LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

CDS Code: 19647330138305

School Year: 2026-27

LEA contact information:

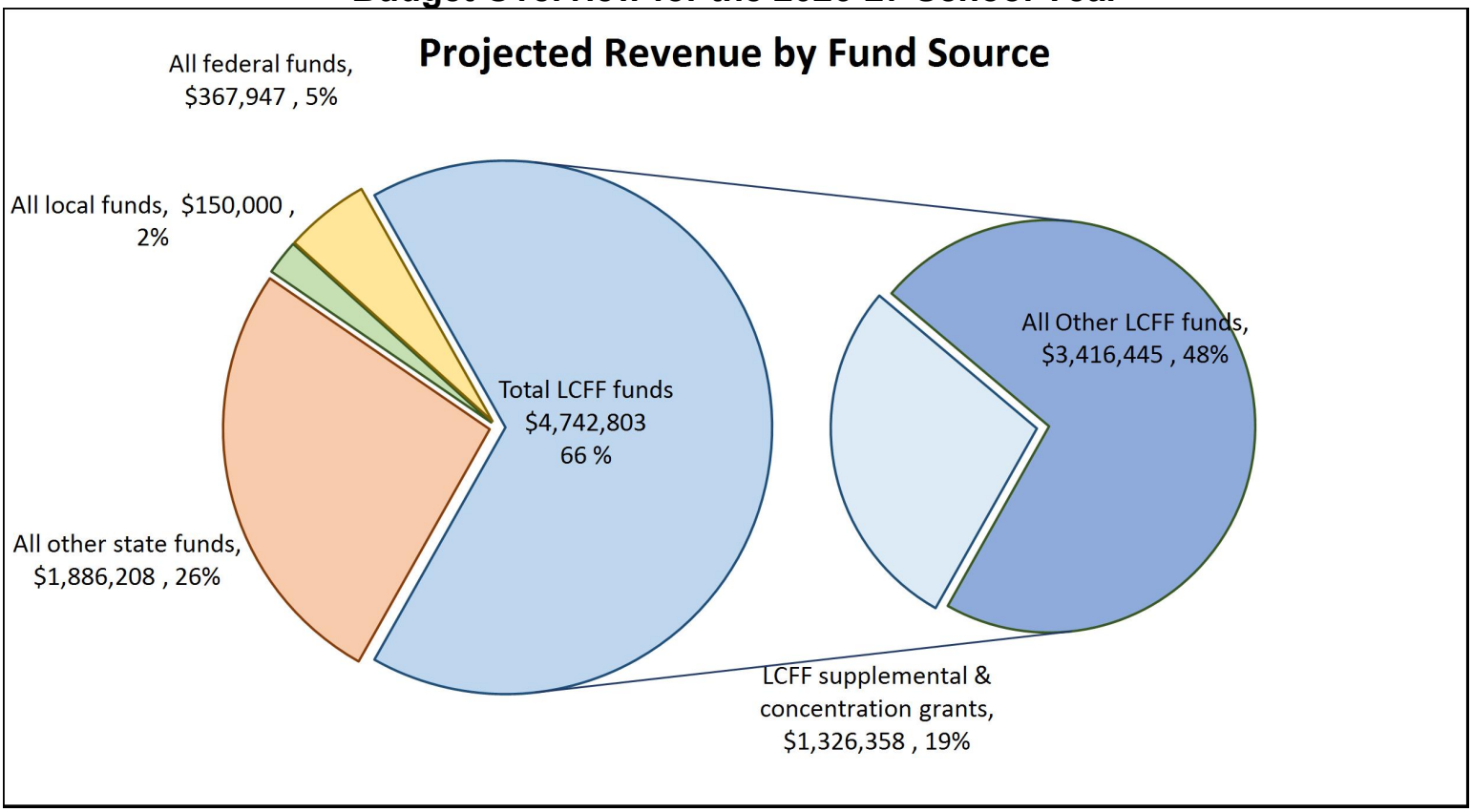
Sharon Rhee

Principal

323-872-0708

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

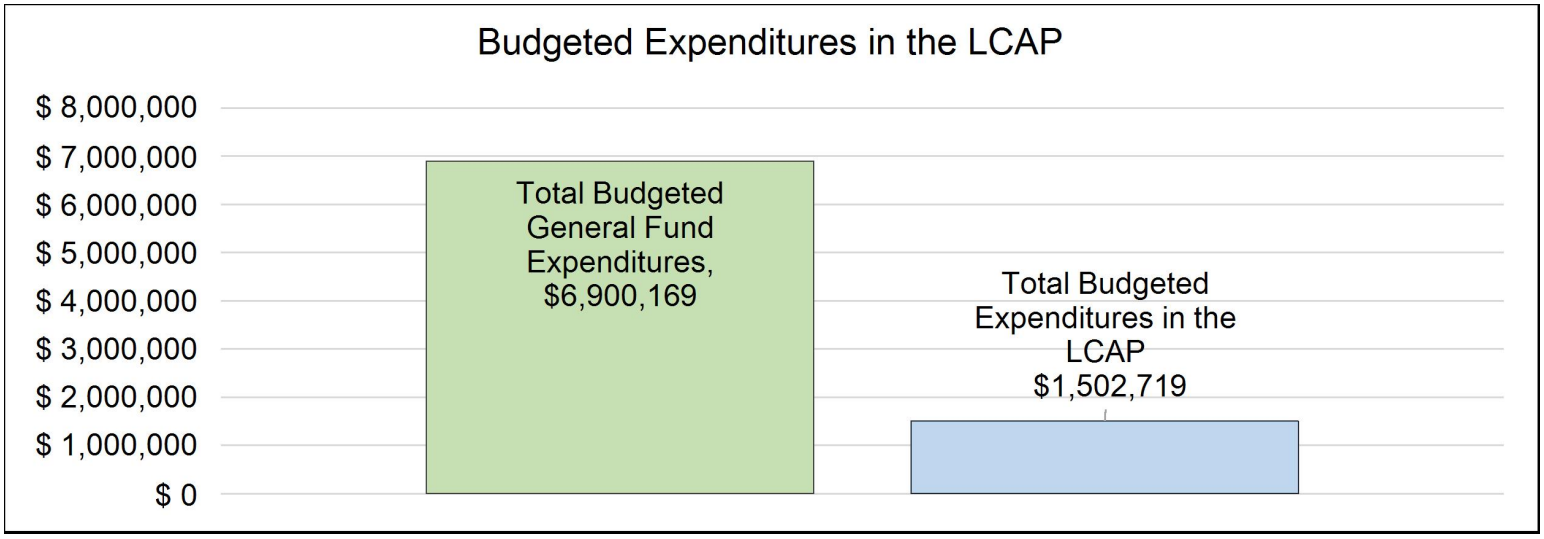


This chart shows the total general purpose revenue TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is $7,146,958, of which $4,742,803 is Local Control Funding Formula (LCFF), $1,886,208 is other state funds, $150,000 is local funds, and $367,947 is federal funds. Of the $4,742,803 in LCFF Funds, $1,326,358 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 TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 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: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $6,900,169 for the 2026-27 school year. Of that amount, $1,502,719 is tied to actions/services in the LCAP and $5,397,450 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

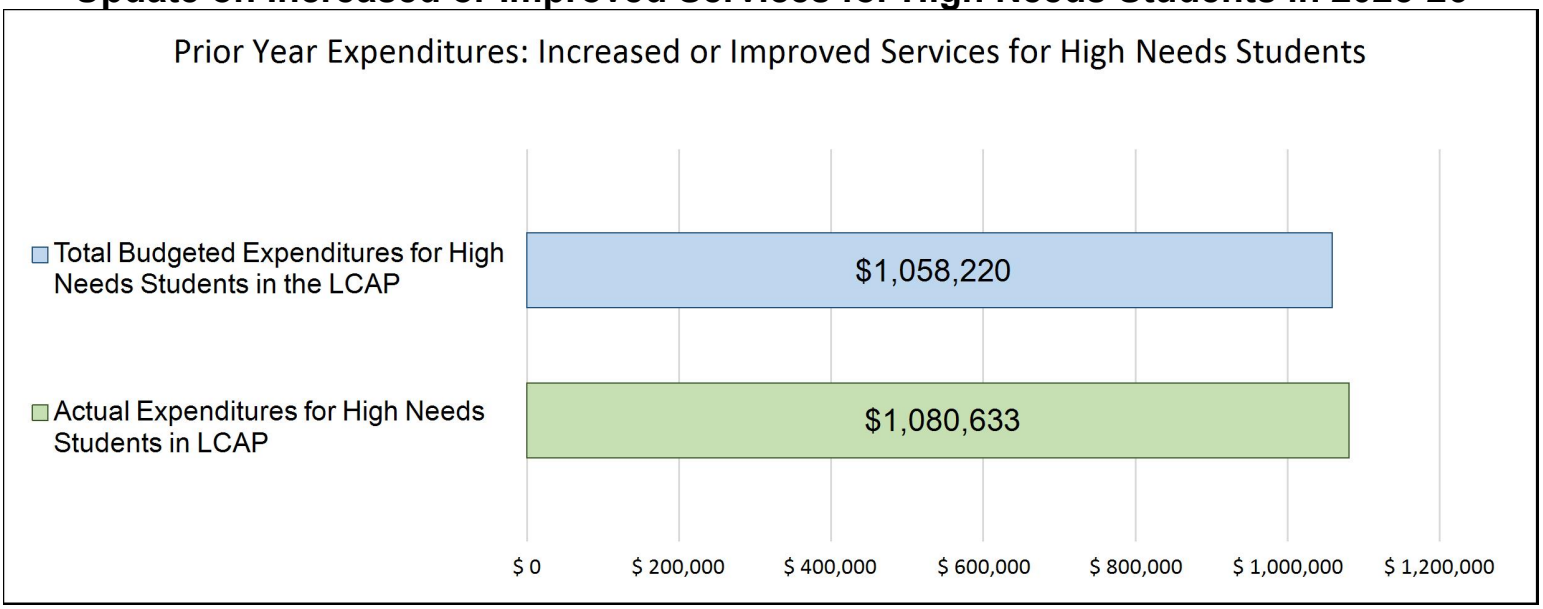
Funds not included in the LCAP include 80% of teacher salaries, some Instructional Aide salaries, facility related salaries and supply costs, utilities, after school program salaries consulting, and supply costs. Legal fees, contracted services, educational consulting. Special Education salaries, consulting and supply costs. Office supplies, food service salaries, vendor, and supply costs.

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

In 2026-27, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is projecting it will receive $1,326,358 based on the enrollment of foster youth, English learner, and low-income students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School plans to spend $1,326,358 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 TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary 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, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's LCAP budgeted $1,058,220 for planned actions to increase or improve services for high needs students. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School actually spent $1,080,633 for actions to increase or improve services for high needs students in 2025-26.

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
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Sharon Rhee Principal	srhee@teachps.org 323-872-0708

