Bay Area Technology School

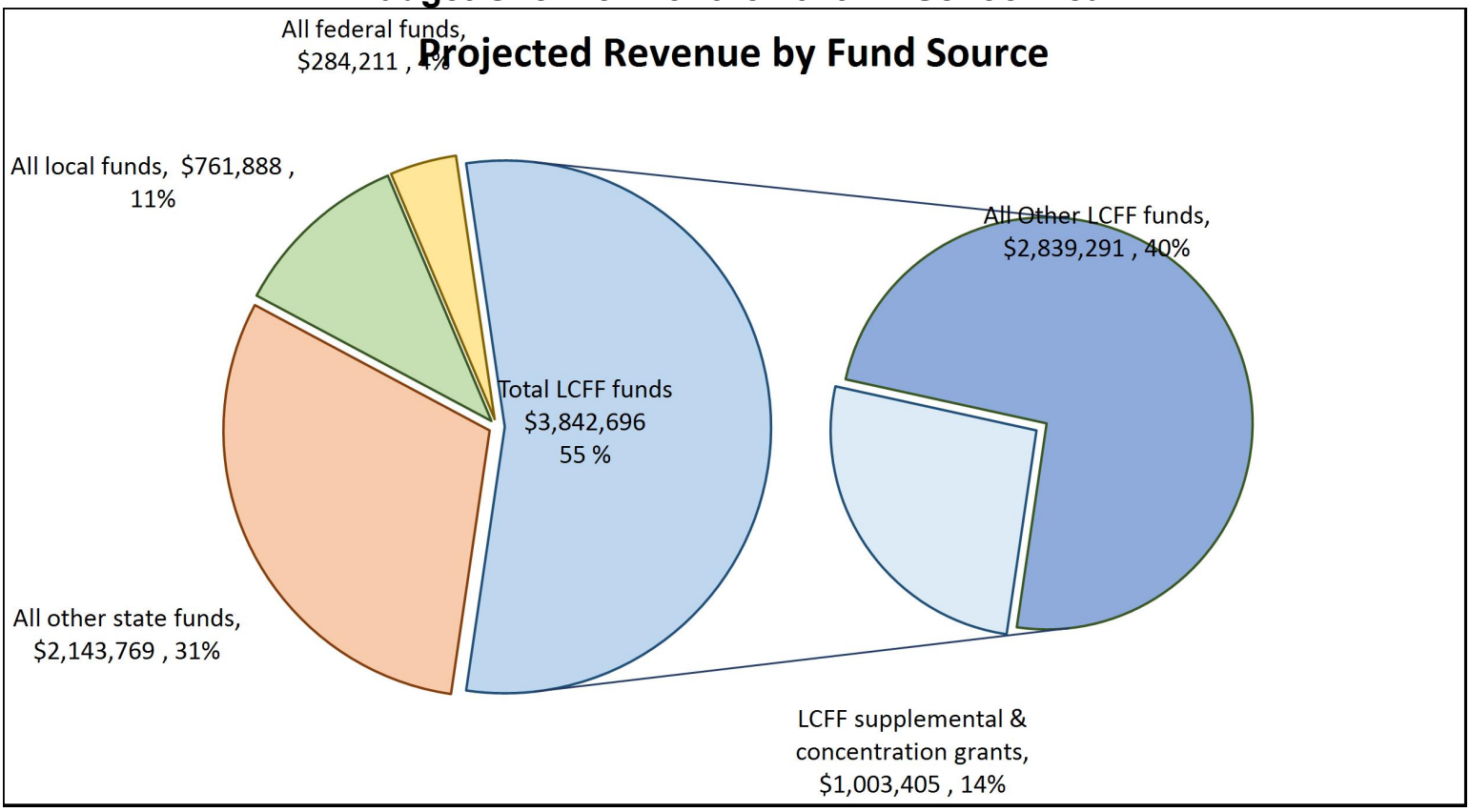
"It's going to be a great day at BayTech!"

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay Area Technology School
CDS Code: 01 61259 0106906
School Year: 2026-27
LEA contact information:
Seth Feldman
Executive Director
sfeldman@baytechschool.org
(510) 382-9932

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

Budget Overview for the 2026-27 School Year

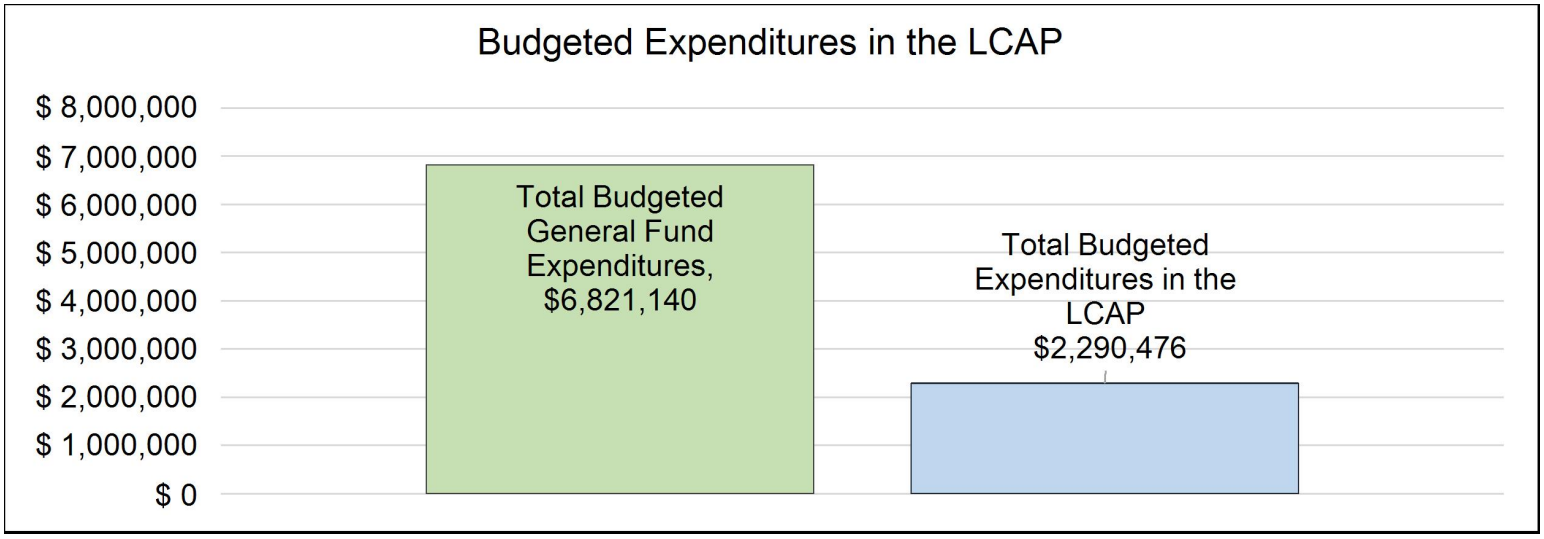


This chart shows the total general purpose revenue Bay Area Technology School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bay Area Technology School is $7,032,564, of which $3,842,696 is Local Control Funding Formula (LCFF), $2,143,769 is other state funds, $761,888 is local funds, and $284,211 is federal funds. Of the $3,842,696 in LCFF Funds, $1,003,405 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 Bay Area Technology School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bay Area Technology School plans to spend $6,821,140 for the 2026-27 school year. Of that amount, $2,290,476 is tied to actions/services in the LCAP and $4,530,664 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

