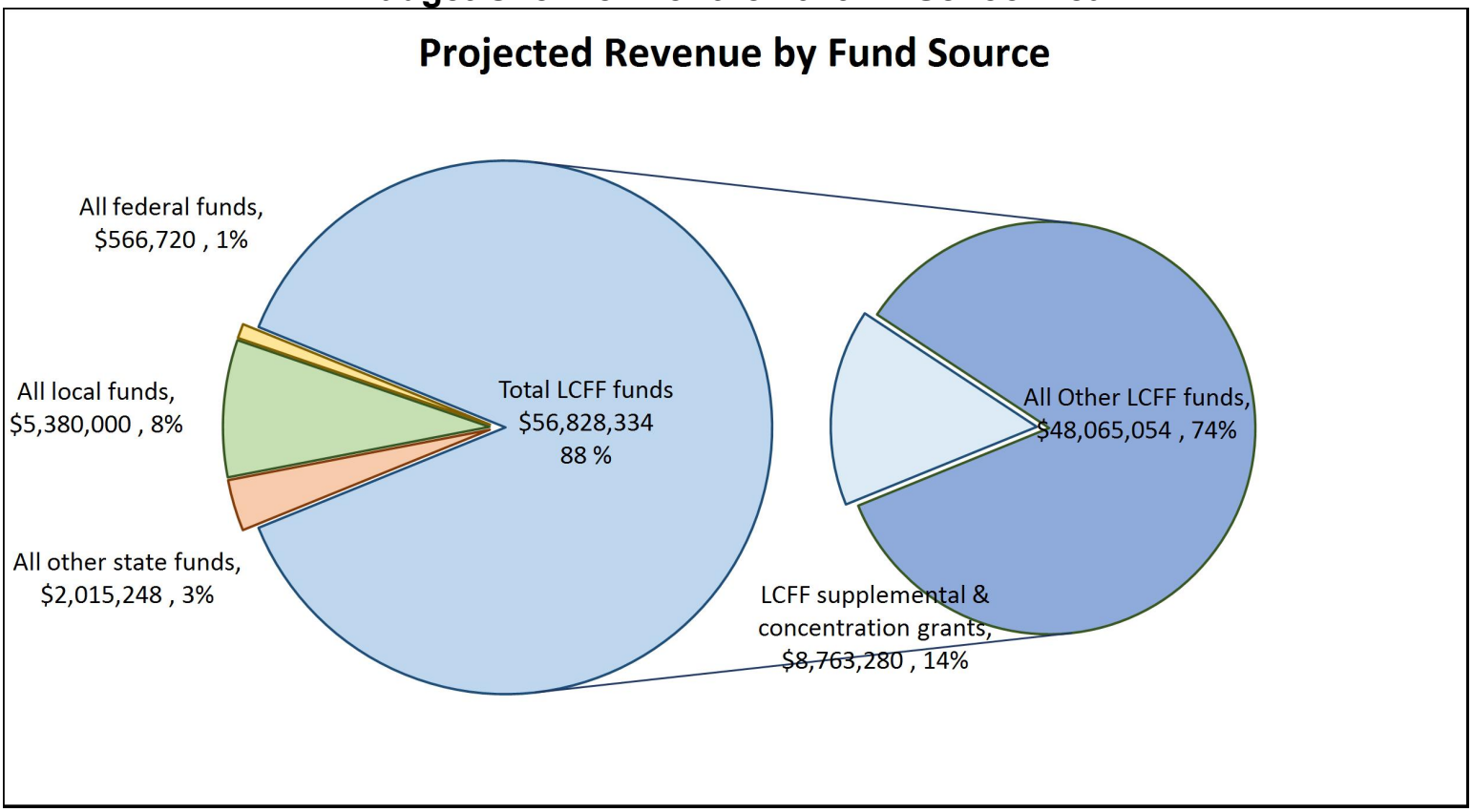
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taylion High Desert Academy
CDS Code: 36675870128462
School Year: 2026-27
LEA contact information:
Brenda Congo
Director of Schools
brenda.congo@taylion.com
760.951.5501

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

Budget Overview for the 2026-27 School Year

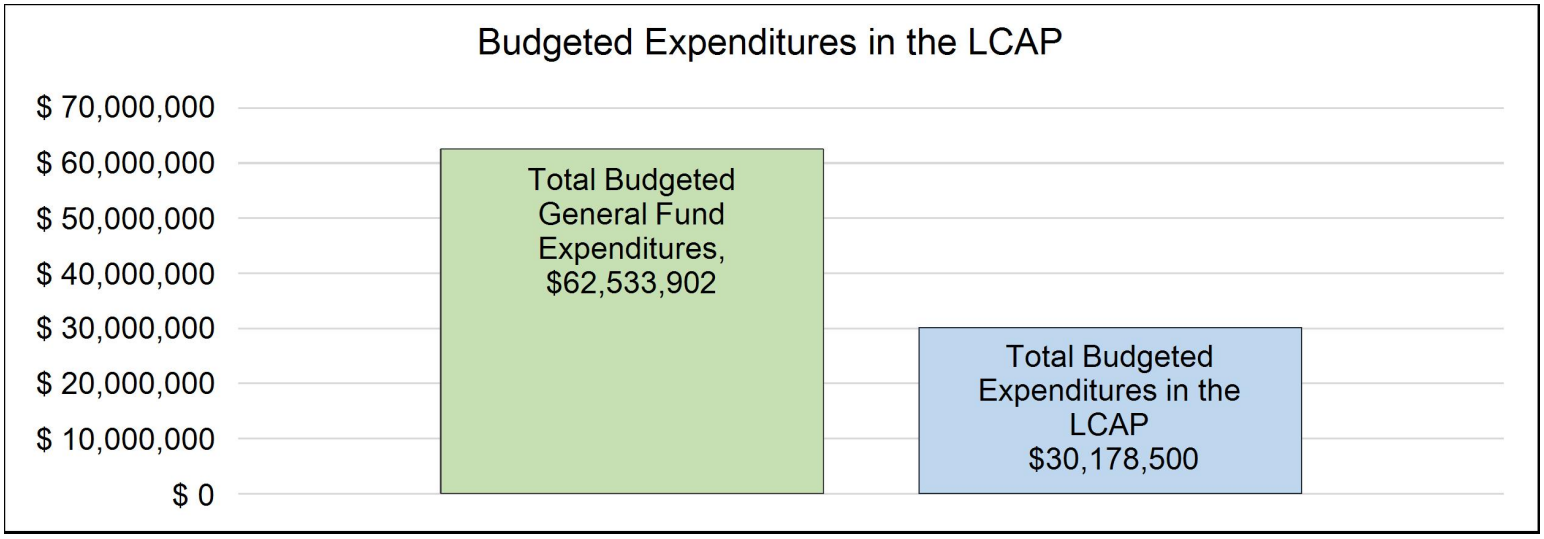


This chart shows the total general purpose revenue Taylion High Desert Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taylion High Desert Academy is $64,790,302, of which $56,828,334 is Local Control Funding Formula (LCFF), $2015248 is other state funds, $5380000 is local funds, and $566720 is federal funds. Of the $56,828,334 in LCFF Funds, $8763280 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 Taylion High Desert Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Taylion High Desert Academy plans to spend $62533902 for the 2026-27 school year. Of that amount, $30178500 is tied to actions/services in the LCAP and $32,355,402 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

