levels for science (CAST)	N/A (TK - 4th Grade)	N/A (TK - 4th Grade)		N/A (TK - 4th Grade)	N/A (TK - 4th Grade)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Rate of 8th grade students meeting or exceeding state-established proficiency levels for science (CAST)	N/A (TK - 4th Grade)	N/A (TK - 4th Grade)		N/A (TK - 4th Grade)	N/A (TK - 4th Grade)
1.7	Rate of students meeting individualized growth goals in ELA/Reading on verified local assessment	iReady Fall - Spring 2023-2024 All Students: 45% EL: 45% SWD: 36% LatinX: 51% Black: 40% Low Income: N/A Foster Youth: Fewer than 11 students	iReady Fall - Spring 2024-2025 All Students: 54% EL: 55% SWD: 41% LatinX: 58% Black: 48% Low Income: N/A Foster Youth: Fewer than 11 students		All Students: 70% EL: 70% SWD: 70% LatinX: 70% Black: 70 Low Income: 70% Foster Youth: 70%	Baseline – Year 1 All Students: +9% EL: +10% SWD: +5% LatinX: +7% Black: +8% Low Income: N/A Foster Youth: N/A"
1.8	Rate of students meeting individualized growth goals in Math on verified local assessment	iReady Fall - Spring 2023-2024 All Students: 51% EL: 57% SWD: 52% LatinX: 56% Black: 44% Low Income: N/A Foster Youth:Fewer than 11 students	2024-2025 (iReady Math Fall-Spring) All Students: 34% EL: 45% SWD: 34% LatinX: 39% Black: 28% Low Income: N/A Foster Youth: N/A		All Students: 70% EL: 70% SWD: 70% LatinX: 70% Black: 70 Low Income: 70% Foster Youth: 70%	Baseline – Year 1 All Students: -17% EL: -12% SWD: -18% LatinX: -17% Black: -16% Low Income: N/A Foster Youth: N/A

Goal Analysis [2024-25]

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

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

There were no substantive differences between planned actions and actual implementation for Action 1.1: Data-Driven Instruction. Our regional data team has developed comprehensive dashboards to facilitate detailed analysis of student data, aiding in targeted instructional planning. Training sessions on data-driven instruction established a cycle of assessment, analysis, and intervention that supports continuous improvement. Despite these successes, challenges related to post-pandemic recovery remain. Staff and parents identified a need for increased tutoring and individualized support in response to learning loss due to COVID-19 school disruption. We have responded to these needs by implementing additional tutoring programs.

There were no substantive differences between planned actions and actual implementation for Action 1.2: EL Differentiated Support. For our English Learner (EL) population, we continued to utilize a data platform tailored to monitor EL progress. We also continued to utilize Lexia 3D to supplement afterschool and home-based supports for ELs.

There were no substantive differences between planned actions and actual implementation for Action 1.3: SWD Differentiated Support. Our special education team continued to meet compliance milestones, collaborating closely with families and staff to ensure a supportive environment for students with disabilities.

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

There were no material differences.

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

Action 1.1: Data-Driven Instruction has proven effective for ELA as evidenced by a 1.5% increase in schoolwide ELA proficiency. Action 1.1 also shows promise in enhancing teaching efficacy and improving student outcomes in Math. Through regular data analysis sessions, teachers have been able to tailor instruction and provide targeted support, which has directly influenced classroom participation and formative assessment outcomes, but has not yet translated to improvements in math proficiency scores (see metrics 1.1, 1.2, 1.7, and 1.8). The provision of necessary software and hardware has ensured that both teachers and students can effectively engage in these practices. Formative data suggests positive trends in student performance in ELA, math, and science, indicating that Action 1.1 will be successful in meeting its associated desired outcomes by 2027.

Action 1.2: EL Differentiated Support was effective. Evidence of its effectiveness includes a 10% increase in the rate of ELs meeting individualized growth goals in ELA (see metric 1.7). By using an EL-specific curriculum and involving parents through systematic communication of ELPAC results, we have seen enhanced language acquisition and academic skills among EL students. We are proud to be making progress toward our 2027 desired outcomes associated with this action.

Action 1.3: SWD Differentiated Support remains effective as evidenced by compliance as well as a 5% increase in SWD meeting individualized ELA growth goals (see metric 1.7). Our adherence to federal, state, and local standards has contributed to improvements in individualized support and educational outcomes for SWD. We are proud to be making progress toward our 2027 desired outcomes associated with this action.

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.

We have made the following changes to Goal 1:

Actions 1.1 and 1.3 have been updated to include required information related to LREBG funding.

Action 1.2 has been updated to include required information related to supports for LTELs. We have also updated all relevant metrics to include disaggregated data for this student group.

Actions 1.1, 1.2, and 1.3 have also been amended to include required information addressing Red indicators on the 2023 CA School Dashboard.

