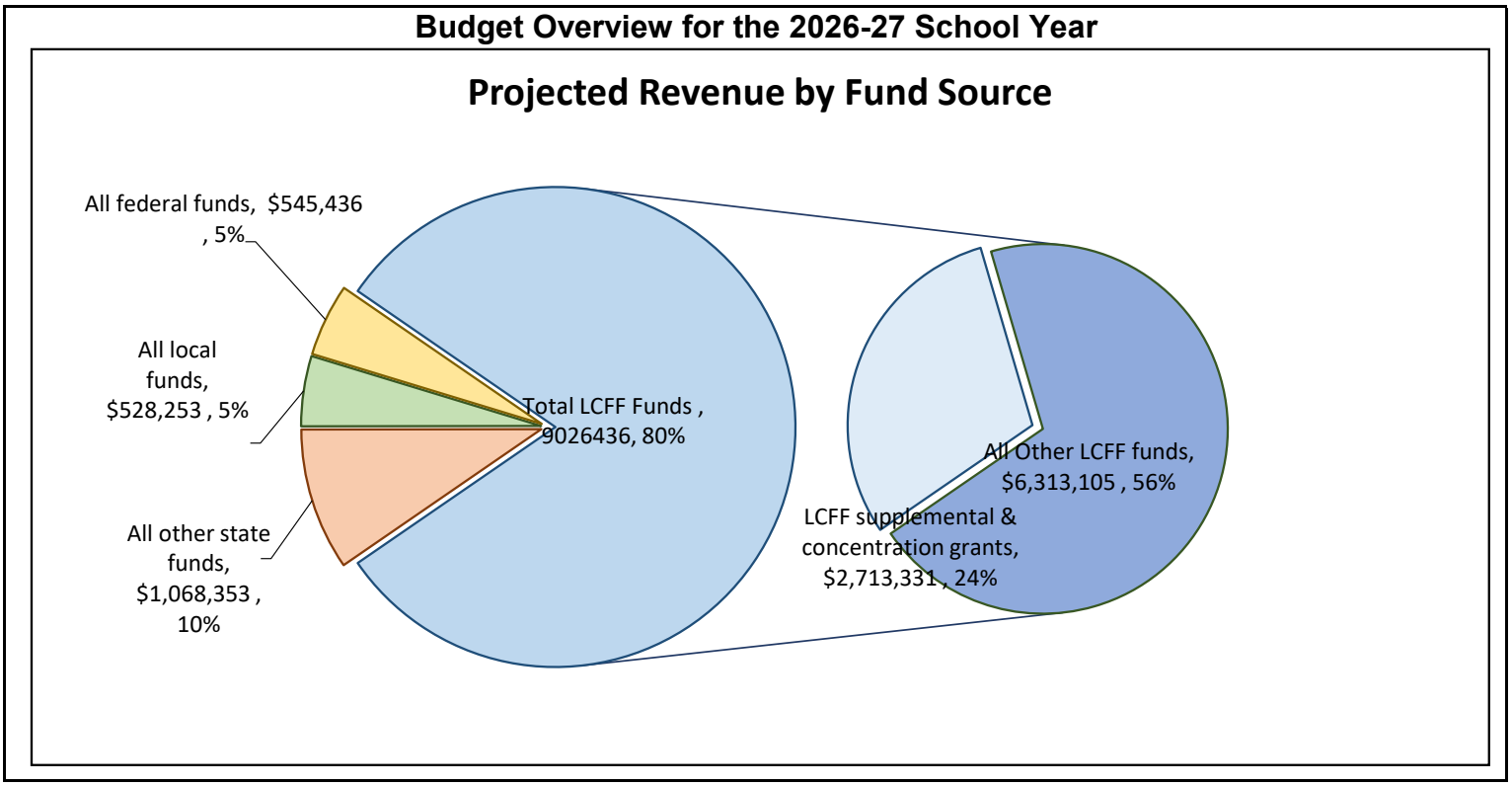
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Tijera K-8 Academy of Excellence
CDS Code: 19 64634 6014518
School Year: 2026-27
LEA contact information: James Morris, Ed.D.

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

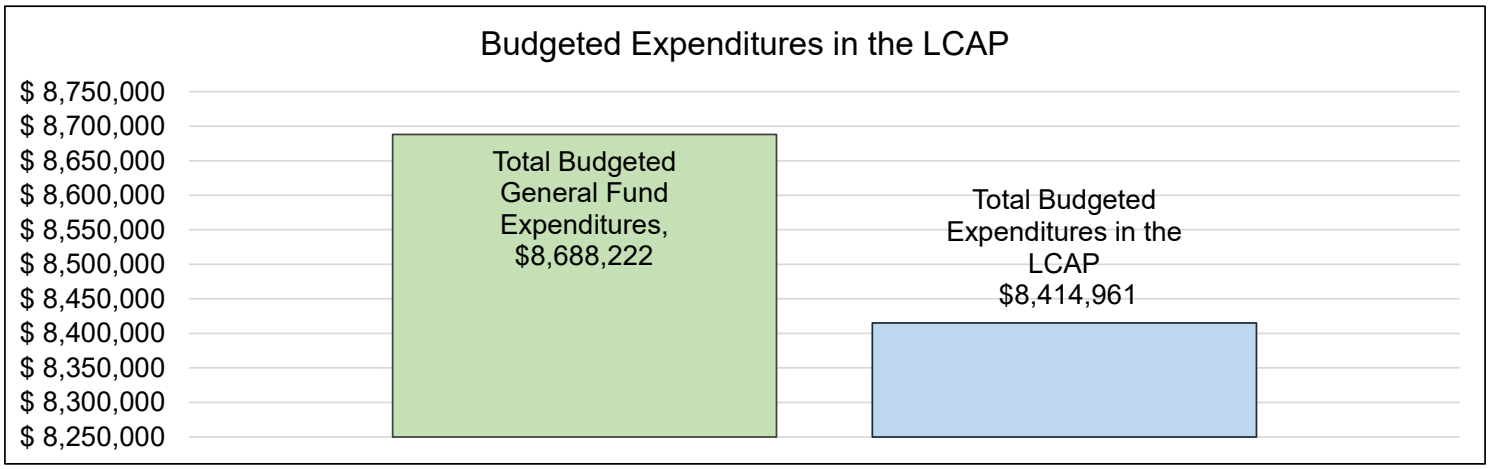


This chart shows the total general purpose revenue La Tijera K-8 Academy of Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Tijera K-8 Academy of Excellence is $11,168,478.00, of which $9,026,436.00 is Local Control Funding Formula (LCFF), $1,068,353.00 is other state funds, $528,253.00 is local funds, and $545,436.00 is federal funds. Of the $9,026,436.00 in LCFF Funds, $2,713,331.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much La Tijera K-8 Academy of Excellence 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: La Tijera K-8 Academy of Excellence plans to spend $8,688,221.79 for the 2026-27 school year. Of that amount, $8,414,961.00 is tied to actions/services in the LCAP and $273,260.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

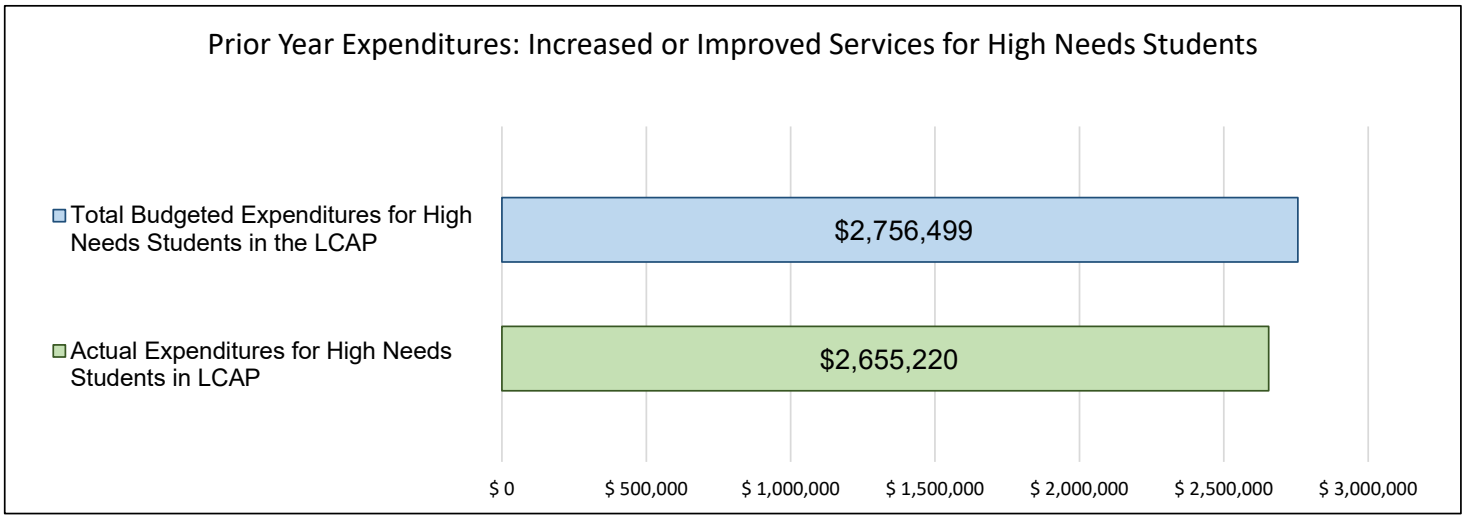
Property and liability insurance, LACOE support positions, settlements, legal costs, audit fees, utilities, maintenance and other operational costs, and administrative costs (fiscal services, human services, and business services).