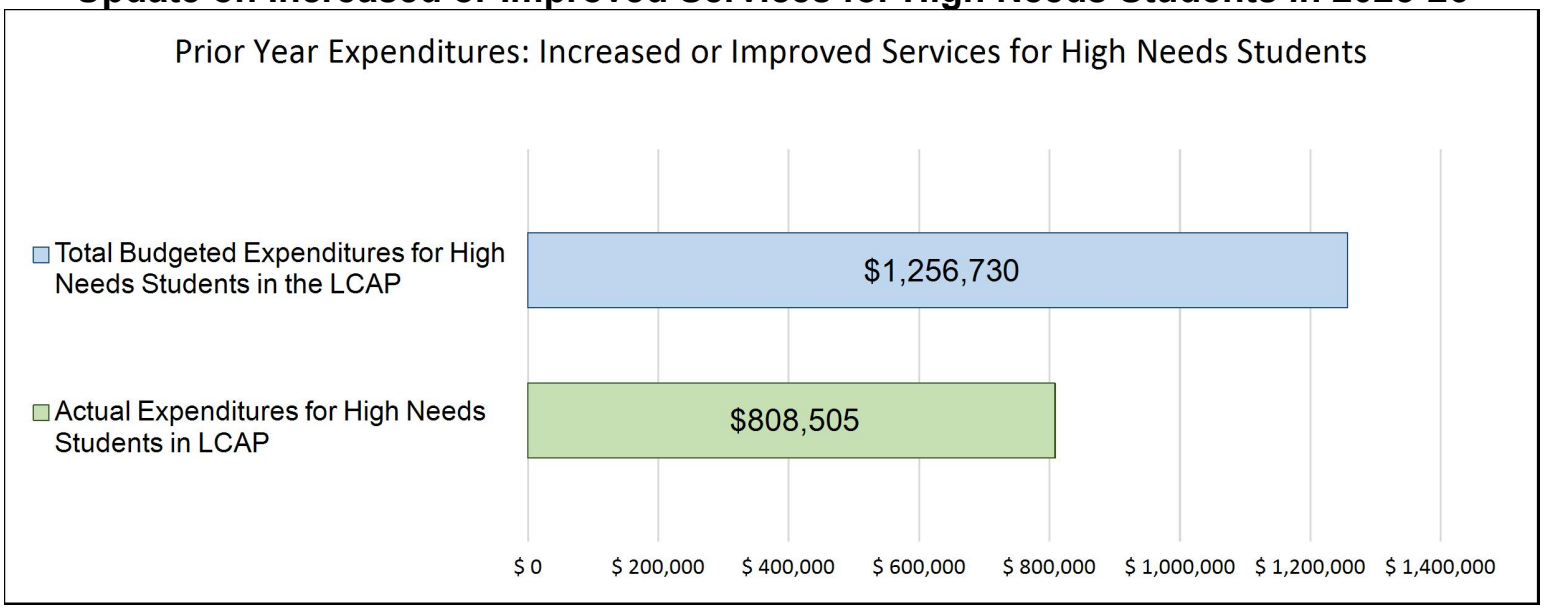
Food service, core teacher salaries, district admin fees, network service fees, contracts, rent, subs, insurance, travel & conferences, dues & memberships, depreciation

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

In 2026-27, Bay Area Technology School is projecting it will receive $1,003,405 based on the enrollment of foster youth, English learner, and low-income students. Bay Area Technology School must describe how it intends to increase or improve services for high needs students in the LCAP. Bay Area Technology School plans to spend $1,010,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Bay Area Technology School's LCAP budgeted $1,256,730 for planned actions to increase or improve services for high needs students. Bay Area Technology School actually spent $808,505 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $448,225 had the following impact on Bay Area Technology School’s ability to increase or improve services for high needs students:

All actions were provided as planned, but there were fewer students enrolled than originally projected, so less funds were spent.



Bay Area Technology School

"It's going to be a great day at BayTech!"



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
Bay Area Technology School	Seth Feldman Executive Director	sfeldman@baytechschool.org (510) 382-9932

Plan Summary [2026-27]

General Information

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

Bay Area Technology School (BayTech) is an independent public charter school serving grades 6-12. In 2025-26 the school saw a decrease in enrollment and served 199 students with diverse needs and backgrounds: approximately 85% of students are Socioeconomically Disadvantaged; 4% are Homeless; 26% are English Learners; and 17% qualify for special education services. Approximately, 70% of students identify as Hispanic or Latino and 20% as African American. The school is anticipating increased enrollment for the 2026-27 school year.

Our mission is to infuse assistive technology throughout our school curriculum to provide a personalized educational experience for every student to be college and career-ready. BayTech is a small close-knit community providing students with a personalized education. We emphasize open communication between our teachers and families to support students and share in their success. Students can graduate from BayTech with college credits and will have completed the UC A-G Admission Requirements.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Bay Area Technology School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Provide rigorous instruction customized to challenge and meet the needs of all students to prepare them with 21st-century college and career-ready skills; Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement; Provide an attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning

environment, free from physical, emotional, and digital harassment. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP.

The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies that will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups, which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and a particular focus on students at risk of not meeting the State academic standards.

The school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

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

Our reflections on the 2025 CA Dashboard:

Graduation rate increased to 96% and earned a 'Blue' rating. This is a notable success because this 4-year cohort persevered with school attendance through the pandemic, during a time when many disadvantaged youth stopped attending school. Additionally, 98% of the 2024-25 graduating class completed the A-G requirements for admission eligibility to a UC/CSU campus. The 2025 CA Dashboard shows 65% of graduates are prepared for college and career. We attribute this success to the strong sense of community fostered by the small school environment and consistent outreach during distance learning to ensure students maintained their connection to the school. Additionally, students begin to meet with the staff in their 8th-grade year at BayTech to develop a high school plan. This initial meeting is intended to review the student's readiness for High School and to preview the steps needed to complete a 4-year High School plan. Each high school student has an individualized academic plan based on post-secondary goals. Students are informed throughout the High School years of their graduation status and provided information to recover credits, as necessary. BayTech offers a full summer school schedule with three-three week sessions to ensure that all students who complete their Senior year of High School at BayTech are A-G compliant.

The Chronic Absenteeism rate increased 13 percentage points from the previous year to 38.5%. Students with Disabilities chronic absenteeism rate increased to 63%. In the 2025-26 school year, our school was identified for Targeted Support and Improvement (TSI). This means that based on the data from the 2025 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. The school's needs assessment found that the low academic achievement is the result of the low attendance rate for this subgroup. This plan will address how these students will be supported in Goal 2, Action 1 Attendance Initiatives. BayTech has allocated more resources towards supporting increased attendance by providing transportation to students with attendance challenges.

The Suspension Rate increased 9 percentage points to 12.6%. BayTech provides behavior reminders via standardized posters that explain the BayTech behavior expectations, positive discipline chart, and BayTech choice reminders throughout the learning spaces and school. Incoming new Middle School students participate in a Summer SOAR (Student Orientation, Advising, and Resources) to introduce incoming students to the behavior expectations and school norms. At-home suspension is considered a last resort to respond to the behavior of

students. If appropriate, school staff will assign in-school suspension as a consequence rather than out-of-school suspension. Increased mental health support, detention, counseling, conflict mediation, and other proactive responses are implemented to decrease the need for off-campus or out-of-school suspensions.