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.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Prep serves approximately 272 students in grades K-5. The student demographics include: 7% Students with Special Needs, 34.56% English Language Learners, 1% Foster Youth, and 97.06% Socioeconomically Disadvantaged.

TEACH Prep's mission is to create a high-quality, innovative teaching and learning environment focused on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. The school's vision is to establish a state-of-the-art community school in South Los Angeles that equips students with the skills and habits of mind needed to compete in the 21st century. TEACH Prep aims to reach students of all backgrounds by addressing their social, physical, emotional, moral, ethical, and intellectual needs, ensuring that the knowledge and experiences gained can be effectively applied to their daily lives upon graduation.

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Public Schools were created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH focus on forging deep, lasting connections with students. The founders' goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts

and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

Reflections: Annual Performance

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

Reflection Summary Narrative: 2024 to 2025 School Results

The 2024 to 2025 California Dashboard results for TEACH Preparatory Elementary show a school with clear instructional momentum, especially in core academic achievement, while also highlighting several urgent conditions that must be addressed to sustain and deepen student success. Overall, the data tells a story of meaningful academic recovery and growth, particularly in English Language Arts and Mathematics, alongside persistent challenges in chronic absenteeism, English Learner progress, and teacher credentialing.
One of the most encouraging findings is the substantial improvement in both ELA and Mathematics. In English Language Arts, the school moved from Red in 2024 to Yellow in 2025, improving from 105.5 points below standard to 51.3 points below standard. This represents a gain of 54.2 points. The improvement was not isolated to one group; every measurable student group demonstrated growth. African American students showed the largest ELA gain, improving by 71.3 points, while English Learners improved by 37.4 points. The school's ELA growth rating also improved from Below Typical to Accelerated, with 84.6% of students improving their scores from the prior year.