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

In 2026-27, La Tijera K-8 Academy of Excellence is projecting it will receive $2,713,331.00 based on the enrollment of foster youth, English learner, and low-income students. La Tijera K-8 Academy of Excellence must describe how it intends to increase or improve services for high needs students in the LCAP. La Tijera K-8 Academy of Excellence plans to spend $2,713,331.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what La Tijera K-8 Academy of Excellence budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what La Tijera K-8 Academy of Excellence 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, La Tijera K-8 Academy of Excellence 's LCAP budgeted $2,756,499.00 for planned actions to increase or improve services for high needs students. La Tijera K-8 Academy of Excellence actually spent $2,655,219.99 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $101,279.01 had the following impact on La Tijera K-8 Academy of Excellence 's ability to increase or improve services for high needs students:

Although La Tijera K-8 Academy of Excellence did not expend the total amount budgeted, the expected outcomes of the planned actions and services for our high needs students were met throughout the year. The Charter continued to implement additional services such as targeted intervention, academic support through tutoring and one-on-one support, and provided the necessary technology access.

La Tijera 2026-27 Dependent Charter

Use https://drive.google.com/file/d/1742F4piz00JFhHOSLzrCS-1YdOWo6BIS/view?usp=sharing

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
La Tijera School of Excellence Dependent Charter	Dr. Bernadette Lucas Assistant Superintendent, Educational Services Robbie Tate-Principal	Bernandette.lucas@inglewoodusd.com 310 Robbie.tate@inglewoodusd.com 310 680-5260

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

LA TIJERA VISION STATEMENT: Our vision is to be a beacon of educational excellence, where every individual is inspired and supported to reach their full potential. Through our commitment to lifelong learning and social responsibility, we aim to empower generations of leaders who will shape a brighter future for all.

LA TIJERA MISSION STATEMENT: Our mission is to empower a diverse community of lifelong learners to excel academically and thrive socially. By promoting equitable access and active engagement, we cultivate the skills and knowledge necessary for success in a global society.

LA TIJERA PURPOSE STATEMENT: The purpose of La Tijera and the Inglewood Unified School District is to develop productive citizens who are able to live, compete and excel in a global economy.

SCHOOL SITE DEMOGRAPHICS: La Tijera TK-8 School is located at 1415 North La Tijera Boulevard, Inglewood, California 90302-1022. It is situated in the northwestern section of Inglewood. On January 04, 2012, La Tijera TK-8 School opened its doors to a new state of the art technology facility. Every classroom is equipped with a Promethean Interactive White Board,view sonic, a widescreen TV, and wireless internet access. The surrounding neighborhood consists of single/multi dwellings. The Ladera Shopping Center, along with many other businesses, are within walking distance from the school. The Los Angeles International Airport (LAX) is approximately three miles southwest

of La Tijera TK-8 School. Beginning the 2013-2014 school year, La Tijera School transitioned into La Tijera TK-8 Academy of Excellence Charter School, becoming a dependent charter school within the Inglewood Unified School District.

We are an AVID Elementary School, and our instructional program consists of Common Core State Standards-based instruction with instructional staff collaborating through the use of Professional Learning Communities. This model provides a vehicle to monitor student learning, formulate common formative assessments, and design learning experiences that meet the needs of all students. Grade level and grade span teams work together to provide a multi-tiered system of support for our students, interventions for at-risk learners, and enrichment activities to meet the needs of our diverse students. In addition, all grade levels incorporate inquiry-based Project Based Learning assignments to support mastery of the Common Core State Standards and to provide instruction in a meaningful and engaging way. Students in grades TK-8 participate in the AVID Elementary program utilizing the following key components to ensure that all students are poised for academic success: Instruction, Culture, Leadership and Systems. Incorporating 1:1 technology devices for classroom learning is a focus for the upcoming school year. With technology, flexible grouping, individualized instruction, progress monitoring and individual goal setting, these devices will help to ensure students reach academic success. Currently, students incorporate technology into lessons via use of the Media Center personal computers, iPads, and Chromebooks on a daily basis. During and post distance learning each student has been issued their own Chromebook for their personal use.

English Language Learners and Special Education students are supported with specific programs that address their individual needs throughout our school. EL students receive targeted, focused, integrated, or differentiated instruction to address their language needs within the classroom. Special education students receive services and supports based on their identified disabilities in a variety of settings.

The TK to Kinder transition process is ongoing for La Tijera. The TK teacher works very closely with our Kindergarten teachers, and the TK students are included in all Kindergarten field trips. TK students move together as a cohort to kindergarten class as much as possible.

This is to maintain the cohesive structure the students learned in TK and bring it into one class so the students can progress at a personalized pace. The TK students spend time in the Kindergarten class, and the teachers work to collaborate throughout the year including “visits” to a Kindergarten classroom and “kindergartner” activities to prepare them for the transition Parents are encouraged to get involved in school-wide events, volunteer time at the school site, and participate as members of several school committees including English Learner Advisory Council, active Parent-Teacher Association, and School Site Council. Many opportunities exist for parents to join their child in activities throughout the school year such as holiday performances, sporting events, and plays. With the use of the AERIES portal and other computer-based programs, parents also have the ability to access their child's academic and behavioral progress throughout the school year. As of 2025-2026 Dataquest enrollment data, there are 611 students attending La Tijera TK-8 Academy of Excellence Charter School.

La Tijera is a school-wide Title I school where all students qualify for the free lunch program. Students that are identified as English Learners comprise 9.9% of the student population in grades Transitional Kindergarten through 8th. La Tijera staff consists of a Principal, Assistant Principal, Counselor, Office Manager, Community Liaison, Community Schools Liaison ,Data Technician, Classroom teachers, Instructional Coach, Accelerated Teacher, SSPSS, School Psychologist,Technology support consultant, Special Day Class teacher, Resource Specialists, Program Aide, and Instructional Aides. We also have a nurse 5 days per week,Campus Safety Supervisors and a Speech Therapist.

Staff development is focused on best practices to ensure that we meet the needs of every child by name. This entails implementation of instruction with the Common Core State Standards, targeted intervention, incorporating Positive Behavior Intervention Systems (PBIS) strategies, as well as analyzing data to drive instruction and meet the needs of all learners. It is evident that the La Tijera Educational community consists of dedicated professionals with high expectations for the educational development of all students.

