LCFF Budget Overview for Parents

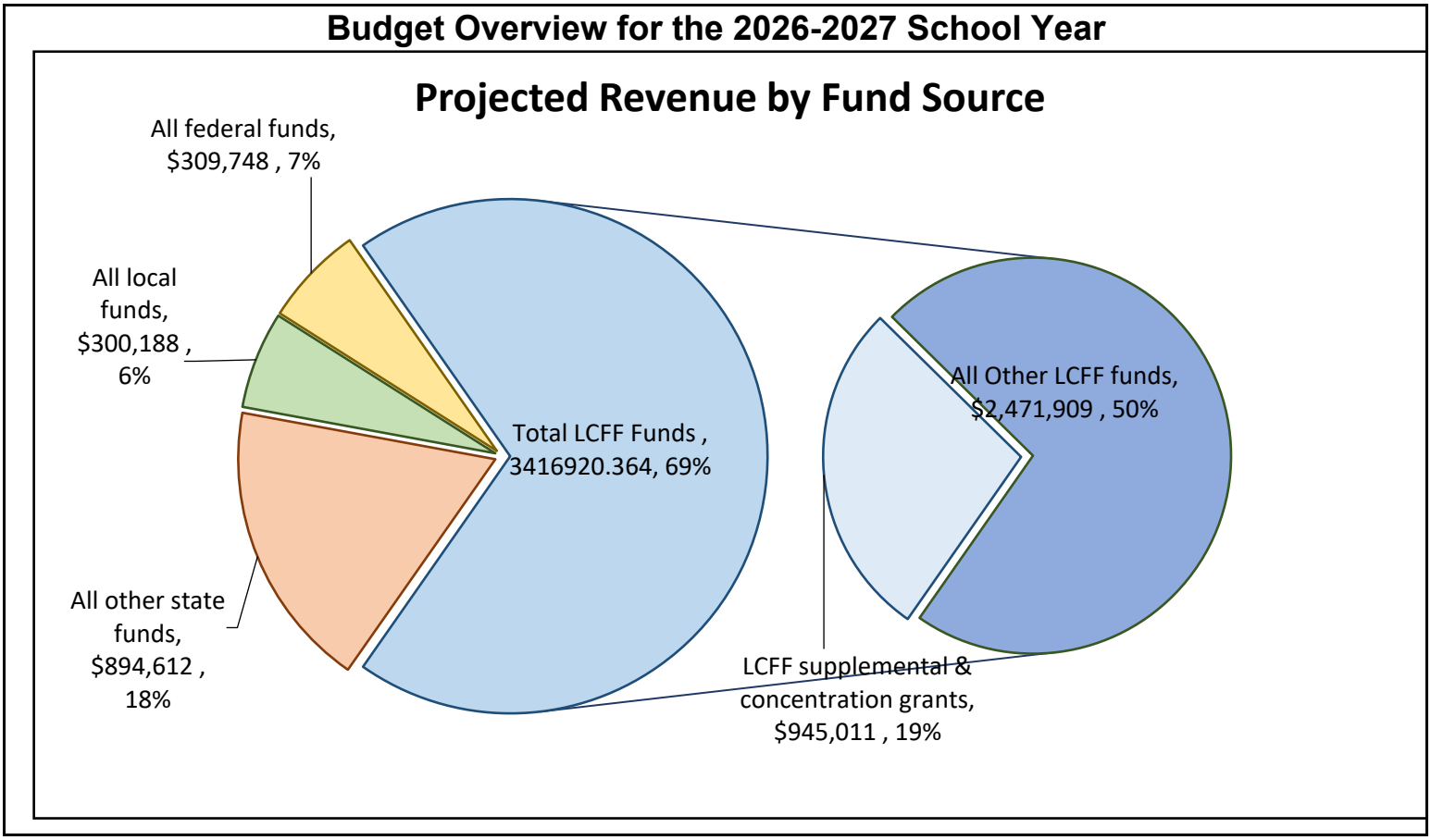
Local Educational Agency (LEA) Name: VOX Collegiate of Los Angeles

CDS Code: 19647330137521

School Year: 2026-2027

LEA contact information: Jasmine Banks, Head of School, jbanks@voxcollegiate.org

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).

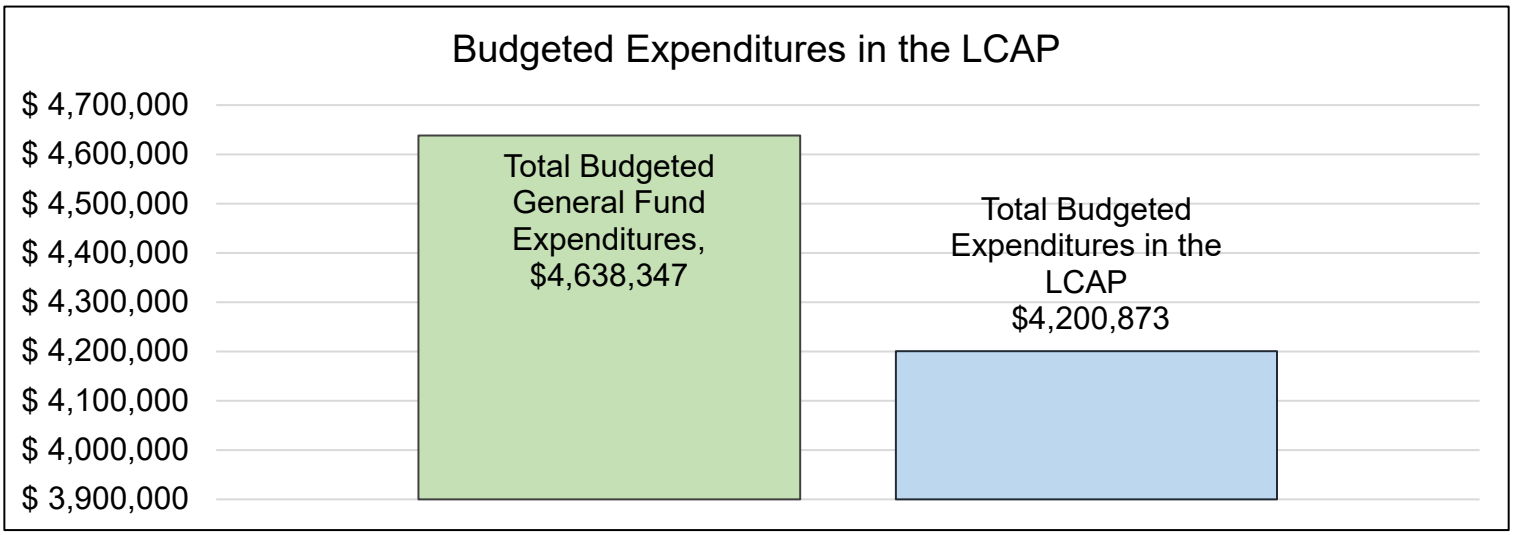


This chart shows the total general purpose revenue VOX Collegiate of Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for VOX Collegiate of Los Angeles is $4,921,467.99, of which $3,416,920.36 is Local Control Funding Formula (LCFF), $894,611.68 is other state funds, $300,188.00 is local funds, and $309,747.95 is federal funds. Of the $3,416,920.36 in LCFF Funds, $945,010.96 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much VOX Collegiate of Los Angeles plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