Mathematics results were similarly strong. The school improved from Orange to Yellow, moving from 89.5 points below standard to 38.5 points below standard, a gain of 51.1 points. The most notable math outcome was for English Learners, who moved from Red to Green and improved by 73 points. This was the strongest single-year, single-group gain in the report and suggests that instructional practices in mathematics are having a powerful impact for students who are acquiring English.

These gains reflect important progress and should be celebrated. They suggest that the school's instructional systems, including teacher looping and diagnostic assessment practices adopted during the 2024–25 school year, are beginning to produce measurable academic results. The data indicates that students are responding to instruction and that the school has built a stronger foundation for academic growth than in the prior year.

At the same time, the results point to significant areas requiring immediate and focused attention. Chronic absenteeism remains the school's most urgent challenge. The rate worsened from 50.0% in 2024 to 55.1% in 2025, moving the school from Yellow to Red. More than half of students missed 10% or more of instructional days, and every reportable subgroup declined. African American students had a chronic absenteeism rate of 62.1%, Students with Disabilities were at 64.7%, English Learners were at 49.3%, and Hispanic students were at 49.4%. This level of absenteeism creates a serious barrier to sustaining academic growth because students cannot fully benefit from improved instruction if they are not consistently present.

English Learner Progress is another major area of concern. Although English Learners demonstrated strong academic gains in ELA and especially Mathematics, their progress in English language proficiency declined. The English Learner Progress Indicator dropped from Orange at 36.4% in 2024 to Red at 24.5% in 2025. Even more concerning, 38.8% of English Learners decreased by at least one ELPI level.

This suggests a disconnect between content-area academic growth and English language development. The school will need to strengthen designated and integrated ELD practices, monitor reclassification readiness more closely, and ensure that English Learners receive consistent language development support across classrooms.

The school's suspension data remains a significant strength. TEACH Preparatory Elementary maintained a 0.0% suspension rate in both 2024 and 2025 and received a Blue rating, the highest possible performance level. This reflects a positive and supportive school culture and suggests that restorative and non-exclusionary discipline practices are being implemented effectively. Maintaining this strength will be important as the school addresses attendance and academic intervention needs.

The local indicators also show areas of stability and progress. All five state-required local indicators remained at Standard Met in both years. A particularly important equity improvement was the elimination of the instructional materials access gap. In 2024, the report noted that 100% of students lacked access to their own instructional materials; by 2025, that figure dropped to 0%, meaning all students had access to materials. This is a meaningful systems improvement that supports instructional consistency.

In reflection, the 2025 results show that TEACH Preparatory Elementary is moving in the right direction academically. The school made dramatic gains in ELA and Mathematics, with strong evidence of student growth across subgroups. These results indicate that the instructional work implemented during the year is having a positive effect. However, the school's next phase of improvement must focus on removing barriers that could limit long-term progress. Chronic absenteeism must become a schoo-lwide priority, English Learner language development must be strengthened, and staffing systems must continue to improve.

The central reflection from the data is that TEACH Preparatory Elementary has demonstrated that students can grow at high levels when instructional systems are aligned and effective. The next challenge is ensuring that students attend school consistently, receive targeted language development support, and are served by a stable, fully credentialed instructional team. Sustaining the academic momentum from 2025 while addressing these urgent needs will be essential for continued improvement in the next planning cycle.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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, students, teachers, admin, Principal and other staff	Participation in a data analysis, determination of priorities and strategies for implementation.
Parent groups and individual parents	Input and comments on LCAP goals and priorities through regular meetings (ELAC, SSC, Coffee with Principal); overview of school data
Community groups and public at large	Input at Public hearing

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

TEACH Preparatory ES engaged educational partners throughout the 2025-26 school year and in preparation for the 2026-27 LCAP update. Engagement activities included School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, family surveys, and parent/guardian town halls. Students were engaged through student council and informal focus groups.

Feedback from educational partners emphasized four recurring priorities: (1) stronger communication between teachers and families about student progress; (2) expanded access to tutoring and intervention supports, especially in math; (3) more engaging instructional materials; and (4) continued focus on schoolwide attendance improvement. The chronic absenteeism committee model described in Goal 1 was directly informed by family and staff feedback requesting clearer structures and timelier outreach when attendance concerns arise.

The School Site Council reviewed and approved the LCAP prior to submission. The ELAC provided specific input regarding English Learner supports, endorsing continued investment in designated ELD and parent engagement for the EB/EL population. Feedback was collected from a representative student group, and input from all groups was incorporated into the goals, actions, and metrics described in this plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce the rate of chronic absenteeism.	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In 2025-26, TEACH Preparatory ES continued to implement a multi-tiered approach to attendance improvement. Tier 1 strategies focused on building a positive school climate, celebrating attendance milestones, and communicating the importance of regular attendance with students and families. These universal supports helped maintain awareness across the school community.

For students identified as at-risk or chronically absent, the school deployed Tier 2 and Tier 3 interventions, including individualized attendance plans, home visits, and regular check-ins with families. Staff who built strong relationships with students and families have supported a reduction in absences for a portion of the targeted population, though chronic absenteeism remained above the school's goal.

During 2025-26, the school transitioned from an assistant principal position to a Data Director role. This change was designed to strengthen the school's capacity to use attendance and academic data systematically. The Data Director began building data tracking systems and protocols that will support more timely identification of students needing intervention in 2026-27. The assistant principal's instructional coaching responsibilities were redistributed to lead teachers and the principal.