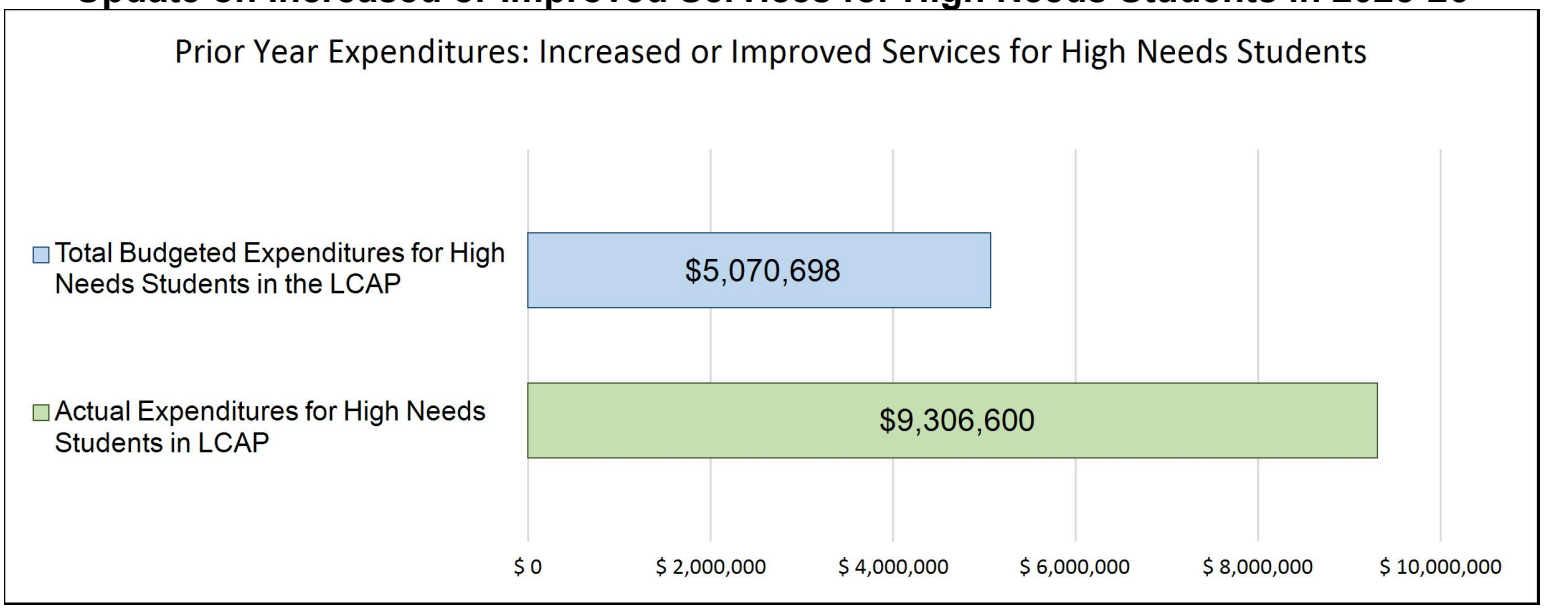
General Fund Budget expenditures not included in the LCAP include teacher, certificated administrative and classified salaries and benefits, other curriculum and student materials, lease expenses, special education costs and other administrative functions including audit, general liability insurance, district oversight, and marketing.

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

In 2026-27, Taylion High Desert Academy is projecting it will receive $8763280 based on the enrollment of Foster Youth, English learner, and low-income students. Taylion High Desert Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Taylion High Desert Academy plans to spend $18347000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Taylion High Desert Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Taylion High Desert Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Taylion High Desert Academy's LCAP budgeted $5070698 for planned actions to increase or improve services for high needs students. Taylion High Desert Academy actually spent $9306600 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy	Brenda Congo Director of Schools	brenda.congo@taylion.com 760.951.5501

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.

Taylion High Desert Academy (THDA) is a WASC and Cognia accredited free public charter school that serves students in grades TK through 12 across San Bernardino County and the surrounding counties of Kern, Inyo, Riverside, Orange, and Los Angeles. THDA is a Dashboard Alternative School Status (DASS) qualifying school with a non-classroom based instructional program. The school provides flexible learning options that allow students to receive instruction and support at home, in class, and online. Since its opening in the 2013 to 2014 school year, THDA has remained committed to serving its community by building strong relationships with students and their home systems of support.

The school also operates centers and an online learning center that provides access to instruction, tutoring, counseling, and academic monitoring. These locations offer in person services such as assessments, small group instruction, counseling, and enrichment activities while maintaining the flexibility of THDA's independent study, homeschool and online learning opportunities.

The elementary program, serving students in TK through grade 5, emphasizes close collaboration between families and educational representatives to support continuous academic progress. Students participate in synchronous learning sessions, peer interactions, enrichment activities, and field trips that strengthen foundational skills. The middle school program, serving grades 6 through 8, provides a structured independent learning model supported by ongoing home school communication and opportunities for group learning and activities that promote academic readiness and social emotional development. The high school program, serving grades 9 through 12, offers individualized pathways that allow students to recover credits, stay on track for graduation, or accelerate their learning. Students receive

regular progress monitoring, college and career readiness guidance, and access to A through G courses, CTE pathways, and dual enrollment opportunities.

Across all grade levels, THDA's instructional model is anchored by personalized support from Education Specialists who provide small group instruction, academic planning, and consistent communication with families. Through this model, THDA prepares students for their next steps, whether transitioning to the next grade level, promotion, graduating from high school, entering the workforce, or pursuing college and career pathways, while ensuring that each student is supported academically, socially, and emotionally.

Reflections: Annual Performance

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

Taylion High Desert Academy (THDA) continues to operate as a Dashboard Alternative School Status (DASS) program, which reflects the school's commitment to serving students who experience significant barriers to academic progress. These barriers include chronic absenteeism, academic performance below grade level, high rates of transiency, and social emotional needs that require individualized support. The DASS designation provides essential context for interpreting Dashboard indicators and local data, and it reinforces the school's responsibility to provide flexible learning pathways that meet students where they are.

Annual performance data show that THDA consistently maintains strong participation rates on state assessments. For several consecutive years, the school has met or exceeded the 95 percent participation requirement for CAASPP in English language arts, mathematics, and science, as well as for the ELPAC. This reflects ongoing efforts to re-engage students, maintain communication with families, and ensure that students have the support needed to complete required assessments. Although overall CAASPP proficiency rates remain low compared to local district and state averages, these results are consistent with performance patterns for DASS schools statewide. THDA continues to use these data to identify areas of need, strengthen intervention systems, and refine instructional practices.

Graduation outcomes remain a significant area of strength. THDA identifies its one-year DASS graduation cohort each year and provides targeted support to ensure that students remain on track to graduate within the same school year. The school has maintained a high one-year DASS graduation rate for four consecutive years, demonstrating the effectiveness of its individualized learning plans, credit recovery systems, and consistent academic monitoring. Local data also show improvements in attendance and re-engagement, with Average Daily Attendance increasing over time as a result of strengthened communication, increased on-site and online support, and expanded student engagement opportunities.