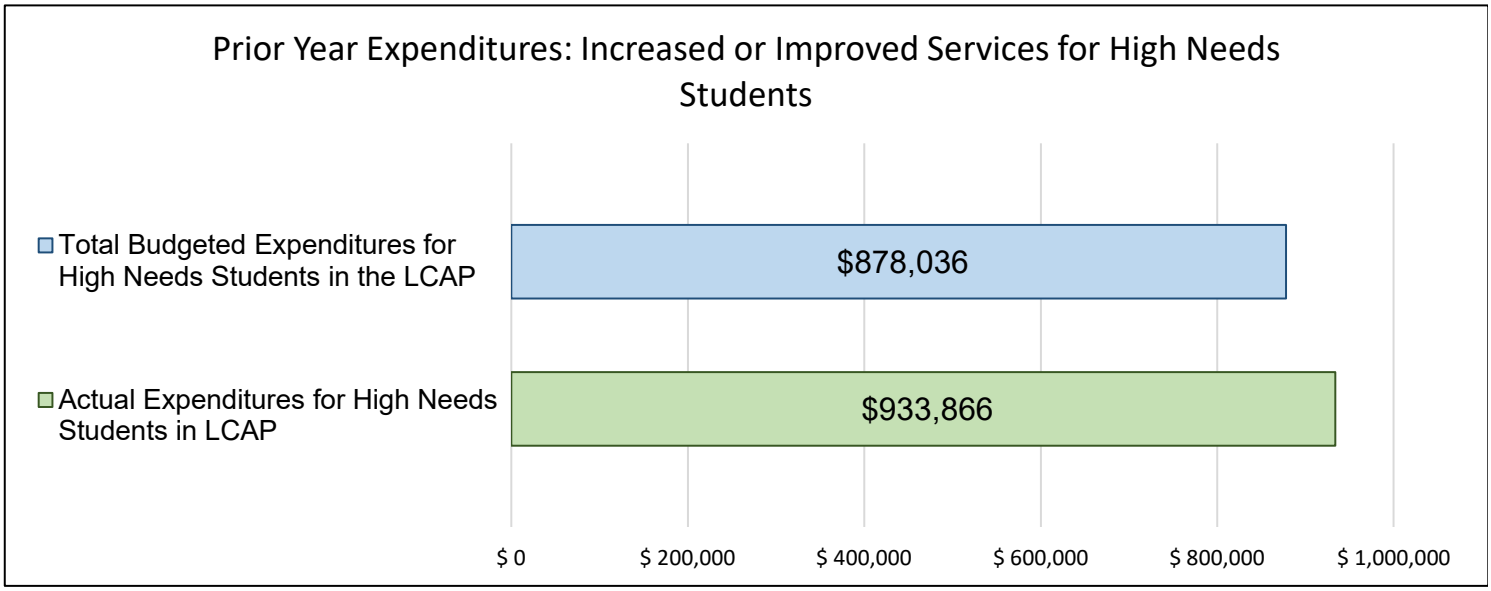
The text description of the above chart is as follows: VOX Collegiate of Los Angeles plans to spend $4,638,346.56 for the 2026-2027 school year. Of that amount, $4,200,873.15 is tied to actions/services in the LCAP and $437,473.41 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, VOX Collegiate of Los Angeles is projecting it will receive $945,010.96 based on the enrollment of foster youth, English learner, and low-income students. VOX Collegiate of Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. VOX Collegiate of Los Angeles plans to spend $945,010.96 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 2025-2026



This chart compares what VOX Collegiate of Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what VOX Collegiate of Los Angeles 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 2025-2026, VOX Collegiate of Los Angeles's LCAP budgeted $878,036.00 for planned actions to increase or improve services for high needs students. VOX Collegiate of Los Angeles actually spent $933,866.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Vox Collegiate of Los Angeles	Jasmine Banks Head of School	jbanks@voxcollegiate.org 323-570-2915

Plan Summary 2026-27

General Information

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

Vox Collegiate of Los Angeles' ("Vox Collegiate") mission is to prepare all students in grades 6-8 to succeed in college and beyond, knowing the power and potential of their voices. Vox Collegiate has an extended school day, with a focus on core math and literacy instruction, for which additional instructional time is allocated. Other core components of the program include a homeroom period devoted to social and emotional learning, speech and debate instruction focused on developing student communication skills, and enrichment periods focused on exposing students to the development of skills in non-academic areas. Academic classes are aligned to the Common Core State Standards (CCSS), with courses designed to prepare students to thrive in rigorous, collegiate classes by the time they graduate high school.

In 2025-26, Vox Collegiate served 242 students, representing a 8.03% enrollment increase from the 2024-25 school year. The majority of Vox Collegiate students come from traditionally underserved communities, including low-income students, underrepresented minorities, and English learners: approximately 95% of students qualify for Free or Reduced Lunch; and 15% of students are English Learners. In addition, about 13% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 95%. Approximately 76% of Vox Collegiate's students identify as being Hispanic or Latino, 21% as African American.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Vox Collegiate, which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Vox Collegiate will foster a safe and positive school culture and climate; Vox Collegiate will ensure that all students are academically prepared for high school by the time the leave 8th grade; Vox Collegiate will partner with parents to ensure parents are informed about their child's progress and have opportunities to be involved at the school.

Vox Collegiate completed a comprehensive needs assessment of the entire school, which included an analysis of verifiable state data, as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies that will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council, which will include parents of English Learners. The School Site Council will meet at least four times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be

equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey, which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Vox Collegiate based on student achievement data to include CAASPP, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups, which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The goals and measurable achievements theretoward reflect Vox Collegiate's commitment to four guiding principles:
1. Vox Will Focus on Student Literacy as the Foundation to All Learning
2. Vox Will Create a Relationship-Focused School Culture to Support Safe Learning and Growth
3. Vox Will Implement School Systems to Ensure Student Physical and Emotional Safety
4. Vox Will Implement School Systems to Promote Effective Staff Leadership Development

In the 2024-25 school year, Vox Collegiate has made significant progress towards achieving our desired goals.
Safety and School Climate:
In 2024-25, we maintained a suspension rate in line with school goals. We are proud of our staff, students, families, and community partners for maintaining a high degree of student connection and safety, which has allowed us to keep student discipline rates at or below target levels. Specifically, our planned actions related to "Restorative Practices" and "Social Emotional Learning and Mental Health" provided our students with on-site opportunities to manage internal and external conflicts in a healthy way to avoid incidents of violence and school disruption.

