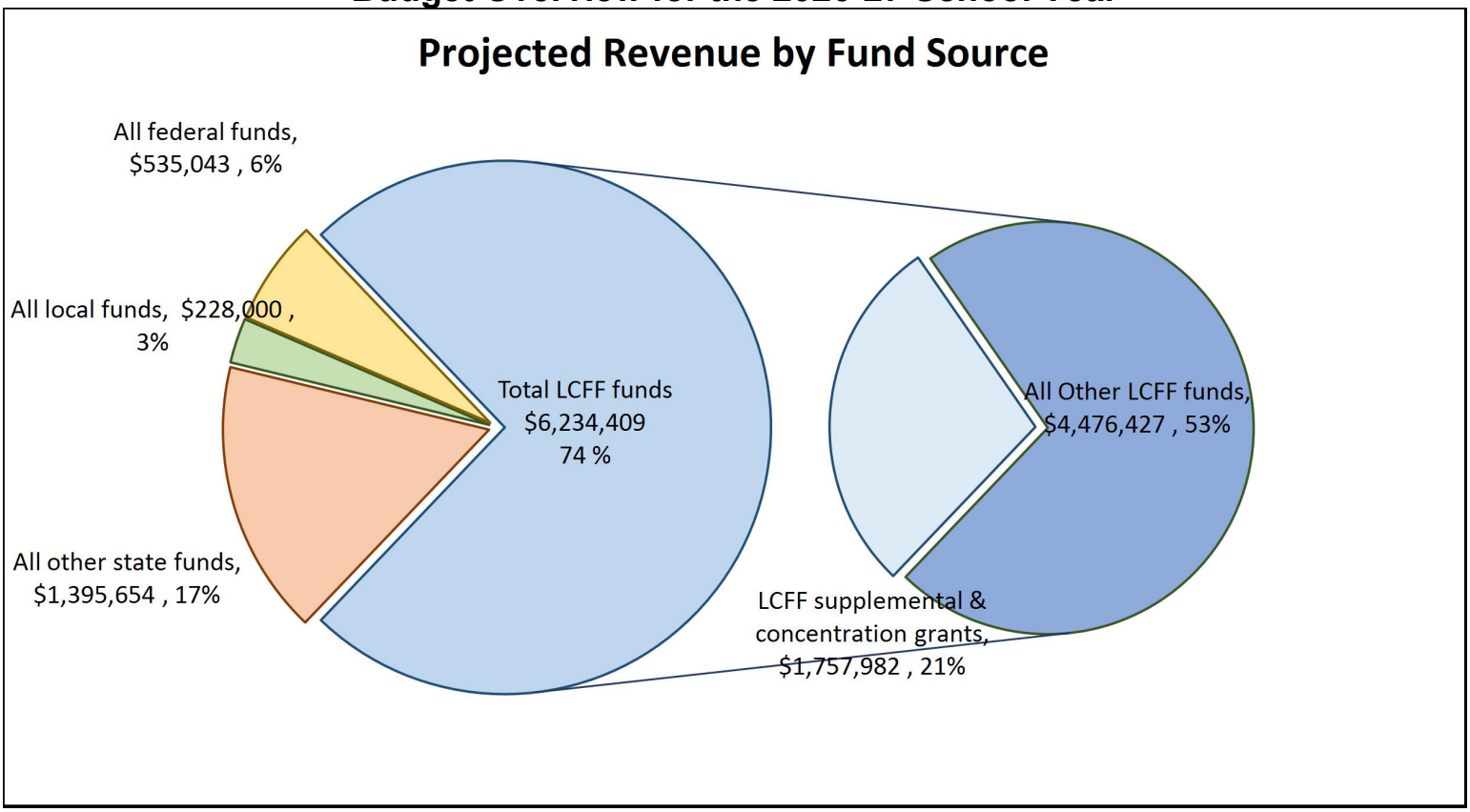
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Tech Charter High School
CDS Code: 19647330129627
School Year: 2026-27
LEA contact information:
Mr. James Cordero
Principal