Family engagement efforts around attendance included phone calls, attendance letters, and in-person conferences for students with significant absences. Parent/guardian feedback indicated that transportation, illness, and work schedule conflicts were among the primary barriers to regular attendance. This information will inform the design of the 2026-27 chronic absenteeism committee's outreach strategies.

Previously, In 22-23, 56% of students were chronically absent (missing 13 or more days per year). Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.

Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.
Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.
Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism	56% SY 22-23	24-25SY- 55.1%	25-26 pending results	30% or lower 26-27	

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.

In 2026-27, TEACH Preparatory ES will establish a formal Chronic Absenteeism Committee to bring greater structure, accountability, and coordination to the school's attendance improvement efforts. This committee is part of a network-wide initiative supported by the TEACH Public Schools CMO and will operate at all three TEACH schools.

The Chronic Absenteeism Committee will meet weekly and will be held to high standards of accountability for the timeliness and quality of interventions and supports provided to students and families. Committee membership will include the principal, the Data Director, lead teachers, a family liaison, and a CMO representative. The committee will review current attendance data at each meeting, assign outreach responsibilities, track follow-through on intervention plans, and escalate cases as needed.
The committee will use a tiered intervention framework: Tier 1 strategies will include positive attendance recognition, classroom incentives, and regular family communication about the importance of attendance. Students who miss five or more days will move to Tier 2, which includes an individualized attendance plan, targeted family outreach, and check-in/check-out support. Tier 3 students — those who are severely or persistently absent — will receive intensive case management, home visits, and referrals to community resources.

The Data Director will maintain an up-to-date attendance dashboard that the committee reviews weekly. This real-time visibility will allow the school to intervene earlier and more consistently than in prior years. The CMO will provide coaching and professional development to support the committee's effectiveness.

Goal 1 Actions for 2026-27
The following actions support Goal 1.
Action 1.1: MTSS and Tiered Attendance Interventions
The school will continue to implement its Multi-Tiered System of Support (MTSS) framework, with the Chronic Absenteeism Committee providing the infrastructure for consistent, accountable Tier 2 and Tier 3 interventions. Staff will receive professional development on identifying early warning signs of chronic absenteeism and on effective family engagement strategies.

Action 1.2: Family Engagement for Attendance
The school will expand proactive family communication about attendance, including monthly attendance newsletters, translated materials for Spanish-speaking families, and family information nights focused on the importance of consistent attendance. The family liaison will coordinate outreach for students identified by the Chronic Absenteeism Committee.

Action 1.3: Data Director Position
The Data Director position — established in 2025-26 — will continue in 2026-27 with an expanded role supporting attendance tracking, academic data analysis, and PLC data cycles. The Data Director will also provide coaching support to teachers in using data to differentiate instruction, a function previously provided by the assistant principal.

Action 1.4: Transportation Support
The school provides bus transportation to reduce attendance barriers for students in areas with limited options for getting to school.

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.

N/A

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

Once the adjustments to the specific actions were made (described in the first prompt:Although originally budgeted for an Assistant Principal, funds were reallocated to support a Data Director and expanded bus services. The Data Director developed real-time attendance dashboards and intervention tracking tools to help identify and support chronically absent students. Additional transportation was provided to remove access barriers, particularly for students facing instability, further supporting our goal of reducing absenteeism.Although originally budgeted for an Assistant Principal, funds were used for a Data Director with expertise in IT and data systems. This role was critical in developing real-time attendance dashboards, tracking interventions, and disaggregating data by student group, enabling site teams to identify and support chronically absent students more effectively. This shift supported systemic, data-driven approaches to reducing absenteeism across the LEA.. These specific actions have been supported the reduction of absences but not as drastically as anticipated.

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

As a reflection on prior practice as well as parent input, TEACH will continue with the modifications made in year one- funding transportation for students who face barriers getting to school, and support from the Data Director to support the dashboard and data-driven interventions. No changes will be made to the goal, metrics or target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CMO resources	CMO will provide support to develop and implement a policy and interventions for when students are absent. The CMO will conduct a comprehensive analysis to determine core reasons students miss school and evidence-based solutions.	$268,200.00	Yes
1.2	Office Staff	Office Staff will communicate with parents when students are absent.	$229,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Assistant Principal Position	The AP will ensure implementation of policy and interventions to address chronic absenteeism. The position will support teachers, students and families to address the core reasons for students missing school.	$151,284.00	Yes
1.4	Transportation Services	Provide transportation for students to reduce chronic absenteeism. This provided one bus ***	$55,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve academic performance in math.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The academic outcomes from the 2024–2025 school year demonstrated significant gains in both English Language Arts (ELA) and Mathematics, including measurable growth across multiple student subgroups. These improvements reflect the school's continued implementation of the instructional strategies and systems described below, as well as a sustained focus on building teacher capacity and strengthening standards-based instruction across all grade levels. In math, DFS Score was -38.5, an improvement of 51.1 points.

A key factor contributing to these gains was the ongoing instructional leadership support provided by the Assistant Principal, who worked closely with teachers on instructional planning, lesson delivery, data analysis, and assessment practices. Through regular coaching, classroom observations, feedback cycles, and collaborative planning sessions, teachers were able to strengthen their instructional practices and increase their effectiveness in meeting the diverse learning needs of students. This continuous support has helped build both teacher confidence and instructional expertise, resulting in more rigorous, engaging, and targeted classroom instruction.

In addition, teachers actively participated in Professional Learning Communities (PLCs) throughout the school year. These collaborative structures provided dedicated time for teachers to analyze student data, identify learning gaps, share best practices, and develop targeted instructional responses to improve student achievement. PLCs also fostered greater alignment and consistency in instruction across grade levels and content areas.

Teachers also engaged in ongoing, hands-on professional development focused on standards-based instruction and curriculum alignment. Professional learning opportunities included unpacking state standards, developing pacing guides and unit maps, aligning formative and summative assessments to standards, and strengthening instructional strategies designed to support mastery of grade-level content. Staff members were provided opportunities to collaboratively design lessons and assessments that emphasized rigor, student engagement, and data-driven instruction.