Academics:
According to annual NWEA MAP and initial CAASPP results that have been released as of the passage of this LCAP, Vox Collegiate has continued to make academic progress for students. NWEA MAP results show greater than 1-year's annual growth for students in both math and ELA across all grade levels (spring 24 to spring 25). CAASPP results evidence that instructional systems and practices instituted since the start of this LCAP cycle are closing the gap between student proficiency at Vox Collegiate and other students across California. In which 38.36% of students met or exceeded English Language Arts standards, and 26.36% of students met or exceeded math standards on the 2024-2025 CAASPP.

Parent Engagement and Satisfaction:
According to the 2024-2025 End of Year Family survey, families are pleased with Vox Collegiate. The results show that 100% of families that completed the survey agree or strongly agree in response to all questions asked. These questions consisted of having families reflect on the positive impact of the academic and social-emotional supports for students, effective schoolwide communication, and the intentional collaboration between the school and parents.

Suspension Rate & School Climate:

Annual student suspension and expulsion rates, evidenced in the CA school dashboard, show that Vox Collegiate has continued to maintain appropriately low student suspension and expulsion rates of 0.4% and 0%, respectively. Since its founding year in 2018, Vox has focused on maintaining a safe school environment that employs alternatives to suspension and expulsion as methods of school discipline.
Subgroup Suspension Rates:
- African American - 0%
- Socioeconomically Disadvantaged – 0%
- English Learners – 0%
- Hispanic – 0.5%

English Learner Progress:
Vox Collegiate's English Learner Progress has also continued an upward trend, improving year over year. Medium with 53.5% of students making progress towards proficiency goals, progressing at least one level. The greatest contributor towards this progress for English learners is Vox's continued push towards small group instruction and additional designated ELD opportunities for students.

Vox has $255,012.98 in LREBG funds available on the books as of FY26.

These funds expire in FY28, so the initial plan is to utilize approximately half of the available funds in FY27 and the remaining balance in FY28. However, the actual timing of the expenditures will be based on the school's needs. If the school is performing well financially in FY27, we may spend less of the LREBG funds in FY27 and utilize more of the funds in FY28.

For the expenditure plan, LREBG funds are proposed to support the following areas:
· Core Curricula Materials
· Student Materials
· PD Consultants & Tuition
· TA/Instructional Aide

Reflections: Technical Assistance

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

Vox Collegiate did not require Technical Assistance - therefore, this prompt does not apply.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Support for Identified Schools

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

Vox Collegiate was not identified for CSI - therefore, this prompt does not apply.

Monitoring and Evaluating Effectiveness

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

Vox Collegiate was not identified for CSI - therefore, this prompt does not apply.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Consultations with educational partners continue to support the plans in progress as identified in the LCAP. Leadership, School Site Council, ELAC, LCC, faculty, and informal student-parent meetings show support for the plans and programs in place. Vox Collegiate continues to explore additional ways to engage its educational partners in the LCAP, including implementing new ways to gather feedback and input on the plan. All the feedback and information is used when implementing or improving actions articulated in the LCAP. The school will improve its opportunities for parent and student engagement. The following trends have been identified across a variety of surveys, committees, and other channels of engagement between the LCAP and Vox Collegiate's educational partners.

Goal 1 - Improved Academic Outcomes in Math and ELA(growth and achievement)
- Staff Collaboration and Data Analysis: Continue to designate time for staff collaboration to improve student outcomes; provide professional development in response to analysis of student performance data (inclusion of action 1.1 and 1.2)
- Targeted Intervention: Increase opportunities for differentiated intervention in ELA and math using instructors (teachers and teaching assistants) as well as blended learning systems (inclusion of actions 1.3 and 1.4)
- Increased Support for Students with Disabilities: Expand opportunities for teachers to collaborate with special education team to support the inclusion model and close academic gaps for students with IEPs (inclusion of action 1.5)
- Increasing Language Acquisition: Continue improvement and development of small group intervention, providing additional access to opportunities of direct instruction (inclusion of goal (inclusion of action 1.6)

Goal 2 – Maintaining and Exemplary School Climate
- Preserving a Positive, Safe School Culture: Continue to provide for students to interact and expand social-emotional learning and mental wellness resources (inclusion of actions 2.2 and 2.4)
- Increasing Enrichment – Expanding student enrichment opportunities during and outside of the school day to enhance learning opportunities and increase student connection to the school (inclusion of action 2.3)
- Expanding Attendance Initiatives – Increasing frequency of attendance outreach to reduce chronic absenteeism and expanding incentives for positive attendance habits for students (inclusion of action 2.5)

Goal 3 – Increasing Student Outcomes
- Improved Assessments – Developing expanded internal assessment offerings to more regularly measure student progress and mastery against grade level expectations for CAASPP and NWEA MAP (inclusion of action 3.2)
- Professional Development – Enhance opportunity for the professional growth of all staff members through both in-house and out-of-school professional development opportunities (inclusion of action 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Improved Academic Outcomes (growth and achievement) This is a focus goal for increasing academic progress for all students, especially our English Language learners, students with IEPs, and low-income who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, CAASPP, and EL reclassification. By June of 2027, Vox Collegiate will increase the school-wide percentage of students who are "Standard Met" or "Standard Exceeded" on the state standardized assessment by 5% in both Math and ELA. By June of 2027, Vox Collegiate will increase the school-wide EL reclassification rate by 5%.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Vox Collegiate identified a high need to improve math and ELA proficiency based on Math CAASPP assessment scores and NWEA MAP assessment data. Greater than 50% of our students are working below grade level and need additional support to increase learning.
Math CAASPP 2025 assessment results –
- Schoolwide: 26.%
- Socioeconomically Disadvantaged: 26.22%
- Students with Disabilities: 14.29%
- Hispanic and/or Latino: 28.96%
- Black: 11.43%
- English Learners: 13.95%

ELA CAASPP 2025 assessment results –
- Schoolwide: 38.36%
- Socioeconomically Disadvantaged: 37.07%
- Students with Disabilities: 12.5%
- Hispanic and/or Latino: 40.66%
- Black: 25.71%
- English Learners: 9.3%

In addition, students in grades 6-8 scored in the 52nd percentile in Spring 2025 on NWEA MAP ELA assessments. The school achieved an Average Growth Percentile (AGP) of 67 in English Language Arts (ELA) on the NWEA MAP Growth assessment, indicating that students demonstrated greater academic growth than 67% of comparable students nationwide. Students in grades 6-8 scored in the 52nd percentile in Spring 2025 on NWEA MAP Math assessments. The school achieved an Average Growth Percentile (AGP) of 73 in Mathematics on the NWEA MAP Growth assessment, indicating that students demonstrated greater academic growth than 73% of comparable students nationwide.