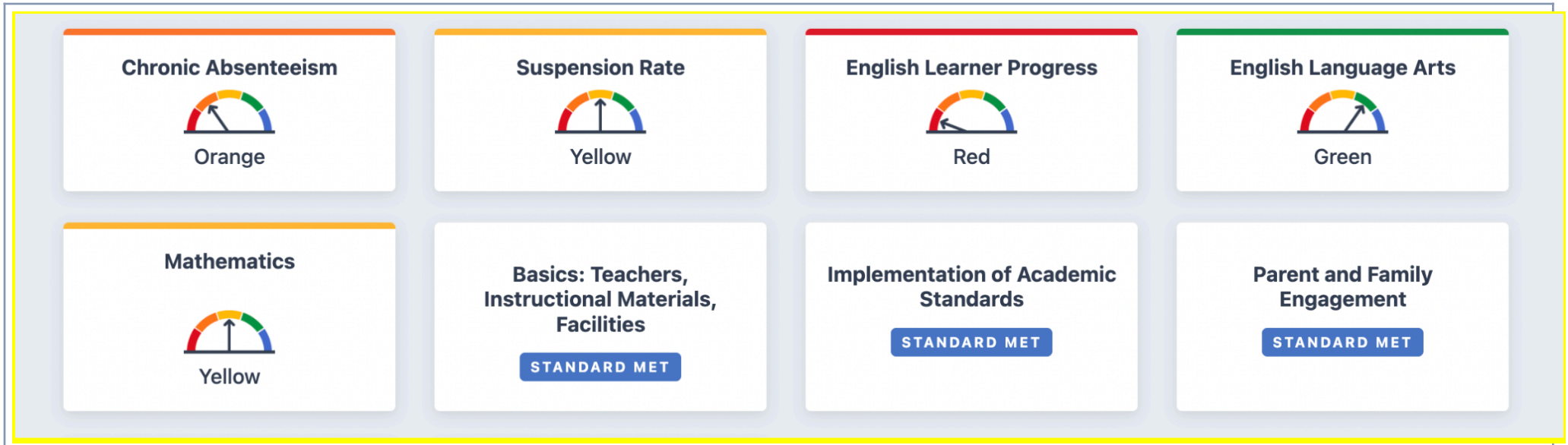
Reflections: Annual Performance of 2025 Dashboard

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



Performance bands of dashboard

Below are the 2025 dashboard indicators by area



Some success based on the 2024-2025 CA Dashboard and Data Quest, overall our students increase in bands for ELA and Math. Our African American students and English Learner students, Hispanic students and socioeconomically disadvantaged students are in the green performance band for ELA and in the yellow performance band in Math. The dashboard reports a decrease in the number of students below standard.

Another area for us to monitor is Chronic Absenteeism. La Tijera progressed to the orange band of the dashboard from the red performance band for this area. Chronic Absenteeism at 31% with a decline of 0.9%.

And finally, the indicator we will be working closely with the district is the growth for our English Learners. We are currently in the red and this is a concern for us. We will look for stronger practices to develop language proficiency and reclassification.

To continue to improve ELA scores teachers will meet in PLC one or twice a week, teachers will pull students in small groups daily, use differentiated instruction, monitor students' learning using daily checking for understanding strategies, ongoing benchmark data check in with students, ongoing classroom observations and feedback meeting, coaching teachers and small group instruction with Hey Tutors. Students will have access to a classroom library with multicultural literature that is culturally relative.

To improve math scores teachers will meet in PLC one or twice a week, Middle school teachers will collaborate with other Math teachers at other schools in the district, teachers will pull students in small groups daily, use differentiated instruction, monitor students' learning using daily checking for understanding strategies, ongoing benchmark data check in with students, ongoing classroom observations and feedback meeting, coaching teachers and small group instruction with Hey Tutors.

Students will focus on math facts and mathematical vocabulary. Teachers will hold data chats with students throughout the year and communicate with parents. Students will also have access to after school tutoring and Saturday School.

There will be intentional strategic professional development for all teachers in the areas of ELA and math. Curriculum coaches will also participate in ongoing classroom observation and coaching as needed. The coaches will also support teachers during their PLC process.

Progress Monitoring

Here are the actions that will address the State indicators and subgroups at the lowest performance level that will be monitored for the three year LCAP cycle.

Here are the actions that will address the State indicators for all subgroups to increase performance at all levels.

English Language Arts

Goal 2 Actions 2.1, 2.2,2.3,2.6 and 2.7- Focus Subgroup Students with Disabilities, English Learners and African American students.

Math

Goal 2 Actions 2.1, 2.2,2.3,2.4 2.6 and 2.7– Focus Subgroup Students with Disabilities, English Learners and African American students.

English Language Proficiency

Goal Actions 2 2.1, 2.2,2.3,2.4 **2.6** and 2.7–Focus Subgroup English Learners

Chronic Absenteeism

Goal 3 Actions 3.1,3.2, and 3.3–School Wide Focus for Subgroups-African American, English Learners, Students with Disabilities, Hispanic,and Socioeconomically Disadvantaged

Learning Recovery Emergency Block Grant is a new action in Goal 2. These are some of the ways in which the resources will be used to support all student groups :Students will receive additional support to close the achievement gap for all content areas.

Resources will include intervention teachers,

- Staff to release teachers to participate in performance student data conversations,
- Additional hey tutor support and supplementary instructional materials
- Alternative learning opportunities,
- Exposure to learning opportunities outside the classroom.
- Teachers will be provided with ongoing professional development and coaching in implementation of standards for language arts and math, as well strategies to increase English Language Development and reclassification to decrease our percentage of Long Term English Learners.

- Other activities will include learning walks, peer observations,and collegial planning.

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.

Educational Partner(s)	Process for Engagement
Staff	The process of engagement for the staff included staff meetings every Tuesday, PLC time by monthly, data summits and data summit presentations three times a year. Formative student data was shared, reflected on in data chats, and used to inform future instructional practices. Professional learning opportunities were determined based on needs identified in the data chats, PLC agendas, needs assessments, ongoing coaching and feedback conversations and cycle of inquiry. The LCAP and goals therein were presented to staff in all of the April and May Staff Meetings.
Parents/community September 25, 2025 November 20, 2025 December 18, 2025 February 27, 2026 March 12, 2026 May 22, 2026	The LCAP was shared with parents at the beginning of the school year. Throughout the school year Latijera reaches out to parents through various communication channels—such as emails, newsletters, and ParentSquare. The goal is to raise awareness about our school's LCAP plan's significance and its impact on student success. The school conducts surveys, and parent meetings to gather feedback from parents about their concerns, priorities, and the needs of students. This parent feedback ensures that parent perspectives are considered. Parents have shared concerns regarding student academic tutoring opportunities - which is embedded in our LCAP goal #2 (College and Career Readiness), and school safety - which is outlined in our LCAP goal #3 (a safe learning environment). This helps us to revise and update our action steps and drive towards effectiveness in reaching our goals. This year we were intentional about starting after school tutoring in November. Students were selected based on performance data. We also started Saturday School based on middle of the year student performance data. Additionally students received small group instruction and intervention from their teachers as well as classroom Hey Tutors support. Throughout the year we used our PBIS data to assist with addressing parent safety concerns. School Site Council meetings are posted monthly and parents are invited to participate where they can engage in discussions about school priorities, funding allocations, and program effectiveness. Our meeting agendas and dates are submitted into our Title One Crate for review. Our parent meetings provide a platform for parents to offer direct input into the school's strategic planning. Parents are involved in reviewing data related to student performance, school climate, and other key indicators during our monthly Attendance Review Team meetings as well. Their feedback helps shape the goals and actions for our school.

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

The engagement process mirrors the districts in many ways. All stakeholders were made aware of the LCAP purpose and goals during the year through staff meetings, parents meetings, and our Tea with Tate and school site council meetings. La Tijera involved key educational partners to gather input, feedback, and insights to inform the development of our LCAP.The School Site Council (SSC), comprising the

principal, staff, teachers and parents, played a vital role in the development of both the LCAP and SPSA. Representation within the SSC allowed for different perspectives and needs to be considered in the development of the plan. The SSC council met regularly to discuss the school's goals, actions, and resource allocation, providing valuable recommendations for both plans.

Additionally, the District established a Student Advisory Committee from all schools including La Tijera to actively involve students in the LCAP and SPSA process. Under the guidance of the Director II of State and Federal programs,students were provided a platform for students to voice their opinions, share their experiences, and contribute ideas to enhance their educational experience. By including student representatives, the school demonstrated its commitment to student engagement and empowerment.

Also the District inclusive of La Tijera ,conducted periodic and annual surveys for teachers, students, and parents. These surveys aimed to collect data on several foci including academic performance, school instructional programs, school climate, and student safety. These survey results offered valuable insights into the school community's needs, preferences, and areas for improvement, which were then incorporated into both the LCAP and SPSA. All of these feedback opportunities that created needs assessments,helped ensure that our LCAP was inclusive and responsive to all our educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students at La Tijera will have access to fully credentialed teachers, appropriately authorized special education staff and qualified administrators at facilities that are highly maintained and moving toward exemplary condition. Students will also have equal access to teacher selected SBE and other approved/California standards aligned materials for all subjects.	Broad

State Priorities addressed by this goal.