English Language Arts achievement for all students maintained at 53 points below standard. The school will strengthen schoolwide ELA performance through standards-aligned instruction, high-quality interventions within MTSS, and consistent progress monitoring.

Mathematics achievement maintained at 109 points below standard. The school will Improve schoolwide math outcomes through rigorous curriculum implementation, data-driven supports, and purposeful enrichment.

English Learner Progress decreased 10 percentage points to 31% of English learners making progress or maintaining at the highest level on the ELPAC. The school has provided additional professional learning in ELL strategies with emphasis on explicit language objectives, structured talk, sentence frames, vocabulary routines, and guided writing supports.

All local indicators on the CA Dashboard reported "Standard Met."

Required Actions for Lowest Performing Indicators/Groups from the 2023 CA Dashboard.

The Chronic Absenteeism and Suspension indicators were 'Red' for all students and the African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. The Chronic Absence and Suspension rates needs are specifically addressed by the Goal 2 Attendance Initiatives action and the following Goal 3 actions: Daily Anchoring Program, Social Emotional Support, and Tier 1 SEL and Behavioral Supports.

English Language Arts achievement is an area of need for all students, but especially students in the African American subgroup with a 'Red' indicator on the 2023 CA Dashboard. African American ELA achievement is addressed by Action 1.3 Multi-Tiered System of Support.

English Learner Progress was 'Red' on the 2023 CA Dashboard. This need is addressed through Action 1.2 English Language Development.

Learning Recovery Emergency Block Grant (LREBG)
BayTech will have $328,016 in unspent LREBG funding in the 2026-27 school year. These funds ($328,016) will be used to provide additional staffing in Action 1.5 College Preparatory Program. The needs assessment found that there are a group of high school students who are not on track for graduation and the school needs to provide additional staffing to support these students in completing credit recovery work. This falls under the allowable uses of LREBG funding by decreasing or stabilizing staff-to-pupil ratios, based on pupil learning needs. Research that supports the effectiveness of this intervention can be found here:
https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6676.1997.tb02344.x
The metric that will be used to monitor the effectiveness of this action is 1.7: Percentage of graduates meeting UC/CSU entrance requirements.

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.

Bay Area Technology is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	The parent group meets at least quarterly to review progress and provide feedback on the use of funds. Parents are surveyed at least once a year to solicit feedback. Parents also provide feedback informally through daily interactions with administrators and at school events.
Students	Students provide feedback in classroom meetings, through the student leadership group and through Spring 2026 student surveys.
Teachers, Administrators, and Other School Personnel	The teachers, staff and administrators actively participate in the decision making process throughout the year at staff meetings and individual meetings. The decisions will take into account the needs of Bay Area Technology School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as iReady, cumulative assessments, and attendance and student demographic data to include the significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. The Leadership team considers all input and ensures that trends from input of each group are addressed in the plan. Teachers are also surveyed annually in the Spring.
SELPA	The school consults with the SELPA throughout the year at regular meetings.

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

Adjustments have been made to the actions based on the improvement plan that was implemented this year to ensure alignment across plans. The improvement plan was informed by feedback from administrators, teachers, other staff, and students.

The Targeted Support and Improvement plan was informed by feedback from administrators, teachers, and other staff that the root cause of students with disabilities low academic achievement is the very high rate of chronic absenteeism (63%). In order to address the academic issues, students with disabilities must attend school regularly. Supporting students with disabilities is addressed specifically in Goal 2, Action 1 Attendance Initiatives.

Parents appreciate that there is transportation available for students, so this service will continue to be provided through the Attendance Initiatives action (Goal 2).