Measuring and Reporting Results

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

						Baseline
1	CAASPP Math -Socioeconomically Disadvantaged (SED) -Students with Disabilities (SWD) -Hispanic/Latino (H/L) -Black (BL) -English Learner (EL) (California School Dashboard)	CAASPP Math 2023 - At "Standard Met" or "Exceeded" -Schoolwide: 26.6% -(SED): 26.4% -(SWD): 0% -(H/L): 27.8% -(BL): 21.8% -(EL): 8%	CAASPP Math 2024 - At "Standard Met" or "Exceeded" -Schoolwide: 32.7% -(SED): 31.84% -(SWD): 10.53% -(H/L): 34.66% -(BL): 22.86% -(EL): 8.51%	CAASPP Math 2025 - At "Standard Met" or "Exceeded" -Schoolwide: 26.36% -(SED): 26.22% -(SWD): 8% -(H/L): 28.96% -(BL): 11.43% -(EL): 13.95%	CAASPP Math 2026 - At "Standard Met" or "Exceeded" -Schoolwide: 31.1% -(SED): 31.4% -(SWD): 5% -(H/L): 32.8% -(BL): 26.9% -(EL): 13%	Compared to the 2023 baseline, overall CAASPP Mathematics performance has remained relatively stable schoolwide, decreasing slightly from 26.6% to 26.36% of students meeting or exceeding standards (-0.24 percentage points). Socioeconomically disadvantaged students experienced a similarly minimal decrease from 26.4% to 26.22% (-0.18 percentage points). Several student groups demonstrated improvement over the baseline. Students with disabilities increased from 0% to 8% meeting or exceeding standards (+8 percentage points), English learners improved from 8% to 13.95% (+5.95 percentage points), and

						Hispanic/Latino students increased from 27.8% to 28.96% (+1.16 percentage points). The Black/African American student group declined from 21.8% to 11.43% (-10.37 percentage points), indicating an area requiring continued targeted support and acceleration. Overall, while schoolwide mathematics proficiency has remained stable, gains among English learners and students with disabilities demonstrate progress toward improving equitable outcomes, with continued focus needed to accelerate achievement for Black/African American students.
2	CAASPP ELA -Socioeconomically Disadvantaged (SED) -Students with Disabilities	CAASPP ELA 2023 - At "Standard Met" or "Exceeded" -Schoolwide: 35.3% -(SED): 34.8%	CAASPP ELA 2024 - At "Standard Met" or "Exceeded" -Schoolwide: 42.92% -(SED): 41.11%	CAASPP ELA 2025 - At "Standard Met" or "Exceeded" -Schoolwide: 38.36% -(SED): 37.07%	CAASPP ELA 2026 - At "Standard Met" or "Exceeded" -Schoolwide: 40.3% -(SED): 39.8%	Compared to the 2023 baseline, overall CAASPP English Language Arts

	(SWD) - Hispanic/Latino (H/L) -Black (BL) -English Learner (EL) (California School Dashboard)	-(SWD): 0% -(H/L): 35.8% -(BL): 34.4% -(EL): 8%	-(SWD): 0% -(H/L): 40.68% -(BL): 35.29% -(EL): 6.25%	-(SWD): 12.5% -(H/L): 40.66% -(BL): 25.71% -(EL): 9.30%	-(SWD): 5% -(H/L): 40.8% -(BL): 39.4% -(EL): 13%	performance improved, with the percentage of students meeting or exceeding standards increasing from 35.3% to 38.36% (+3.06 percentage points). Socioeconomically disadvantaged students also demonstrated growth, increasing from 34.8% to 37.07% (+2.27 percentage points). Several student groups showed notable improvement over the baseline. Students with disabilities increased from 0% to 12.5% meeting or exceeding standards (+12.5 percentage points), Hispanic/Latino students improved from 35.8% to 40.66% (+4.86 percentage points), and English learners increased from 8% to 9.30% (+1.3 percentage points). The

						Black/African American student group declined from 34.4% to 25.71% (-8.69 percentage points), indicating an area for continued targeted support and focused instructional strategies. Overall, the LEA demonstrated positive growth in English Language Arts proficiency from the baseline year, particularly among students with disabilities, Hispanic/Latino students, and socioeconomically disadvantaged students, while continuing to prioritize accelerated outcomes for Black/African American students and English learners.
3	NWEA MAP Math Assessments: Median Student Proficiency (NWEA MAP Reports)	NWEA MAP Math Spring 2023 Median Achievement -Schoolwide: 33rd -(SED): 33rd -(H/L): 33rd -(BL): 33rd	NWEA MAP Math Spring 2024 Median Achievement -Schoolwide: 47th -(SED): 47th -(H/L): 47th -(BL): 48th	NWEA MAP Math Spring 2025 Median Achievement -Schoolwide: 52nd -(SED): 52nd -(H/L): 55th -(BL): 40th	NWEA MAP Math Spring 2026 Median Achievement -Schoolwide: 49th -(SED): 49th -(H/L): 49th -(BL): 50th	Compared to the Spring 2023 baseline, NWEA MAP Mathematics median achievement increased substantially across the school.

						Schoolwide median achievement rose from the 33rd percentile to the 52nd percentile (+19 percentile points). Socioeconomically disadvantaged students demonstrated the same growth, increasing from the 33rd to the 52nd percentile (+19 percentile points). Hispanic/Latino students showed the largest gain, improving from the 33rd percentile to the 55th percentile (+22 percentile points). Black/African American students also demonstrated meaningful growth, increasing from the 33rd percentile to the 40th percentile (+7 percentile points). Overall, the data reflects significant improvement in mathematics achievement since the baseline year, with all reported

						student groups demonstrating growth in median percentile rank. These results indicate that students are making meaningful academic progress, with particularly strong gains among Hispanic/Latino students and schoolwide performance moving from below average to above the national median.
4	NWEA MAP Math Assessments: Median Student Proficiency (NWEA MAP Reports)	NWEA MAP ELA Spring 2023 Median Achievement -Schoolwide: 37th -(SED): 37th -(H/L): 36th -(BL): 39th	NWEA MAP ELA Spring 2024 Median Achievement -Schoolwide: 50th -(SED): 50th -(H/L): 50th -(BL): 53rd	NWEA MAP ELA Spring 2025 Median Achievement -Schoolwide: 52nd -(SED): 52nd -(H/L): 52nd -(BL): 46th	NWEA MAP ELA Spring 2026 Median Achievement -Schoolwide: 52nd -(SED): 52nd -(H/L): 50th -(BL): 55th	Compared to the Spring 2023 baseline, NWEA MAP English Language Arts median achievement improved significantly across all reported student groups. Schoolwide median achievement increased from the 37th percentile to the 52nd percentile (+15 percentile points). Socioeconomically disadvantaged students demonstrated the same improvement, increasing from the 37th to the

						52nd percentile (+15 percentile points). Hispanic/Latino students improved from the 36th percentile to the 50th percentile (+14 percentile points), while Black/African American students demonstrated the largest gain, increasing from the 39th percentile to the 55th percentile (+16 percentile points). Overall, the data reflects substantial growth in English Language Arts achievement since the baseline year, with all reported student groups demonstrating meaningful gains. Schoolwide performance has improved from below the national average to above the national median, indicating sustained academic progress across the LEA.