1 Basic Conditions of Learning

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students inclusive of Special Education Students as well as other student groups not identified as Unduplicated, have at the minimum sufficient basic CCSS resources and materials while receiving instruction within a safe and upgraded learning environment provided by properly credentialed staff. This goal primarily addresses the basic conditions needed to operate La Tijera .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Access To Standards-Standards Aligned Instructional Materials (Priority 1)	Williams' Textbook Sufficiency Report at 100%	Williams' Textbook Sufficiency Report at 100%	Williams' Textbook Sufficiency Report at 100%	To remain at 100% sufficiency	No Change
Metric #2	Williams Inspection Report-facilities, safety and cleanliness (Priority 1)	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	All facilities in excellent or on good repair	No Change
Metric #3	Fully credentialed and appropriately assigned teachers (Priority 1) source: DataQuest CDE	Total FTE 30.2 Clear credential 88.2% Out of Field 2.4% Intern 0% Ineffective 6% Incomplete 3.4% Unknown 0% N/A 0%	Total FTE 27.4 Clear credential 80.0% Out of Field 0.0% Intern 3.7% Ineffective 13.1% Incomplete 2.4% Unknown 0% N/A 0%	Total FTE 23.0 Clear credential 91.1% Out of Field 0.0% Intern 4.3% Ineffective 22% Incomplete 2.2% Unknown 0% N/A 0%	All teachers fully credentialed and appropriately assigned at 100%	Total FTE: -2.8 decrease Clear credential 8.% decrease Out of Field 0.0% Intern 3.7% increase Ineffective 7.1% Incomplete 1.4% Unknown 0% N/A 0%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

All actions were implemented at various levels of implementation. There were no substantive differences in the planned actions as they supported the basic conditions for school operations .

The overall implementation of these actions for Goal # 1:

All 5 actions were fully implemented with no substantial differences in implementation

Action 1 was fully implementation providing the students and staff with necessary core materials

Action 2 was fully implemented, facilities reports were satisfactory district visits.

Action 3 was fully implemented all positions in this action were filled

Action 4 was fully implemented but the Assistant Principal assigned took a leave of absence to perform her military duties,

Success

The most successful aspects of our implementation of these actions have been:

Ensuring that all students and teachers received sufficient resources and materials to fully implement core instruction.

The district provided all necessary resources needed in a timely fashion.

Challenge

The most challenging aspects of our implementation of these actions have been met with no outstanding challenges.

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.

Expenditures for Goal 1.1 were fully implemented paid by base. Goal 1.2 was fully implemented paid by base. Goal 1.3 was fully implemented paid by base. Goal 1.4 was fully implemented by site S&C.

There were no major expenditure differences, estimated expenditures were close to actual expenditure for this goal.

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

As far as students having equal access to their required materials and resources, this proved to be very successful. All students had access to core resources and were provided with good to excellent facilities, students at La Tijera were safe and accessible.

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

Based on the effectiveness of this goal and its potential for success there will be no changes or modifications to this goal and its actions.

No changes were made to this goal as it aligns to the basic conditions of learning state priority.

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
LT 1.1	Purchase of new and current standards based materials. The state adopted textbooks, ELA, Math, Science, social studies.	To ensure all students and staff have access to new and current state adopted curricular materials, in conjunction with the Business Services Department, the Educational Services Department with La Tijera School will monitor the need to purchase new and/or replace the core instructional materials based on a yearly inventory to ensure cost effectiveness.(Metric #1)	$ 44,913.00	NO

LT 1.2	Recruit and maintain qualified teaching and administrative staff	Human Resources will make every effort to ensure the basic services needed to provide students the best instruction and learning conditions in the school and classroom by staffing La Tijera teachers, special education teachers and Principal. Services include targeted recruitment of teachers to ensure all classrooms are filled appropriately. (Metric # 2)	$ 2,987,311.00	NO
LT 1.3	High quality special education teachers and classroom support staff (80% LRE)	Human Resources will make every effort to ensure the particular services needed to provide students with a Free and Appropriate Education receive the best instruction and learning conditions in the school and classroom. (Metric # 2)	$ 1,229,445.00	NO
LT 1.4	Monitoring of wraparound services for sub group extra support	Our Low income, foster youth, and English learner students will receive additional support through the site administrator. The assistant principal will coordinate and ensure these students receive wraparound services in order to meet academic and social emotional needs. To ensure all Low income, Foster Youth and English Learners have access to all proper conditions for learning, additional staff will be provided.such as student supervision assistants, custodians, and program aide clerks and SSPSS.Some will provide facility support, attendance support and wellness support. If these additional supports are provided well, students will be able to have positive learning opportunities that can lead to higher academic success.	$ 756,816.00	YES
LT 1.5	Plant and Maintenance Services	To ensure all students and staff have an environment that is conducive for learning and working. Support to La Tijera's efforts to implement the LCAP Goals and actions, including basic plant services, maintenance, operations, building maintenance, and equipment replacement. Facilities will be clean, safe, and functional. Inspections will be conducted annually via the Facility Inspection Tool (FIT)	$ 790,220.00	No

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Develop support systems to increase all student success in mastering the Common Core Standards (CCSS) in all areas, ensuring that all students are college/career ready and attest all English Learners will make adequate yearly progress in attaining English Language proficiency.	Broad

State Priorities addressed by this goal.

Priorities 2- Implementation of Standards,

4- Pupil Achievement

7- Course Access

8-Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Actions in this goal will address the district's three instructional priorities: Literacy for all,A-G Completion&GraduationRates,andSpecial Education Instruction and Compliance.This goal ensures that all students from LaTijera enrolled in general education and special education are provided multiple opportunities to perform well not only in state and local academic measures as indicated in the California Dashboard,but are well prepared academically to pursue college or career choices.Important for the rigorous education is ensuring that teachers receive high quality ongoing professional development with evidenced based best practices,provide targeted interventions,as well as supplemental and direct services

Embedded in this goal are actions to ensure that we address the needs of our English Learners through faithful implementation of ELD so that they develop second language proficiency. Coherent implementation of a cycle of inquiry will ensure that reflective teaching identifies the strengths and learning needs of our students' instructional program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	ELA CAASPP Grades 3-8 Sources: Dashboard	2022-2023- Met/Exceed Overall 37.77% Subgroups Low Income: 36.36% EL: 9.52% Foster: n/a	2023-24 Met/Exceed Overall 43.23% Subgroups Low Income:44.28 % EL: 18.76% Foster: n/a	2024-25 Met/Exceed Overall 55.32% Subgroups Low Income 54% EL: 9.35% Foster: n/a	Exceed 20% growth	Overall - 6.92% increase Subgroups Low Income:7.92% increase EL: 9.24% increase Foster: n/a
Metric #2	Math CAASPP Grades 3-8 Source-dashboard	2022-2023- Overall-21.78% Subgroups Low Income: 20.50% EL: 9.52% Foster: n/a	2023-24 Met/Exceed Overall 17.50% Subgroups Low Income: 16.18% EL: 6.26% Foster: n/a	2024-25 Met/Exceed Overall 28.38% Subgroups Low Income:27 % EL: 16.13% Foster: n/a	Exceed 20% growth	2024-25 Met/Exceed Overall 4.28% decrease Subgroups Low Income: 4.32% decrease EL: 3.26% decrease Foster: n/a

Metric #3	Science CAASPP Grades 5 and 8 Source-Dashboard	2022-2023- Met/Exceed Overall-14.47% Subgroups Low Income: 16% EL: 0% Foster: n/a	2023-24 Met/Exceed Overall-22.58% Subgroups Low Income: 22.56% EL: 0% Foster: n/a	2024-25 Meet/Exceed Overall 24.14% Subgroups Low Income: 23.19% EL: 0% Foster: n/a	Exceed 20% growth	8.11 increase Subgroups Low Income: 6.56% increase EL: % Foster: n/a
Metric # 4	(DIBELS) Percentage of scholars acquiring Literacy foundational skills by end of second grade measure with DIBELS as per the Instructional priorities. Sources:DIBELS(DIBELS) Percentage Of scholars acquiring Literacy foundational skills by end of second grade measure with DIBELS as per the Instructional priorities. Sources:DIBELS		**At benchmark end of year 24-25** Grade K: 43.5% Grade 1: 53.5% Grade 2: 88.5%	**At benchmark end of year 25-26** **Grade K: 63%** **Grade 1: 82%** **Grade 2: 75%** **Grade 3: 72%** **Grade 4: 75%** **Grade 5: 75%** **2025-26** BOY K-5 **60%** at or above grade level MOY K-5 **61%** at or above grade level EOY K-5 **74%** at or above grade level	Exceed 20% growth	Grade K (4.5%) increase Grade 1 (16.5%) increase Grade 2 (10.5%) decrease This was the first year 3-5 took the DIBELS assessment.