323-326-6065

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

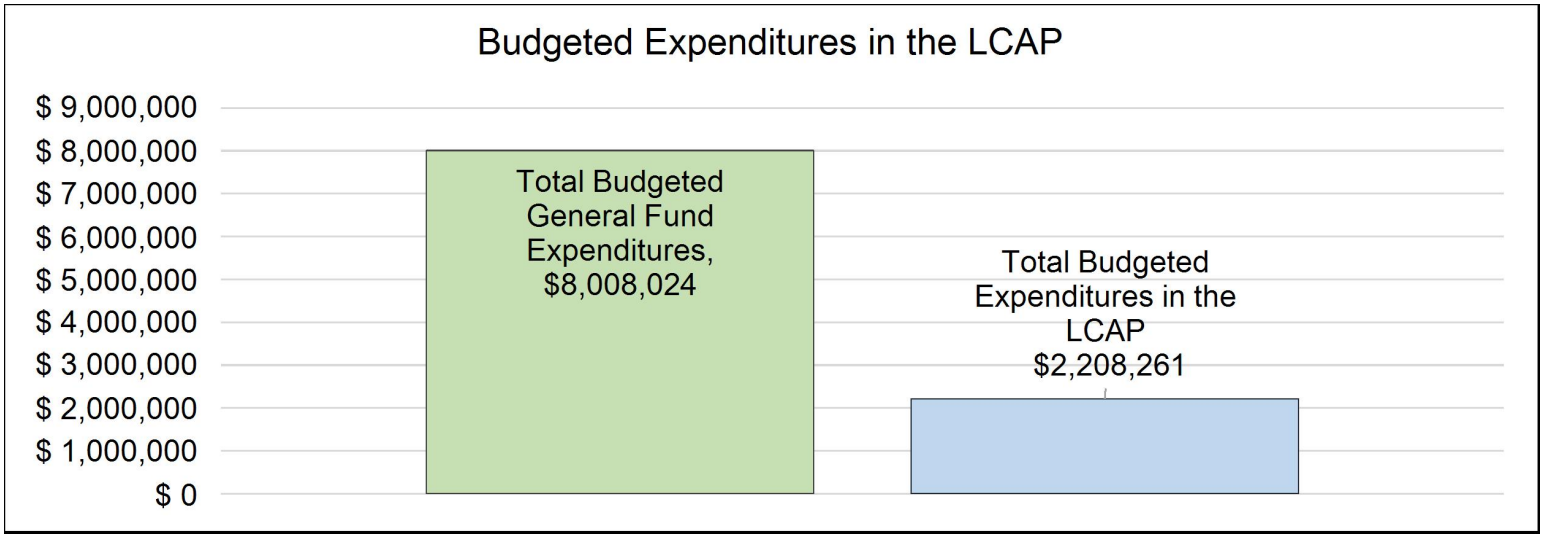


This chart shows the total general purpose revenue TEACH Tech Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Tech Charter High School is $8,393,106, of which $6,234,409 is Local Control Funding Formula (LCFF), $1,395,654 is other state funds, $228,000 is local funds, and $535,043 is federal funds. Of the $6,234,409 in LCFF Funds, $1,757,982 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 Tech Charter High 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 Tech Charter High School plans to spend $8,008,024 for the 2026-27 school year. Of that amount, $2,208,261 is tied to actions/services in the LCAP and $5,799,763 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

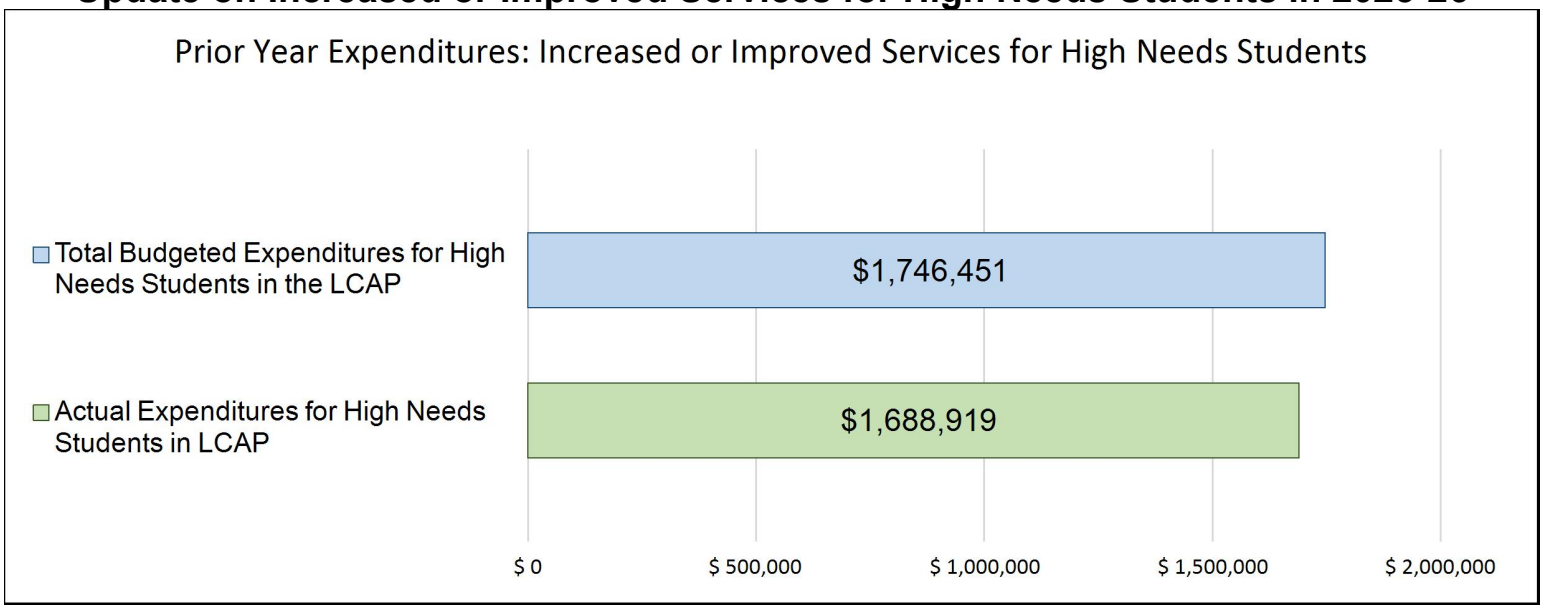
Funds not included in the LCAP include 90% of teacher salaries, Administrator Salaries, some Instructional Aide salaries, facility related salaries and supply costs, utilities, after school program salaries consulting, and supply costs. Legal fees, contracted services, educational consulting. Special Education salaries, consulting and supply costs. Transportation 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 Tech Charter High School is projecting it will receive $1,757,982 based on the enrollment of foster youth, English learner, and low-income students. TEACH Tech Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Tech Charter High School plans to spend $1,757,982 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 Tech Charter High 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 Tech Charter High 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 Tech Charter High School's LCAP budgeted $1,746,451 for planned actions to increase or improve services for high needs students. TEACH Tech Charter High School actually spent $1,688,919 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $57,532 had the following impact on TEACH Tech Charter High School's ability to increase or improve services for high needs students:

There was no negative impact as the drop in expenses was due primarily to a decrease in actual ADA from budgeted ADA. The per pupil ADA projected expenditure is higher than budgeted.

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 Tech Charter High School	Mr. James Cordero Principal	JCordero@teachps.org 323-326-6065

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 Tech Charter High School (TEACH Tech) 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 Tech serves approximately 406 students in grades 9-12. The student demographics include: 13.30% Students with Special Needs, 23.65% English Language Learners, 1% Foster Youth, and 94.63% Socioeconomically Disadvantaged.

TEACH Tech'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 Tech 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 Tech was created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH Tech focuses on forging deep, lasting connections with students. In 2010, Cunningham and Morris established the middle school, TEACH Academy of Technologies, and expanded it into a high school in 2014. Their 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

TEACH Tech Charter High School 2024 and 2025 Academic Performance Report, the school's results present a clear and important reflection point: TEACH Tech is demonstrating strong outcomes in English Language Arts while facing a significant and urgent challenge in Mathematics.