5	% enrollment in courses required by the state for middle and high school	100%	100%	100%	100%	The percentage of students enrolled in courses required by the state for middle school has remained at 100% from the baseline year to the current year. All students in grades 6 through 8 continue to have access to and are enrolled in a standards aligned broad course of study.
6	% of EL Students improving at least one level on ELPAC (Dashboard ELPI)	2023 – 59.6%	2024 – 54.3%	2025 - 53.5%	2026 - 64.6%	Compared to the 2023 baseline, the percentage of English Learner students improving at least one level on the ELPAC decreased from 59.6% to 53.5%, a decline of 6.1 percentage points. This shift indicates that while a majority of English Learners continue to demonstrate progress in English language proficiency, the rate of students making at least one level of growth has decreased since the

						baseline year. However, the school's overall reclassification rate increased by 15%.
7	EL Reclassification rate	2023 – 22%	2024 – 31%	2025 – 37%	2026 – 27%	Compared to the 2023 baseline, the English Learner reclassification rate increased from 22% to 37%, reflecting a 15 percentage point gain. This indicates significant progress in supporting English Learners to reach proficiency and successfully transition out of EL status over time.

Goal Analysis for 2026-27

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences.

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

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

Vox Collegiate has demonstrated measurable and sustained progress toward its LCAP academic achievement goals, indicating that its instructional strategies and student support systems are effective in improving outcomes across multiple measures. In English Language Arts, proficiency increased from 35.3% in 2023 to 38.36% in 2025, with notable gains for Students with Disabilities (0% to 12.5%), Hispanic/Latino students (35.8% to 40.66%), and socioeconomically disadvantaged students (34.8% to 37.07%), reflecting improved equity in outcomes. In Mathematics, overall performance remained relatively stable (26.6% to 26.36%), but student group growth was evident, including Students with Disabilities (0% to 8%), English Learners (8% to 13.95%), and

Hispanic/Latino students (21.8% to 28.96%), suggesting targeted supports are strengthening achievement for key student groups. Local NWEA MAP data further reinforces this progress, with Math median achievement increasing from the 33rd percentile to the 52nd percentile schoolwide and ELA from the 37th to the 52nd percentile, with strong gains across multiple student groups, including Black/African American students. While English Learner ELPAC growth rates declined from 59.6% to 53.5%, the EL reclassification rate increased from 22% to 37%, indicating stronger cumulative progress toward language proficiency over time. Overall, these results suggest that the LEA's combination of standards-aligned instruction, targeted intervention, and English learner supports is effectively driving academic growth, particularly for historically underserved student groups.

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

There are no substantive changes to planned goals and actions.

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
Action #1	Equipping Staff - Professional Development and Staff Collaboration	Professional Development: - Support staff in developing a deeper understanding of state assessments and Common Core Standards - Provide professional development opportunities for instructional staff that focuses on implementing best practices to increase and improve academic achievement for all students in math and ELA Staff Collaboration and Data Analysis: - Provide regular time for staff to review ongoing assessment data, modifying instruction as needed - Designate time for meaningful collaboration between teachers, school leadership,	$193,848.00	No

Action #	Title	Description	Total Funds	Contributing
		and our Special Education team to communicate best practices based on individual student needs		
Action #2	Assessment and Feedback	Assessment Design: - Designate time for teachers to create and revise formative and summative assessments based on ongoing data analysis, including NWEA and interim CAASPP assessments Feedback: - Extend staff time and opportunity to provide substantive individualized student feedback based on formative and summative assessments - Distribute individualized feedback to students in ELA and Math on regular intervals.	$141,411.00	No
Action #3	Targeted Math and ELA Instruction	- Collect and disaggregate data from assessments, including but not limited to CAASPP and NWEA MAP assessments - Staff uses data to guide collaboration and inform instruction, identify strategies for program improvement, and monitor student progress - Expand writing practice and alignment across content and grade	$282,170.00	No

Action #	Title	Description	Total Funds	Contributing
		levels with regular collaborative planning, assessment, and data review of argumentative, explanatory, and narrative writing, including applicability to math performance tasks		
Action #4	Targeted Math and ELA Intervention	- Implement small group intervention/tutoring for students performing below 50th percentile in math and ELA - Continue Khan Academy mastery practice and progress monitoring based on individual learning levels - Continue Reading Plus mastery practice and progress monitoring based on individual learning levels - Continue SST meetings to identify students who need additional support and develop plans to meet the needs of those students	$142,356.00	Yes
Action #5	Increase Math and ELA Proficiency – Students with Disabilities	Supporting Students with Disabilities Students: - Maintain close monitoring of progress and frequent collaboration with instructional staff, SPED staff, and administrators as needed - Provide access to additional small group tutoring, as needed, including	$265,516.00	No

Action #	Title	Description	Total Funds	Contributing
		outside of normal school hours		
Action #6	Increase Math and ELA Proficiency – English Learners	Supporting English Learner Students: - Maintain close monitoring of progress and frequent collaboration with instructional staff, and administrators as needed - Increase frequency of small group tutoring for EL students based on progress monitoring - Provide additional language supports in math and ELA classrooms for EL student access - Support staff to effectively implement designated and integrated ELD instruction and standards	$90,829.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	Vox Collegiate will maintain an exemplary school climate and culture where all students feel safe, valued, and are highly engaged in learning. The metrics and actions described below will be implemented to ensure that the progress made within Priority 1, 3, 5, 6, and 8 is continued over the next three years. These areas and metrics will be evaluated and monitored frequently, and actions will be taken if there is a need to elevate a priority to a broad or focus goal.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on data reported by educational partners, Vox Collegiate has not identified concerns or needs within Priority 1b and 2c, 3, 5, 6, and 8. The metrics described below ensure that the progress that we have made in these priority areas will be evaluated regularly and that legal obligations are met. The following actions have proven to be effective in maintaining outcomes within these areas, and reflect input from students, parents, staff, administrators, the school site council and parent advisory committee.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Safe and Clean Facilities: The school will maintain clean, safe facilities that meet appropriate zoning requirements and county health guidelines (Annual SARC Report - FIT)	Overall "Fair" rating on annual SARC FIT report (2022-2023)	Overall "Good" rating on annual SARC FIT report (2023-2024)	Overall "Good" rating on annual SARC FIT report (2024-2025)	Overall "Good" rating on annual SARC FIT report (2026-2027)	The rating has maintained an overall rating of "Good" from the "Fair" rating from the Baseline.
2	High Attendance: Improve Chronic Absenteeism Rate by 10% - Socioeconomically Disadvantaged (SED) -Students with Disabilities (SWD) - Hispanic/Latino (H/L) -Black (BL) -English Learner (EL) (Dataquest)	Chronic Absenteeism Rates (2022-2023): -Schoolwide: 41.9% -(SED): 41.6% -(SWD): 47.1% -(H/L): 37.8% -(BL): 61.8% -(EL): 41.5%	Chronic Absenteeism Rates (2023-2024): -Schoolwide: 28.6% -(SED): 29.5% -(SWD): 52.6% -(H/L): 26.5% -(BL): 38.9% -(EL): 30.6%	Chronic Absenteeism Rates (2024-2025): -Schoolwide: 22.7% -(SED): 29.5% -(SWD): 23.1% -(H/L): 20.3% -(BL): 33.3% -(EL): 23.4%	Chronic Absenteeism Rates (2026-2027): -Schoolwide: 31.9% -(SED): 31.6% -(SWD): 37.1% -(H/L): 27.8% -(BL): 51.8% -(EL): 31.5%	The data presented under Current Difference from Baseline reflects a 19.2 percent decrease in chronic absenteeism for the school overall and all student groups.
3	High Attendance: Improve Average Daily Attendance (ADA) to 95% (CALPADS/Dataquest and SIS)	ADA (2022-23) – 91%	ADA (2023-24) – 92.7%	ADA (2024-25) – 93.5%	ADA (2026-27) – 95%	The data presented under Current Difference from Baseline reflects an increase in ADA.
4	Engaged Learners: Maintenance of Low Suspension Rate below 5%	0.5% suspension rate in the 2022-2023 school year.	1.8% suspension rate in the 2023-2024 school year.	0.4% suspension rate in the 2024-2025 school year.	Maintain low suspension rate below 5%.	The data presented under Current Difference from Baseline reflects that the school has still