Metric #5	ELPAC Summative percentage of currentELstudents making progress towardsEnglish language proficiency or maintaining the highest level. Source:CAASPP	2022-2023- Overall Proficiency 13.04% **Level 1 Beginning to develop** 20.33% **Level 2** **Somewhat developed** 29.40% **Level 3** **Moderately developed** 33.77% **Level 4** **Well developed** 16.50%	2023-2024 Overall Proficiency 13.46% **Level 1 Beginning to develop** 11.54% **Level 2** **Somewhat developed** 34.62% **Level 3** **Moderately developed** 40.38% **Level 4** **Well developed** 13.46%	2024-2025 Overall Proficiency 3.64% **Level 1 Beginning to develop 14.53%** **Level 2** **Somewhat developed** 32.73% **Level 3** **Moderately developed** **49%** **Level 4** **Well developed** 3.64%	Exceed 20% growth	Overall Proficiency % **Level 1 Beginning to develop** 10.66% **Level 2** **Somewhat developed** 1.32 **Level 3** **Moderately developed** 1.32% **Level 4** **Well developed** 10.66%
Metric #6	Reclassification of EnglishLearners Sources: ELLevation Dataquest (RFEPs)	5 English Language Learners were reclassified 5.4%	English Language Learners were reclassified 3.4%	English Language Learners were reclassified 2 students 2.9%	Exceed 20% growth	English Language Learners were reclassified 2% decrease in reclassification by 1.4%

Metric #7	iReady ELA	2023-2024 **Beginning of year** I Ready K-5 27% at or above grade level I ready 6-8 39% at or above grade level **Mid Year** I Ready K-5 45% at or above grade level I ready 6-8 35% at or above grade level **End of year** K-5 55% at or above grade level 6-8 43% at or above grade level	2024-2025 **Beginning of year** I ready 6-8 40% Mid or above grade level **Mid year** I ready 6-8 41% Mid or above grade level **End of year** 6-8 46% at or above grade level	2025-26 **Beginning of year** **32%** I ready 6-8 at or above grade level **Mid year** I ready 6-8 **41%** at or above grade level **End of year** **49%** 6-8 at or above grade level	Exceed 20% growth	I Ready K-5 **BOY/MOY/EOY** elementary did not take the I Ready reading assessment. K-5 took Dibel's assessment. **Beginning of year** I ready 6-8 1% increase overall from 35% to 46% **Mid Year** I ready 6-8 6% increase **End of year** I Ready 6-8 3% increase from 43% to 46%

Metric # 8	iReady Math	2023-2024 **Beginning of year** I Ready K-5 8% at or above grade level I ready 6-8 26% at or above grade level **Mid Year** I Ready K-5 22% at or above grade level I ready 6-8 31% at or above grade level **End of year** K-5 35% at or above grade level 6-8 35% at or above grade level	2024-2025 **Beginning of year** I Ready K-5 5%at or above grade level I ready 6-8 17% Mid or above grade level **Mid year** I Ready K-5 23% at or above grade level I ready 6-8 28% Mid or above grade level **End of year** I Ready K-5 32% at or above grade level 6-8 41% at or above grade level	2025-2026 **Beginning of year** I Ready K-5 8% at or above grade level **23%I** ready 6-8 % at or above grade level **Mid year** I Ready K-5 **20%** at or above grade level **33%** I ready 6-8 % at or above grade level **End of year** **32%** I Ready K-5 % at or above grade level **50%** 6-8 % at or above grade level	Exceed 20% growth	**Beginning of year** I Ready K-5 3% decrease from 8% to 5% I ready 6-8 9% decrease from 26% to 17% **Mid Year** I Ready K-5 1% increase from 22% to 23% I ready 6-8 3% decrease from 31% to 28% **End of year** I Ready K-5 3% decrease from 35% to 32% I Ready 6-8 6% increase from 35% to 41%
Metric #9	AVID AVID Coaching and Certification Instrument (CCI)	Certification Score of 1 per school	Emerging		Certification Score of 3 per school	2 points increase in certification of teachers

Metric #10	Implementation of State Standards (Local Indicator Priority 2) Overall average for each area	1-Professional learning for teaching in new standards **(3.6 Initial Implementation)** 2-Instructional Materials Alignment **(3.8 Initial Implementation)** 3-Implementation of Policies or Programs to support delivery of instruction **(3.2 Initial Implementation)** 4-Implementation of Standards Progress **(2.6 Beginning Development)**	1-Professional learning for teaching in new standards **4** 2-Instructional Materials Alignment **3** 3-Implementation of Policies or Programs to support delivery of instruction 3 4-Implementation of Standards Progress **3**	2025-2026 1-Professional learning for teaching in new standards **4** 2-Instructional Materials Alignment **4** 3-Implementation of Policies or Programs to support delivery of instruction **4** 4-Implementation of Standards Progress **4**	Local Indicator results at **5 -Full Implementation and Sustainability**	1-Professional learning for teaching in new standards **.2 Initial Implementation- increase with new adoptions.** 2-Instructional Materials Alignment **(.8 Initial Implementation) decrease. Will increase as we now understand new adoptions)** 3-Implementation of Policies or Programs to support delivery of instruction **(2.2 Initial Implementation decrease as we implement new adoptions)** 4-Implementation of Standards Progress

		5-Engagement of teachers and administration in professional learning during the prior school year **(5 Full Implementation and sustainability)**	5-Engagement of teachers and administration in professional learning during the prior school year **4**	5-Engagement of teachers and administration in professional learning during the prior school year **4**		**(2.6 Beginning Development) no change** Engagement of teachers and administration in professional learning during the prior school year **(4-Full Implementation with new ELA and Math adoptions)**

Goal Analysis for 2025-2026

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

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

All actions were implemented at various levels of implementation. There were no substantive differences in the planned actions as they supported achievement and student support.

The overall implementation of these actions for Goal # 2

4 of 7 actions were implemented fully

3 of the actions were partially or minimally met due to other state or federal funding used to address these actions.

Action 1 was fully implemented and all students were given access to Tier II and Tier III when necessary based on student performance data as determined during the cycle of inquiry, data summit and PLCs.

Action 2 was fully implemented although the expenditures do not reflect this but other state and federal funds were used to address this action. Services provided included targeted small group instruction and support for English Learners afterschool. We were limited to personnel with second language experience to facilitate the after school tutoring .

Action 3 was fully implemented although not reflected on LCAP because other funding was used to address this action

Action 4 was fully implemented as students were given various opportunities to participate in STEM based activities throughout the year.

Action 5-fully implemented as AVID school wide focus with constant monitoring of implementation

Action 6- minimally implemented, district supported the efforts to address English Learner support district wide. The district provided other resources to address this action.

Action 7- minimal implementation, primary implementation was from SPSA.

Successes for this goals and its actions

The actions that supported students allowed us to address closing the achievement overall. Students were identified for support based data that indicated areas of need. Teachers had been given more to identify focus students through the use of teacher release and planning interventions and support. After school tutoring began early in the school year and was consistent throughout the school year. Saturday school was offered to students to function in alternative learning environments. The use of Hey Tutors had a positive impact in working with students. The SST process also served as a vital tool in addressing particular students and allowed for students' families to become partners in learning.

The implementation of school wide AVID goals supported students to move toward a college and career mindset but also exposed students to potential high wage careers. We are building toward platinum status.

Challenges– Although it appears that we did not implement actions 6 and 7, they were implemented as a district wide effort. And as such, we followed district guidance and participated in district wide learning opportunities. Looking at our data, this actions will be a high focus for next year.

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.

Expenditures for Goal 2

Action 2.1.fully implemented at 76%

Action 2.2 was partially implemented at 66%.

Action 2.3 was fully implemented at 0%

Action 2.4 was fully implemented at 11.4%.

Action 2.5 was fully implemented at 10%

Action 2.6 and 2.7 were minimally implemented as mentioned above because they were district wide initiatives.

If the actions showed no budget expenditures it was because other state and local funds were used to address these actions, but we will continue to have these actions to be able to fund if other funds are no longer available.