Overall, the Dashboard and local data reflect both the challenges and the progress associated with serving a high needs population. THDA continues to refine its instructional systems, intervention programs, and family engagement strategies to support improved academic outcomes while maintaining a strong focus on relationship building, personalized learning, and student wellbeing.

Reflections: Technical Assistance

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

THDA continues to provide students with the materials, tools, and instructional supports needed to participate successfully in independent study, homeschool, in person learning, and online learning. Each school year, students receive access to curriculum, technology, and

learning resources that allow them to complete coursework from home or on-site. Students are provided with devices, internet resources, and the applications and software required to engage in their academic program. These resources ensure that students can access instruction, complete assignments, participate in assessments, and communicate with staff regardless of their learning environment.

Students also receive ongoing academic and technical assistance through scheduled meetings with teachers and educational staff, both online and in person. Learning centers offer in person support for assessments, tutoring, small group instruction, and academic check ins. Online learning support is available for students who require flexible access to instruction or who benefit from remote communication. Staff members work closely with students and families to troubleshoot technology issues, provide guidance on digital platforms, and ensure that students can navigate their coursework effectively.

These systems have strengthened THDA's ability to serve a diverse and highly mobile student population. By maintaining consistent access to materials, technology, and instructional support, the school continues to reduce barriers to participation and engagement. This approach remains essential for a DASS school, where students often require flexible pathways and reliable access to academic assistance in order to make progress toward graduation and postsecondary goals.

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.

Taylion High Desert Academy

Support for Identified Schools

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

Taylion High Desert Academy (THDA) utilized a comprehensive school-level needs assessment process to support the development of its Comprehensive Support and Improvement (CSI) plan. The needs assessment included a review of both state and local performance data and incorporated meaningful educational partner input to identify strengths, areas of need, and evidence-based strategies for improvement.

The school leadership team, Director of Schools, Achievement Coordinator, coordinators, lead teachers, Educational Representatives, counselors, and support staff conducted a structured data analysis process that included reviewing California School Dashboard indicators, CAASPP Mathematics and English Language Arts results, CAST Science results, ELPAC results, graduation data, attendance and chronic absenteeism data, subgroup performance reports, and MTSS intervention data. Local assessment data analyzed included Edmentum benchmark assessments, Study Island unit pre- and post-assessments, Exact Path diagnostic and growth reports, student work samples, course completion data, grades, tutoring participation records, and progress-monitoring data collected through the school's MTSS framework. These multiple data sources were triangulated to identify patterns of performance and determine root causes of low achievement.

The comprehensive needs assessment identified mathematics achievement as the school's most significant area of concern. CAASPP Mathematics results indicated that overall performance remained below standard, with English Learners, socioeconomically disadvantaged

students, and major student groups including Black/African American, Hispanic, and White students demonstrating continued performance gaps. Local assessment data from Exact Path, Study Island, and MTSS progress monitoring confirmed deficits in foundational math skills, grade-level proficiency, and conceptual understanding, particularly among unduplicated student groups.

Educational partner feedback was an important component of the needs assessment process. THDA reviewed student, parent, guardian, and staff survey results, feedback collected through Student Council meetings, family engagement events, ELAC meetings, parent conferences, staff collaboration meetings, and informal feedback gathered throughout the school year. Educational partners consistently expressed a desire for increased academic intervention, more personalized support in mathematics, expanded tutoring opportunities, and additional teacher training to help address learning gaps. This feedback was reviewed alongside state and local performance data and used to identify priority needs and inform the selection of interventions.

Based on the results of the comprehensive needs assessment, THDA identified several resource inequities contributing to gaps in student achievement. These included the need for additional mathematics intervention support, varying levels of teacher experience within the non-classroom-based instructional model, and barriers associated with high student mobility, socioeconomic challenges, and inconsistent academic support outside of school.

To address the identified needs, THDA selected evidence-based interventions that meet the requirements of ESSA Tier I evidence. The selection process included reviewing student performance data, local assessment results, educational partner feedback, and research related to effective mathematics interventions for struggling learners. The CSI plan includes implementation of ESSA Tier I interventions, including a Multi-Tiered System of Supports (MTSS), personalized learning pathways through Exact Path Math, standards-aligned diagnostic and progress monitoring through Study Island and Edmentum assessments, targeted tutoring and small-group mathematics instruction, and ongoing teacher coaching and professional development provided through the Director of Achievement model. These interventions were specifically selected to address the mathematics achievement gaps identified through the school-level needs assessment and to improve outcomes for English Learners, socioeconomically disadvantaged students, and other student groups performing below standard.

Monitoring and Evaluating Effectiveness

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

THDA will monitor the implementation and effectiveness of its CSI plan through a continuous improvement cycle that includes quarterly reviews of implementation data, local assessment data, and student outcome data. School leadership, the Achievement Coordinator, lead teachers, and intervention staff will review data from CAASPP, Exact Path, Study Island, Edmentum benchmark assessments, MTSS progress-monitoring tools, tutoring logs, attendance records, course completion data, and subgroup performance reports to determine whether the ESSA Tier I interventions are being implemented with fidelity and producing the intended outcomes.

Particular attention will be given to mathematics achievement for English Learners, socioeconomically disadvantaged students, and other student groups identified through the school-level needs assessment as performing below standard. Progress will be measured through growth on local benchmark assessments, MTSS progress-monitoring data, completion of personalized learning pathways, tutoring participation, and annual CAASPP mathematics results.

The CSI leadership team will review implementation evidence quarterly to determine whether interventions should be continued, expanded, modified, or replaced. Findings will be shared with educational partners, including staff and families, as part of the school's ongoing continuous improvement process.

Study Island / Exact Path:
Leadership will review student participation rates, assessment completion rates, growth reports, and subgroup performance quarterly to evaluate implementation fidelity and effectiveness. Results will be compared to baseline needs assessment data to determine whether the interventions are improving mathematics achievement.

Tutoring:
Tutoring effectiveness will be monitored through attendance logs, progress-monitoring data, benchmark assessment growth, and CAASPP-aligned mathematics performance. Student progress for English Learners and socioeconomically disadvantaged students will be reviewed quarterly.

Achievement:
The Achievement Coordinator will monitor the implementation of Tier I instructional practices, MTSS interventions, and mathematics professional development. Effectiveness will be measured through classroom observations, intervention implementation data, teacher feedback, student growth on local assessments, and California School Dashboard outcomes.

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.

THDA continues to prioritize meaningful engagement with students, families, staff, and community partners as an essential component of its continuous improvement process. The school maintains multiple structures for gathering input, building relationships, and ensuring that educational partners have opportunities to contribute to decision making. Student Council remains an active leadership body that meets regularly to discuss schoolwide needs, plan activities, and strengthen student voice. The Student Council President and Vice President represented THDA at the California Charter Schools Association Student Pitch competition in Long Beach, where they were selected as one of five finalist teams out of hundreds of applicants. They presented their innovative concept for a new app, demonstrating strong communication and leadership skills while representing the school at a statewide level. Throughout the year, THDA offers a variety of field trips, including visits to colleges and universities, enrichment activities, and community events that support student engagement and exposure to postsecondary opportunities. The school also hosted its third Prom in Spring 2026 over one hundred students in attendance, reflecting increased student participation in schoolwide events.