	(CALPADS/Dataquest and SIS)					maintained a suspension rate less than 5%.
5	Engaged Learners: Maintenance of Low Expulsion Rate below 5% (CALPADS/Dataquest and SIS)	0% expulsion rate in the 2022-2023 school year	0% expulsion rate in the 2023-2024 school year	0% expulsion rate in the 2024-2025 school year	Maintain low expulsion rate below 5%	The data presented under Current Difference from Baseline reflects a maintained expulsion rate of 0%.
6	Engaged Learners: Maintain or lower the number of students who dropout in Middle School (CALPADS/Dataquest and SIS)	0% dropout rate in the 2022-2023 school year	0% dropout rate in the 2023-2024 school year	0% dropout rate in the 2024-2025 school year	Maintain a low dropout rate below 1%	The data presented under Current Difference from Baseline reflects a maintained drop out rate of 0%.
7	Highly Engaged Educational Partners: Maintain the level of attendance at conferences, family workshops and/or trainings	99% of families attended family conferences in the 2022-2023 school year	99% of families attended family conferences in the 2023-2024 school year	99% of families attended family conferences in the 2024-2025 school year	Maintain the level of attendance at conferences, family workshops, and/or trainings	The data presented under Current Difference from Baseline reflects a maintained participation rate of 99%.
8	Highly Engaged Educational Partners: % of staff who respond positively to school safety and sense of connectedness	91% of staff agree/strongly agree that they belong at Vox in the 2022-23 school year	90% of staff agree/strongly agree that they belong at Vox in the 2023-24 school year	90% of staff agree/strongly agree that they belong at Vox in the 2024-25 school year	Maintain a high level of staff satisfaction: 90% of staff agree/strongly agree that they belong at Vox	The data presented under Current Difference from Baseline reflects a maintained satisfaction rate of a minimum of 90%.
9	Highly Engaged Educational Partners: % of students who respond positively to school safety and sense of connectedness	90% of students agree/strongly agree that they belong at Vox 90% of students agree/strongly agree that their classes are	90% of students agree/strongly agree that they belong at Vox 90% of students agree/strongly agree that their classes are	100% of students agree/strongly agree that they belong at Vox 100% of students agree/strongly agree that their classes are	Maintain a high level of student satisfaction: 90% of students agree/strongly agree that they belong at Vox 90% of students agree/strongly	The data presented under Current Difference from Baseline reflects a maintained satisfaction rate of a minimum of 90%.

		safe and under control	safe and under control	safe and under control	agree that their classes are safe and under control	

Goal Analysis for 2026-27

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences.

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

No material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Vox Collegiate's efforts to improve school climate and culture measured by ADA, chronic absenteeism, suspension and expulsion rates were effective. Due to the school's restorative practices, social emotional learning program, and mental health supports, student attendance, engagement in learning, and an overall sense of belonging and satisfaction increased. Since the Baseline year, the chronic absenteeism decreased from 41.9% to 22.7% which is a decrease of 19.2%.

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

The school will continue its focus on student behavior through positive incentives, alternative consequences, and supporting student mental health through partnerships.

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
Action #1	Student and Staff Culture Celebrations	We will have regular student and staff culture celebrations to promote a positive school climate. -Monthly family meeting -Celebrate student of the week -Semester awards -Core value award -MAP growth -Regular cultural	$56,303.00	No

Action #	Title	Description	Total Funds	Contributing
		celebrations -Latino Heritage -Black History Month		
Action #2	Restorative Practices	Implement increased restorative practices with respect to school discipline and PBIS (Culture Coordinator) -Pairing of PBIS and restorative justice practices -Designated restorative practices lead engaged in professional development with IIRP. Provides explicit staff professional development on restorative practices (stipend) -Collaboratively build and maintain restorative assignments library (fighting, bullying; cyber) -Culture Coordinator to conduct restorative conferences -Revised student and family handbook to reflect restorative practices as our grounding philosophy -Utilizing Aeries for tracking awards and consequences with staff to monitor and implement systems -Increase utilization of InSchool Suspension in place of Out of School Suspension, and adopt restorative protocols for In-	$247,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School Suspension -Robust response to intervention staff professional development		
Action #3	Student Enrichment	Student Enrichment -Enrichment Courses - Art -Clubs & Intramurals- video games, anime, volleyball -Field trips - college visits annually, earned and entitled field trips	$221,463.00	Yes
Action #4	Social Emotional Learning and Mental Health	Social Emotional Learning and Mental Health -Homeroom Circles: focus on helping students feel as though their identity is an asset to their academic success rather than a barrier. Because of the small advisory group size students are able to develop a bond with each other and a trusted adult which will allow the adult to scan for any needs that should be addressed in a 1:1 ; Builds student empathy and fosters connections with an adult and school setting. (Culture Coordinator and Student Supports Lead) -Mental Health Clinician through Community Partnership i. consults and advises teachers and staff with mental health needs	$153,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ii. runs professional development related to mental health issues iii. provides individual and small group counseling		
Action #5	Attendance Initiatives	Any student who misses three classes in one week will receive a parent phone call from a leadership team member, along with additional check-ins from an assigned staff member. Additional supports may be provided as determined through the SST or Response to Intervention process. Operations support staff dedicated to supporting student attendance, engagement, and enrollment. - Awards, field trips, and classroom incentives will be provided for students who attain perfect attendance and/or increase their average daily attendance.	$102,422.00	No
Action #6	Health and Safety	Vox Collegiate will continue to ensure well maintained facilities following all health protocols per public health guidance with annual safety plan update and training. - Vox Collegiate will work with school leadership and outside organizations to	$503,758.00	No