Additionally, the school continued to prioritize the use of student performance data to inform instructional decision-making. Teachers regularly reviewed assessment results to monitor progress, adjust instruction, and provide targeted interventions and enrichment opportunities for students. This intentional focus on continuous improvement, collaboration, and instructional coherence contributed to stronger academic outcomes and increased student achievement schoolwide.

SY 22-23 93% of TEACH Prep 3rd and fourth graders scored below grade level in math. REASONS: students and parents various; teacher inconsistency, lack of familiarity for teachers of curriculum materials

What worked last year: implementation of iready and smarty ants programs

Strategy: Continue IReady and Smarty Ants curriculum, offer teacher training specific to curriculum

Strategy: Teacher Looping- Teacher looping, where teachers serve the same cohort of students for two years in a row, offers several advantages:
Stronger Teacher-Student Relationships: Teachers and students have more time to build trust and rapport, leading to stronger relationships. This can create a more supportive and positive classroom environment, which can enhance student engagement and motivation.
Deeper Understanding of Student Needs: Teachers gain a better understanding of each student's strengths, weaknesses, and learning styles. This allows for more personalized and effective instruction, as teachers can tailor their approach to meet individual student needs.
Improved Continuity and Consistency: With looping, there is less disruption at the start of the second year since teachers already know their students. This continuity allows for a smoother transition and more consistent learning experiences, reducing the time spent on establishing routines and getting to know each other.
Enhanced Academic Progress: Teachers can build on the knowledge and skills students have acquired in the first year without needing to review as much material. This can lead to more continuous academic progress and deeper learning.
Better Classroom Management: Familiarity with students allows teachers to manage the classroom more effectively. They are more aware of potential behavior issues and can address them proactively, leading to a more orderly and focused learning environment.
Stronger Parental Involvement: Parents and teachers have more time to develop a relationship, which can improve communication and collaboration. This partnership can support student learning and address any concerns more effectively.
Reduced Anxiety for Students: Knowing their teacher and classmates for a second year can reduce anxiety and stress for students. This familiarity can create a more comfortable and safe learning environment, which can enhance student well-being and academic performance.
Opportunities for Long-Term Projects: Teachers can plan and implement long-term projects and activities that span two years. This allows for more in-depth exploration of subjects and can lead to more meaningful and comprehensive learning experiences.
Professional Growth for Teachers: Looping provides teachers with the opportunity to see the long-term impact of their teaching strategies and adjust their approaches based on students' progress over two years. This experience can contribute to professional growth and development.
Higher Student Retention and Attendance: Positive relationships and a supportive classroom environment can lead to higher student retention and attendance rates, as students are more likely to feel connected to their teacher and peers.
Strategy: Parent data nights- sharing diagnostic data with parents, explaining goals and ways to support student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math scores	22-23SY -91.5 DFS	24-25SY -38.5 DFS	25-26SY- pending results	26-27 SY ten points DFS above state rate	

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.

In 2025-26, the school made incremental progress toward its academic achievement goals, with more consistent gains in mathematics than in ELA. The implementation of i-Ready as the primary diagnostic and instructional tool in both subjects allowed teachers to more precisely identify skill gaps and assign targeted lessons. Students who engaged consistently with i-Ready's personalized learning pathways showed measurable growth over the course of the year.

In the primary grades, Smarty Ants continued to support foundational literacy skill-building. Teachers reported that students who used the program regularly improved phonics fluency and early reading skills. However, school-wide ELA proficiency remained below the state average on the CAASPP, and the school recognizes that deeper instructional shifts are needed to move students to grade-level proficiency. Mathematics instruction improved with more structured use of PLCs to examine student work and adjust instruction. Teachers used the teacher looping model to build multi-year relationships with students, which allowed for more personalized and continuous support as students progressed through grade levels. Over time, this approach has strengthened teacher knowledge of individual students' learning trajectories and contributed to more targeted instruction. Families have also expressed appreciation for the continuity the looping model provides, particularly for students who benefit from stable, trusting relationships with their teachers.

The AP's coaching support contributed to improvements in instructional consistency across classrooms. Note: The AP position is funded under Goal 1, Action 1.3, and provides instructional coaching that supports all three goals. The Data Director, a separate position, supports systematic use of student performance data and PLC data cycles.

Socioeconomically disadvantaged students and English Learners continued to face greater barriers to proficiency, and the school's intervention system was not always able to reach all students needing additional support. In 2026-27, the school plans to strengthen the fidelity of intervention implementation and improve the monitoring of student progress within the intervention cycle.

Action 2.1: Core Instruction and i-Ready Implementation
All K-5 classrooms will implement i-Ready as a diagnostic and instructional tool in both ELA and math. Teachers will administer the three annual diagnostic windows, use i-Ready reports to guide differentiated instruction and small-group work, and track student growth toward on-grade-level benchmarks.
Action 2.2: Foundational Literacy (Smarty Ants)
Grades K-2 will continue to use Smarty Ants to build phonics, phonemic awareness, and early reading skills. The school will monitor weekly usage data and use teacher coaching to ensure program implementation meets recommended time-on-task benchmarks.
Action 2.3: PLC Data Cycles and Teacher Collaboration

Weekly PLCs will follow a structured data cycle: reviewing current student performance data, identifying students needing additional support, collaborating on instructional adjustments, and following up on prior week's action items. The Data Director will prepare data summaries for each PLC meeting.
Action 2.4: Teacher Looping
The school will continue its teacher looping model, in which teachers advance with their students across consecutive grade levels. Looping teachers will use their longitudinal knowledge of each student's strengths and challenges to provide continuity of support and to strengthen family engagement.
Action 2.5: Intervention and Tutoring Supports
Students performing significantly below grade level will receive targeted intervention supports, including pull-out or push-in small group instruction, extended learning time opportunities, and additional access to i-Ready instructional pathways. Intervention assignments will be reviewed at each PLC cycle.
Goal 2: What Works — Evidence of Effectiveness
Based on 2025-26 implementation, the following practices showed evidence of positive impact on student academic outcomes:
The i-Ready platform provided teachers with detailed diagnostic data that enabled more targeted instruction than was previously possible. In classrooms where teachers used i-Ready data consistently in PLCs, student growth rates were higher than in classrooms where the tool was used less systematically. This finding reinforces the 2026-27 focus on implementation fidelity.
The teacher looping model continued to demonstrate value in building trust with students and families, reducing transition time at the start of the year, and enabling teachers to begin instruction with deep knowledge of each student. Teachers who looped reported spending significantly less time on re-establishing routines and more time on advancing content.
PLC structures improved in consistency during 2025-26. Teams that followed a structured data protocol reported higher confidence in using student data to inform instruction. Professional development will continue to build on this foundation.