Families remain central partners in THDA’s work. Parents, guardians, and educational representatives are invited to participate in activities such as back-to-school events, awards ceremonies, Student Council activities, senior events, and family engagement nights. These events provide opportunities for families to connect with staff, learn about academic expectations, and share feedback. THDA continues to use these interactions, along with surveys and informal conversations, to gather valuable input on the LCAP, school climate, and areas of need. Survey responses from students and families consistently indicate satisfaction with instruction, communication, and the availability of staff, and this feedback informs planning and resource allocation.

THDA also maintains strong partnerships with community agencies to support student learning and well-being. These partners include Desert Mountain Charter SELPA, Victor Valley College, Adelanto Elementary School District, San Bernardino County Superintendent of Schools, CareSolace, and accreditations with Cognia and the Western Association of Schools and Colleges. These partnerships expand access to academic services, mental health supports, postsecondary pathways, and compliance resources. Through ongoing collaboration with these organizations, THDA is able to provide a more comprehensive network of support for students and families.

Engagement activities and partnerships continue to provide THDA with essential qualitative and quantitative information that guides program improvement. Feedback from surveys, events, and partner meetings is reviewed by leadership and staff to identify trends, refine supports, and ensure that the needs of students and families are reflected in the LCAP and in schoolwide planning

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student outcomes in academic achievement and graduation rates by strengthening the analysis and use of California School Dashboard indicators, state testing results, district benchmarks, and intervention data. This includes evaluating program effectiveness and ensuring that physical, human, and financial resources are allocated to support improved performance for all student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students at Taylion receive an appropriate individualized learning path with multiple opportunities to succeed academically and graduate prepared for their next big step.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard English Language Arts Indicator	Red	Red	Orange	Yellow	Target nearly met.
1.2	CA School Dashboard Mathematics Indicator	Red	Red	Orange	Yellow	Target nearly met.
1.3	CA School Dashboard Science Indicator	Red	No Performance Color in 2024	Yellow	Yellow	Target Met.
1.4	CA School Dashboard Grad Rate Indicator	95.1%	93.8%	97.3	90-100% consistently	Target Met.

Goal Analysis [2025-26]

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

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

Last year's Goal 1 focused on improving student outcomes in academic achievement and graduation rates by strengthening the analysis and use of state testing results, district benchmarks, intervention data, and program effectiveness measures. The goal also emphasized the need to ensure that physical, human, and financial resources were aligned to support improved performance for all student groups. Progress toward this goal was mixed, with notable strengths in participation rates, graduation outcomes, and data collection systems, and continued challenges in academic proficiency and subgroup performance.

Successes and Areas of Progress
THDA maintained strong participation rates on CAASPP and ELPAC, consistently meeting the 95 percent requirement across all assessments. This reflects effective communication with families, improved scheduling systems, and increased support for students during testing windows. The school also continued to demonstrate strong performance on the DASS one year graduation rate, maintaining high completion rates for a few consecutive year. This outcome indicates that the school's individualized learning plans, credit monitoring processes, and academic support structures are effective in helping students complete graduation requirements.

Local benchmark data collection improved through the expanded use of Exact Path, Study Island, and MTSS progress monitoring. Staff received training on how to interpret these data sources, and leadership increased the frequency of data review meetings. These efforts strengthened the school's ability to identify learning gaps, monitor student progress, and adjust interventions. Tutoring support and instructional materials to address identified needs in mathematics and reading.

Challenges and Areas Needing Improvement
Despite improvements in data systems and resource allocation, state testing results continue to show that students are performing below standard in both English language arts and mathematics. Mathematics remains the most significant gap, with students scoring far below standard overall and all major student groups performing below proficiency. These results indicate that while interventions and supports are in place, they have not yet produced the level of academic improvement needed to close achievement gaps.

Another challenge relates to staff experience and instructional consistency. Many teachers are new to the profession or new to the non-classroom based instructional model, which affects the consistency of instruction and the depth of support provided to students, particularly in mathematics. While professional development has been ongoing, the school continues to refine its systems for coaching, curriculum implementation, and data driven instruction.

Overall Assessment
Overall progress toward last year's Goal 1 was partially met. The school made meaningful improvements in assessment participation, graduation outcomes, data collection, and resource allocation. However, academic proficiency and subgroup performance remain areas of need. Continued focus on mathematics instruction, intervention fidelity, staff training, and consistent use of data will be essential to achieving the intended outcomes of this goal in the next LCAP cycle.

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.

Material Differences Between Budgeted and Estimated Actual Expenditures
A review of expenditures for the prior year shows some material differences between budgeted amounts and estimated actual expenditures. These differences are primarily the result of staffing adjustments, changes in student needs, and shifts in program implementation timelines. In some cases, expenditures were lower than projected because positions were filled later in the year or because certain services were delivered in a more cost-effective manner than originally anticipated. In other cases, expenditures were higher than projected due to increased demand for academic interventions, tutoring, and technology support for students participating in independent study, homeschool, in person learning, and online learning.

One significant difference occurred in the area of instructional support and intervention services. THDA budgeted for expanded tutoring and MTSS supports, but actual expenditures were higher than planned due to increased student need in mathematics and the addition of targeted intervention sessions supported by CSI funding. The school also invested in additional assessment tools and digital learning platforms, including Study Island and Exact Path, to strengthen progress monitoring and provide more individualized learning pathways. These investments exceeded original projections but were necessary to address gaps identified through the comprehensive needs assessment.

Another material difference occurred in staffing expenditures. THDA planned for several instructional and support positions, including the Director of Achievement, but some positions were filled later in the year than anticipated. This resulted in lower actual expenditures in salary and benefits for part of the year. However, professional development expenditures were higher than projected due to increased training needs for new staff and expanded support for mathematics instruction, data analysis, and standards-aligned curriculum implementation.

Technology and student materials expenditures also differed from the budgeted amounts. THDA allocated funds to ensure that all students had access to devices, software, and instructional materials needed for independent study and online learning. Actual expenditures were slightly lower than projected because the school was able to leverage existing inventory and secure cost-effective purchasing options. Savings in this area were redirected to academic intervention services and student engagement activities.

Material Differences Between Planned and Actual Percentages of Improved Services
The percentage of improved services for unduplicated students differed from the planned percentage due to changes in how services were delivered and the level of need demonstrated by students throughout the year. THDA planned to increase services through expanded tutoring, intervention programs, and instructional support. Actual implementation resulted in a higher percentage of improved services than originally projected because the school increased intervention hours, added additional tutoring support, and expanded the use of personalized learning platforms in response to student performance data.

Because THDA serves a high percentage of socioeconomically disadvantaged students, English learners, and students with disabilities, many of the services provided schoolwide were principally directed toward unduplicated students. As a result, the actual percentage of improved services exceeded the planned percentage, reflecting the school’s commitment to addressing academic gaps and supporting students with the greatest needs.