Action #	Title	Description	Total Funds	Contributing
		create a renewed communications and response plan for disaster events. - Continue annual inspection of facilities to ensure standards of safety and access. Identified issues will be tracked and completed as needed. - Conduct annual school climate survey. - Maintain community safety for student coming to and leaving from school.		
Action #7	Highly Engaged Educational Partners: Promote Educational Partner Participation	Annual School Climate Survey - Conduct annual stakeholder survey to gather input on educational programs - Make revisions and improvements based on survey results Educational Partner Councils, Committees, and Input Meetings - Continue ongoing recruitment of families, focusing on parents of English Learners, socioeconomically disadvantaged students, and students with disabilities, to participate in the active School Site Council and any other parent advisory committees - Hold input meetings for	$192,742.00	No

Action #	Title	Description	Total Funds	Contributing
		students, parents, and parents of students with disabilities Ongoing Parent-Educator Workshops and Support - Host a minimum of 3 parent educator workshops that staff and parents collaborate on to cover topics that further supports learning at home Provide regular communication with families regarding individual student progress (Budget: Aeries & Class Dojo) - Weekly communication about student progress - Conduct parent-Advisor conferences (with students present) once per trimester to inform parents about students' progress.		
Action #8	Operational Soundness	Vox will ensure all students have access to healthy resources at school including: - Breakfast and lunch - Snacks as appropriate - Clean Water - Emergency Supplies - Required Health Screening Vox will maintain an operationally sound school following required legal and	$787,599.00	No

Action #	Title	Description	Total Funds	Contributing
		regulatory requirements of relevant authorities.		

Goal

Goal #	Description	Type of Goal
Goal 3	Increasing Student Outcomes: Vox Collegiate will provide students equitable access to a highquality, well-rounded, and standards-aligned education assuring college and/or career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a middle school, it is crucial that students make academic gains towards high school readiness during their time at Vox Collegiate. The school's academic program is designed to make progress towards student proficiency in core subjects prior to 8th grade culmination. Because many of our students come to us below grade level, we must invest heavily in instructional resources and supports that will ensure accelerated academic growth and readiness for college.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	High Quality, Standards - Based Curriculum: All students have standards-aligned instructional materials in school and at home (Annual SARC Report)	100% of students have access to standards-aligned materials and curriculum with ELD (2022-2023)	100% of students have access to standards-aligned materials and curriculum with ELD (2023-2024)	100% of students have access to standards-aligned materials and curriculum with ELD (2024-2025)	100% of students have access to standards-aligned materials and curriculum with ELD	The data presented under Current Difference from Baseline reflects a maintenance rate of 100%.
2	Maintaining Highly Qualified Teachers: Teachers and staff are appropriately assigned and fully credentialed in area taught (CALSAAS &	83% of current staff are appropriately assigned and fully credentialed in area taught	87% of current staff are appropriately assigned and fully credentialed in area taught	100% of current staff are appropriately assigned and fully credentialed in area taught	At least 90% of current staff are appropriately assigned and fully credentialed in area taught	The data presented under Current Difference from Baseline reflects an increase in the percentage of staff that are appropriately assigned and

	Annual SARC Report)					fully credentialed.
3	Maintaining Highly Quality Instruction: Implementation of all adopted standards, access to a broad course of study (CALSAAS & Annual SARC Report)	100% of courses conducted with state-adopted standards	100% of courses conducted with state-adopted standards	100% of courses conducted with state-adopted standards	100% of courses conducted with state-adopted standards	The data presented under Current Difference from Baseline reflects a maintenance rate of 100%.
4	Maintaining Student Preparedness: % enrollment in courses required by the state for middle and high school	100% of students enrolled in courses required by the state for middle and high school	100% of students enrolled in courses required by the state for middle and high school	100% of students enrolled in courses required by the state for middle and high school	100% of students enrolled in courses required by the state for middle and high school	The data presented under Current Difference from Baseline reflects a maintenance rate of 100%.

Goal Analysis for 2026-27

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences.

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

No material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on the data analyzed, the actions implemented by Vox Collegiate have been effective in advancing the goal of increasing student outcomes through equitable access to rigorous, standards aligned instruction. The school's continued focus on data driven instruction, targeted intervention, written expression and communication, blended learning, and ongoing analysis of student performance through NWEA MAP and common assessments has strengthened instructional practices and accelerated student learning. These efforts contributed to continued academic growth, with 68.5 percent of students improving their ELA CAASPP performance and 67.3 percent improving in Mathematics from the prior year. Vox Collegiate also earned the Accelerated performance level in both ELA and Mathematics on the California School Dashboard, reflecting growth that exceeded state expectations. Longitudinally, the school's ELA Distance from Standard improved by 39.1 points between 2019 and 2024, demonstrating sustained academic progress. Collectively, these results indicate that the LEA's instructional strategies, progress monitoring systems, and commitment to high-quality teaching are effectively improving student achievement and advancing college and career readiness for all students.

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

There are no substantive changes to planned goals and actions.

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
Action #1	Curriculum and Instruction	Select and secure curricular materials, including scope and sequences, daily lesson materials, and assessments aligned to Common Core and NGSS -Premium licenses for Reading Plus, NearPod, Newsela, Lexia, Zoom; Chromebooks, Hotspots, etc. -TCI, FUSE, Reading Reconsidered, OpenUp Resources as core curriculum Develop instructional plans aligned to adopted curricular materials Maintain continuity of access to online tools and instruction for all students and staff, including basic online infrastructure	$97,158.00	No
Action #2	Assessments	Develop internal assessments as needed and Principal to provide PD to staff to support implementation	$141,411.00	Yes
Action #3	Professional Development	Teacher and staff professional development -3 weeks of summer professional development for	$186,582.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers regarding instruction, culture, and operations to foster a safe and positive school culture and climate Mental Health First Aid, Trauma Informed Practices, Restorative Circles, and Mandated Reporter. -weekly professional development for teachers regarding school and classroom practices that create a positive and safe school culture. -weekly coaching and coaching meetings to all staff in support of instructional and classroom culture techniques -NWEA data analysis Will include Title II allocation for teacher support.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$945,011.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.23%	0.00%	$0.00	38.23%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(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
	Improved Academic Outcomes (growth and achievement)	Vox Collegiate identified a high need to improve math and ELA proficiency based on Math CAASPP assessment scores and NWEA MAP assessment data. Greater than 50% of our students are working below grade level and need additional support to increase learning. Math CAASPP 2025 assessment results – - Schoolwide: 26.% - Socioeconomically Disadvantaged: 26.22% - Students with Disabilities: 14.29% - Hispanic and/or Latino: 28.96% - Black: 11.43% - English Learners: 13.95% ELA CAASPP 2025 assessment results – - Schoolwide: 38.36% -	Based on assessment results and perception data, the school will implement the actions described in the 2024-2025 LCAP to increase math and ELA proficiency.