Teachers & staff want to see extra academic (Goal 1) and behavioral support (Goal 3) for students continued and hope that the school can fund additional supports in these areas in the future.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The vast majority of our students enter decidedly below grade level, many with reading and math computational scores below the 3rd grade level. We believe that as we continue to provide fully credentialed teachers who are supported through consistent professional development on curriculum and instruction, that the rigor of classroom instruction will continue increase. We believe that by providing students with high quality curricular resources, English Language Development, a Multi-Tiered System of Support, Adaptive Online Resources, a College Preparatory program, and a broad course of study, we can reach our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed and assigned Data Source: Dataquest	72% Data Year: 2021-22	74% Data Year: 2022-23	37% Data Year: 2023-24	100%	-35
1.2	% of student access to Standards Based Instructional Materials for use at home and at school	2022-23 100%	2023-24 100%	2024-25 100%	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: SARC					
1.3	iReady math and reading tests (6-12): % of students meeting growth targets Data Source: iReady Reports	Reading 6th-8th grade: 55% met growth target Math 6th-8th grade: 85% met growth target Reading BOY % at grade level/EOY % at grade level All: 14%/27% 6 30%/35% 7 10%/29% 8 22%/38% 9 15%/45% 10 6%/19% 11 2%/9% 12 15%/27% Math BOY % at grade level/EOY % at grade level All 9%/29% 6 10%/35% 7 5%/23% 8 4%/ 43% 9 18%/51% 10 18%/27% 11 10%/14% 12 4%/22%	2024-25 Reading 6th-8th grade: 52% met growth target Math 6th-8th grade: 58% met growth target Reading BOY % at grade level/EOY % at grade level All: 15%/36%Reading Math BOY % at grade level/EOY % at grade level All: 12%/27%	2025-26 The school has discontinued the use of iReady.	50%	Reading 6th-8th grade: -3 met growth target Math 6th-8th grade: -27 met growth target Reading +9 EOY % at grade level Math -2 EOY % at grade level
1.4	% meeting or exceeding standards on ELA CAASPP, schoolwide and for all subgroups	2022-23 All Students: 28.72% EL: 7.7% SED: 20.2% SWD: 9.4%	2023-24 All Students: 30% EL: 0% SED: 26.7% SWD: 0%	2024-25 All Students: 30.5% EL: 3.2% SED: 29.7%	All students and all numerically significant subgroups	All Students: +1.78 EL: -4.5 SED: +9.5 SWD: +1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dataquest	Black or African American: 23.1% Hispanic or Latino: 32.8% Two or More Races: 11.8%	Black or African American: 21.2% Hispanic or Latino: 34.2% Two or More Races: 13.3%	SWD: 11.1% Black or African American: 34.6% Hispanic or Latino: 29.3% Two or More Races: 20%	increase by 6 percentage points	Black or African American: +11.5 Hispanic or Latino: -3.5 Two or More Races: +8.2
1.5	% meeting or exceeding standards on Math CAASPP, schoolwide and for all subgroups Data Source: Dataquest	2022-23 All Students: 10.5% EL: 4.3% SED: 10.8% SWD: 3.2% Black or African American: 8.9% Hispanic or Latino: 11.5% Two or More Races: 5.9%	2023-24 All Students: 15.4% EL: 2.7% SED: 15.4% SWD: 0% Black or African American: 12.1% Hispanic or Latino: 17.2% Two or More Races: 0%	2024-25 All Students: 15.1% EL: 9.4% SED: 13.7% SWD: 10.5% Black or African American: 11.5% Hispanic or Latino: 13.2% Two or More Races: 20%	All students and all numerically significant subgroups increase by 6 percentage points	All Students: +4.6 EL: +5.1 SED: +2.9 SWD: +7.3 Black or African American: +2.6 Hispanic or Latino: +1.7 Two or More Races: +14.1
1.6	% meeting or exceeding standards on CAST, schoolwide and for all subgroups Data Source: Dataquest	2022-23 All Students: 15.6% EL: 0% SED: 15% Black or African American: 8.8% Hispanic: 16.9%	2023-24 All Students: 6.8% EL: 0% SED: 6% Black or African American: 5.3% Hispanic: 7.7%	2024-25 All Students: 7.6% EL: 0% SED: 7.5% SWD: 7.7% Black or African American: 5% Hispanic: 10%	All students and all numerically significant subgroups increase by 6 percentage points	All Students: -8 EL: 0 SED: -7.5 SWD: +7.7 Black or African American: -11.9 Hispanic: -6.9
1.7	% of graduates meeting UC/CSU entrance requirements Data Source: Dataquest	2022-23 All Students: 96% English Learners: 90% SED: 96% Hispanic: 93%	2023-24 All Students: 100% English Learners: 100% SED: 100% Hispanic: 100%	2024-25 All Students: 98% English Learners: 100% SED: 98% Hispanic: 97%	100%	All Students: +2 English Learners: +10 SED: +2 Hispanic: +4
1.8	% of students college ready as assessed by EAP/ CAASPP	2022-23 ELA:	2023-24 ELA:	2024-25	All students and all numerically significant	ELA:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dataquest	44.2% Ready or Conditionally Ready 28.9% Not Yet Ready 26.9% Not Ready Math: 5.8% Ready or Conditionally Ready 28.9% Not Yet Ready 65.4% Not Ready	40% Ready or Conditionally Ready 26% Not Yet Ready 34% Not Ready Math: 7% Ready or Conditionally Ready 22% Not Yet Ready 71% Not Ready	42% Ready or Conditionally Ready 18% Not Yet Ready 39% Not Ready Math: 12% Ready or Conditionally Ready 21% Not Yet Ready 67% Not Ready	subgroups increase Ready or Conditionally Ready by 6 percentage points	-2.2 Ready or Conditionally Ready -10.9 Not Yet Ready +12.1 Not Ready Math: +6.2 Ready or Conditionally Ready -7.9 Not Yet Ready +1.6 Not Ready
1.9	% of AP exam participants scoring a 3 or higher Data Source: College Board Reports	2022-23 2 students received passing scores on 3 AP exams	2023-24 ELA 20% APUSH 35% AP Gov 15%	Data not available at the time of LCAP publication.	N/A We encourage students to pursue dual enrollment options.	
1.10	% enrollment in courses required by the state for middle and high school Data Source: SIS Enrollment Records	2023-24 100%	2024-25 100%	2025-26 100%	100%	Maintained
1.11	# of students participating in dual enrollment courses Data Source: Counselor Reports	2023-24 25	2024-25 35	Data not available at the time of LCAP publication.	45	
1.12	% of EL Students improving at least one level on ELPAC	2022-23 29%	2023-24 41%	2024-25 31%	43%	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard ELPI					
1.13	EL Reclassification Rate Data Source: Dataquest	2022-23 89 EL 61 LTEL 117 RFEP	2023-24 81 EL 53 LTEL 115 RFEP	2024-25 59 EL 27 LTEL 103 RFEP	15%	EL -30 LTEL -34 RFEP -14
1.14	% of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC Data Source: Dataquest	2022-23 Level 3: 29% Level 4: 4%	2023-24 Level 3: 20% Level 4: 5%	2024-25 Level 3: 5% Level 4: 5%	Level 3: 25% Level 4: 34%	Level 3: -24 Level 4: +1
1.15	% of graduates demonstrating readiness for college and career Data Source: CA Dashboard	2022-23 All Students 25% English Learners 25% SED 24% Hispanic 31%	2023-24 All Students 28% English Learners 13% SED 31% Hispanic 33%	2024-25 All Students 65% English Learners 39% SED 61% Hispanic 63%	55%	All Students +40 English Learners -14 SED +37 Hispanic +32

Goal Analysis [2025-26]

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

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

All actions were implemented as planned, except professional development due to shifting budgetary resources to direct instructional supports due to lowered enrollment.

A key success of Goal 1 implementation was evidence of academic growth and stronger student outcomes. Early scores in 8th and 11th grade CAASPP are record highs, and the science scores are strong. Gains in 8th grade English Language Arts can be attributed in part to intentional consideration of the ELA domains of reading, writing, listening, and speaking, along with the use of curricular resources that provide students with opportunities to build skills in each area.

Instructional program adjustments also contributed to improved implementation. The school discontinued i-Ready and moved to the more rigorous ExactPath platform. Rather than using a mixture of curricular resources across different programs, ExactPath allowed more of the work to be organized in one place. Morning reading classes staffed by strong teachers also supported increased reading engagement and contributed to improved scores.

Additional success was seen through increased writing expectations across content areas. History classes placed greater emphasis on writing, analysis, and explanation. For example, students selected the most impactful events of World War II and created a chronology to demonstrate understanding. These kinds of assignments strengthened students' ability to analyze content and communicate their reasoning.

Science implementation was also a strength. Students participated in many hands-on projects and experiments, and the Science Fair was especially successful because of cross-curricular collaboration. Science classes focused on hands-on investigation, ELA teachers supported student writing and presentations, Art supported visual presentation, and Math supported data analysis and presentation. The grading emphasis shifted more toward the scientific report rather than the display board. As a result, the projects may have been less visually polished, but they demonstrated stronger scientific thinking and content.

Other enrichment actions supported student engagement. Participation in physical education improved with a teacher who introduced new games and skills, which helped increase student engagement. The addition of French gave many students a closer look at other languages and expanded access to world language learning.

The College Preparatory Program Action also showed positive results. Students participated in college visits and are now taking concrete steps toward enrolling in postsecondary institutions. Students have shown interest in and are enrolling at colleges and universities such as St. Mary's College, the University of San Francisco, San José State University, San Francisco State University, Santa Clara University, and Dominican University.

At the same time, implementation revealed differences in student readiness and engagement. One group of students is mature, self-directed, and able to successfully navigate the BayTech instructional program with independence. Another group of students is less mature, has skill gaps, and requires more intensive academic and motivational support. Some students in this group are working highly paid weekend jobs and are less engaged in school. Although they continue to attend because they feel cared for and connected to the school community, they are not consistently motivated to be academically successful. Some of these students are current 10th grade students moving into 11th grade who will need credit recovery and closer graduation tracking. Summer school will be available to support credit recovery needs, and next year a specific staff member will be assigned to facilitate and monitor credit recovery work.

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

Action 1.7 P.D. & Coaching's expenditures were lower than budgeted due to fewer external professional development offerings than planned.

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

Effective:

- The Curriculum & Instruction action has been effective as evidenced by 100% of students with access to standards-aligned instructional materials.

- The College Preparatory program and supports and Broad Course of Study actions are demonstrating effectiveness with 98% of 2024-25 graduates completing A-G requirements, 100% enrolled in courses required by the state for middle and high school and the percentage of students prepared for college and career as reported on the 2025 CA Dashboard increasing to 65%.