TEACH Tech's 2024 to 2025 ELA performance reflects a meaningful school-wide strength. Overall, students performed slightly above the California state average, with an All Students gap of +4.8 points. More importantly, the school's historically underserved student groups outperformed their state peers by wide margins. Hispanic students exceeded the state comparison by +37.9 points, African American students by +31.8 points, Socioeconomically Disadvantaged students by +27.6 points, English Learners by +27.1 points, and Students with Disabilities by +34.6 points. These results suggest that TEACH Tech's ELA instructional program is not only effective overall, but also produces comparatively strong equity outcomes for student groups that are often underserved across the state.

At the same time, the Mathematics results show a very different picture. Math represents the school's most pressing academic concern. TEACH Tech underperformed compared to the state across every reportable student group, with the All Students group trailing the state by -100.3 points. The gaps were especially concerning for African American students, who trailed the state by -89.1 points, Students with Disabilities by -75.2 points, and Socioeconomically Disadvantaged students by -73.5 points. English Learners and Hispanic students also performed below state comparison levels, with gaps of -54.6 and -50.4 respectively. These results indicate that math performance is not isolated to one subgroup or course level, but reflects a broader school-wide instructional and systems challenge.

The contrast between ELA and Math is especially important. In ELA, TEACH Tech appears to be outperforming the state and narrowing equity gaps. In Math, however, the school is experiencing deep and consistent performance gaps across nearly all student populations. The school will continue to strengthen instructional planning, assessment practices, intervention structures, teacher collaboration, student engagement strategies, and supplemental support into mathematics.

Overall, the results call for a balanced reflection. TEACH Tech celebrates its ELA outcomes, particularly the strong performance of historically underserved students compared with state peers. At the same time, the school must treat math performance as an urgent priority requiring immediate and coordinated action. A focused math improvement plan has included root cause analysis, strengthened math intervention, targeted support for all students and will strengthen regular data cycles, math-specific professional learning communities, and curriculum mapping with external instructional support.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/a

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 and other personnel and community partners	Participation in a comprehensive data analysis, identifying priority areas for school improvement and identifying key strategies to increase student achievement. Additional individuals reviewed a discussion draft of the LCAP and provided feedback and comments.
Community groups, educational partners and the public at large	A public hearing was held prior to the adoption of the LCAP that was opened to the public.
Parents, Parent groups (ELAC and SSC)	At regular meetings, (ELAC, SSC, Coffee with the Principal) parent groups reviewed dashboard data and provided input on what should be prioritized.

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

TEACH understands that family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.). TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

The first step in developing the LCAP was to complete a comprehensive data analysis. This stage involved administrators, teachers, parents and a representative student group.. Parents were given a primer on the various data points and then a larger group participated in a facilitated data analysis. The participating stakeholders then identified and prioritized areas for growth. The outside supporting organizations AADAP, Girls Club, After School All Stars participated in this LCAP development process.

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback. Feedback and authentic participation at each stage of developing the LCAP influenced the final product. Specifically, parent groups stressed the importance of improving the performance of Emerging Bilinguals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce the rate of chronic absenteeism across all grade levels from 45% (baseline SY 2022-2023) to 30% (year one- SY24-25), 25% (SY25-26), and 20% or lower by SY26-27.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Attendance to school is critical to student achievement.In SY 23-24 TEACH Tech reduced the rate of chronic absenteeism by 10%. This was accomplished by improving school engagement on several fronts: improving the culture and climate of the school by integrating community peace circles that resulted in increased feelings of psychological safety and overall well-being and engagement; improved instructional strategies that impacted student learning and ability to access the curriculum. In addition, TEACH Tech improved outreach to families when students were absent.TEACH Tech plans to continue these efforts and implement a common policy for tardiness and absences among all three divisions with uniform interventions. In addition, all three divisions will conduct parent education sessions to emphasize the importance of school attendance.

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 Rates	45% chronic absenteeism rate 22-23SY	24-25 SY	25-26SY- Pending	20% 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.

Chronic Absenteeism at the high school dropped from 50% in 24-25 to 30% in 25-26. (anticipated year end result).

In 2025-26, the high school's approach to reducing chronic absenteeism relied on a coordinated combination of staff roles and outreach strategies. The Community Liaison engaged directly with families, built trust, and connected families to resources that addressed barriers to attendance, including transportation and health-related challenges. The CMO provided data analysis support, shared best practices across schools, and monitored progress to ensure the school stayed on track toward its reduction targets.

Office staff monitored daily attendance, contacted families promptly when students were absent, and tracked trends to identify students needing intervention. Counselors worked with students at risk of chronic

absenteeism to address social-emotional and academic barriers, and collaborated with office staff and the community liaison to coordinate outreach for the highest-need cases.

This coordinated approach produced significant results: chronic absenteeism dropped from 50% in 2024-25 to an anticipated 30% in 2025-26. Improved communication between families and the school led to better understanding of attendance barriers, and early identification allowed staff to intervene before absenteeism became chronic for many students. School climate improved as families saw the school's consistent commitment to student success.

Challenges remained. Some families were difficult to engage, particularly those facing housing instability or health crises. Ensuring consistent communication across roles required ongoing coordination, and external factors sometimes limited the school's ability to resolve attendance barriers. These findings directly informed the decision to formalize the Chronic Absenteeism Committee structure for 2026-27.

Action 1.1: Community Liaison Position
The Community Liaison (shared across the three TEACH divisions) provides direct outreach to families, implements attendance interventions, and conducts home visits. The liaison builds relationships with families who are hardest to engage and connects them to community resources that address underlying barriers to attendance.

Action 1.2: Chronic Absenteeism Committee (CMO-Supported)
The CMO will support the school's new Chronic Absenteeism Committee, which meets weekly to review attendance data, assign and track intervention responsibilities, and hold the school accountable for timely action on absenteeism cases. The CMO will provide a network-wide framework, facilitate inter-school data sharing and best-practice exchange, and supply coaching to committee members. A common K-12 policy and uniform set of interventions will be implemented across all three TEACH schools.