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	Data-Driven Instruction	This is an LREBG action. The Institute of Educational Sciences has consistently rated Response to Intervention (RTI, led by intervention specialists across KIPP SoCal schools) as Tier 3 or "promising" and has included these strategies in its Practice Guides for supporting elementary and middle grade students in math and reading since 2009. We will use the following metrics to monitor the impact of this action: 1.1 Rate of students meeting or exceeding state-established proficiency levels for ELA 1.2 Rate of students meeting or exceeding state-established proficiency levels for Math 1.7 Rate of students meeting individualized growth goals in ELA/Reading on verified local assessment	$924,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.8 Rate of students meeting individualized growth goals in Math on verified local assessment We are dedicated to implementing Data-Driven Instruction aimed at enhancing teaching efficacy and student outcomes through informed decision-making. Teachers will engage in regular data analysis sessions to tailor instruction and provide targeted support, ensuring that instructional practices are responsive to student needs. To support this initiative, both students and teachers will be provided with the necessary software and hardware.		
1.2	EL Differentiated Support	To support our Multilingual Learners (MLs, including ELs & LTELs), we have implemented and are continually refining a comprehensive ELD program including integrated and designated ELD. We will leverage student data from formative assessments, verified assessments, and observation to inform our instructional focus and group students by proficiency level for small group instruction. For LTELs and Newcomers who are experiencing additional challenges with learning and language development, we will utilize our multi-tiered system of support (MTSS) to develop a focused intervention plan that includes all appropriate stakeholders. Additionally, we will systematically inform parents and caregivers of MLs about their students' progress and development through ELPAC-related information.	$63,271.00	Yes
1.3	SWD Differentiated Support	This is an LREBG action. The Institute of Educational Sciences (IES) has rated reading interventions such as building students' decoding skills and providing fluency-building activities as Tier 1 or having a "strong" evidence base. IES has also rated mathematics interventions including concrete representations and timed activities as Tier 1. Our resource specialists (RSP) are trained alongside general education teachers to ensure effective delivery of these strategies in alignment with students' IEPs. We will use the following metrics to monitor the impact of this action: 1.1 Rate of SWD meeting or exceeding state-established proficiency levels for ELA	$912,416.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		1.2 Rate of SWD meeting or exceeding state-established proficiency levels for Math 1.7 Rate of SWD meeting individualized growth goals in ELA/Reading on verified local assessment 1.8 Rate of SWD meeting individualized growth goals in Math on verified local assessment We ensure thorough service implementation to meet the needs of Students with Disabilities including compliance with IEP timelines. We offer a Free Appropriate Public Education (FAPE) aligned to the requirement to prove the Least Restrictive Environment (LRE). We also engage with our SELPAs by attending their professional development opportunities. We actively partner with our families in our IEP processes and we ensure compliant ratios of RSP teachers to students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support student, family, and school engagement. We recognize that the success of any school begins with stakeholder trust. By providing intentional opportunities for parent and family engagement, using Positive Behavior Supports and Intervention (PBIS), and implementing strategies to support student attendance, we will meet our 2024-2025 desired outcomes in parent engagement opportunities, suspension and expulsion rate, student satisfaction, average daily attendance, chronic absenteeism, and middle school dropout rate. We will increase the overall engagement of all stakeholder groups.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6 (Parent Engagement, Pupil Engagement, and School Climate). We have evolved this goal and its associated actions and metrics based on 2023 Dashboard data, specifically our performance color of Red for schoolwide chronic absenteeism.

We identified this goal for focused attention through consultation with educational partners including monthly Community Council meetings, monthly English Learner Advisory Committee meetings, biannual parent surveys, and monthly Coffee with Admin meetings.

The actions and metrics included in this goal will support us in monitoring and improving engagement outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students) by ensuring sufficient opportunities for feedback from our educational partners and delineating specific, family-centered protocols for behavioral and attendance support. We will continually disaggregate school engagement data to identify and remedy disparities between student group and whole school outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Provide 1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	2023-2024 All Parents/Families: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2	2024-2025 All Parents/Families: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other		All Parents/Families: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement	No Chnage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	family engagement and/or parent leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of LTELs: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.		and/or parent leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of LTELs: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	
2.2	Suspension Rate	2022-2023 All students: 0.2% EL: 0% SWD: 2.1% LatinX: .4% Black: 0%	2023-2024 All students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0%		All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0%	Baseline - Year 1 All students: -0.2% EL: +0% SWD: -2.1% LatinX: -.4% Black: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: .2% Foster Youth: 0%	Low Income: 0% Foster Youth: 0%		Foster Youth: 0%	Low Income: -.2% Foster Youth: 0%
2.3	Expulsion Rate	2022-2023 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	2023-2024 All students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%		All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	No Change
2.4	Students will feel satisfied with their experience as measured by internally provided surveys	2023-2024 "I find what I am learning at school interesting." Often: 33.3% Always: 28.2%	2024-2025 "I find what I am learning at school interesting." Often: 20.2% Always: 39.5		"I find what I am learning at school interesting." Often: 50% Always: 50%	Baseline – Year 1 Often: -13.1% Always: +11.3%
2.5	Average Daily Attendance	2023-2024 All Students: 87.8% EL: 90.5% SWD: 89.9% LatinX: 89.3% Black: 85.5 Low Income: 87.6% Foster Youth: Fewer than 11 students	2024-2025 All Students: 89% EL: 91% SWD: 89% LatinX: 90.5% Black: 86.9% Low Income: 89% Foster Youth: Fewer than 11 students		All Students: 95% EL: 95% SWD: 95% Latino: 95% Black: 95% Low Income: 95% Foster Youth: 95%	Baseline – Year 1 All Students: +1.2% EL: +0.5% SWD: -0.9% LatinX: +1.2% Black: +1.4% Low Income: +1.4% Foster Youth: N/A
2.6	Chronic Absenteeism Rate	2023-2024 All Students: 49.2% EL: 34.2% SWD: 38.7% LatinX: 41%	2024-2025 All Students: 42.5% EL: 26% SWD: 43.3%		All Students: 12% EL: 12% SWD: 12% Latino: 12% Black: 12%	Baseline – Year 1 All Students: -6.7% EL: -8.2% SWD: +4.6% LatinX: -7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black: 58.7% Low Income: 49.4% Foster Youth: Fewer than 11 students	LatinX: 33.8% Black: 52.8% Low Income: 40.9% Foster Youth: Fewer than 11 students		Low Income: 12% Foster Youth: 12%	Black: -5.9% Low Income: -8.5% Foster Youth: N/A
2.7	Middle School Dropout Rate	N/A (TK - 4th Grade)	N/A (TK - 4th Grade)		N/A (TK - 4th Grade)	N/A (TK - 4th Grade)
2.8	The number of Opportunities for Parental Input in School Decision Making	2023-2024 All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21	2024-2025 All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families of LTEL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21		All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21	No Change