Partially Effective:

- The Multi-Tier System of Support (MTSS), Adaptive Online Resources, and Professional Development actions are demonstrating some effectiveness with maintenance of scores on the CAASPP ELA and Math, and CA Science Test proficiency rates. There has been growth in the percentage of 11th graders demonstrating readiness and conditional college readiness on the 11th grade CAASPP math assessment, indicating some effectiveness of our math program over time. Early CAASPP scores for this year indicate strong growth in 8th and 11th grade scores.

Not Effective:

- The ELD action has not been effective at increasing the percentage of English Learners making progress on the ELPAC.

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.

There are no changes to the goal or metrics. Action descriptions have been updated to align with the Improvement Plan that was adopted and implemented this year.

Action 1.1 Curriculum and Instruction has been modified to remove the focus on a school-wide reading comprehension program.
Action 1.2 English Language Development has been modified to update the description of ELL professional development and the instructional program for EL's.
Action 1.3 Multi-Tiered System of Support has been modified to remove the Advanced Reading class and instead include Literacy and Math labs for Tier 3 support.
Action 1.4 Adaptive Online Resources has been modified to remove iReady and IXL from the description.
Action 1.5 College Preparatory Program has been modified to remove the title of college counselor from the action description.

Metric 1.12 % of EL Students improving at least one level on ELPAC target has been changed from 55% to 43% to align with the school's charter petition improvement targets.

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	Curriculum and Instruction	Bay Area Technology will provide standards-aligned curriculum and instructional materials to all students to ensure each student has access to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		a rigorous curriculum that provides the knowledge and skills to become college and career ready.		
1.2	English Language Development	BayTech provides a structured English Immersion program for English learners. All teachers are provided Professional Development on language acquisition strategies with emphasis on explicit language objectives, structured talk, sentence frames, vocabulary routines, and guided writing supports. Teachers provide Integrated ELD by use of strategies that support English Learners access to grade level standards, as well as explicit instruction in English language development to accelerate English language acquisition.	$70,000.00	Yes
1.3	Multi-Tiered System of Support	BayTech provides a robust multi-tiered system of supports for students based on reading and math assessment results and student grades. This action is designed to meet the needs of Low Income, English Learners, and African American students based on internal and state assessment results. • After school tutoring • Saturday School provides additional academic support biweekly with two or more teachers. • Teachers offer office hours for students to receive additional assistance on assignments. • Small groups of students supported by a teacher utilizing adaptive technology for personalized instruction • Teacher aides provide lower teacher to student ratios • Literacy and Math Labs for Tier 3 support • Students create individualized goals based on assessment data in collaboration with a teacher or staff member.	$115,000.00	Yes
1.4	Adaptive Online Resources	Our educational approach is based on the integration of assistive technology to provide a personalized educational experience for every student to be college and career ready. The technology aspect of our school highlights our utilization of adaptive technology to assist students in personalized learning. Utilizing adaptive technology, students receive	$173,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational support in the areas of reading and math personalized to their academic level.		
1.5	College Preparatory Program (LREBG)	Bay Area Technology provides a high-quality college preparatory program with the necessary supports to ensure our Low Income, English Learners, Foster and Homeless Youth develop the mindset of college-going students and have the support they need to become college ready. Students begin to meet with school staff in their 8th-grade year at BayTech to begin to develop their high school plan. This initial meeting is intended to review the student's readiness for High School and to preview the steps needed to complete a 4-year High School plan. All high school students design individualized academic plans based on their post-secondary goals. Students are informed throughout the High School years of their graduation status and provided information to recover credits, as necessary. BayTech offers a full summer school schedule with three-three week sessions to ensure that all students who complete their Senior year of High School at BayTech are A-G compliant. -College visits or additional enrichment activities St. Mary's, SFSU, Merritt, etc. -Annual College Night -graduation coaching for all 11th/12th graders, individual college/career plans tracking credits and credit recovery plans where needed, Academic monitoring and intervention, including Saturday School LREBG funded action ($328,016): This falls under the allowable uses of LREBG funding by decreasing or stabilizing staff-to-pupil ratios, based on pupil learning needs. Research that supports the effectiveness of this intervention can be found here: https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1556-6676.1997.tb02344.x The metric that will be used to monitor the effectiveness of this action is 1.7: Percentage of graduates meeting UC/CSU entrance requirements.	$328,016.00	Yes
1.6	Broad Course of Study	Bay Area Technology will ensure all students are enrolled in a broad course of study that includes classes such as Arts, Technology,	$278,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Leadership, Health, and Physical Education. High school students will also have access to foreign language courses in Spanish and French.		
1.7	P.D. & Coaching	Bay Area Technology will ensure high quality instruction to all students by providing staff professional development and coaching. The BayTech Staff participates in Summer Professional Development that includes internal PD and external PD. Our yearly professional development plan starts in the summer when staff is authorized to request a variety of professional development training opportunities. In addition, the BayTech Staff returns to campus prior to the start of the semester to ensure that they are prepared for the beginning of the year. As part of this preparation for the new year, BayTech organizes and leads a training for all BayTech staff prior to the start of the school year. This training includes an overview of the BayTech employee handbook, mandated reporter training, and SPED support service training while also addressing the mission, vision, software, school culture, and approaches to teaching and learning that are adopted by the BayTech community for the upcoming school year. The employee handbook and safety procedures are complete with expectations and clear responsibilities for staff and are reviewed during this time. The remaining time prior to the start of the year is dedicated to cross-curriculum planning, meetings with administration, lesson, and unit planning time, participation in student orientations, and supply pickups for students. During this time teachers will meet with administrators and fellow staff to develop and plan the curriculum to meet teaching styles, state standards, and learner needs. New staff also participate in a Summer Orientation during this time to fully prepare them for a position at BayTech led by a current BayTech Teacher. Throughout the school year, BayTech provides professional development to teachers on a variety of topics including curriculum implementation, differentiation strategies, and social emotional learning.	$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Fostering a strong sense of community has always been a high priority at BayTech. Our students cannot learn if they do not feel safe. We believe that by fostering a strong sense of community through Attendance Initiatives, Parent Engagement, Communication, and Student Engagement we will see increased daily attendance and graduation rate, along with reduced chronic absenteeism and drop out rate. We will also see increased parent participation in school events and decision-making opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation rate Data Source: CA Dashboard	2022-23 93.10%	2023-24 92.5%	2024-25 96.2%	98%	+3.1
2.2	High School Dropout Rate Data Source: Dataquest	2022-23 7.10%	2023-24 7.5%	2024-25 0%	1%	-7.1
2.3	Attendance Rate Data Source: SIS System Reports	2023-24 92.43%	2024-25 87.80%	Data not available at the time of LCAP publication.	96%	
2.4	Chronic Absence Rate	2022-23 All Students 40%	2023-24 All Students 26%	2024-25 All students: 39%	20%	All Students -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard	English Learners 42% SED 40% SWD 45% African American 53% Hispanic 33% Two or More Races 47%	English Learners 33% SED 27% SWD 31% African American 22% Hispanic 27% Two or More Races 33%	English Learners 33% SED 40% SWD 63% African American 55% Hispanic 26% Two or More Races 61%		English Learners -9 SED -- SWD +18 African American +2 Hispanic -7 Two or More Races +14
2.5	% of staff trained in use of adopted programs, instructional strategies and communication in virtual and on-site training. Data Source: PD Sign-In Sheets	2023-24 100%	2024-25 100%	2025-26 100%	100%	Maintained
2.6	% of parents participating in parent education events, school events and activities Data Source: Sign-In Sheets	2023-24 85%	2024-25 92%	2025-26 82%	75%	-3
2.7	# of family engagement events Data Source: Calendar of Events	2023-24 20	2024-25 18	2025-26 17	12	-3
2.8	% of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings)	2023-24 85%	2024-25 85%	2025-26 80%	85%	-5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Sign-In Sheets					
2.9	% of Parents involved in decision making (School Site Council, ELAC, Surveys, etc. Data Source: Sign-In Sheets	2023-24 5%	2024-25 22%	2025-26 6%	5-10%	+1