Action 1.3: Office Staff
Office staff will support family involvement and the implementation of attendance interventions when students are absent or chronically absent. In 2026-27, office staff will participate in the weekly Chronic Absenteeism Committee and will maintain up-to-date attendance tracking to support timely data review.
Action 1.4: Counselor Support

Counselors will provide interventions and family outreach for students who are absent or chronically absent. Counselors will also address social-emotional and academic barriers that contribute to absenteeism, and will participate in the weekly Chronic Absenteeism Committee to coordinate case management for high-priority

The high school’s approach to reducing chronic absenteeism relied on a combination of staff roles and coordinated strategies:

Community Liaison Position: A dedicated staff member engaged with families, built trust, and addressed barriers to attendance by connecting families to resources and support.

CMO Support: Central office staff provided data analysis, shared best practices, and monitored progress to ensure the school was on track.

Office Staff Support: The front office team monitored daily attendance, contacted families, and tracked data to identify trends and target interventions.

Counselor Support: Counselors worked directly with students at risk of chronic absenteeism to address social-emotional and academic barriers.

All these actions contributed to a comprehensive approach that combined outreach, data monitoring, and direct student support.Planned vs. Actual Implementation:
The school implemented all planned strategies without any major deviations. The community liaison, counselors, office staff, and CMO personnel collaborated as intended.

Challenges Experienced:

Some families were difficult to engage, especially those facing housing instability or health issues.

Ensuring consistent communication between roles (community liaison, counselors, office staff) required ongoing coordination.

External factors, like transportation issues or family crises, sometimes limited the school's impact.

Successes Experienced:

Improved communication between families and the school led to better understanding of attendance barriers.

Early identification and outreach allowed staff to intervene before absenteeism became a larger issue.

School climate improved as staff demonstrated commitment to student success and family engagement.

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 because the main costs—salaries for the community liaison and other staff—were in line with projections.

Minor Variances:
Any minor differences may have come from:

Variations in overtime or extra hours for staff doing outreach.

Small shifts in how resources were allocated to support the community liaison's work (e.g., outreach materials or transportation for home visits).

Improved Services:
The percentage of improved services offered to students matched what was planned, with no substantive difference in the actual versus planned impact.

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

Effectiveness:

The coordinated support system (community liaison, counselors, office staff) was effective in addressing barriers to attendance and supporting students.

Data indicates the school is on track to meet its chronic absenteeism reduction goal.

Strong relationships with families helped build trust and accountability, making families more likely to prioritize attendance.

Ineffectiveness:

Some external barriers, like unstable housing or mental health challenges, were beyond the school's immediate control, limiting the impact of these strategies for certain students.

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:

The school found that the community liaison and coordinated staff approach worked well, so no major changes to the goal or actions are planned for the coming year.

Staff will explore additional partnerships with community agencies to better support families facing housing or mental health challenges—an area identified as a limitation this past year.

Metrics and Target Outcomes:

The metrics and target outcomes will remain the same since they continue to be effective and relevant.

The school may consider adding data on the specific reasons for absenteeism to better tailor interventions and refine family outreach 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
1.1	Community Liaison Position	The Community Liaison position (shared among the three divisions) supports attendance by providing direct outreach to families, implementing interventions and conducting home visits.	$93,396.00	Yes
1.2	CMO support to develop and implement an intervention policy to improve attendance	The CMO will support a system-wide policy and set of interventions to support increased attendance.	$456,536.00	Yes
1.3	Office Staff	The office staff will support family involvement and the implementation of interventions when students are absent or chronically absent.	$234,376.00	Yes
1.4	Counselor Support	The Counselors will also support improved attendance by providing interventions and family outreach when students are absent or chronically absent.	$151,165.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Academic Achievement in Math. In SY 22-23, 87% of students tested below grade level in math, trailing both state and district numbers. TEACH Tech In the area of math achievement, in 2021-2022, the proficiency rate was 16% and this decreased slightly in 2022-2023 to 13%. The goal is to increase proficiency rates to 20% in SY 24-25, 25% in SY 25-26 and 30% in SY 26-27. The goal metrics have been revised to reflect the state reporting of Distance From Standard (DFS)	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In 2025-2026 the school's performance declined slightly in math, with a DFS drop of 12.8 DFS points. High turnover in math teachers and new math teachers who lacked experience. Currently the school is retaining those teachers for the upcoming 26-27 SY and will be continuing their intensive professional development over the summer with designated time to study instructional strategies specific to the curriculum. The High school added a math specific instructional coach in 25-26 and this position has focused on supporting math teachers to design and deliver effective lessons and understand data and performance trends.

In SY23-24 TEACH tech adopted CPM math curriculum and delivered teacher training on effective use of the curriculum. Interim assessments throughout the year indicate positive growth in math and the use of this curriculum will be continued.
Strategy: TEACH Tech will continue to use the CPM math curriculum and will provide teacher professional development on how to improve instructional strategies in math that are aligned to the curriculum.
Using the same instructional materials for several years can benefit teachers and reduce gaps in student knowledge in several ways:
Curriculum Familiarity: Teachers become more familiar with the instructional materials over time, which allows them to plan and deliver lessons more effectively. This familiarity enables teachers to anticipate common student difficulties and develop strategies to address them.
Consistency and Continuity: Consistent use of instructional materials ensures that all students receive the same foundational knowledge year after year. This helps to build a solid base of understanding and reduces the likelihood of gaps in knowledge as students progress through grades.

Improved Lesson Planning: Teachers can refine and improve their lesson plans each year, based on what worked well and what didn't. This continuous improvement process leads to more effective instruction and better learning outcomes.
Professional Development: Teachers can focus their professional development efforts on mastering the specific instructional materials they will use year after year. This targeted approach can enhance their teaching effectiveness and confidence in delivering the curriculum.
Collaborative Teaching: When all teachers use the same materials, they can collaborate more easily, sharing best practices and resources. This collaboration can lead to more consistent and high-quality instruction across different classrooms and grade levels.
Student Confidence: Students benefit from a predictable and coherent learning experience. Familiarity with the structure and format of instructional materials can make learning less intimidating and more accessible, helping to build student confidence.
Resource Optimization: Reusing instructional materials can be cost-effective, freeing up resources that can be used for other educational needs, such as additional support for struggling students or enrichment programs.
Data-Driven Instruction: Consistent use of the same materials allows for better tracking of student performance over time. Teachers can use this data to identify patterns, address areas of weakness, and tailor instruction to meet the needs of all students.
Alignment with Standards: When instructional materials are carefully chosen to align with educational standards, consistent use ensures that students are meeting the required benchmarks at each grade level, reducing the likelihood of knowledge gaps.