		Socioeconomically Disadvantaged: 37.07% - Students with Disabilities: 12.5% - Hispanic and/or Latino: 40.66% - Black: 25.71% - English Learners: 9.3% In addition, students in grades 6-8 scored in the 52nd percentile in Spring 2025 on NWEA MAP ELA assessments. The school achieved an Average Growth Percentile (AGP) of 67 in English Language Arts (ELA) on the NWEA MAP Growth assessment, indicating that students demonstrated greater academic growth than 67% of comparable students nationwide. Students in grades 6-8 scored in the 52nd percentile in Spring 2025 on NWEA MAP Math assessments. The school achieved an Average Growth Percentile (AGP) of 73 in Mathematics on the NWEA MAP Growth assessment, indicating that students demonstrated greater academic growth than 73% of comparable students nationwide.	

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

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

Vox Collegiate does not have any limited actions associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds. All contributing actions are funded through identified LCFF expenditures. Therefore, no separate methodology for calculating a Planned Percentage of Improved Services is applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration

(above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Concentration grant funding is used to continue to support Vox Collegiate's grade-level teaching assistant model that provides a teaching assistant dedicated to each grade level. The teaching assistant model provides for a 1:19 ratio of direct services to students throughout the school day and enhances opportunities for small group, differentiated instruction.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:23.9
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:21.5

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$2,471,909.00	$945,011.00	38.23%	0.00%	38.23%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$3,633,302.00	$397,643.00	$0.00	$169,928.00	$4,200,873.00	$2,571,445.00	$1,629,428.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Equipping Staff - Professional Development	All students	NO	LEA-Wide	N/A	Vox Collegiate	1 Year

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		and Staff Collaboration						
1	2	Assessment and Feedback	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
1	3	Targeted Math and ELA Instruction	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
1	4	Targeted Math and ELA Intervention	All students	Yes	LEA-Wide	N/A	Vox Collegiate	1 year
1	5	Increase Math and ELA Proficiency – Students with Disabilities	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
1	6	Increase Math and ELA Proficiency – English Learners	English Language Learners	Yes	LEA-Wide	N/A	Vox Collegiate	1 year
2	1	Student and Staff Culture Celebrations	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
2	2	Restorative Practices	All students	Yes	LEA-Wide	N/A	Vox Collegiate	1 year
2	3	Student Enrichment	All students	Yes	LEA-Wide	N/A	Vox Collegiate	1 year
2	4	Social Emotional Learning and Mental Health	All students	Yes	LEA-Wide	N/A	Vox Collegiate	1 year
2	5	Attendance Initiatives	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
2	6	Health and Safety	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
2	7	Highly Engaged	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Educational Partners: Promote Educational Partner Participation						
2	8	Operational Soundness	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
3	1	Curriculum and Instruction	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year
3	2	Assessments	All students	Yes	LEA-Wide	N/A	Vox Collegiate	1 year
3	3	Professional Development	All students	No	LEA-Wide	N/A	Vox Collegiate	1 year

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentag of Improved
1	1	$0.00	$193,848.00	$193,848.00	$0.00	$0.00	$0.00	$193,848.00	0.00%
1	2	$0.00	$141,411.00	$141,411.00	$0.00	$0.00	$0.00	$141,411.00	0.00%
1	3	$0.00	$282,170.00	$282,170.00	$0.00	$0.00	$0.00	$282,170.00	0.00%
1	4	$0.00	$142,356.00	$142,356.00	$0.00	$0.00	$0.00	$142,356.00	0.00%
1	5	$0.00	$265,516.00	$265,516.00	$0.00	$0.00	$0.00	$265,516.00	0.00%
1	6	$0.00	$90,829.00	$90,829.00	$0.00	$0.00	$0.00	$90,829.00	0.00%
2	1	$0.00	$56,303.00	$56,303.00	$0.00	$0.00	$0.00	$56,303.00	0.00%
2	2	$0.00	$247,484.00	$247,484.00	$0.00	$0.00	$0.00	$247,484.00	0.00%
2	3	$0.00	$221,463.00	$221,463.00	$0.00	$0.00	$0.00	$221,463.00	0.00%
2	4	$0.00	$153,461.00	$153,461.00	$0.00	$0.00	$0.00	$153,461.00	0.00%
2	5	$0.00	$102,422.00	$102,422.00	$0.00	$0.00	$0.00	$102,422.00	0.00%
2	6	$0.00	$503,758.00	$503,758.00	$0.00	$0.00	$0.00	$503,758.00	0.00%
2	7	$0.00	$192,742.00	$192,742.00	$0.00	$0.00	$0.00	$192,742.00	0.00%
2	8	$0.00	$787,599.00	$787,599.00	$0.00	$0.00	$0.00	$787,599.00	0.00%
3	1	$0.00	$97,158.00	$97,158.00	$0.00	$0.00	$0.00	$97,158.00	0.00%
3	2	$0.00	$141,411.00	$141,411.00	$0.00	$0.00	$0.00	$141,411.00	0.00%
3	3	$0.00	$186,582.00	$186,582.00	$0.00	$0.00	$0.00	$186,582.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$2,471,909.00	$945,011.00	38.23%	0.00%	38.23%	$945,011.00	0.00%	38.230%

Totals by Type	Total LCFF Funds
Total:	$945,011.00
LEA-wide Total:	$604,165.00
Limited Total:	$340,846.00
Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	Targeted Math and ELA Intervention	Yes	LEA-Wide	N/A	Vox Collegiate	$142,356.00	0.00%
1	6	Increase Math and ELA Proficiency – English Learners	Yes	LEA-Wide	N/A	Vox Collegiate	$90,829.00	0.00%
2	2	Restorative Practices	Yes	LEA-Wide	N/A	Vox Collegiate	$247,484.00	0.00%
2	3	Student Enrichment	Yes	LEA-Wide	N/A	Vox Collegiate	$221,463.00	0.00%
2	4	Social Emotional Learning and Mental Health	Yes	LEA-Wide	N/A	Vox Collegiate	$153,461.00	0.00%
3	2	Assessments	Yes	LEA-Wide	N/A	Vox Collegiate	$141,411.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$933,866.00	$0.00	$933,866.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,415,462.00	$933,866.00	0.00%	38.66%	$933,866.00	0.00%	38.66%	$0.00	0.00%

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. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in

meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

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

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

Required Actions

- 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).