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

Implementation of Goal 2 actions resulted in increased school connectedness and engagement across several stakeholder groups. Student engagement was especially strong this year, supported by a highly effective leadership class facilitated by a strong teacher. Students took a more active role in planning, purchasing for, and facilitating school events that had not been possible in prior years, including a Homecoming dance and a large graduation ceremony. Student-led clubs also expanded significantly. More clubs were created based on student interest, and the school responded by identifying staff members to support students' ideas. Garden Club, Game Club, Pickleball Club, and Chess Club are examples of clubs that emerged this year from student interest.

Parent engagement was also a success area. The school experienced its highest level of parent engagement during the charter renewal process, with particularly strong participation connected to sporting events. The move to the new building also contributed to increased attendance at events, even though the building is not located in the strongest neighborhood and has limited parking. Despite those barriers, families attended at higher levels, showing increased connection and commitment to the school.

A challenge in implementing Goal 2 was related to attendance initiatives. The school was not able to purchase an additional van as planned to transport chronically absent students. This limited the school's ability to provide the intended transportation support for students with attendance barriers.

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

Action 2.1 Attendance Initiatives estimated actuals were less than budgeted expenditures due to less student transportation being provided this year.
Action 2.3 Communication estimated actuals were less than budgeted expenditures due to reductions in office staffing this year.
Action 2.4 Student Engagement estimated actuals were less than budgeted expenditures due to reductions in funds available for student activities due to lower than projected enrollment.

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

The attendance initiatives and student engagement actions were not effective in reducing chronic absenteeism in 2024-25. The school has found Home Visits and providing transportation are useful tools to support student attendance.

The Student Engagement and Parent Engagement actions have been highly effective at maintaining the high 4-year cohort graduation rate at 96% and reducing the high school dropout rate to 0%.

Overall, the parent engagement and communication actions were effective as evidenced by the large number of events that were hosted by the school and the high percentage of parents participating in these events.

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.

2.1 Attendance Initiatives description was revised to match the language of the Improvement Plan that was implemented this year. A specific focus on ensuring students with disabilities are attending school regularly was added to address the disproportionate chronic absenteeism rate for this subgroup.

Due to reduced staffing, the Parent Engagement and Communications action will be combined into one action for next year.

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	Attendance Initiatives	The school will provide additional staffing and resources to support students in attending school on time each day, especially socioeconomically disadvantaged, English learners, and Students with Disabilities. The following are components of the attendance support plan:	$325,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement Attendance Works' three-tier framework with positive universal messaging, Tier 2 mentor check-ins, and Tier 3 home visits. • Deploy automated, positively framed attendance letters and texts. • Use attendance contracts to support regular attendance for those in danger of becoming chronically absent, especially students with disabilities. • Recognize perfect and improved attendance publicly. • Stand up weekly Attendance Team reviews with focus on ensuring students with disabilities are attending school regularly. • Transportation is provided to students who have been chronically absent.		
2.2	Parent Engagement	Bay Area Technology will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school that specifically benefit low income students and English Learners -School Newsletters -Parent workshops and meetings -Apptegy communication tools (texts, emails, robocalls) -Aeries Parent Portal for communication and online enrollment -Postcards and good news phone calls to communicate when students are doing well -Translation services by office staff -Recruitment	$66,000.00	Yes
2.3	Student Engagement	Bay Area Technology will provide a broad range of enrichment and spirit activities for all students to foster positive school culture and student engagement. • Supplemental Transportation for school and school activities • Sports • Clubs • After-school program • Field trips: shows, museums • History months (Black, Hispanic, Middle Eastern, etc.)	$360,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Spirit Week • Talent show • School Dances • Awards ceremonies & Honor roll • Grad Night • Peer Mentoring program where high school students mentor middle school students		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Fostering a strong sense of community and safety has always been a high priority at BayTech. Our students cannot learn if they do not feel safe. We believe that by fostering a strong sense of community through the Daily Anchoring program, BayTech Bridge Program, social emotional supports, Tier I SEL & Behavioral Supports and Health & Safety actions, we will see increased parent and survey results indicating a strong sense of safety and connectedness, along with reduced suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate for all students and all numerically significant subgroups Data Source: CA Dashboard	2022-23 All Students 11.50% EL 11.3% SED 11% SWD 11.4% African American 19.8% Hispanic 8% Two or More Races 8.3% Homeless 5.9%	2023-24 All Students 3.5% EL 4.1% SED 3.1% SWD 7.7% African American 6% Hispanic 2.4% Two or More Races 11.1% Homeless 5.6%	2024-25 All Students 12.6% EL 9.4% SED 13.3% SWD 15.5% African American 24.2% Hispanic 7.9% Two or More Races 21.1%	<2%	All Students +1.1 EL +1.9 SED +2.1 SWD +4.1 African American +4.4 Hispanic -0.1 Two or More Races +12.8 Homeless N/A
3.2	Expulsion Rate Data Source: Dataquest	2022-23 0%	2023-24 0%	2024-25 0%	0%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Student survey: % of students who feel safe and connected at school	2023-24 100%	2024-25 100%	2025-26 63%	95%	-37
3.4	Parent Survey: % of parents satisfied with school safety and connectedness	2023-24 100%	2024-25 100%	2025-26 78% Safe 89% Connected	90%	Safe -22 Connected -11
3.5	Facility Conditions (SARC)	2023-24 Good	2024-25 Exemplary	2025-26 Exemplary	Good	Improved

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

The move to a new facility has had a positive impact on school climate. Although the campus is located in a challenging neighborhood, the new building has created a safer, cleaner, and more welcoming environment for students. Students have learned to navigate the new space successfully and, in many cases, have developed a sense of pride and ownership in the campus. Campus supervisors continue to be asset in supporting appropriate student behavior through reinforcement of expectations and Walk and Talks where students share challenges they are facing and get support in problem-solving.

The improved facility, along with increased student-led activities, has contributed to a more positive and connected school culture. Daily announcements, including birthdays, good citizen recognition, and other celebrations, help set a positive tone each morning and reinforce a sense of belonging.

Higher student retention rates may also be connected to the new building and the increase in student-centered activities led by leadership and students. Student events have been especially successful because they are student-led. Students have taken responsibility for planning events, designing stage setups, organizing materials, and placing orders, which has increased engagement, ownership, and school pride.

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

Action 3.1 Daily Anchoring Program expenditures were reduced due to not needing to purchase many new books for the daily anchoring program this year.

Action 3.5 The Health and Safety expenditures were lower than budgeted due to variations in staffing costs.

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

The Goal 3 actions were not effective at supporting positive student behavior as evidenced by the increased suspension rates in 2024-25.

The Goal 3 actions are showing effectiveness in 2025-26 based on survey results indicating the majority of parents and students are satisfied with school safety and connectedness.