Goal Analysis [2024-25]

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

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

There were no substantive differences between planned actions and actual implementation for Action 2.1: Family Engagement Events. Our in-person events continued to promote increased community engagement. Highlights include cultural events that celebrated our student body's diversity, fostering a sense of community and enhancing parent and student interaction with staff in a non-academic setting. Another strength is the continuation of Family Leadership and Advisory Councils, which provided structured platforms for parents to voice their opinions and stay informed about school initiatives.

There were no substantive differences between planned actions and actual implementation for Action 2.2: Multi-Tiered PBIS System. Positive Behavior Supports and Interventions (PBIS). Our consistent application of PBIS strategies has been crucial in promoting positive behavior and maintaining extremely low suspension rates.

There were no substantive differences between planned actions and actual implementation for Action 2.3: Supporting Student Attendance. The use of tools like ParentSquare for proactive communication has been effective in mitigating chronic absenteeism. Additionally, school spirit days and other culture-building events have shown a positive correlation with improved daily attendance rates. Despite these successes, we did face challenges in communication with families around student attendance. Our efforts to address chronic absenteeism proactively were sometimes complicated by delayed responses from families.

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

There were no material differences.

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

Action 2.1: Family Engagement Events has proven effective in creating and sustaining two-way communication with educational stakeholders. We have provided 21 opportunities for parental input in school decision making including our annual LCAP Meeting (see metric 2.8) in addition to family engagement events such as Parent-Teacher Conferences (see metric 2.1). We are proud to be on track to meet our 2027 desired outcomes associated with this action.

Action 2.2: Multi-Tiered PBIS System has proven effective in maintaining extremely low suspension and expulsion rates (see metrics 2.2 and 2.3). We are proud to be on track to reach our 2027 desired outcomes associated with this action.

Action 2.3: Supporting Student Attendance has proven effective in increasing student attendance. Evidence of this action’s effectiveness include a 6.7% decrease in chronic absenteeism (year-to-date as of May 30, 2025). We are proud to be on track to meet our 2027 desired outcomes associated with this action.

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.

We have made the following changes to Goal 2:

Action 2.3 has been amended to include required information addressing Red indicators on the 2023 CA School Dashboard.

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	Family Engagement Events	We will hold frequent family engagement events based on families' needs and interests. Family members will have the ability to take on leadership roles through our Family Leadership Academy, English Learner Advisory Committee, and Community Council. Families will have opportunities to hear from and address school leadership during Coffee with Admin meetings. We will also invite families to participate in workshops based on high-interest topics. We will make every effort to schedule all events and meetings at times that are convenient for families to attend.	$176,906.00	Yes
2.2	Multi-Tiered PBIS System	We will cultivate a positive school culture through a school-wide behavior support plan and use a tiered system to address student behavior accordingly. All school personnel will be trained on the PBIS system, and teachers will receive PD on restorative practices to be implemented in classrooms.	$79,000.00	Yes
2.3	Supporting Student Attendance	This action addresses the following Red indicators on the 2023 CA School Dashboard: Schoolwide chronic absenteeism Chronic absenteeism among ELs Chronic absenteeism among Hispanic students Chronic absenteeism among socioeconomically disadvantaged students	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Chronic absenteeism among SWD Chronic absenteeism among African American students To reduce chronic absenteeism schoolwide, school leaders and staff will work diligently to reduce chronic absenteeism by implementing a four-pronged strategic approach aimed at addressing the issue. The first section of this approach includes a prevention & investment plan which will include more curated spirit days, events, and incentives that inspire students to come to school, emphasizing strong attendance to students and families. School leadership will develop an Attendance Support Team (AST), designed to improve and review attendance systems, assign steps for family outreach and ensure the prioritization of student attendance. Lastly, school leaders will focus specifically on starting the school year off strong with clear expectations and procedures for students, staff and families that promote school attendance and focus on targeted approaches to keep the Chronic Absenteeism rate low amongst at-risk students. To reduce chronic absenteeism among EL students, the AST will loop in the EL Coordinator or ELD interventionist if and when a referral or additional support is needed in the process of targeted outreach. To reduce chronic absenteeism among Hispanic students, we will build trust and rapport with families. We will approach attendance interventions from a family-centered, strengths-based perspective in order to address the root causes of absences for each student. To reduce chronic absenteeism among socioeconomically disadvantaged students, who represent a majority of our student body, we will build trust and rapport with families. We will approach attendance interventions from a family-centered, strengths-based perspective in order to address the root causes of absences for each student. Potential accommodations and interventions include enrolling students in Expanded Learning, encouraging families to utilize Metro's on-demand rideshare program, and supporting families with creating a reward system for school attendance.		