Previously, In 2022–23, 93% of TEACH Prep 3rd and 4th grade students scored below grade level in math. This concerning outcome was attributed to a variety of factors, including:

Limited curriculum familiarity among teachers

Inconsistent teacher assignments

Variability in home support and student readiness

To address these gaps, the LEA implemented several strategic actions in 2023–24, most notably:

Adoption of i-Ready Math and Smarty Ants digital programs

Introduction of teacher looping

Launch of Parent Data Nights to build home-school math partnerships

Implementation Successes and Challenges
Successes:

The i-Ready and Smarty Ants programs provided consistent, differentiated math instruction and diagnostics. Student engagement increased, and teachers had actionable data to guide instruction.

Teacher looping significantly improved classroom culture, student-teacher relationships, and instructional continuity. Teachers better understood individual student needs and tailored instruction more effectively.

Parent Data Nights helped families understand student progress and strategies to support learning at home. Increased parent participation and understanding were noted.

Challenges:

Teacher training on new curricular tools needed more depth; some teachers struggled to fully integrate the platforms into daily instruction.

Inconsistent instructional pacing and rigor still affected some classrooms.

Effectiveness of Specific Actions
Digital Curriculum Implementation (i-Ready, Smarty Ants): Highly effective. Provided data-informed instruction, supported differentiated learning, and created a foundation for measuring growth.

Teacher Looping: Highly effective. Fostered deeper relationships and reduced instructional disruption, leading to more responsive teaching and better classroom management.

Parent Engagement (Data Nights): Effective. Helped bridge school-home communication and fostered a collaborative learning environment.

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

There were no significant material differences between budgeted and actual expenditures for this goal:

Budgeted Expenditures: Teacher salaries, professional development (for peer mentoring), and AP coaching support.

Actual Expenditures: Aligned with expectations, as no additional resources beyond what was planned were required.

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

Effectiveness:

Very effective, instructional capacity continues to build and is reflected in academic gains.

Interim assessment data shows that the school is on track to meet its goal of improving math performance, indicating that the strategies are working well.

Teacher feedback suggests that looping and peer mentoring are particularly helpful in promoting consistency and improving instruction.

Instructional coaching from the AP helped teachers identify and address student learning gaps more effectively.

Ineffectiveness:

While overall progress is positive, there are still some students who need additional support. Differentiation for these students remains a focus area for next year.

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

No changes to the planned goal, metric, target outcomes, or actions for the coming year, TEACH will continue to implement these strategies.

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	Curriculum	Continue use of iReady, Smarty Ants and other curriculum to support Tier one and Tier 2 and 3 interventions.	$135,000.00	Yes
2.2	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	$451,984.00	Yes
2.3	Assistant Principal	Supports teacher development, provides PD for teachers to maximize use of selected curriculum.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve the English Language Arts proficiency rates of Emerging Bilinguals	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In 22-23, 7.5% of emerging bilinguals scored proficient in English Language Arts. Target: Improve proficiency rates of Emerging Bilinguals to 15% in 24-25, 20% in 25-26 and 25% in 26-27.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC (CAASP) Proficiency rates	7.5% 22-23SY	24-25SY - 16%	25-26SY pending results	25% Proficient or higher	

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.

In 2025-26, TEACH Preparatory ES focused on strengthening both designated and integrated English Language Development instruction for its EL/EB student population. The California School Dashboard's English Learner Progress Indicator (ELPI) reflected continued movement, with a portion of EL/EB students progressing along the ELPAC proficiency continuum.

Designated ELD blocks were implemented daily in all classrooms serving EL/EB students. Teachers used structured academic conversations, sentence frames, and vocabulary routines to build language proficiency alongside content knowledge. However, implementation varied across classrooms, and some students — particularly those at lower proficiency levels — did not make the progress expected. This variability was identified as a priority area for 2026-27.

Reclassification rates remained below the school's targets. Analysis of the reclassification data revealed that the primary barrier was ELPAC oral language performance, where students were strongest in reading and writing but struggled with the speaking and listening domains. The school is exploring targeted instructional strategies to address oral language development more explicitly.

Family engagement for the EL/EB community improved through the use of Spanish interpretation at school events, translated parent communications, and ELAC meetings that provided families with tools to support language development at home. Families reported feeling more informed about the reclassification process and their children's progress on the ELPAC.

In 2026-27, TEACH Preparatory ES will continue its commitment to EL/EB students by deepening implementation of designated and integrated ELD instruction. The school will prioritize oral language development — particularly in the speaking and listening domains — as this has been identified as the primary barrier to reclassification for many students.

Teachers will receive professional development focused on high-leverage ELD strategies, including structured academic conversations, collaborative dialogue protocols, and explicit vocabulary instruction. PLCs will incorporate EL/EB student outcome data as a regular agenda item, ensuring that EL/EB progress is monitored with the same rigor as overall academic achievement.
The school will also strengthen its reclassification support process, including more proactive communication with families of students approaching reclassification eligibility and targeted ELPAC preparation for students in the intermediate proficiency band.

The Chronic Absenteeism Committee established under Goal 1 will specifically track attendance for EL/EB students, as research indicates that chronic absenteeism has a disproportionate impact on language development and academic progress for this population.

1. Analysis of How the Goal Was Carried Out 23-24
To improve the ELA performance of Emerging Bilingual Students, the elementary school focused on:

Assistant Principal (AP) Support: The AP played a central role in this goal by coaching teachers to incorporate language development strategies into their ELA instruction. This included lesson modeling, feedback, and ensuring instructional alignment with the needs of Emerging Bilingual Students.

This focused effort ensured that language acquisition was embedded in daily ELA lessons and provided teachers with the support and resources to address student needs.