The Health and Safety action was effective in ensuring that the BayTech facility is in good repair.

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.

Removed Zymbolic from the Action 3.3 Description.

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	Daily Anchoring Program	Bay Area Technology utilizes a schedule that provides time for students to engage in social emotional learning, individualized instruction, and to calm. This provides the foundation for the school program and allows for consistent communication with students anchoring them for the school day. 3 Pillars defined schedule: Pillar 1 – Advisory at start of day; breakfast (6-8) or extended first period (9-12) reading time, when all students read the same book from the Stanford Reading Book List and Developing Character through Literature Pillar 2 – Adaptive technology by level, not age group, after lunch in English and Math Pillar 3 – Eagle Take-Off period to reset for the day and promote calm and serenity	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Bay Tech Bridge Program	BayTech will provide a Bridge Program during the summer for our incoming sixth and seventh graders for two weeks with a focus on study skills, scholar expectations, and fun camp activities. • Team Building activities • Enrichment Activities • High School students as Camp Leaders • Diagnostic testing, orientation, school tours • Field trips • Study skills and Scholar expectations	$30,000.00	No
3.3	Social Emotional Support *	Bay Area Technology provides robust mental wellness, social emotional learning, and safety resources including the following: • Middle School Counselor • CARE Team • Staff mentors for students to provide a safe person to talk to • Stop It: 2-way communication for suicide prevention and to report bullying • GoGuardian filtering and monitoring software to make sure students are viewing appropriate content on the web; alerts staff/parents of students who are most at risk of suicide • Puberty Education program • Resources provided to meet the needs of Foster and Homeless Youth	$229,750.00	Yes
3.4	Behavioral Supports *	The school provides a proactive strategy to support positive student behaviors beginning with clearly communicating behavioral expectations for incoming middle school students and reinforcing the communication via standardized posters that explain the BayTech behavior expectations, positive discipline chart, EAGLES, and BayTech choice reminders throughout the learning spaces and school. All staff members are active supervisors and use strategies that defuse behaviors that could alternatively become escalated. suspension. Increased mental health support, detention, counseling, conflict mediation, home visits and other proactive responses are implemented in order to decrease the need for suspension.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Health and Safety	To ensure the health and safety of our campus, we will ensure students have access to a school nurse and through community partnerships, we will provide access to additional health services. We will also provide facilities personnel who oversee all facilities maintenance and improvements.	$120,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,003,405	$115,162

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.340%	0.000%	$0.00	35.340%

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
1.3	**Action:** Multi-Tiered System of Support **Need:** On the 2023 CA Dashboard, English Learners were at the Yellow level for ELA scoring 58.4 points below standard and also at the Yellow level for Math scoring 123.6 points below standard.	BayTech provides a robust multi-tiered system of supports for students based on i-Ready reading and math assessment results and student grades. The school provides the supports listed below for all students, and for the specific benefit of English learners, socioeconomically disadvantaged students, African American students and Foster Youth.	1.4 & 1.5 % meeting or exceeding standards on ELA and Math CAASPP for the EL and SED subgroups

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
	Scope: LEA-wide		
1.4	**Action:** Adaptive Online Resources **Need:** On the 2023 CA Dashboard, English Learners were at the Yellow level for ELA scoring 58.4 points below standard and also at the Yellow level for Math scoring 123.6 points below standard. **Scope:** LEA-wide	This use of technology increases services to Low Income, English Learners, Foster Youth by maximizing academic growth by using technology that provides specific instruction in areas where the assessment data indicated there are gaps in knowledge. This action is provided for the benefit of Low Income, English Learners, Foster Youth because of their specific varied academic needs, but as it will benefit all students, it is provided on a LEA-wide basis.	1.4 & 1.5 % meeting or exceeding standards on ELA and Math CAASPP for the EL and SED subgroups.
1.5	**Action:** College Preparatory Program (LREBG) **Need:** On the 2023 CA Dashboard, 25% of English Learners are "prepared" for college and career. 24% of Socioeconomically Disadvantaged students are prepared for college and career. Since most will be first generation college, English Learners and low income students require additional guidance and support to complete the necessary courses and the college application process. **Scope:** LEA-wide	This action provides additional staffing to support students on their pathway to college with the design of individualized academic schedules and plans This is very important for English Learners and low income students, as most will be first generation college students who have varied needs and long-term goals. However, since the action will benefit all students, it is provided on a LEA-wide basis.	1.15 % of graduates demonstrating readiness for college and career for the EL and SED subgroups.

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
1.6	**Action:** Broad Course of Study **Need:** Low Income students, English Learners, and Foster Youth need to have access to arts, foreign language, and other courses outside the core content areas to provide a rich schema to enhance reading comprehension, as well as to prepare them for life beyond high school. **Scope:** LEA-wide	The action provides additional staffing to teach elective courses.	% of graduates meeting UC/CSU entrance requirements
1.7	**Action:** P.D. & Coaching **Need:** On the 2023 CA Dashboard, English Learners were at the Yellow level for ELA scoring 58.4 points below standard and also at the Yellow level for Math scoring 123.6 points below standard. **Scope:** LEA-wide	This action provides increased staffing to provide professional development that supports teacher implementation of data-based instruction that targets the specific needs of English Learners and Socioeconomically Disadvantaged students.	1.4 & 1.5 % meeting or exceeding standards on ELA and Math CAASPP for the EL and SED subgroups.
2.1	**Action:** Attendance Initiatives **Need:** In 2022-23 English Learners had a 42% chronic absence rate and Socioeconomically	The school will provide additional staffing and resources to support English Learners and Socioeconomically Disadvantaged Student Subgroups in attending school on time each day. The action will benefit all students so it is provided on a LEA-wide basis.	2.4 Chronic Absence Rate for English Learners and Socioeconomically Disadvantaged Student Subgroups

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
	Disadvantaged Students had a 40% chronic absence rate. **Scope:** LEA-wide		
2.2	**Action:** Parent Engagement **Need:** Parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. **Scope:** LEA-wide	Bay Area Technology will provide communication and resources that specifically benefit low income students and English Learners because the parents of these students often do not have previous college, institutional knowledge, or technological skills to provide support for their children. The action will benefit all students so it is provided on a LEA-wide basis.	2.6 % of parents participating in parent education events, school events and activities 2.7 # of family engagement events
2.3	**Action:** Student Engagement **Need:** In 2022-23 English Learners had a 42% chronic absence rate and Socioeconomically Disadvantaged Students had a 40% chronic absence rate. **Scope:** LEA-wide	This action provides additional services to the EL and SED subgroups by providing a broad range of enrichment and spirit activities to foster positive school culture and student engagement. This sense of engagement will support regular school attendance. The action will benefit all students, so it is provided on a LEA-wide basis.	2.4 Chronic Absence Rate for English Learners and Socioeconomically Disadvantaged Student Subgroups