Strategy: Finding qualified math teachers has been challenging. To improve teacher retention, TEACH Tech will continue to offer bonuses for hard to fill positions such as math. Offering teacher bonuses for hard-to-fill positions can support student academic achievement in several ways:
Attracting Qualified Teachers: Higher bonuses can attract more qualified and experienced teachers to positions that are typically hard to fill, such as in STEM subjects, special education, or schools in underprivileged areas. Qualified teachers are more likely to deliver effective instruction, leading to better student outcomes.
Retaining Talent: Bonuses can help retain skilled teachers in challenging positions. Consistency in teaching staff can lead to a more stable learning environment, fostering better relationships between teachers and students, and improving academic achievement.
Encouraging Professional Development: Financial incentives can motivate teachers to pursue further training and certifications in their subject areas, improving their teaching skills and the quality of education they provide to students.
Addressing Teacher Shortages: By filling vacancies in critical areas, schools can ensure that all students have access to the full curriculum. This prevents disruptions in learning and ensures that students receive instruction from teachers who are experts in their subjects.
Enhancing Teacher Morale: Financial recognition for taking on difficult positions can boost teacher morale. Motivated and satisfied teachers are generally more effective in the classroom, positively impacting student engagement and achievement.
Reducing Class Sizes: Filling hard-to-staff positions can help reduce class sizes, allowing for more individualized attention and support for each student, which can improve academic performance.
Promoting Equity: Offering bonuses for positions in under-resourced schools can help ensure that students in these areas receive a quality education comparable to their peers in more advantaged schools, thereby promoting educational equity and improving overall student achievement.

Strategy: Improve access to capstone level math courses by grouping high school students by ability in math, to offer the following benefits:

Tailored Instruction: Teachers can adjust their teaching pace and style to match the abilities of the students in each group. Advanced students can be challenged with more complex problems, while those who need more help can receive additional support.
Enhanced Learning Environment: Students are less likely to feel left behind or bored. Those who struggle with math can build confidence in a supportive environment, and advanced students can avoid the frustration of a slower-paced class.
Efficient Use of Resources: Teachers can focus their resources more effectively. Remedial groups can spend more time on foundational skills, while advanced groups can explore topics in greater depth.
Improved Student Engagement: Students may be more engaged and motivated when the material is appropriate for their skill level. This can lead to better attendance, participation, and overall enthusiasm for the subject.
Higher Achievement: Research has shown that ability grouping can lead to higher academic achievement for students at all levels, as it allows for more targeted and effective instruction.
Positive Peer Interaction: Students can benefit from working with peers at a similar ability level, fostering collaboration and mutual support.
Preparation for Future Challenges: Advanced students can be better prepared for college-level math and STEM careers, while those needing more help can build a stronger foundation for future coursework.

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	SY 22-23 -16.1%	SY 24-25 -3.3 DFS	SY 25-26 Pending	SY 26-27 35%	

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.

Mathematics achievement remains one of TEACH Tech's most pressing academic challenges. The school's 13% proficiency rate at baseline was well below both district and state levels, and while interim assessment data and teacher observations suggest positive growth trends, the gap to close is significant. In 2025-26, the school's DFS (Distance from Standard) declined by 12.8 points, underscoring that improvement in this area requires sustained, strategic effort.

In 2025-26, the school added a dedicated Math Instructional Coach — a position focused entirely on supporting math teachers in designing and delivering effective lessons, analyzing student performance data, and building instructional consistency across the math department. This investment in coaching capacity is among the most significant changes the school has made to its math improvement strategy, and the coach

will continue in 2026-27 with an expanded focus on data-driven instructional cycles.

In 2026-27, TEACH Tech will also add a new Assistant Principal focused on instructional leadership. This position is new for the 26-27 school year and will work in close partnership with the Math Coach to strengthen the quality of instruction across all content areas, with particular attention to math and ELA. The AP will conduct regular classroom observations, provide feedback to teachers, support PLC facilitation, and work with the principal to build a schoolwide culture of high academic expectations.

The school will continue to use the CPM (College Preparatory Mathematics) curriculum, adopted in SY 2023-24. As teachers gain familiarity with CPM's collaborative, problem-based approach, instruction quality improves. Math teachers are being retained through competitive salaries and bonuses, providing the stability needed for sustained professional growth. Students will continue to be grouped based on diagnostic assessments to allow for targeted instruction, with flexible structures to support students who progress or need additional support mid-year.

Professional development over the summer will give teachers dedicated time to study CPM instructional strategies and collaborate on lesson planning before the school year begins. This preparation, combined with ongoing coaching from both the Math Coach and the new AP, represents the most coordinated approach to math improvement the school has implemented.

Goal 2 Analysis (Reflecting on 2025-26)
In 2025-26, the high school focused on three core strategies to improve math achievement: implementing the CPM curriculum with fidelity, retaining high-quality math teachers through competitive compensation, and grouping students by ability level to allow for more targeted instruction.
The CPM curriculum was implemented consistently across math classes. Teachers used CPM's collaborative, problem-based learning approach, which emphasizes conceptual understanding. Students showed growth in math reasoning and problem-solving skills. Interim assessments throughout the year indicated positive growth trends, though CAASPP proficiency data remained below the school's targets. Staff retention improved through competitive salary structures and bonuses for hard-to-fill positions. Math teachers who remained at the school reported feeling supported and motivated, contributing to greater instructional consistency. However, earlier turnover among math teachers had left some instructional gaps, and the school recognized that stability needs to be built over multiple years before its full benefit is realized. The Math Instructional Coach, added in 2025-26, worked with teachers to design lessons aligned to CPM standards and to analyze classroom performance data. Teachers who received regular coaching reported increased confidence in delivering the CPM curriculum and in using data to adjust instruction. This investment will continue and deepen in 2026-27.