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

Effectiveness :The actions that supported students allowed us to address closing the achievement overall. Students were identified for support based data that indicated areas of need. Teachers had been given more to identify focus students through the use of teacher release and planning interventions and support. After school tutoring began early in the school year and was consistent throughout the school year. Saturday school was offered to students to function in alternative learning environments. The use of Hey Tutors and Accelerate teacher, SSPSS and instructional coach had a positive impact in working with students. The SST process also served as a vital tool in addressing particular students and allowed for students' families to become partners in learning.

The implementation of school wide AVID goals supported students to move toward a college and career mindset but also exposed students to potential high wage careers. We are building toward platinum status.

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

As for changes in any other part of the goal, the existing actions will remain but we have added an additional action 2.8 that will cover our Learning recovery Block grant.

Actions

Action #	Title	Description	Total Funds	Contributing
LT 2.1	Access to Tier II and Tier III academic and social emotional strategies-MTSS	Low income students will receive academic and social emotional support through Tier II and Tier III best teaching strategies, provided by sufficiently trained and effective teachers to create a less stressful and comfortable learning environment for students. La Tijera teachers will participate in district professional development days, ongoing follow-up PD, and coaching to ensure implementation	$ 5,000.00	YES
LT 2.2	Differentiated targeted instructional strategies for low income and English Language Learners students. *Targeted increased services for students:*	Low income and English Learner students will receive scaffolded guided instruction as the result of the cycle of inquiry. Support personnel, Instructional Assistants and long term substitutes will provide classroom strategic support, support the creation of units of study, and help analyze student formative assessments in order to differentiate the instruction to meet the needs of low income and English Learners.	$ 500,275.00	YES
LT 2.3	Academic Intervention support for foster youth and low income (no combo class)	Low income and foster youth students will receive differentiated and individualized interventions during the day, after school and on Saturday when possible at all sites.In an effort to assist teachers with intervention instructional aides have been added to support small group instruction.	$ 100,000.00	YES

LT 2.4	Access to expand learning opportunities for low income students	Low income students will participate in additional specialized programs. All staff will coordinate and monitor the implementation of: ● the additional components of the gifted program ● expanded learning opportunities ● the Science, Technology, Engineering, Arts, and Math (STEAM) ● Robotics programs ● Magnet program IYC	$ 503,869.00	YES
LT 2.5	AVID and college awareness	Low income students will participate in the AVID Program which will provide equitable access to college and career readiness. The AVID Site Coordinator will coordinate and monitor the implementation of the AVID tools, strategies and AVID Tutors. AVID site teams will participate in the professional learning, conferences, and review the academic progress of the low income students.Expanding AVID Program by adding AVID teachers will allow for more students to be serviced in college and career readiness skills.	$ 15,000	YES
LT 2.6	Newer and long term English Learner Support	In addition to English Language development and Designated Integrated instruction daily in the classroom, the English Learners who are newcomers and Long term English Learners will be provided with supplementary materials and services. La Tijera will coordinate with the Director of English Learner Services to provide the appropriate resources.	$ 5,000	YES
LT 2.7	Proficiency in instructional technology and use of support staff	Support personnel will work with all students, particularly our low income, English Learners, and Foster Youth students as well as our teachers to integrate technology into the curriculum so that they may develop proficiency in navigating technology and digital tools as they access curriculum to raise student achievement.	$ 300,000.00	YES

LT 2.8	Learning Recovery Grant	Students will receive additional support to close the achievement gap for all content areas. Some of these resources will include intervention teachers, staff to release teachers to participate in performance student data conversations, additional tutor support, supplementary instructional materials, alternative learning opportunities, and exposure to learning opportunities outside the classroom. Teachers will be provided with ongoing professional development and coaching in implementation of standards for language arts and math, as well strategies to increase English Language Development and reclassification to decrease our percentage of Long Term English Learners. Some activities will include learning walks, peer observations,and collegial planning.	$420,242	NO

Goal 3

Goal #	Description	Type of Goal
Goal #3	Create safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support student academic success to be college and career ready.	Broad

State Priorities addressed by this goal.

Priorities 3-Parental Involvement
5-Pupil Engagement
6-School Climate

An explanation of why the LEA has developed this goal.

La Tijera is committed to supporting the overall wellness of students and families.Utilizing the Whole School, Whole Community, Whole Child(WSCC) model as a framework to approach wellness,LaTijera believes that

The well being,including the physical,emotional and mental health,of students is essential for students to feel connected and engaged in their learning in order to academically achieve and be college and career ready.This goal recognizes that it requires addressing the social and emotional well being of each student as well as leveraging their families as support systems for students.The mental health and social and emotional needs of our students and school community were especially highlighted during the COVID-19 pandemic and the trauma experienced by our students and families will have long-term impact son their well being.All students will have access to a multi-tiered system of support in relation to attendance,behavior and overall wellness. LaTijera is committed to prioritizing the needs of all students,particularly those most vulnerable including foster youth,students experiencing homelessness,students involved in the justice system,and low income to feel welcomed,safe,and connected to

the entire school community. A key factor in measuring connectedness to the school community is student attendance,family participation and engagement in collaborative opportunities,and social and emotional supportive services to address the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Attendance Rates	Average Daily Attendance rate 23-24 per Schoolzilla 91.45%	2024-25 End of year 93.3%	2025-2026 Average Daily Attendance elementary 92% Middle School 96%	Average Daily Attendance Rate >96.0%	2024-25 End of year 1.85% Increase in attendance from 91.45% to 93.3%
Metric #2	Chronic Absenteeism Sources: CAdashboard DataQuest	2022-23 Dashboard 29.6% Chronically Absent	2023-24 Dashboard 32% Chronically Absent	204-25 Dashboard 31.1% Chronically Absent	Chronic Absenteeism Rate <15%	2024-25 Dashboard indicator changed green to red Chronically Absent 2.4% increase in absenteeisms
Metric #3	Middle School Drop Out Rate DataQuest	2022-2023 .01% Data quest	2023-24 .01% Data quest	2024-25 .01% Data quest	Middle School Dropout Rate* 0%	.01% no change

Metric #4	SuspensionData DataQuest/ CA Dashboard	2022-2023 2.8%	2023-2024 10.6%	2024-2025 6.9%	Suspension Rate* dataquest data <5.0%	7.8% increase Dashboard indicator no change-red indicator
Metric #5	Expulsion Rate* DataQuest	2022-2023 0%	2023-2024 0%	2024-25 0.2%	Expulsion rate 0%	0% no change
Metric #6	PBIS Student Data Student Perception of School Safety and Connectedness	PBIS student feedback survey 23-24 68%	PBIS student feedback survey 24-25 75%	PBIS student feedback survey 25-26 77%	PBIS student feedback survey at 100%	7% increase in students feedback in Student Perception of School Safety and Connectedness
Metric #7	PBIS Family Data	PBIS family feedback survey 23-24-65%	PBIS family feedback survey 24-25 75%	PBIS family feedback survey 25-26 81%	PBIS family feedback survey at 100%	10% increase from 65% to 75% in connectedness and feeling welcome in school

Metric #8	Parent Input in Decision Making (Local Indicator Priority 3)	Local Indicator #3 Building relationships between school, staff, and families **(4.5-Full Implementation)** Building partnerships for student outcomes **(4.25-Full Implementation)** Seeking input for decision making **(3-Initial Implementation)**	Building relationships between school, staff, and families 4 Building partnerships for student outcomes 3 Seeking input for decision making 3	2025-26 Building relationships between school, staff, and families **4** Building partnerships for student outcomes **3.5** Seeking input for decision making **3.25**	Local Indicator results at **5 -Full Implementation and Sustainability**	Building relationships between school, staff, and families .5% decrease in indicator Building partnerships for student outcomes 1.25%-decrease from 4.25 Seeking input for decision making no change Local indicator met on dashboard
Metric # 9	PBIS Staff Data	PBIS staff feedback survey 23-24-73%	PBIS staff feedback survey 24-25 80%	PBIS staff feedback survey 25-26 77%	PBIS staff feedback survey at 100%	7% increase in teacher feedback on safety and support

Goal Analysis for 2025-2026

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

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

All actions were implemented at various levels of implementation.

2 of 4 actions were implemented fully

1 of 4 actions were implemented partially-due to Title 1 implementation of funds

0 of 4 actions were minimally or not implemented–covered by base/district funded

Action 1 was fully implemented because we followed the district wide initiatives. The district provided funds for our Wellness center and staff.