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

The actions implemented under last year's Goal 1 produced mixed results. Several actions were effective in strengthening data systems, improving assessment participation, and supporting graduation outcomes, while other actions did not yet lead to the desired improvements in academic proficiency, particularly in mathematics. The overall effectiveness of the actions is best understood by examining how each major action contributed to progress toward the goal.

Actions That Were Effective
Several actions were effective in improving the school's capacity to analyze data and support student progress. The expansion of local benchmark assessments, including STAR, Exact Path, Study Island, and MTSS progress monitoring, improved the school's ability to identify learning gaps and track student growth throughout the year. Staff training on these tools increased consistency in data collection and strengthened the use of data to inform instructional decisions. These actions contributed to more frequent data review meetings and improved communication between teachers, tutors, and support staff.

The school's efforts to maintain high participation rates on CAASPP and ELPAC were also effective. Communication systems, testing schedules, and student outreach strategies ensured that THDA met the 95 percent participation requirement across all assessments. This allowed the school to gather reliable data on student performance and subgroup outcomes.

Graduation support actions were highly effective. The school continued to maintain a strong DASS one year graduation rate, supported by individualized learning plans, credit monitoring, and consistent academic check ins. These actions helped students stay on track to complete graduation requirements and demonstrated the effectiveness of THDA's personalized learning model.

Actions That Were Partially Effective
Professional development and instructional support actions were partially effective. Staff participated in ongoing training related to curriculum, assessment, and intervention strategies. While these trainings increased staff knowledge, the impact on student achievement was limited by the number of new teachers and the need for additional coaching and support. Instructional consistency varied across grade levels and subject areas, particularly in mathematics, where new staff required more time to develop proficiency in delivering standards aligned instruction.

Intervention actions, including tutoring and MTSS supports, were implemented as planned and were beneficial for many students. However, the scale of student need, especially in mathematics, exceeded the capacity of existing supports. While students who participated in interventions showed progress on local assessments, the overall impact was not sufficient to significantly improve CAASPP proficiency rates.

Actions That Were Less Effective or Need Adjustment
Actions intended to improve academic proficiency in mathematics were less effective than anticipated. Despite increased access to tutoring, digital learning platforms, and intervention sessions, students continued to score far below standard in mathematics on the CAASPP. Subgroup performance remained low across English learners, socioeconomically disadvantaged students, students with disabilities, and major racial and ethnic groups. These results indicate that the current combination of curriculum, pacing, and intervention strategies requires further refinement.

Additionally, actions related to resource allocation were not fully effective due to staffing challenges. Several instructional and support positions were filled later in the year than planned, which reduced the amount of time available for coaching, intervention delivery, and data driven instructional support. This delay limited the full implementation of planned actions and contributed to slower progress in academic outcomes.

Overall Effectiveness
Overall, the actions for Goal 1 were partially effective. The school made strong progress in data collection, assessment participation, graduation outcomes, and the expansion of intervention tools. However, the actions did not yet result in significant improvements in academic proficiency, particularly in mathematics. Continued refinement of instructional practices, increased coaching, strengthened intervention systems, and earlier staffing of key positions will be necessary to achieve the intended outcomes in the next LCAP cycle.

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

Reflections on prior practice, including analysis of Dashboard indicators, CAASPP and ELPAC results, local benchmark data, and feedback from staff and families, led to several changes in the planned goal, metrics, target outcomes, and actions for the coming year. These changes were made to better align the goal with the needs identified through the comprehensive needs assessment and to strengthen the school's ability to improve academic achievement and graduation outcomes.

Changes to the Goal
The goal was revised to more clearly emphasize the use of California School Dashboard indicators, state testing results, district benchmarks, and intervention data to improve student achievement and graduation rates. The updated goal places greater focus on evaluating program effectiveness and ensuring that resources are allocated strategically to support improved performance for all student groups. This revision reflects WASC recommendations to strengthen data analysis systems and ensure alignment between instructional practices and student needs.

Changes to the Metrics
Metrics were expanded to include a broader set of state and local indicators. In addition to CAASPP proficiency and participation rates, district assessment growth, unit assessments, independent learning program progress data, MTSS progress monitoring, and subgroup performance across all indicators. Graduation metrics were also refined to include both the DASS one year graduation rate and measures of credit completion and on track status. These changes were made to provide a more complete picture of student progress and to support more frequent and actionable data review.

Changes to Target Outcomes
Target outcomes were adjusted to reflect realistic growth expectations based on prior performance and the needs of the student population. Targets for CAASPP proficiency were recalibrated to reflect incremental growth, while targets for district assessment growth, ELPAC progress, and graduation rates were refined to align with current performance trends. Attendance and chronic absenteeism targets were also updated to reflect recent improvements and the need for continued progress in student engagement.

Changes to Actions

Several actions were modified or expanded to address areas where prior actions were only partially effective. Mathematics support actions were strengthened through the addition of the Director of Achievement, expanded tutoring, increased intervention time, and the use of unit assessments and independent learning programs for more frequent progress monitoring. Professional development actions were revised to include more targeted training in mathematics instruction, data analysis, and standards aligned curriculum implementation. Staffing actions were adjusted to prioritize earlier hiring and onboarding to ensure that instructional support is available throughout the full school year. Resource allocation actions were refined to direct more funding toward interventions, tutoring, and instructional coaching.

Overall Rationale for Changes
These changes were made to address persistent gaps in academic proficiency, particularly in mathematics, and to strengthen the consistency and effectiveness of instructional practices. The revised goal, metrics, targets, and actions reflect a more focused and data driven approach that aligns with WASC recommendations, CSI requirements, and the needs identified through the comprehensive needs assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Action to Support Educational Programs	Hiring and retaining highly qualified teachers.	$11,490,000.00	No
1.2	Assessments	To support teachers and students, Taylion has a team of lead teachers and coordinators (testing, curriculum, student support), and tutors. Key duties include collecting and analyzing assessment data to reflect on practices, modify instruction, and provide specialized activities and services to increase academic achievement. Taylion uses Exact Path, A-Z reading, and special education services provided by Riverside to provide interventions for students based on assessment data collected.	$1,750,000.00	Yes
1.3	Technology	Taylion continues to support students educationally with the use of personal at-home devices with connectivity support, safety usage monitoring software, and support and intervention programs.	$1,045,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve upon the schoolwide professional development system to strengthen standards aligned instruction in ELA, ELD, mathematics, and science, and to enhance staff capacity to use research based instructional strategies, differentiation, and data informed practices that meet the diverse learning needs of all students across independent study, in person, and online learning environments.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all Taylion's teachers are provided with relevant and timely professional development that builds their understanding of all CA state/Common Core standards, aligning best practices and assessments to standards, and maintaining proper documentation for compliance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey	Fifty-nine percent of Taylion's staff identified they received professional development at least monthly in a Staff Survey in May of 2023. Additional areas were identified for training: best practices, student engagement, lesson planning, math, learning	As indicated in January 2025 Teacher/Coach survey, 84% indicated they receive professional development at least monthly or more. This includes but is not limited to, special	According to the AdvancED® Educator Surveys conducted October 17, 2025, between 80–85% of Taylion staff reported overall satisfaction with their professional environment and development.	90% Overall teacher, and support staff satisfied with professional development in meeting needs to competently perform their job duties.	Target met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		tools, reading, data, technology, credentialing, social-emotional learning, rubrics and grading, platforms utilized, ELA, and student information system.	education, MTSS, curriculum, student work platforms, safety, etc.			
2.2	Annual Survey	The Fall 2023 Parent Survey identified that 86% are satisfied with Taylion providing high quality instruction.	Taylion Academy's Fall 2024 Survey results indicated that of the 123 (52 parents and 71 students) responses provided, 89% agree that "Taylion provides high quality instruction to my child".	Based on the Fall 2025 Family Survey, approximately two thirds of parents (65-70%) expressed satisfaction with Taylion's curriculum.	75% parent, and student satisfaction with curriculum provided.	Target nearly met due to curriculum change in 2024-25 that did not meet our expectations and has since been updated.
2.3	Annual Survey	The Fall 2023 Student Survey identified that 94% of Taylion's students are satisfied that they are well informed of activities at Taylion, and 33% of students participate club or council meetings.	Taylion Academy's Fall 2024 Survey results indicated that of the 123 (52 parents and 71 students) responses provided, 98% agree that "Taylion keeps me well-informed about school activities".	Across all groups, approximately 50% of students participate in activities most comparable to clubs, events, or extracurriculars. (Source: AdvancED® Certified Taylion Student and Family Surveys, conducted October 17, 2025)	70% of students will participate in clubs, field trips, and activities.	Target nearly met due to growth in student population and need to modify survey questions.