Ability grouping allowed teachers to tailor instruction more precisely to students' skill levels. Students in remedial groups received focused foundational support, while advanced students accessed higher-level content. Some students who moved between groups mid-year required additional transition support, and the

school identified this as an area for procedural refinement.

Action 2.1: CPM Math Curriculum and Professional Development
TEACH Tech will continue to implement the CPM math curriculum and provide professional development to increase teacher capacity. Summer PD will give teachers dedicated collaborative time to study CPM instructional strategies, plan lessons, and build on what they learned in 2025-26. Ongoing in-year PD will support continued growth.

Action 2.2: Retain Qualified Math Teachers Through Competitive Compensation
TEACH Tech will continue to offer competitive salaries and retention bonuses for math teachers, who represent a hard-to-fill position in the Los Angeles market. Retaining experienced math teachers provides instructional continuity and reduces the year-over-year disruption that impedes student progress.

Action 2.3: Ability Grouping Based on Diagnostic Assessment
Students will continue to be placed in math groups based on diagnostic assessment results. Grouping structures will be flexible to allow movement as students progress, with clear protocols for supporting students who transition between groups. The Math Coach and AP will support teachers in managing flexible grouping effectively.

Action 2.4: Math Instructional Coach (Continuing from 25-26)
The dedicated Math Instructional Coach position — added in 2025-26 — will continue in 2026-27. The coach will provide regular classroom coaching cycles, lead math-focused PLC sessions, support teachers in analyzing student performance data, and collaborate with the new AP on instructional improvement priorities. In 2026-27, the coach will also take a lead role in ensuring that CPM implementation is consistent and high-quality across all math classrooms.

Action 2.5: Assistant Principal — Instructional Leadership (New for 26-27)
TEACH Tech will add a new Assistant Principal position in 2026-27 with a primary focus on instructional leadership. The AP will conduct regular classroom observations, provide structured feedback to teachers, co-facilitate PLCs, and serve as an instructional resource for teachers across all content areas. The AP will work in close partnership with the Math Instructional Coach to strengthen the quality of math and ELA instruction and will support the school's overall culture of continuous instructional improvement.

The high school focused on three key actions to support the goal of improving math scores:

Curriculum Implementation: The CPM (College Preparatory Mathematics) curriculum was used in math classes. Teachers consistently used CPM’s collaborative, problem-based learning approach, which emphasizes conceptual understanding and student-centered learning.

Staff Retention: The school prioritized retaining high-quality math teachers by offering competitive salaries and performance-based bonuses. This helped ensure stability and continuity in math instruction.

Ability Grouping: Students were grouped based on their math proficiency levels, enabling teachers to tailor instruction more precisely and meet students' varied learning needs.

These strategies were implemented consistently throughout the year, with teachers receiving ongoing support and feedback.Planned vs. Actual Implementation:

The planned actions were carried out as intended. CPM curriculum was fully adopted in math classes, quality math teachers were retained, and ability grouping was implemented without major deviations.

Challenges Experienced:

Teachers needed support to fully implement the CPM approach, as it differs from more traditional math instruction. Some professional development and collaborative planning time were necessary to address this.

Ability grouping required careful scheduling and flexible grouping structures, which sometimes stretched staffing and resource capacity.

Successes Experienced:

Teachers reported feeling supported and motivated by the competitive compensation and bonus structures, contributing to higher job satisfaction and reduced turnover.

CPM's collaborative approach helped students develop deeper conceptual understanding and math reasoning skills.

Ability grouping allowed for more targeted instruction, helping students close learning gaps and build confidence.

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. Budgeted expenditures included teacher salaries, retention bonuses, and CPM curriculum materials, all of which were implemented as planned.

Minor Variances: If there were any minor differences, they may have related to adjustments in teacher retention bonuses or incidental costs (like additional training materials or teacher planning time) but these did not significantly impact the overall budget or percentage of improved services provided to students.

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

Effectiveness or Ineffectiveness of Actions in Making Progress Toward the Goal
Effectiveness:

Data indicates that the high school is on track to meet its math improvement goal, demonstrating that the combined strategies of CPM curriculum, teacher retention, and ability grouping are effective.

Teacher stability contributed to more consistent and high-quality instruction.

Students in different ability groups were able to access math instruction that met their specific needs, contributing to improved math performance across the board.

Ineffectiveness:

A small number of students who moved between ability groups mid-year required additional support to adjust to new group expectations, though overall progress was positive.

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:

Given the success of the CPM curriculum and the importance of teacher stability, the high school plans to maintain these strategies.

No changes are planned for the core goal, metrics, or target outcomes.

Possible Refinements:

Based on teacher feedback, there may be an increased focus on differentiated professional development around CPM instructional strategies to further strengthen math instruction.

School leaders may also consider refining the ability grouping process to ensure smoother transitions for students who move between groups during the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CPM math curriculum	TEACH Tech will continue to implement the CPM math curriculum and provide professional development to teachers to increase capacity and instructional strategies specific to the curriculum.	$75,000.00	Yes
2.2	Retain qualified math teachers through competitive salaries/bonuses	TEACH Tech will offer competitive salaries and or bonus structures for teacher retention in hard to fill positions such as math.	$456,402.00	Yes
2.3	Ability grouping	Students will be placed according to diagnostic assessments.	$402,419.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase English Language Proficiency of Emerging Bilinguals. Goal metrics have been revised or modified to reflect state reporting of Distance From Standard (DFS)	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.

TEACH Tech's Emerging Bilingual (EB) students represent approximately 23.65% of enrollment. Despite the school's overall progress in ELA, EB students scored significantly below their non-EB peers at baseline (18.75% proficient vs. 56% schoolwide). This gap reflects the compounding challenges of simultaneously developing English language proficiency and accessing grade-level academic content — challenges that require targeted, specialized support.

In 2025-26, the school established a Bilingual Coordinator position dedicated to supporting EB students and coaching teachers on effective instructional strategies for language acquisition. This position proved effective and will continue in 2026-27. The Bilingual Coordinator will deepen teacher capacity around scaffolding, cultural competency, and differentiated language supports, with increased focus on students at lower proficiency levels who need more intensive intervention.