Action #	Title	Description	Total Funds	Contributing
		To reduce chronic absenteeism among SWD, the AST will loop in a SpEd program specialist, 504 liaison, or school counselor if and when a referral or additional support is needed in the process of targeted outreach. To reduce chronic absenteeism among African American students, we will build trust and rapport with families. We will approach attendance interventions from a family-centered, strengths-based perspective in order to address the root causes of absences for each student.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create spaces and opportunities for student achievement. In order to meet goals 1 and 2, certain base services must be in place to set the foundation for academic and cultural success. Through our teacher hiring practices, student access to technology, programmatic planning and scheduling, consistent professional development, and the provision of safe school spaces and facilities, we will meet or 2026-27 desired outcomes and maintain compliance with credentialed teachers, Common Core-aligned materials, Common Core and ELD professional development, student access to electives, and facility ratings.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 1, 2, 7, and 8 (Basic Conditions of Learning, Implementation of State Academic Standards, Access to Broad Course of Study, and Other Pupil Outcomes). The actions and metrics included in this goal reflect our belief that compliance is quality. This goal supports us in monitoring and sustaining our previous success in providing a compliant school, including appropriately assigned teachers, curriculum-aligned instructional materials, and safe, clean and functional school facilities. These foundational supports enable educators and students alike to do their best every day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rate of teachers who are compliant for the subject they are teaching	2022-2023 100%	2024-2025 100%		100%	No Change
3.2	Rate of students who have access to educational supplies and	2023-2024 100%	2024-2025 100%		100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials that are Common Core aligned					
3.3	Rate of teachers who attend training on Common Core and ELD strategies to support EL students	2023-2024 100%	2024-2025 100%		100%	No Change
3.4	Rate of students who have access to electives such as Performing Arts, Engineering and Coding, and Science	2023-2024 100%	2024-2025 100%		100%	No Change
3.5	Ensure that our facility is at "Good Repair" or better as measured by SARC	2023-2024 "Good Repair"	2024-2025 "Good Repair""		"Good Repair"	No Change
3.6	Rate the LEA's progress on a scale from 1-5 (lowest to highest) in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.	2023-2024 ELA - Common Core State Standards ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards: 5 Next Generation Science Standards: 4 History - Social Studies: 4	2024-2025 ELA - Common Core State Standards ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards: 5 Next Generation Science Standards: 5 History - Social Studies: 4		ELA - Common Core State Standards ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards Next Generation Science Standards: 5 History - Social Studies: 5	Baseline - Year 1 ELA - Common Core State Standards ELA: +0 ELD (Aligned to ELA Standards): +0 Mathematics - Common Core State Standards: +0 Next Generation Science Standards: +1 History - Social Studies: +0"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

There were no substantive differences between planned actions and actual implementation for Action 3.1a: Safe Facilities and Other Base Services - Contributing or Action 3.1b: Safe Facilities and Other Base Services - Non-Contributing. We continue to provide exemplary learning facilities for our staff, students, and families.

There were no substantive differences between planned actions and actual implementation for Action 3.2: Teacher Hiring, Programmatic Planning and Scheduling. We continued to provide our extended school day to ensure students' access to a broad course of study and remediate learning loss due to the COVID-19 pandemic.

There were no substantive differences between planned actions and actual implementation for Action 3.3: Intentional Professional Development. Our school has provided ample opportunities for staff to hone their skills throughout the school year. Teachers participated in weekly grade-level internalization meetings centered on unpacking Common Core State Standards, deriving key points from their lessons, and planning responses to common misconceptions. Data meetings, held on a weekly to quarterly basis, provided a structured space for teachers to complete a data analysis process guided by their instructional coaches.

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

There were no material differences.

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

Action 3.1 Safe Facilities and Other Base Services - Contributing and Action 3.2: Safe Facilities and Other Base Services - Non-Contributing have proven effective in maintaining a school environment conducive to educators' best work and students' best learning. Evidence of effectiveness includes our SARC facility rating of "Good Repair." We are proud to be on track to meet our 2027 desired outcomes associated with this action.

Action 3.3: Teacher Hiring, Programmatic Planning and Scheduling has proven effective in building a healthy teacher talent pipeline and providing students a broad course of study. Evidence for this action's effectiveness includes 100% of teachers being compliant for the subject they teach and 100% of students having access to elective courses. We are proud to be on track to reach our 2027 desired outcomes associated with this action.