2. Overall Implementation, Including Differences, Challenges, and Successes
Planned vs. Actual Implementation:

The school successfully implemented the planned action of AP support without any major changes. The AP provided consistent coaching and support throughout the year.

Challenges Experienced:

Some teachers needed more targeted professional development on scaffolding strategies specific to Emerging Bilingual Students.

Balancing the demands of supporting all teachers while prioritizing Emerging Bilingual Student needs required careful scheduling and planning.

Successes Experienced:

Teachers reported increased confidence and capacity to support Emerging Bilingual Students in ELA classes.

Classroom observations showed a growing use of language supports and scaffolding strategies.

Students demonstrated increased engagement and participation in ELA activities.

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

No material differences

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

Effectiveness:

The academic outcomes from the 2024–2025 school year demonstrated significant gains in both English Language Arts (ELA) and Mathematics, including measurable growth across multiple student subgroups. These improvements reflect the school's continued implementation of the instructional strategies and systems described below, as well as a sustained focus on building teacher capacity and strengthening standards-based instruction across all grade levels.

A key factor contributing to these gains was the ongoing instructional leadership support provided by the Assistant Principal, who worked closely with teachers on instructional planning, lesson delivery, data analysis, and assessment practices. Through regular coaching, classroom observations, feedback cycles, and collaborative planning sessions, teachers were able to strengthen their instructional practices

and increase their effectiveness in meeting the diverse learning needs of students. This continuous support has helped build both teacher confidence and instructional expertise, resulting in more rigorous, engaging, and targeted classroom instruction.

In addition, teachers actively participated in Professional Learning Communities (PLCs) throughout the school year. These collaborative structures provided dedicated time for teachers to analyze student data, identify learning gaps, share best practices, and develop targeted instructional responses to improve student achievement. PLCs also fostered greater alignment and consistency in instruction across grade levels and content areas.

Teachers also engaged in ongoing, hands-on professional development focused on standards-based instruction and curriculum alignment. Professional learning opportunities included unpacking state standards, developing pacing guides and unit maps, aligning formative and summative assessments to standards, and strengthening instructional strategies designed to support mastery of grade-level content. Staff members were provided opportunities to collaboratively design lessons and assessments that emphasized rigor, student engagement, and data-driven instruction.

Additionally, the school continued to prioritize the use of student performance data to inform instructional decision-making. Teachers regularly reviewed assessment results to monitor progress, adjust instruction, and provide targeted interventions and enrichment opportunities for students. This intentional focus on continuous improvement, collaboration, and instructional coherence contributed to stronger academic outcomes and increased student achievement schoolwide.

The goal of improving ELA performance for Emerging Bilingual Students is on track, as interim data and classroom observations show gains in student engagement and literacy skills.

Teachers appreciated the AP’s targeted feedback and lesson modeling, which helped them incorporate more effective language development practices.

Ineffectiveness:

Some teachers expressed a need for additional examples of differentiated strategies for students at different English proficiency levels. While AP support was valuable, there may be room to expand the scope of training next year.

For school year 25-26, English Learner (EL) progress has not yet been as robust as overall schoolwide academic progress across some indicators. While the school has seen encouraging growth in overall student achievement, data analysis indicates that additional targeted supports and instructional strategies are needed to accelerate language acquisition and academic achievement for English Learners.

In response, the school is increasing its investment in dedicated staffing and support structures focused specifically on improving EL outcomes. Additional staff members are being added to provide targeted instructional support, monitor student progress more closely, and assist teachers in implementing effective strategies for English Learners across content areas. These supports are intended to strengthen designated and integrated English Language Development (ELD) instruction while ensuring that EL students have increased access to rigorous grade-level content.

English Learners will also continue to benefit from the ongoing teacher capacity-building efforts described in the earlier section. Through professional development, instructional coaching, and collaborative Professional Learning Communities (PLCs), teachers are deepening their understanding of standards-based instruction, differentiated teaching practices, language acquisition strategies, and the use of data to inform instruction for multilingual learners. Teachers are also receiving support in designing lessons and assessments that intentionally incorporate academic language development and scaffolded instruction to better meet the needs of EL students.

Additionally, the school is continuing to strengthen systems for monitoring EL progress through regular data review cycles, targeted interventions, and increased collaboration among classroom teachers, intervention staff, and administrators. By combining enhanced staffing, improved instructional practices, and ongoing professional learning, the school aims to create more equitable learning opportunities and accelerate academic and language growth for English Learners across all grade levels.

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.

Reflections and Adjustments:
Action 3.1: Designated and Integrated ELD Instruction
All classrooms serving EL/EB students will provide a minimum of 30 minutes of designated ELD instruction daily, using the adopted ELD curriculum and structured language routines. Integrated ELD strategies — embedding academic language development across content areas — will be a focus of instructional coaching and PLC discussions.

Action 3.2: EL Support Position Action 3.2:a new position dedicated to monitoring EL progress and supporting teachers across grade levels will be added.

The AP support strategy has been effective, so the school plans to continue with this action in the coming year.

Building on reflections, the school may add more targeted professional development sessions for teachers on supporting Emerging Bilingual Students, beyond the AP’s coaching.

Action 3.3: Family Engagement for EL/EB Families
The school will continue ELAC meetings, Spanish-language parent communications, and family information sessions to engage EL/EB families as active partners in their children's language development. Sessions will include information about the ELPAC, the reclassification process, and strategies families can use to support language development at home.
Action 3.4: ELPAC Preparation and Reclassification Support
Students who are in the intermediate ELPAC proficiency band and approaching reclassification eligibility will receive targeted support, including oral language practice, test familiarization, and academic language enrichment. Teachers will track ELPAC readiness as part of each student's individual learning plan.

I
Metrics and Target Outcomes:

No major changes are planned to the metrics or target outcomes, as the current approach has shown promising results.

The school may explore additional classroom-level data (e.g., student work samples or language acquisition data) to further refine instruction.

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	Assistant Principal	The AP will build teacher capacity, provide coaching and PD on supporting Emerging Bilingual students in all grade levels.		Yes
3.2	Add an EL Position-TITLE	Literacy Coach, EL Specialist and Instructional Aide (Aide funded with LREBG Revenue) work together to provide structured and engaging lessons designed to reach students at their level of need.	$211,794.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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.