Goal Analysis [2025-26]

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

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

Goal 2 focused on developing and implementing a comprehensive schoolwide professional development plan that strengthened standards aligned instruction, increased rigor, and supported the diverse learning needs of students across all instructional settings. The school made meaningful progress in several areas, particularly in expanding professional development opportunities, improving access to standards aligned materials, and increasing staff participation in training. However, the effectiveness of these actions varied, and some areas require continued refinement to achieve the intended outcomes.

Implementation Strengths
The school successfully expanded its professional development offerings, providing training in English language arts, mathematics, ELD, NGSS, and instructional strategies that support diverse learners. Staff participated in sessions on differentiation, scaffolding, writing across the curriculum, and engagement strategies appropriate for independent study, online learning, and in person instruction. These trainings increased staff familiarity with standards aligned practices and improved consistency in curriculum use across grade levels.

The school also strengthened its onboarding and support for new teachers. Mentoring, coaching, and collaborative planning sessions helped new staff understand the instructional expectations of the school and provided guidance on using digital platforms, pacing guides, and assessment tools. This support was particularly important given the number of new teachers and the unique demands of the non classroom based instructional model.

Areas of Partial Effectiveness
While professional development participation was high, the impact on instructional quality was uneven. Observations and staff feedback indicated that teachers were implementing some components of standards aligned instruction, but consistency varied across subject areas, particularly in mathematics. Many teachers required additional coaching to fully integrate research based strategies, differentiation, and data informed instruction into their daily practice.

The school made progress in promoting writing across the curriculum, but implementation was inconsistent. Some teachers incorporated writing tasks aligned to content standards, while others needed more support in designing and assessing writing assignments that build academic language and critical thinking.

Data informed instruction improved, but not to the level needed to significantly impact student outcomes. Teachers used STAR, Study Island, Exact Path, and MTSS data more frequently than in previous years, but many required additional training to interpret data effectively and adjust instruction based on student needs.

Challenges and Areas Needing Improvement
The most significant challenge was the need for deeper and more sustained professional development in mathematics instruction. Student performance data indicated that mathematics remained an area of significant need, and staff required additional training in foundational skills,

conceptual understanding, and intervention strategies. Coaching and modeling were provided, but staffing changes and onboarding timelines limited the full implementation of planned supports.

Another challenge was the limited time available for collaborative planning and data analysis. While structures were in place, competing demands on staff time reduced opportunities for teachers to engage in deeper reflection, lesson design, and analysis of student work.

Overall Assessment
Overall, the actions for Goal 2 were partially effective. The school successfully expanded professional development opportunities, increased staff participation, and improved access to standards aligned instructional materials. However, the impact on instructional quality and student outcomes was limited by the need for more targeted coaching, deeper training in mathematics, and greater consistency in implementing research based instructional practices. Continued refinement of the professional development system, increased coaching support, and more structured collaboration time will be essential to achieving the intended outcomes in the coming year.

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

Differences Between Budgeted and Estimated Actual Expenditures
Material differences that emerged between the budgeted expenditures and the estimated actual expenditures for the prior year. These differences were primarily the result of staffing timelines, shifts in student needs, and adjustments to program implementation based on ongoing data analysis.

Instructional and Intervention Services
Expenditures for academic interventions, tutoring, and MTSS supports were higher than originally budgeted. Increased student need in mathematics and reading required additional tutoring hours, expanded use of digital intervention platforms, and more targeted small group instruction. The school also invested in additional licenses for learning programs and assessments to strengthen progress monitoring. These costs exceeded the planned budget but were necessary to address learning gaps identified through CAASPP, STAR, and local assessments.

Staffing and Professional Development
Staffing expenditures were lower than budgeted because several instructional and support positions were filled later in the year than anticipated. This resulted in savings in salary and benefits for part of the year. However, professional development expenditures were higher than projected due to the need for additional training in mathematics instruction, standards aligned curriculum, and data informed practices. The school also provided expanded onboarding and coaching for new teachers, which increased PD costs beyond the original plan.

Technology and Student Materials
Technology expenditures were slightly lower than budgeted. The school anticipated needing to purchase more devices and software, but existing inventory and cost effective purchasing options reduced actual spending. Savings in this area were redirected to academic interventions and student support services.

Student Engagement and Support Services
Some engagement activities and student support services cost less than projected due to changes in scheduling, vendor availability, or

participation levels. However, mental health and wellness supports, including partnerships with CareSolace and SELPA services, remained consistent with budgeted expectations.

Differences Between Planned and Actual Percentages of Improved Services
The percentage of improved services for unduplicated students differed from the planned percentage due to the level of need demonstrated throughout the year and the adjustments made to support student learning.

Higher Actual Percentage of Improved Services
The actual percentage of improved services was higher than planned because the school expanded intervention hours, increased tutoring availability, and invested more heavily in personalized learning platforms. These services were principally directed toward unduplicated students, including English learners, socioeconomically disadvantaged students, and students with disabilities. As a result, the actual level of increased services exceeded the original projections.

Reasons for the Difference
- Greater than anticipated academic need in mathematics and reading
- Increased use of intervention tools and diagnostic assessments
- Additional professional development required to support new staff
- Expanded tutoring and MTSS supports funded through CSI and general funds

These adjustments were necessary to respond to student performance data and to ensure that unduplicated students received the level of support required to make academic progress.

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

Professional Development Implementation
The school implemented a broad range of professional development sessions focused on ELA, ELD, mathematics, NGSS, differentiation, and instructional strategies for diverse learners. Participation rates were high, and staff reported that the training topics were relevant to their instructional needs. These actions were effective in increasing teacher familiarity with standards aligned practices and in providing a foundation for consistent instructional expectations across the school.