Action 3.4: Intentional Professional Development has proven effective in providing ongoing support for our educators. Evidence of this action's effectiveness include a 100% teacher participation rate in training on strategies to support ELs. We are proud to be on track to meet our 2027 desired outcomes associated with this action.

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.

We have made the following changes to Goal 3:

We have made updates to Goal 3 to reflect its alignment with State Priority 8. The section "State Priorities addressed by this goal" has been updated to include State Priority 8, Other Pupil Outcomes.Action 3.3: Intentional Professional Development has been expanded to include required information related to professional development for LTELs.

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	1a - Safe Facilities and Other Base Services - Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial services, regular pest control, as well as daily maintenance.	$706,632.00	Yes
3.2	1b - Safe Facilities and Other Base Services - Non Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial services, regular pest control, as well as daily maintenance.	$8,029,323.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Teacher Hiring, Programmatic Planning and Scheduling	All instructional resources, curriculum, educational supplies, lesson plans, and assessments will be Common Core aligned. We provide an extended school day, which ensures that all students have ample time to engage in listed courses, including electives. Membership in a particular student group (e.g. Students with Disabilities, English Learners) will not prevent participation in electives. We will hire experienced, credentialed teachers and ensure proper placement. Once our teachers are hired, we will work with them to obtain and maintain proper documentation. We will work to build a healthy talent pipeline.	$298,143.00	Yes
3.4	Intentional Professional Development	We are committed to enhancing educational quality through partnering with our teachers and staff to provide Intentional Professional Development. We implement weekly professional development sessions every Monday afternoon, following early student dismissal. These sessions are dedicated to advancing teacher proficiency in key areas including classroom management, content mastery, Social Emotional Learning (SEL), and data analysis. In addition to on-site training, our educators will be encouraged to attend regional and external workshops and conferences. These opportunities are facilitated by leading experts and are designed to equip our staff with innovative teaching methods and a broader educational perspective. Through this multi-faceted approach, we aim to foster an environment of continuous improvement and excellence in teaching, thereby enriching the learning experience for all students. To address professional development needs related to MLs (inclusive of ELs and LTELs), we will provide professional development and coaching to strengthen teachers' knowledge of ELD standards, our ELD curriculum, and strategies that support MLs. Furthermore, the Regional ELD Specialist, who leads EL program implementation across all KIPP SoCal schools, will observe ELA classrooms to provide targeted feedback to teachers. Our ML Coordinator will complement this work by implementing school-wide structures for strategic use of ML program data.	$26,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,985,897	$235,007