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
3.1	**Action:** Daily Anchoring Program **Need:** On the 2022-23 CA Dashboard, both English Learners and Socioeconomically Disadvantaged students have Red indicators due to very high suspension rates. **Scope:** LEA-wide	This action provides additional materials that allow students to engage in social emotional learning, individualized instruction, and to calm. This provides the foundation for the school program and allows for consistent communication with students anchoring them for the school day. This strong, consistent foundation is especially beneficial for English learners and low income students, but is provided on a LEA-wide basis because it benefits all students.	Suspension Rate for English Learners and Socioeconomically Disadvantaged subgroups
3.3	**Action:** Social Emotional Support * **Need:** On the 2022-23 CA Dashboard, both English Learners and Socioeconomically Disadvantaged students have Red indicators due to very high suspension rates. **Scope:** LEA-wide	This action provides additional staffing to support students in developing safe decision-making and conflict management skills. These skills are especially beneficial for English learners and low income students, but is provided on a LEA-wide basis because it benefits all students.	Suspension Rate for English Learners and Socioeconomically Disadvantaged subgroups
3.4	**Action:** Behavioral Supports * **Need:** On the 2022-23 CA Dashboard, both English Learners and Socioeconomically Disadvantaged students have Red indicators due to very high suspension rates. **Scope:**	This action provides additional staffing to provide active supervisors and use strategies that defuse behaviors that could alternatively become escalated. suspension. Increased mental health support, detention, counseling, conflict mediation, home visits and other proactive responses are implemented in order to decrease the need for suspension. This support is especially beneficial for English learners and low income students, but is provided on a LEA-wide basis because it benefits all students.	Suspension Rate for English Learners and Socioeconomically Disadvantaged subgroups

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
	LEA-wide		
3.5	**Action:** Health and Safety **Need:** Unduplicated students need access to health services to reduce absenteeism. They also need a clean, well-maintained campus to ensure they feel safe at school. **Scope:** LEA-wide	This action provides access to health services and additional staff to ensure the campus is clean and well-maintained.	3.3 Student survey: % of students who feel safe and connected at school

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
1.2	**Action:** English Language Development **Need:** In 2022-23, 29% of EL Students improving at least one level on ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	Additional staffing is provided to support students new to the United States in their regular classroom and in a separate setting with specific lessons on strategies students can use to access the curriculum. Additional staffing is also provided to meet the needs of English Learners and Long Term English Learners to ensure they continue to progress in language acquisition.	1.12 % of EL Students improving at least one level on ELPAC 1.14 % of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC

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

Not applicable

Additional Concentration Grant Funding

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

Bay Tech is a single school LEA with over 55% of the student population identified as foster youth, English learners, and/or low-income students. Bay Tech is using the additional concentration grant add-on funding to increase staff that provides direct services to students through the following action:

Goal 3, Action 4 Behavioral Supports adds staffing that provide behavior support services to students.

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

2026-27 Total Planned 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	$2,839,291	$1,003,405	35.340%	0.000%	35.340%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,010,500.00	$1,154,171.00	$0.00	$125,805.00	$2,290,476.00	$1,414,555.00	$875,921.00

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	Curriculum and Instruction	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.2	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$70,000.00	$0.00	$70,000.00				$70,000.00	
1	1.3	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.4	Adaptive Online Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,000.00	$48,000.00	$48,000.00	$125,000.00			$173,000.00	
1	1.5	College Preparatory Program (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$295,500.00	$32,516.00		$328,016.00			$328,016.00	
1	1.6	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$273,000.00	$5,000.00	$217,500.00	$60,500.00			$278,000.00	
1	1.7	P.D. & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,000.00	$10,000.00			$25,000.00	$35,000.00	
2	2.1	Attendance Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$240,500.00	$85,000.00	$135,000.00	$190,500.00			$325,500.00	
2	2.2	Parent Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$66,000.00	$0.00	$66,000.00				$66,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.3	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$144,805.00	$215,405.00	$99,000.00	$160,405.00		$100,805.00	$360,210.00	
3	3.1	Daily Anchoring Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.2	Bay Tech Bridge Program	All	No			All Schools	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.3	Social Emotional Support *	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$84,750.00	$145,000.00	$10,000.00	$219,750.00			$229,750.00	
3	3.4	Behavioral Supports *	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$120,000.00	$30,000.00			$150,000.00	
3	3.5	Health and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$120,000.00	$110,000.00	$10,000.00			$120,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,839,291	$1,003,405	35.340%	0.000%	35.340%	$1,010,500.00	0.000%	35.590 %	**Total:**	$1,010,500.00
								LEA-wide Total:	$940,500.00
								Limited Total:	$70,000.00
								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**	Curriculum and Instruction				All Schools	$0.00	
1	**1.2**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$70,000.00	
1	**1.3**	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	
1	**1.4**	Adaptive Online Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,000.00	
1	**1.5**	College Preparatory Program (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,500.00	
1	**1.7**	P.D. & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Attendance Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,000.00	
2	2.3	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,000.00	
3	3.1	Daily Anchoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Bay Tech Bridge Program				All Schools		
3	3.3	Social Emotional Support *	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.4	Behavioral Supports *	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
3	3.5	Health and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,070,661.00	$1,822,175.00

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**	Curriculum and Instruction	No		
1	**1.2**	English Language Development	Yes	$72,000.00	$67,200
1	**1.3**	Multi-Tiered System of Support	Yes	$487,919.00	$457,583
1	**1.4**	Adaptive Online Resources	Yes	$190,000.00	$172,541
1	**1.5**	College Preparatory Program	Yes	$120,430.00	$121,500
1	**1.6**	Broad Course of Study	Yes	$179,935.00	$195,340
1	**1.7**	P.D. & Coaching	Yes	$55,000.00	$38,500
2	**2.1**	Attendance Initiatives	Yes	$254,900.00	$178,151
2	**2.2**	Parent Engagement	Yes	$30,000.00	$24,000
2	**2.3**	Communication	Yes	$87,677.00	$41,145
2	**2.4**	Student Engagement	Yes	$110,000.00	$65,054

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Daily Anchoring Program	Yes	$10,000.00	$1,161
3	**3.2**	Bay Tech Bridge Program	No		
3	**3.3**	Social Emotional Support *	Yes	$212,800.00	$220,000
3	**3.4**	Behavioral Supports *	Yes	$125,000.00	$130,000
3	**3.5**	Health and Safety	No Yes	$135,000.00	$110,000

2025-26 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)
$758,320	$1,256,730.00	$808,505.00	$448,225.00	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	1.2	English Language Development	Yes	$72,000.00	$67,200	0%	0%
1	1.3	Multi-Tiered System of Support	Yes	$307,965.00	$198,516	0%	0%
1	1.4	Adaptive Online Resources	Yes	$190,000.00	$77,638	0%	0%
1	1.5	College Preparatory Program	Yes	$60,215.00	$23,516	0%	0%
1	1.6	Broad Course of Study	Yes	$83,750.00	$99,954	0%	0%
1	1.7	P.D. & Coaching	Yes	$15,000.00	0	0%	0%
2	2.1	Attendance Initiatives	Yes	$15,000.00	$12,321	0%	0%
2	2.2	Parent Engagement	Yes	$30,000.00	$24,000	0%	0%
2	2.3	Communication	Yes	$30,000.00	$41,145	0%	0%
2	2.4	Student Engagement	Yes	$110,000.00	$65,054	0%	0%
3	3.1	Daily Anchoring Program	Yes	$10,000.00	$1,161	0%	0%
3	3.3	Social Emotional Support *	Yes	$112,800.00	$3,000	0%	0%
3	3.4	Behavioral Supports *	Yes	$100,000.00	$100,000	0%	0%

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)
3	**3.5**	Health and Safety	Yes	$120,000.00	$95,000	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,944,532	$758,320	0.00%	25.753%	$808,505.00	0.000%	27.458%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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