Professional development for all teachers will continue, with a deeper focus on differentiated strategies for specific language proficiency levels. The school will also explore co-teaching and peer collaboration opportunities where the Bilingual Coordinator can model effective ELD instructional practices alongside classroom teachers. Parent feedback — particularly from the ELAC — has emphasized the importance of this goal, and the school will continue engaging EB families as informed partners in their children's language development journey of bilingual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Proficiency rates of students identified as Emerging Bilinguals as measured by the SBAC (CAAASP)	18.75% of students identified as Emerging Bilinguals scored proficient in ELA on the SBAC. 22-23SY	24-25SY 16%	25-26SY Pending	35% of students identified as Emerging Bilinguals score proficient in ELA on the SBAC	

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 implemented two main strategies to improve ELA performance for Emerging Bilingual students: hiring a Bilingual Coordinator dedicated to EB student support, and providing professional development for all teachers on language acquisition strategies.

The Bilingual Coordinator was hired and took on the role as planned, working closely with teachers to ensure instructional strategies and resources were aligned to support language acquisition and literacy development. The coordinator also provided direct support to individual EB students and helped build teacher capacity for scaffolding and differentiated instruction. Teachers whose students received consistent coordinator support showed growth in their use of language development techniques.

Professional development sessions were implemented as planned, focusing on strategies for integrating language development with ELA instruction. Teachers had varying levels of prior experience with language acquisition strategies, requiring differentiated PD and ongoing coaching. Overall, PD was well-received and led to more consistent use of scaffolding and language supports across classrooms.

Evidence indicated the school was on track to approach its Year 2 target, with improved EB student engagement and confidence observed in classrooms where teachers adjusted their instructional practices. However, students new to the country or with very limited English proficiency continued to need more intensive support than the current model fully provided. This subgroup will be a priority focus area for the coodinator.

Based on 2025-26 implementation, the following practices showed positive impact on Emerging Bilingual student outcomes:
The Bilingual Coordinator model demonstrated that a dedicated specialist embedded within the school —

rather than a part-time or pull-out service — can more effectively build teacher capacity and directly support students. Classrooms where the coordinator provided regular coaching showed more consistent use of language development strategies.
Professional development on scaffolding techniques and cultural competency helped teachers feel more confident in supporting EB students. Structured vocabulary routines, sentence frames, and collaborative dialogue protocols were especially effective in increasing EB student participation and oral language development.

Parent engagement through ELAC and translated communications helped families understand the school's EB support strategies and the reclassification process. When families are informed partners, students are more likely to engage in language-building activities both at school and at home.

From 2024-2025:
The high school implemented two main strategies to improve ELA performance for Emerging Bilingual Students:

Hiring a Bilingual Coordinator: This role was dedicated to supporting the ELA needs of Emerging Bilingual Students. The coordinator worked closely with teachers to ensure instructional strategies and resources were aligned to support language acquisition and literacy development.

Professional Development: Teachers received training on best practices for supporting Emerging Bilingual Students, including instructional strategies, cultural competency, and scaffolding techniques to make ELA content more accessible.

These actions created a strong foundation for tailored support and professional growth, aligning with the goal of boosting ELA outcomes for this group of students.
Planned vs. Actual Implementation:

The bilingual coordinator was hired and took on the role as planned.

Professional development sessions were implemented as intended, focusing on strategies for integrating language development with ELA instruction.

Challenges Experienced:

Teachers had varying levels of familiarity with language acquisition strategies, requiring differentiated professional development and ongoing support.

Limited resources for specific language supports in some classrooms initially posed a challenge, but these gaps were addressed through coaching and resource sharing.

Successes Experienced:

The bilingual coordinator helped build teacher capacity and provided direct support to Emerging Bilingual Students.

Professional development sessions were well-received, leading to more effective instructional strategies in ELA classes.

Increased student engagement and confidence among Emerging Bilingual Students as teachers adjusted instructional practices to better meet their needs.

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 because the main expenses (salary for the bilingual coordinator and professional development activities) were in line with what was projected.

Minor Variances:

Small adjustments may have occurred if professional development resources (like training materials or external facilitators) cost slightly more or less than anticipated.

Any minor variances did not significantly affect the planned percentage of improved services provided to Emerging Bilingual Students.

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

Effectiveness:

Evidence indicates that the school is on track to meet its goal of improving ELA performance for Emerging Bilingual Students.

Teachers demonstrated growth in using effective strategies, such as scaffolding and language supports, to boost comprehension and literacy skills.

The bilingual coordinator’s targeted support ensured that instructional practices were responsive to student needs, leading to better student outcomes.

Ineffectiveness:

Some students continued to need more intensive support, especially those new to the country or with very limited English proficiency. While the strategies were effective overall, there may be room for additional targeted supports for these subgroups.

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:

Given the success of the bilingual coordinator's role and the professional development for teachers, the school plans to continue these core actions next year.

The school may expand professional development opportunities to dive deeper into differentiated strategies for specific language proficiency levels.

Leaders may also explore leveraging the bilingual coordinator's expertise to facilitate peer collaboration or to co-teach lessons in some classrooms.

Metrics and Target Outcomes:

The goal, metrics, and target outcomes will remain unchanged, as they continue to effectively measure progress.

The school may consider adding qualitative data (e.g., student surveys, teacher reflections) to track the impact of instructional shifts more holistically.