Action 2 was fully implemented as year long activities were focused on positive behavior and intervention support

Action 3 was partially implemented because Tile 1 funds were used to ensure parents were provided with various learning opportunities to enhance their partnership in their students' learning.

Action 4 was not fully implemented at the site because the district allocated this action.

Successes for this goal and its actions were parent input during school site council meetings, Tea with Tate, and parent surveys given throughout the school year. The two wellness centers were a success because all students were able to visit the wellness center twice a week. Wellness also spent time on the yard during lunch time which helped with conflict resolution and problem solving. Parents participation was also included in the implementation of this action.

Challenges– There were no challenges in the implementation of this goal.

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.

Two actions demonstrated differences in action in 3.3.because Title 1 funds were also used for this action. The actual expenditures did not the planned expenditures.

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

This goal was effective because we made wellness and positive student behavior our focus to address our dashboard indicators by providing more support than planned. Including the parents in the wellness center offered even better partnership with students and school. This has led to a decrease in student referrals and suspensions and an increase in parent involvement.

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

No changes to the goal.

Actions

Action #	Title	Description	Total Funds	Contributing
LT 3.1	Social Emotional health and Wellness School and community resources	Low income students will have access to a comprehensive Wellness Center to provide physical and mental health services. This comprehensive Wellness Center will be a hub for our low income students and families to access wraparound support and resources. A community liaison will coordinate and monitor the resources to support the wellbeing of the low income students and their families. Also English Learner, Foster Youth, and low-income students will be provided additional support staff who will identify, monitor, and mentor these students to support attendance and learning engagement with an additional counselor,	$ 330,000.00	YES
LT 3.2	Additional Positive Behavior and Intervention supports	Students will receive alternative behavior intervention and support models from teams of staff who will create plans for their academic, social emotional, and behavioral success. Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, motivational activities, and check in/check systems for continuous goal setting, encouragement, and monitoring.	$297,371	YES
LT 3.3	Additional engagement supports and parent decisions making opportunities	La Tijera Families of low income, foster youth and English learners will receive additional support through our Community Liaison. Families will receive personalized outreach in navigating school systems, curriculum, communication tools, and instructional resources that will benefit student achievement. Students will receive multi-pronged approaches to academic and social emotional support through additional levels of engagement with their parents and families.	$0	YES
LT 3.4	Student Engagement in athletic activities	La Tijera will offer athletics programs that will instill a sense of pride in school and community, teach lifelong lessons, including team building skills and self-discipline, and facilitate the physical and emotional development of our students. La Tijera will coordinate with district support to provide staff to monitor, track and oversee the athletic programs.	$ 129,499.00	NO

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 2,713,331	$ 358,294

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.98%	4%	$ 106,882.16	47%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
LT Goal 1 Action # 4	Our Low Income, English Learners, and Foster Youth students' socio-emotional wellness and academic success were impacted due to pupil learning loss, and barriers in receiving wrap-around services as an effect of the pandemic.	Low income, foster youth and English learner students will receive additional support through the site administrator. The assistant principal will coordinate and ensure these students receive wraparound services in order to meet academic and social emotional needs. The Assistant principal,program aide clerk, custodians, and safety assistants, will provide specific strategies to ensure the implementation and coordination of identified wraparound services for each of the student groups, including: -Follow up to wellness referrals -Monitoring the implementation of Tutoring and enrichment activities -Ensuring the implementation of tiered PBIS strategies. -Support and feedback to teachers as they engage in the Cycle of Inquiry to analyze students' academic and social-emotional growth This action is being provided school wide to address the needs of our LI, FY, and students with Disabilities	Students will receive wraparound services, to ensure academic and social emotional success as measured by referral data. Including the Program aide clerk, custodians,and safety Assistants to support student programs was determined to be an ideal use of the Concentration Grant add-on.

LT Goal 2 Action 1	There continues to exist a need for the implementation of a multi-tiered system of best first teaching to properly serve our low income students. When needed, implementing the tier II and tier III strategies will offer additional support for academic success. Based on our academic data, students have not been performing well in the state and local assessments.	With changes in local demographics, the majority of our teaching staff have not had ongoing opportunities for robust training and professional development in MultiTiered Systems of Support (MTSS) in Tier II and Tier III strategies. Low income students will receive academic and social emotional support through Tier II and Tier III strategies, provided by sufficiently trained and effective teachers to create a less stressful and a comfortable learning environment for students. La Tijera will collaborate with the District's Professional development provided through additional professional development days, ongoing follow-up PD, and specialized training. These actions are being provided on a school wide basis to benefit all of our unduplicated students including the student with Disabilities group who scored at the lowest performance level on the CA Dashboard for the red indicator.	As educators learn the various MTSS Tier II and Tier III strategies for supporting our low income students with various learning styles, students will benefit as we see an increase in their academic data local and state assessments).

LT Goal 2 Action 2	Low income, Foster Youth, and English Learners have opportunity gaps and need to be exposed to real world experiences and build language skills.	There is a need to support classroom instruction to help increase the proficiency levels in these core academic subjects.Low income and English Learner students will receive scaffolded guided instruction as the result of the cycle of inquiry. Our Instructional coach will provide classroom strategy demonstrations, support teachers in the creation units of study, and help analyze student formative assessments in order to identify differentiated strategies to meet the needs of the low income and English Learner students. This action is being provided School wide to address the needs of our LI, FY, ELs and students with Disabilities	Our SSPSS (School Site Program Support Specialist), Instructional Coach, Instructional Assistants and Long term subs, and will fortify teachers with ways to engage students to create the best teaching and learning environment as by an increase in the CAASPP ELA, CAASPP Math, and ELPAC Proficiency .

LT Goal 2 Action 3	Low income students in our school may experience financial constraints that may not allow them to afford personalized tutoring. In addition to financial constraints, Foster Youth may also experience instability and lack of school connectedness.	Students who face barriers to learning and academic achievement may have increased challenges which include access to instruction and instructional resources, and intervention programs. Our Low income and foster youth have also performed low for the past two or more years on the state and local assessments per the dashboard indicators in ELA and Math and are at risk of continuous low performance. Low income and foster youth students will receive differentiated and individualized interventions during the day, after school and on Saturday when possible at all sites. Teachers and support staff will monitor, analyze student progress, and provide differentiated and individualized intervention support for lower income and foster youth students. Intervention support programs and services will address the individual needs of low income students and students in foster care while also building on their strengths and resilience to improve their academic outcomes. This action is being provided School wide to address the needs of our LI, FY, ELs and students with Disabilities	Academic improvement for the students in foster care and low income students will be measured through Local and state assessment results, success in meeting grade level standards, and passing courses Leading to higher performance on the dashboard indicators.

LT Goal 2 Action 4	Since the District has been in receivership, several specialized programs were discontinued due to their financial impact. Lack of alternative specialized services severely affected the interest and engagement of students making it challenging for students and families to remain in our District.	Many of our low income students are underrepresented in programs such as the Gifted and Talented Education (GATE) other alternative specialized programs. In collaboration with the District, our Low income students will have access to alternative and specialized programs and services that are above and beyond their regular school program, including curricular resources, special workshops, and summer programs. Support staff will coordinate and monitor the implementation of: -Additional components of the Gifted and Talented Education Program -Expanded learning opportunities -Targeted services within the visual and performing arts (VAPA)Program -Science, Technology, Engineering, Arts, and Math (STEAM) Program -Robotics programs The implementation of extraordinary enrichment programs will support our low income students who deserve equity and equitable opportunities as well as addressing their academic achievement. Students can then develop talents through other models of learning. This action is being provided School wide to address the needs of our LI, FY, ELs and students with Disabilities	Services and programs will allow for an increase in representation from our low income students as many students may not be referred and can get overlooked due to possible financial constraints for participation as measured by GATE referrals and an increase in student participation

Goal 2 Action 5	Our low income students may lack the exposure to college opportunities and organizational strategies needed for academic success. Students need access to a robust college and career readiness culture starting in our grade TK through 8th grade, leading to a high school experience.	There is a need for encouraging and supporting students to enroll in advanced level coursework, receive academic instruction and tutorial support, strengthen writing skills, improve study and organizational skills, gain college awareness, and experience and explore college and career options. Low income students, English Learners and our Foster Youth, will participate in the AVID Program which will provide equitable access to college and career readiness. The AVID Site Coordinator will coordinate and monitor the implementation of the AVID tools, strategies. The AVID Site Coordinator will ensure that we capture participation of our low income students. The AVID Site Coordinator to develop Professional learning opportunities for our teachers with targeted focus on our unduplicated students. This action is being provided School wide to address the needs of our LI, FY, and students with Disabilities	AVID site teams will participate in the professional learning, conferences, and review the academic progress of the low income students. The success of the AVID Implementation at La Tijera will coordinate with the District will be measured by: -AVID Coaching & Certification Instrument (CCI) -Site Certifications -AVID Assessment tools -Campus walk-throughs These instruments will be reviewed and analyzed by the AVID site team.