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.851%	0.000%	$0.00	38.851%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Data-Driven Instruction **Need:** Research Based, Timely, Individualized Support **Scope:** LEA-wide	How Data-Driven Instruction Addresses Needs: Individualized Support: By regularly collecting and analyzing student performance data, educators can identify specific areas where unduplicated students need additional support. This allows for the development of personalized learning plans and targeted interventions to address specific needs, ensuring that each student receives the support they require.	Metrics for Measuring Effectiveness: To measure the effectiveness of data-driven instruction in improving outcomes for the unduplicated student groups, the following metrics will be used:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Timely Interventions: Data-driven instruction enables educators to monitor student progress continuously and provide timely interventions. This proactive approach helps address emerging challenges before they become significant barriers to academic success. Resource Allocation: Data analysis helps in identifying which resources and instructional strategies are most effective for unduplicated students, ensuring that the resources are used efficiently and effectively to support those students who need them the most. Why Provided on an LEA-wide Basis: Consistency and Equity: Implementing data-driven instruction across the entire LEA ensures that all unduplicated students benefit from high-quality, evidence-based instructional practices. Shared Best Practices: A LEA-wide approach facilitates the sharing of best practices and successful strategies. Educators can collaborate and learn from each other, leading to a more cohesive and effective implementation of data-driven instruction. Professional Development: Providing data-driven instruction on a LEA-wide basis allows for comprehensive professional development programs for teachers and staff. Training can be standardized, ensuring that all educators have the skills and knowledge necessary to effectively use data to inform their instruction.	Academic Performance Data: Standardized Test Scores: Monitoring improvements in state assessments (CAASPP) scores, specifically in English Language Arts and Mathematics. Formative Assessment Results: Tracking progress through periodic benchmark assessments (iReady and MAP) and classroom-based assessments. English Learner Progress: ELPAC Scores: Evaluating progress in English language proficiency for English learners. Attendance and Engagement: Attendance Rates: Tracking daily attendance rates to ensure students are present and engaged. Chronic Absenteeism Rates: Reducing the rates of chronic absenteeism among the unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Scalability and Sustainability: Implementing data-driven instruction LEA-wide makes it easier to scale successful strategies and sustain improvements over time. The LEA can invest in system-wide tools and technologies that support data collection and analysis, benefiting all schools and students.	Teacher and Staff Development: Professional Development Participation: Monitoring the participation and completion rates of teachers and staff in professional development related to data-driven instruction. By using these metrics, our school can assess the impact of data-driven instruction on student outcomes and make necessary adjustments to ensure continuous improvement and effectiveness in meeting the needs of unduplicated student groups.
1.2	**Action:** EL Differentiated Support **Need:** Individualized Language Acquisition Support to Reclassify and Access Core Curriculum **Scope:** LEA-wide	The implementation of EL Differentiated Support responds directly to the unique identified needs of our English Learner (EL) students within the LEA. EL students face specific challenges related to language acquisition and academic skills development, which require targeted interventions to ensure their academic success. This action is designed to provide tailored, data-driven instruction that addresses these needs comprehensively. By focusing on an EL-specific curriculum, we aim to enhance language proficiency and academic performance among EL students. Providing this support on an LEA-wide	To measure the effectiveness of EL Differentiated Support, we will utilize several key metrics focused on improving outcomes for EL students. These metrics include but are not limited to: ELPAC Scores: Regular assessment of English Language Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		basis ensures consistency and equity throughout the school, allowing every EL student to benefit from high-quality, standardized interventions. This approach not only meets the immediate needs of EL students but also promotes a unified educational experience that supports their long-term academic growth and achievement.	Assessments for California (ELPAC) scores will track improvements in language proficiency over time. Academic Performance Data: Analysis of academic performance data, such as grades and standardized test scores, will assess progress in core academic subjects. Parental Engagement: Monitoring the frequency and quality of parental engagement through ELPAC-related information sessions will gauge the effectiveness of communication and support provided to parents.
1.3	**Action:** SWD Differentiated Support **Need:** Individualized Support to Access Core Curriculum **Scope:** LEA-wide	The implementation of SWD Differentiated Support directly addresses the unique needs of students with disabilities within our LEA. These students require specialized services and supports to ensure they receive a Free Appropriate Public Education (FAPE) as mandated by law, while also adhering to Individualized Education Program (IEP) timelines. This action focuses on providing interventions and accommodations tailored to the diverse needs of SWD, ensuring they have access to a curriculum aligned with the principles of the Least Restrictive Environment (LRE). By offering	To measure the effectiveness of SWD Differentiated Support, we will employ specific metrics tailored to assess outcomes and improvements for students with disabilities: IEP Compliance: Monitoring compliance with IEP timelines and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		SWD Differentiated Support on an LEA-wide basis, we ensure consistency and equity across all schools within the KIPP SoCal Public Schools. This approach allows us to provide comprehensive support that meets the varied needs of SWD students regardless of their school placement, promoting inclusivity and academic success within an environment that respects their individual educational requirements.	implementation fidelity ensures that SWD receive timely and appropriate services as outlined in their Individualized Education Programs. Academic Progress: Regular assessment of academic performance data, including grades and standardized test scores, will track progress in key academic areas for SWD. Behavioral and Social-emotional Development: Evaluation of behavioral and social-emotional development through behavior intervention plans and social skills assessments will gauge improvements in non-academic domains. Parent and Guardian Feedback: Soliciting feedback from parents and guardians of SWD regarding satisfaction with services and support will provide insights into the quality and effectiveness of the differentiated support provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Family Engagement Events **Need:** Active Parental Engagement **Scope:** LEA-wide	The initiative of Family Engagement Events directly addresses the critical need for increased parental and family involvement in the educational journey of students within our LEA. Research consistently demonstrates that active parental engagement correlates positively with improved student outcomes across academic, behavioral, and social-emotional domains. By offering a variety of engagement opportunities such as leadership roles, Family Leadership Academy meetings, coffee chats with administrators, and workshops with community agencies, we aim to empower parents and families to play an active role in their children's education. These events are strategically designed and scheduled at convenient times to maximize participation and attendance. By providing these opportunities on an LEA-wide basis, we ensure that all families in our school have equitable access to resources and support that foster meaningful engagement. This approach not only strengthens the partnership between schools and families but also promotes a collaborative environment where families feel valued, informed, and empowered to support their children's academic success and holistic development.	To gauge the effectiveness of Family Engagement Events in enhancing parental and family involvement, we will utilize several key metrics: Attendance Rates: Monitoring attendance rates at Family Leadership Academy meetings, coffee chats, workshops, and other events will provide insight into the level of participation and engagement among families. Feedback and Surveys: Gathering feedback through surveys and direct input from families regarding the relevance, impact, and satisfaction with the events and meetings. Parental Involvement in School Activities: Tracking the frequency and depth of parental involvement in school activities and decision-making processes, including