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	Emerging Bilingual Coordinator position	the position of Emerging Bilingual Coordinator dedicated to serving ELD students and to supporting teachers in serving ELD studen	$138,967.00	No Yes
3.2	Professional Development	Professional development for all teachers to support English Language acquisition across disciplines	$20,000.00	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
$1,757,982.00	$

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
40.293%	0.000%	$0.00	40.293%

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:** Community Liaison Position **Need:** Chronic absenteeism was identified as an improvement goal. **Scope:**	Community Liaison will connect families to the school, improve family and student engagement and build community relations.	reduced chronic absenteeism, improved academic outcomes

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:** CMO support to develop and implement an intervention policy to improve attendance **Need:** Chronic absenteeism was identified as an improvement goal. **Scope:** LEA-wide Schoolwide	The CMO will support the school to develop school-wide systems and structures that support academic success.	Improved academic outcomes, reduced chronic absenteeism
1.3	**Action:** Office Staff **Need:** Chronic absenteeism was identified as an improvement goal. **Scope:** LEA-wide Schoolwide	Office staff supports family engagement efforts and outreach for students who are absent.	Reduced chronic absenteeism, improved academic outcomes, implementation of interventions.
1.4	**Action:** Counselor Support **Need:** Chronic absenteeism was identified as an improvement goal. **Scope:**	Counselors support family engagement efforts, provide strategies for academic success to students.	Improved academic performance and reduced chronic absenteeism.

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:** CPM math curriculum **Need:** Academic achievement in math was identified as an improvement goal. **Scope:** LEA-wide Schoolwide	Provides standards-based, rigorous and engaging curriculum for students.	Improved academic performance in math.
2.2	**Action:** Retain qualified math teachers through competitive salaries/bonuses **Need:** Academic achievement in math was identified as an improvement goal. **Scope:** LEA-wide Schoolwide	Retaining experienced teachers provides continuity and increases overall staff capacity to deliver effective instruction and increase student mastery of standards and overall student well-being.	Improved academic achievement; improved engagement.
2.3	**Action:** Ability grouping **Need:** Academic achievement in math was identified as an improvement goal. **Scope:**	Ability grouping allows acceleration and allows more students to access higher level math courses	Enrollment in advanced math courses, improved academic performance in math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.1	**Action:** Emerging Bilingual Coordinator position **Need:** Emerging Bilinguals were identified as needing to improve their DSF. **Scope:** LEA-wide Schoolwide	Supports teachers to improve instructional strategies for Emerging Bilinguals; supports individual students to make academic gains.	ELA proficiency rates of Emerging bilinguals; increased teacher capacity to serve Emerging Bilinguals.
3.2	**Action:** Professional Development **Need:** Emerging Bilinguals were identified as needing to improve their DSF. **Scope:** LEA-wide Schoolwide	Develop teacher capacity and effectiveness.	Improve student academic performance.

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 additional concentration grant funding will allow for the retention of 8.0 high-quality FTE's that will 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		1:91
Staff-to-student ratio of certificated staff providing direct services to students		1:18

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	4,362,959.00	1,757,982.00	40.293%	0.000%	40.293%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,757,982.00	$44,358.00	$0.00	$225,921.00	$2,028,261.00	$1,486,725.00	$541,536.00

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	Community Liaison Position	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$93,396.00	$0.00	$40,956.00			$52,440.00	$93,396.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$456,536.00	$456,536.00				$456,536.00	
1	1.3	Office Staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$234,376.00	$0.00	$234,376.00				$234,376.00	
1	1.4	Counselor Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$151,165.00	$0.00	$151,165.00				$151,165.00	
2	2.1	CPM math curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$10,000.00	$65,000.00	$65,000.00			$10,000.00	$75,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$456,402.00	$0.00	$456,402.00				$456,402.00	
2	2.3	Ability grouping	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$402,419.00	$0.00	$211,757.00	$44,358.00		$146,304.00	$402,419.00	
3	3.1	Emerging Bilingual Coordinator position	English Learners Foster Youth Low Income Emerging Bilinguals	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$138,967.00	$0.00	$138,967.00				$138,967.00	
3	3.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolw	English Learners Foster Youth			$0.00	$20,000.00	$2,823.00			$17,177.00	$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					ide	Low Income										

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
4,362,959.00	1,757,982.00	40.293%	0.000%	40.293%	$1,757,982.00	0.000%	40.293 %	**Total:**	$1,757,982.00
								LEA-wide Total:	$1,757,982.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,757,982.00

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	Community Liaison Position	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$40,956.00	
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$456,536.00	
1	1.3	Office Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$234,376.00	
1	1.4	Counselor Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$151,165.00	
2	2.1	CPM math curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$65,000.00	
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$456,402.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Ability grouping	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$211,757.00	
3	3.1	Emerging Bilingual Coordinator position	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$138,967.00	
3	3.2	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$2,823.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,746,451.00	$1,688,919.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Community Liaison Position	No Yes	$122,255.00	$49,846.00
1	**1.2**	CMO support to develop and implement an intervention policy to improve attendance	No Yes	$325,843.00	$325,843.00
1	**1.3**	Office Staff	No Yes	$381,227.00	$397,202.00
1	**1.4**	Counselor Support	No Yes	$135,788.00	$140,093.00
2	**2.1**	CPM math curriculum	No Yes	$72,000.00	$72,000.00
2	**2.2**	Retain qualified math teachers through competitive salaries/bonuses	No Yes	$413,046.00	$419,839.00
2	**2.3**	Ability grouping	No Yes	$158,675.00	$140,646.00

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**	Emerging Bilingual Coordinator position	No Yes	$117,617.00	$128,530.00
3	**3.2**	Professional Development	No Yes	$20,000.00	$14,920.00

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)
$1,667,641.00	$1,746,451.00	$1,688,919.00	$57,532.00	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	Community Liaison Position	Yes	$122,255.00	$49,846.00		
1	1.2	CMO support to develop and implement an intervention policy to improve attendance	Yes	$325,843.00	$325,843.00		
1	1.3	Office Staff	Yes	$381,227.00	$397,202.00		
1	1.4	Counselor Support	Yes	$135,788.00	$140,093.00		
2	2.1	CPM math curriculum	Yes	$72,000.00	$72,000.00		
2	2.2	Retain qualified math teachers through competitive salaries/bonuses	Yes	$413,046.00	$419,839.00		
2	2.3	Ability grouping	Yes	$158,675.00	$140,646.00		
3	3.1	Emerging Bilingual Coordinator position	Yes	$117,617.00	$128,530.00		
3	3.2	Professional Development	Yes	$20,000.00	$14,920.00		

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)
$4,132,884.00	$1,667,641.00	0.00	40.351%	$1,688,919.00	0.000%	40.865%	$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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