Goal 2 Action 7	The lack of familiarity with the use of instructional technology is one of the main reasons why families and students in our community struggled significantly with the use of digital tools	The digital divide still exists, and low-income students and foster youth do not always have access to devices, connectivity, and most importantly, teachers who are well-versed in the use of instructional technology. Low-Income students will be provided additional instructional support to develop proficiency in navigating technology and digital tools. Staff will directly work with students to develop their technology skills allowing them to access programs, resources and technology competitions. Students will receive devices, connectivity, and teachers who are well-versed in the use of instructional technology to enhance skill building, access to information, and meeting various learning needs. Specifically the Technology Integration TOSA will provide professional learning opportunities for teachers to incorporate instructional technology tools and strategies into their teaching methods. Additionally, family resource staff members will receive training from the Tech TOSA to support families in utilizing technology effectively for learning purposes. This action is being provided School wide to address the needs of our LI, FY,ELs and students with Disabilities	Improving the learning process for our Low income, will support students in continuing to make gains in the areas of English Language Arts, Mathematics, and Science as measured by the CAASPP and CAST assessments, as well as the students' report cards. Access to learning tools and resources will continue to support the professional and higher education readiness for our pupil groups, ensuring they remain proficient in technology and competitive among their peers.

Goal 3 Action 1	To support our English Learner, foster youth, and low-income student groups in increasing their school attendance rates, direct involvement with the families is necessary to connect them to school and community resources and help them meet the basic needs that students require in order to be successful in attending school.	Some of the basic needs include food stability, housing assistance, school clothing and supplies, as well as social and emotional well-being and support. English Learner, Foster Youth, and low income students will be provided additional support staff who will identify, monitor and mentor these students to support attendance and learning engagement. Our counselors, in collaboration with Pupil Services will connect the students to school and community resources to meet their basic and unique social emotional needs.To increase the focus on support of unduplicated student populations,we will deliberately monitor the attendance trends of Foster Youth, English Learners, and low-income students at all at La Tijera,sharing data and strategies for proactively improving attendance or reengaging chronically absent students Many of our low-income students are now at increased risk for social-emotional challenges, which may contribute to disparities in wellbeing and academic achievement. Low income students will have access to a comprehensive Wellness Center at La Tijera to provide physical and mental health services. This action is being provided School wide to address the needs of our LI, FY, Els,and students with Disabilities	Increasing attendance and engagement through participation in assessments and programs, will positively impact students' social emotional growth and academic achievement outcomes, which will be reflected in the Dashboard indicator for Chronic Absenteeism.These actions will also contribute to increased positive postsecondary outcomes for unduplicated students, such as becoming more prepared for college and career choices that typically are not as available to unduplicated student populations.

Goal 3 Action 2	Low-income students are often negatively impacted by experiences of poverty, trauma, and homelessness in their environment outside school.	La Tijera's PBIS Perception of School Safety and connectedness surveys indicated 68% students feel safe), 73% of staff feel safe, and 65% of families feel safe. Students will receive alternative behavior intervention and support models from teams of staff who will create plans for their academic, social emotional, and behavioral success. Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, rewards and incentives, and check in/check systems for continuous goal setting, encouragement, and monitoring. This action is being provided school wide to address the needs of our LI, FY, Els, and students with Disabilities	Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, rewards and incentives, and check in/check systems for continuous goal setting, encouragement, and monitoring.

Goal 3 Action 3	Analysis of the California Dashboard local indicator Priority 3 (Parent Engagement) survey data indicates there is a need to increase and reinforce communication with our students' families by building rapports based on trust and by establishing stronger bonds with them.	We must continue building partnerships with our families for student outcomes, while seeking input for decision making. Families of low income, foster youth and English learners will receive additional support through the our Community Liaison. Families will receive personalized outreach in navigating school systems, curriculum, communication tools, and instructional resources that will benefit student achievement. Students will receive multi-pronged approaches to academic and social emotional support through additional levels of engagement with their parents and families. The Community Liaison Specialist will also outreach to local businesses, support efforts in increasing enrollment, and work with the PTA and School Site Councils. This action is being provided school wide to address the needs of our LI, FY, English Learners and students with Disabilities	The impact of these services and actions will be measured by our low income, foster youth and English learner student attendance rates and their parent attendance or participation in decision making opportunities. A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Insert or delete rows, as necessary.

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
LT Goal 2 and Action # 2.6	The overall Proficiency Level for English Learners at La Tijera-based on ELPAC is 13.4% Well Developed, Level 4 which means that 86% of our English Learners still need to meet proficiency in the ELPAC District Wide, 97.36% of Long Term English Learners are not meeting the standard in CAASPP Math and ELA La Tijera number of students identified as LTELs did not qualify for an indicator, but we know that they must still be addressed to ensure A-G completion at the High school level.	In coordination with the District EL Director, our English Learners will have access to robust supplemental instructional programs with differentiated instructional strategies such as trauma-informed teaching, and scaffolding This action is being provided on an LEA-wide basis to benefit the English Learner group at the lowest performance level on the CA Dashboard for the red indicator.	Percentage of Long Term English Learner who met or exceeded the standard in CAASPP ELA and Math Percentage of Proficiency on the ELPAC Summative Assessment Increase the percentage of Reclassified Students

Insert or delete rows, as necessary.

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.

La Tijera and the Inglewood Unified are committed to increasing and improving services to address the unique needs of our English Learners to support their English language development and meaningful access to the state core standards. La Tijera will collaborate with the district in working with the two additional targeted positions to support and enhance instruction and services to meet the unique needs of all English Learners, including Newcomers, Long Term ELs and ELs with Disabilities.

The addition of an EL TOSA and a Data Processing Specialist (Action 2.6) will ensure continuity and consistency of instruction and services for our English Learners.

Along with the EL Director, the EL TOSA will coordinate with La Tijera and provide evidenced-based ELD professional development opportunities designed to enhance learning, increase access to the content standards, and that are coherent with the District's instructional priorities.

The Data Processing Specialist will work with La Tijera to ensure the accuracy of student data so that we may prioritize the allocation of resources to areas where English learners are struggling the most, providing access to a high-quality education and opportunities for academic growth, making sure that English Learners receive the additional assistance and attention they need to succeed academically.

The Ellevation software will continue to be a great tool to help track the progress of our English Learners in all assessments and proficiency development to identify struggling students and implement timely targeted interventions. Additionally, Ellevation provides a robust professional development management system that includes quality English Language Development content, data-driven instruction recommendations and student grouping for intervention, and personalized online learning that will allow teachers the flexibility to continue their learning asynchronously anywhere, anytime.

Nevertheless, our English Learner student group is also included in most of the actions and services identified as supplemental and concentration throughout the LCAP. All English Learners will have increased opportunities to work with support staff (Goal 1 and 2) trained to use strategies to help them feel included, engaged and motivated in their education. Supplemental teachers, Our Site Program Support Specialists, Assistant Principals and Instructional Coaches will receive ongoing professional development on how to better respond to the diverse needs of our English Learner students by aligning our practices and services to the District's instructional priorities while addressing biases and acknowledging the socioemotional and cultural aspect of language acquisition

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.

La Tijera plans to use the concentration add-on to retain staff providing direct services to students at schools with an Unduplicated pupil count that is greater than 55 percent."

These positions include in Goal 1 action 5 include Custodian, Student Safety Assistants, and Program Aides clerk

Total Cost:$ 339,299 (15%)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less La-Tijera's percentage = 49%	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	535/20=26.75 1.33	
Staff-to-student ratio of certificated staff providing direct services to students	535/25=21.4 0.85	

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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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.
    - *o* 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.
    - *o* 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

- 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.

- 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.

- 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.

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 of 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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