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			leadership roles and volunteer participation. Student Progress and Achievement: Assessing academic and non-academic outcomes of students whose families actively participate in engagement events, comparing their progress with those whose families are less engaged. These metrics will enable us to assess the impact of Family Engagement Events comprehensively, guiding adjustments and improvements to ensure that our efforts effectively support and enhance family-school partnerships across the KIPP SoCal network. By measuring these outcomes, we strive to create a supportive and inclusive educational environment where collaboration between schools and families contributes to positive student outcomes and overall community well-being.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Multi-Tiered PBIS System **Need:** Consistent Behavior Expectations for Positive School Culture **Scope:** LEA-wide	The implementation of a Multi-Tiered Positive Behavioral Interventions and Supports (PBIS) System directly addresses the need for fostering a positive school culture and effectively managing student behavior across our LEA. This action is designed to provide a structured framework that promotes positive behaviors and prevents the escalation of challenging behaviors among students. By adopting a tiered system, we can tailor interventions to meet the varying needs of students, whether universal (schoolwide), targeted (group-specific), or intensive (individualized). Training all school personnel on the PBIS system ensures consistency in behavior expectations and interventions throughout the LEA. Additionally, providing professional development (PD) on restorative practices equips teachers with strategies to build strong, respectful classroom environments where conflicts are resolved constructively. This approach is essential on an LEA-wide basis to create a unified approach to behavior management, promoting a safe and supportive learning environment throughout the school.	To measure the effectiveness of the Multi-Tiered PBIS System, we will utilize the following metrics: Behavioral Incident Reports: Tracking the frequency and types of behavioral incidents reported within the school to assess changes over time. Student Discipline Data: Analyzing disciplinary referrals, suspensions, and expulsions to monitor trends and reductions in negative behaviors. School Climate Surveys: Administering surveys to students, parents, and staff to gather perceptions on school safety, inclusivity, and the effectiveness of behavior support initiatives. Implementation Fidelity: Conducting observations and fidelity checks to ensure that PBIS practices and restorative approaches are

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			implemented as intended across classrooms and school-wide. By collecting and analyzing these metrics, we can evaluate the impact of the Multi-Tiered PBIS System on school culture, student behavior, and overall academic success. This data-driven approach allows us to make informed decisions, adjust strategies as needed, and continuously improve our efforts to cultivate a positive and supportive learning environment for all students within our LEA.
3.1	**Action:** 1a - Safe Facilities and Other Base Services - Contributing **Need:** Positive and Productive Atmosphere for Learning **Scope:** LEA-wide	The initiative of ensuring safe facilities and base services addresses the fundamental need for providing a conducive learning environment that supports the health, safety, and well-being of students and staff across our LEA. By monitoring and maintaining facility quality through internal oversight and regional visits, we aim to uphold all metrics outlined in the School Accountability Report Card (SARC). This includes ensuring cleanliness, organization, and proper repair of school facilities, which are essential for creating a positive and productive learning atmosphere.	To monitor the effectiveness of Safe Facilities and Other Base Services, we will utilize the following metrics: Facility Inspection Reports: Regular inspections and assessments of school facilities to ensure compliance with safety standards and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Weekly walkthroughs conducted by the business operations manager further contribute to maintaining high standards of facility upkeep. Contracting with various companies for landscaping, janitorial services, pest control, and maintenance ensures that all aspects of school space remain safe, functional, and aesthetically pleasing. Providing these services on an LEA-wide basis ensures consistency and reliability in facility management across all schools within the KIPP SoCal network, promoting equity and a standardized level of support for all students and staff.	maintenance requirements. SARC Metrics: Tracking and reporting on metrics related to facility quality and safety as outlined in the School Accountability Report Card (SARC). Maintenance Response Time: Monitoring the responsiveness of contracted companies to maintenance requests and issues raised during walkthroughs. By measuring these metrics, we can assess the impact of our efforts to maintain safe and well-maintained facilities on overall school climate and the learning environment. This data-driven approach ensures accountability and allows us to make informed decisions to continuously improve the quality of our school facilities across the LEA.
3.3	**Action:** Teacher Hiring, Programmatic Planning and Scheduling	The initiative of Teacher Hiring, Programmatic Planning, and Scheduling addresses several critical needs within our LEA to ensure effective	To monitor the effectiveness of Teacher Hiring, Programmatic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Experienced Educators, Rigorous and Cohesive Educational Program **Scope:** LEA-wide	instructional delivery and comprehensive educational experiences for all students. By aligning all instructional resources, curriculum, educational supplies, lesson plans, and assessments with Common Core standards, we aim to provide consistent and high-quality education throughout the school. This approach ensures that students receive a rigorous and cohesive educational program that prepares them for academic success and future challenges. Additionally, prioritizing the hiring of experienced, credentialed teachers and ensuring their proper placement within the KIPP SoCal network supports instructional excellence. By maintaining ongoing support for teachers to obtain and maintain necessary credentials and documentation, we build a professional and committed teaching staff. Establishing a healthy talent pipeline through proactive recruitment efforts further strengthens our ability to attract and retain skilled educators who are dedicated to student success.	Planning, and Scheduling, we will utilize the following metrics: Curriculum Alignment: Assessment of curriculum materials and instructional resources to ensure alignment with Common Core standards and educational goals. Student Participation in Electives: Tracking student enrollment and participation in elective courses to ensure equitable access and inclusion across student groups. Teacher Credentials and Retention: Monitoring teacher credentials, turnover rates, and professional development participation to gauge staff satisfaction and effectiveness. These metrics will provide insights into the impact of our strategies on student learning outcomes, teacher effectiveness, and overall educational quality within our LEA. By continuously evaluating

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			these factors, we can make informed decisions and adjustments to optimize programmatic planning, scheduling, and teacher hiring practices, ultimately enhancing the educational experience and outcomes for all students across KIPP SoCal.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Services are principally directed to and effectively meet LCAP goals for unduplicated students. In KIPP's model, Certified Regular Teachers received a 15% increase in pay to secure the retention of experienced teachers which directly impacts student outcomes. Services are increased in the area of intervention to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continuous and numerous Professional Development Services that KIPP designs internally and hiring consultants. Services were also increased in areas of End-of-year Field Lessons to improve attendance and academic achievement. Management and Admin services increased by additional staff in the regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased school leaders' and teachers' focus on academics. The school invests in technology to increase support for students, teachers, and administrators, improving overall services for all students, primarily for unduplicated students. Major occupancy improvements also continue in terms of deep cleaning, safe and updated facilities, proper ventilation, etc.