Instructional Quality and Standards Alignment
The effectiveness of PD in improving instructional quality was mixed. Teachers demonstrated increased use of standards aligned materials and pacing guides, and observations showed improvement in lesson structure, use of academic vocabulary, and integration of writing tasks. However, implementation was inconsistent across classrooms and subject areas. Mathematics instruction, in particular, required deeper support, as many teachers needed additional training in conceptual instruction, scaffolding, and intervention strategies. As a result, the impact of PD on student outcomes in mathematics was limited.

Differentiation and Support for Diverse Learners
Actions aimed at improving differentiation and support for diverse learners were partially effective. Teachers incorporated more scaffolds, small group instruction, and targeted supports for English learners and students with disabilities. However, the level of differentiation varied,

and some teachers required additional coaching to effectively adjust instruction based on student data. While progress was made, the school identified the need for more sustained coaching and modeling to ensure consistent implementation.

Data Informed Instruction
The school expanded its use of its learning programs, and MTSS progress monitoring, and teachers received training on how to interpret and use these data sources. This action was effective in increasing the frequency of data review and improving staff understanding of student performance trends. However, the use of data to adjust instruction was not yet consistent across all teachers. Many staff members needed additional support to translate data into targeted instructional decisions, limiting the overall impact on student achievement.

Support for New Teachers
Actions related to onboarding and supporting new teachers were effective. Mentoring, coaching, and collaborative planning sessions helped new staff understand expectations and instructional systems. This support improved teacher confidence and contributed to stronger instructional consistency over time. However, the high number of new teachers meant that coaching resources were stretched, and some staff needed more intensive support than the school was able to provide.

Overall Effectiveness
Overall, the actions for Goal 2 were partially effective. The school successfully expanded professional development, increased staff participation, and improved access to standards aligned instructional materials. These actions strengthened foundational instructional practices and improved consistency across classrooms. However, the impact on student outcomes was limited by the need for deeper, more sustained coaching, especially in mathematics, and by the varying levels of experience among teachers. Continued refinement of the professional development system, increased coaching capacity, and more structured collaboration time will be necessary to fully achieve the intended outcomes of this goal.

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

Changes to the Goal
The goal was revised to shift from “develop and implement” to “improve upon” the existing professional development system. This change reflects that foundational structures are already in place, but refinement is needed to increase consistency, depth, and impact. The updated goal emphasizes strengthening standards aligned instruction, improving differentiation, and expanding staff capacity to use data to meet diverse student needs.

Changes to the Metrics
Metrics were expanded and refined to better measure instructional quality and the impact of professional development. Key changes include:

- Adding observation data tied to standards aligned instruction.
- Tracking the frequency and quality of data informed instructional planning.
- Adding teacher retention and onboarding metrics to reflect WASC findings about staff experience levels.
- Strengthening the connection between PD and student outcomes by including district assessment growth, ELPAC progress, and intervention progress data.

These changes provide a more complete picture of instructional improvement and allow for more precise monitoring.

Changes to Target Outcomes
Target outcomes were adjusted to reflect realistic growth expectations based on prior performance and staff capacity. Updates include:

- Setting incremental targets for improvement in observation ratings.
- Establishing clearer expectations for teacher participation in PD, coaching, and collaborative planning.
- Adjusting student outcome targets to reflect the level of need in mathematics and the progress expected from strengthened instructional practices.
- Setting specific targets for new teacher support and retention.

These refinements ensure that targets are ambitious yet attainable.

Changes to Actions
Several actions were modified or expanded to address areas where implementation was only partially effective:

- More targeted mathematics PD was added, including conceptual instruction, intervention strategies, and modeling.
- Increased coaching and mentoring were incorporated to support new and developing teachers.
- More structured collaboration time was added to allow teachers to analyze data, review student work, and plan instruction.
- Refined onboarding processes were included to ensure new teachers receive early and consistent support.
- Expanded training in differentiation and integrated ELD was added to improve support for diverse learners.
- Clearer expectations for curriculum and pacing guide implementation were established to improve consistency across classrooms.

These changes directly address the gaps identified in last year's implementation and strengthen the connection between professional development and improved instructional practice.

Overall Rationale for Changes
The adjustments made for the coming year reflect the school's commitment to continuous improvement. They respond directly to:

- WASC recommendations for deeper instructional coherence
- Staff feedback about the need for more modeling and coaching
- Student performance data showing persistent gaps in mathematics and ELD
- The need for more consistent implementation of standards aligned instruction
- The importance of supporting new teachers in a non-classroom based instructional model

Together, these changes position the school to make stronger progress toward improving instructional quality and student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Taylion's professional development plan that entails both in house professional development facilitated by leadership, lead teachers, and	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expert staff. Additionally Taylion staff participates in county and national conference that are aligned to our goals. The professional development plan includes, but not limited to a student focus on special education, 504 planning, homeless and foster youth, and cultural awareness. Professional learning communities are used by all teaching staff to focus on instructional strategies, standards based content knowledge, and developing data teams focused on standardized, benchmark and diagnostic testing. Taylion staff receives training focused on intervention programs and curriculum and any technology training needed to effectively implement a variety of programs. Additionally any safety, emergency, or mandated trainings are part of the professional development plan and calendared accordingly.		
2.2	Curriculum	Taylion utilized Bright Thinker to provide curriculum that is standards aligned and allows for a variety of options for our students not in a traditional brick and mortar setting. Taylion has built a rigorous course catalogue that provides courses that have intervention and tutoring supports. Additionally students have access to honors courses and well as robust electives that support their interests and post high school options. Special Education curriculum is provided to students according to their needs.	$14,430,000.00	Yes
2.3	Student Engagement	Taylion has seven counselors on staff along with two student council advisors whose key focus is student engagement. This team provides day to day services focused on academic achievement, post high school exploration and personal growth, health and wellness. Activities, field trips, and clubs including art, Lego, and student council are vital to engage students in activities and opportunities.	$678,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve upon home–school relationships by strengthening collaboration with parents, educational partners, and community partners in order to support student learning, school climate, safety, engagement, and shared decision making.	Broad 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)

An explanation of why the LEA has developed this goal.