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

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
$$1,326,358.00	$

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
42.708%	0.000%	$0.00	42.708%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CMO resources **Need:** Chronic absenteeism has been identified as a goal for improvement. **Scope:**	CMO will provide resources to develop and imlement school-wide systems and structures to support student well-being and academic achievement.	Improved academic performance, decreased chronic absenteeism, implementation of interventions.

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 Schoolwide		
1.2	**Action:** Office Staff **Need:** Chronic absenteeism has been identified as a goal for improvement. **Scope:** LEA-wide Schoolwide	Office staff support family engagement by outreach and interventions to students who are absent.	Reduced chronic absenteeism.
1.3	**Action:** Assistant Principal Position **Need:** Chronic absenteeism has been identified as a goal for improvement. **Scope:** LEA-wide Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.
1.4	**Action:** Transportation Services **Need:** Chronic absenteeism has been identified as a goal for improvement. **Scope:**	Easier access to transportation will allow for students to have a reliable way to get to school to reduce absences.	Attendance will continually be monitored to verify if the provided transportation is having an effect.

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 Schoolwide		
2.1	**Action:** Curriculum **Need:** Math outcomes have been identified as an improvement goal. **Scope:** LEA-wide Schoolwide	Materials for learning provide the base for instruction.	Improved academic performance in ELA and math.
2.2	**Action:** Teacher looping and peer-to-peer mentoring **Need:** Math outcomes have been identified as an improvement goal. **Scope:** Schoolwide	Looping provides continuity, reduces academic deficienies or gaps and promotes mastery of standards and student well-being.	Improved academic performance, increased engagement, improved attendance.
2.3	**Action:** Assistant Principal **Need:** Math outcomes have been identified as an improvement goal. **Scope:** Schoolwide	Counselors and AP positions provide strategies for teachers and students to improve academic performance, overall student well-being and improved attendance and engagement.	Reduced chronic absenteeism; improved academic performance.

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:** Assistant Principal **Need:** Improvement to ELA proficiency rates by emerging bilinguals has been identified as an improvement goal. **Scope:** Schoolwide	Improving teacher capacity with coaching and PD support as provided by the A.P. position.	Student outcomes will be measured at benchmarking periods for improvement.
3.2	**Action:** Add an EL Position- TITLE **Need:** Improvement to ELA proficiency rates by emerging bilinguals has been identified as an improvement goal. **Scope:** Schoolwide	Specialized staff will be provided to design engaging lessons to meet the student needs.	Student outcomes will be measured at benchmarking periods for improvement.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

The above concentration grant funding will be used to fund 2.0 FTE's that will be able to provide direct 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		1:55
Staff-to-student ratio of certificated staff providing direct services to students		1:21

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	$3,105,670.00	$1,326,358.00	42.708%	0.000%	42.708%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,326,358.00	$24,731.00	$0.00	$151,630.00	$1,502,719.00	$879,861.00	$622,858.00

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	CMO resources	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$268,200.00	$268,200.00				$268,200.00	
1	1.2	Office Staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$229,457.00	$0.00	$229,457.00				$229,457.00	
1	1.3	Assistant Principal Position	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$151,284.00	$105,899.00			$45,385.00	$151,284.00	
1	1.4	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$55,000.00	$55,000.00				$55,000.00	
2	2.1	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$135,000.00	$125,000.00			$10,000.00	$135,000.00	
2	2.2	Teacher looping and peer-to-peer mentoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$438,610.00	$13,374.00	$355,739.00			$96,245.00	$451,984.00	
2	2.3	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$0.00	$0.00				$0.00	
3	3.1	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income										
3	3.2	Add an EL Position- TITLE	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$211,794.00	$0.00	$187,063.00	$24,731.00			$211,794.00	

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
$3,105,670.00	$1,326,358.00	42.708%	0.000%	42.708%	$1,326,358.00	0.000%	42.708 %	**Total:**	$1,326,358.00
								LEA-wide Total:	$783,556.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,326,358.00

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	CMO resources	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$268,200.00	
1	1.2	Office Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$229,457.00	
1	1.3	Assistant Principal Position	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$105,899.00	
1	1.4	Transportation Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$55,000.00	
2	2.1	Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$125,000.00	
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide	English Learners Foster Youth Low Income		$355,739.00	
2	2.3	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth		$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 (%)
					Low Income			
3	**3.1**	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	**3.2**	Add an EL Position- TITLE	Yes	Schoolwide	English Learners Foster Youth Low Income		$187,063.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,058,220.00	$1,009,876.83

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**	CMO resources	No Yes	$158,688.00	$208,688.00
1	**1.2**	Office Staff	No Yes	$238,636.00	$258,479.00
1	**1.3**	Assistant Principal Position	No Yes	$137,151.00	$144,270.00
1	**1.4**	Transportation Services	Yes	$200,000.00	$110,000.00
2	**2.1**	Curriculum	No Yes	$70,827.00	$70.827.00
2	**2.2**	Teacher looping and peer-to-peer mentoring	No Yes	$252,918.00	$288,369.00
2	**2.3**	Assistant Principal	No Yes	$0.00	$0.00

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)
3	**3.1**	Assistant Principal	No Yes		0.00

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)
$1,007,154.00	$1,058,220.00	$1,080,633.00	($22,413.00)	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	1.1	CMO resources	Yes	$158,688.00	$208,688.00		
1	1.2	Office Staff	Yes	$238,636.00	$258,479.00		
1	1.3	Assistant Principal Position	Yes	$137,151.00	$144,270.00		
1	1.4	Transportation Services	Yes	$200,000.00	$110,000.00		
2	2.1	Curriculum	Yes	$70,827.00	$70,827.00		
2	2.2	Teacher looping and peer-to-peer mentoring	Yes	$252,918.00	288,369.00		
2	2.3	Assistant Principal	Yes	$0.00			
3	3.1	Assistant Principal	Yes				

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)
$2,328,320.00	$1,007,154.00	0.00	43.257%	$1,080,633.00	0.000%	46.413%	$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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