Additional Concentration Grant Funding

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

The school added number of Certificated and Adminstrative positions to inhance intervention, academic achievment and focus on areas of needs.

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		17
Staff-to-student ratio of certificated staff providing direct services to students		13

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,111,637	1,985,897	38.851%	0.000%	38.851%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,097,534.00	$3,155,852.00	$246,928.00	$719,227.00	$11,219,541.00	$5,468,366.00	$5,751,175.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Data-Driven Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$544,971.00	$379,379.00	$585,019.00			$339,331.00	$924,350.00	
1	1.2	EL Differentiated Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$63,271.00	$0.00	$63,271.00				$63,271.00	
1	1.3	SWD Differentiated Support	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$757,362.00	$155,054.00	$234,366.00	$678,050.00			$912,416.00	
2	2.1	Family Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$90,784.00	$86,122.00	$176,906.00				$176,906.00	
2	2.2	Multi-Tiered PBIS System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$79,000.00	$79,000.00				$79,000.00	
2	2.3	Supporting Student Attendance	All	No			All Schools		$0.00	$3,000.00		$3,000.00			$3,000.00	
3	3.1	1a - Safe Facilities and Other Base Services - Contributing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$706,632.00	$706,632.00				$706,632.00	
3	3.2	1b - Safe Facilities and Other Base Services - Non Contributing	All	No			All Schools		$3,738,835.00	$4,290,488.00	$4,954,197.00	$2,448,302.00	$246,928.00	$379,896.00	$8,029,323.00	
3	3.3	Teacher Hiring, Programmatic Planning and Scheduling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			$273,143.00	$25,000.00	$298,143.00				$298,143.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.4**	Intentional Professional Development	All	No			All Schools		$0.00	$26,500.00		$26,500.00			$26,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,111,637	1,985,897	38.851%	0.000%	38.851%	$2,143,337.00	0.000%	41.931 %	**Total:**	$2,143,337.00
								LEA-wide Total:	$2,143,337.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Data-Driven Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$585,019.00	
1	**1.2**	EL Differentiated Support	Yes	LEA-wide	English Learners Foster Youth		$63,271.00	
1	**1.3**	SWD Differentiated Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$234,366.00	
2	**2.1**	Family Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income		$176,906.00	
2	**2.2**	Multi-Tiered PBIS System	Yes	LEA-wide	English Learners Foster Youth Low Income		$79,000.00	
3	**3.1**	1a - Safe Facilities and Other Base Services - Contributing	Yes	LEA-wide	English Learners Foster Youth Low Income		$706,632.00	
3	**3.3**	Teacher Hiring, Programmatic Planning and Scheduling	Yes	LEA-wide	English Learners Foster Youth Low Income		$298,143.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,306,964.59	$11,411,844.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Data-Driven Instruction	Yes	$1,075,737.43	755,006
1	**1.2**	EL Differentiated Support	Yes	$162,626.88	120,461
1	**1.3**	SWD Differentiated Support	No Yes	$91,961.28	67,539
2	**2.1**	Family Engagement Events	Yes	$184,913.00	196,777
2	**2.2**	Multi-Tiered PBIS System	Yes	$71,000.00	74,000
2	**2.3**	Supporting Student Attendance	No	$4,000.00	7,000
3	**3.1**	1a - Safe Facilities and Other Base Services - Contributing	Yes	$622,714.00	1,213,408
3	**3.2**	1b - Safe Facilities and Other Base Services - Non Contributing	No	$8,767,069.00	8,621,834
3	**3.3**	Teacher Hiring, Programmatic Planning and Scheduling	Yes	$266,943.00	293,629
3	**3.4**	Intentional Professional Development	No	$60,000.00	62,190

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,735,769	$2,139,495.24	$2,720,820.00	($581,324.76)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Data-Driven Instruction	Yes	$739,337.08	755,006		
1	1.2	EL Differentiated Support	Yes	$162,626.88	120,461		
1	1.3	SWD Differentiated Support	Yes	$91,961.28	67,539		
2	2.1	Family Engagement Events	Yes	$184,913.00	196,777		
2	2.2	Multi-Tiered PBIS System	Yes	$71,000.00	74,000		
3	3.1	1a - Safe Facilities and Other Base Services - Contributing	Yes	$622,714.00	1,213,408		
3	3.3	Teacher Hiring, Programmatic Planning and Scheduling	Yes	$266,943.00	293,629		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,457,035	1,735,769	0%	38.944%	$2,720,820.00	0.000%	61.046%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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