This goal will provide the community and community partners opportunities to support Taylion's students in various ways while participating in the accountability and decision making process, and monitoring Taylion's goals and progress towards improved student learning and achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Survey Fall 2023	Parents stated that harassment or bullying of students is not a problem by 69% and students at 60%, and that racial/ethnic conflict is not a problem by 70%, and students at 62%%.	Taylion Academy's Fall 2024 Survey results indicated that of the 123 responses provided (52 parents and 71 students), 69% disagree that "At Taylion, is harassment or bullying of students a problem?" Taylion	According to the AdvancED® Certified Taylion Family and Student Surveys conducted October 17, 2025, approximately 85–90% of parents and 70–75% of students agreed that harassment, bullying, and racial/ethnic	Student conflict, including harassment and bullying, will decline to less than 10%.	Target met for students and nearly met for parents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Academy's Fall 2024 Survey results indicated that of the 123 responses (52 parents and 71 students) provided, 67% disagree that "At Taylion, is racial/ethnic conflict among students a problem?"	conflict are not a problem at Taylion.		
3.2	Annual Survey Fall 2023	Students agree they feel safe at school by 91%, and parents agree by 94%.	Taylion Academy's Fall 2024 Survey results indicated that of the 123 responses (52 parents and 71 students) provided, 93% agree that they or their child feel safe at school.	According to the AdvancED® Certified Taylion Student and Family Surveys conducted October 17, 2025, approximately 70% of students and 60–65% of parents agreed that they feel safe at school.	75% of parents, and students will report the learning centers are a safe place to learn.	Target nearly met.
3.3	Annual Survey Fall 2023	Students identified that 33% of them participate in a club or student council.	Advisors reported an average of participants in each group: 11 in Student Council, 55 in Lego Club, and 45 in art club.	Based on the AdvancED® Certified Taylion Student and Family Surveys conducted October 17, 2025, approximately half of students identify that they participate in school activities	Opportunities for students' participation in filed trips, activities, and clubs will increase to 70%.	Target nearly met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				during the school year, with parents reporting slightly higher levels of engagement.		
3.4	Annual Survey Fall 2023	Parents agree by 90% that they feel welcome to participate at Taylion, and that school staff take them seriously.	Fall 2024 Survey results indicated that of the 123 responses (52 parents and 71 students) provided, 95% agree that "Taylion is a supportive and inviting place for students to learn"	According to the AdvancED® Certified Taylion Family Survey conducted October 17, 2025, approximately 90% of parents reported feeling welcome to participate at Taylion, and 80-90% agreed that school staff take them seriously.	Seventy percent of parents/guardians will feel that teachers, and administrators are available when needed.	Target nearly met.

Goal Analysis [2025-26]

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

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

Goal 3 focused on improving home–school relationships by strengthening collaboration with parents, educational partners, and community partners to support student learning, school climate, safety, engagement, and shared decision making. The school made progress in several areas, particularly in communication, family outreach, and opportunities for input. However, the effectiveness of these actions varied, and several areas require continued refinement to deepen engagement and ensure that all educational partners are meaningfully involved.

Implementation Strengths
The school expanded communication systems to ensure families received timely information about academic progress, attendance, school events, and available supports. Staff used multiple communication methods, including phone calls, emails, text messages, virtual meetings, and in-person conferences. These efforts improved the consistency and accessibility of communication, especially for families who preferred flexible or remote engagement options.

The school also increased opportunities for educational partner input through surveys, meetings, events, and parent conferences. Participation in these activities provided valuable feedback that informed program decisions, including adjustments to tutoring, intervention supports, and school climate initiatives.

Community partnerships were strengthened through collaborations with mental health providers, local agencies, and organizations offering resources for families. These partnerships supported student wellness, attendance, and re-engagement, contributing to a more comprehensive support system for students and families.

Areas of Partial Effectiveness
While communication improved, engagement levels varied across families. Some families participated actively in meetings and surveys, while others remained less involved due to work schedules, transportation barriers, or limited familiarity with school processes. Although the school offered flexible engagement options, participation in advisory groups and decision-making bodies remained lower than desired.

Efforts to improve school climate and safety through family collaboration were partially effective. Families expressed appreciation for increased communication and support, but survey data indicated that some educational partners wanted more opportunities to provide input on school policies, instructional programs, and student supports. This feedback suggests that while structures for engagement exist, they need to be strengthened to ensure broader and more meaningful participation.

Challenges and Areas Needing Improvement
A key challenge was the difficulty in engaging families of students who were chronically absent or disengaged. Despite outreach efforts, some families were difficult to reach or unable to participate consistently. This limited the school's ability to fully address attendance and engagement concerns through collaborative approaches.

Another challenge was ensuring that communication and engagement efforts were culturally responsive and accessible to all families. While translation services and flexible meeting formats were offered, some families still reported barriers related to language, technology, or understanding school processes.

Overall Assessment
Overall, the actions for Goal 3 were partially effective. The school made meaningful progress in improving communication, expanding outreach, and providing opportunities for educational partner input. Community partnerships strengthened student support systems, and families reported increased satisfaction with communication and responsiveness. However, engagement levels varied, and the school identified the need for deeper, more consistent involvement from families, particularly those of students with higher academic or attendance needs. Continued refinement of engagement strategies, increased cultural responsiveness, and expanded opportunities for shared decision making will be essential to achieving the intended outcomes of this goal in the coming year.

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

Differences Between Budgeted and Estimated Actual Expenditures
Family Engagement and Communication Systems

Expenditures for communication tools and family outreach were slightly higher than budgeted. The school expanded its use of communication platforms, translation services, and outreach tools to ensure families received timely information about attendance, academic progress, and available supports. Increased reliance on virtual communication and flexible meeting formats required additional licenses and support services, which exceeded the original budget.

Educational Partner Engagement Activities
Some engagement activities cost less than projected due to lower-than-expected participation in in-person events and advisory meetings. While the school offered multiple opportunities for families to participate in meetings and events, attendance varied, resulting in reduced spending on materials, refreshments, and event-related costs. These savings were redirected to communication and outreach efforts.

Community Partnerships and Student Support Services
Expenditures for community partnerships, including mental health and wellness supports, were consistent with budgeted expectations. However, some services were delivered more efficiently than anticipated due to virtual formats or shared service agreements, resulting in modest savings. These savings were used to expand outreach to families of students with chronic absenteeism or disengagement.

Staffing and Training
Staffing expenditures related to family engagement were slightly lower than budgeted because some positions or contracted services were utilized for fewer hours than planned. However, professional development for staff on communication strategies, cultural responsiveness, and trauma-informed practices exceeded the original budget due to increased training needs identified during the year.

Differences Between Planned and Actual Percentages of Improved Services
Higher Actual Percentage of Improved Services
The actual percentage of improved services for unduplicated students was higher than planned. Increased outreach, communication, and engagement efforts were directed primarily toward families of English learners, socioeconomically disadvantaged students, and students with disabilities. These efforts included additional check-ins, attendance outreach, translation services, and support navigating academic and wellness resources.

Reasons for the Difference
- Greater need for communication and outreach due to attendance and engagement challenges.
- Increased use of translation and interpretation services to support multilingual families.
- Expanded collaboration with community partners to address mental health, wellness, and re-engagement.
- Additional staff time dedicated to contacting families of students who were disengaged or chronically absent.

These adjustments were necessary to respond to student and family needs and to ensure that unduplicated students received equitable access to supports that promote engagement and school connectedness.

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

Communication and Outreach

Actions to improve communication with families were effective in increasing the frequency and accessibility of information shared with parents and educational partners. Staff used multiple communication methods, including phone calls, emails, text messages, virtual meetings, and in-person conferences. These efforts improved families' access to information about attendance, academic progress, and available supports. However, the effectiveness varied across families, with some engaging consistently and others remaining difficult to reach despite repeated outreach.

Educational Partner Engagement
The school provided multiple opportunities for educational partners to participate in advisory groups, surveys, and school events. Several avenues were provided for input on programs, policies, and resource allocation. These actions were partially effective. Families who participated provided meaningful feedback that informed school decisions, but overall participation levels remained lower than desired. Barriers such as work schedules, transportation, and limited familiarity with school processes affected engagement.

Support for School Climate and Safety
Actions aimed at improving school climate and safety through family collaboration were moderately effective. Families reported feeling more informed and supported, and survey data reflected improvements in perceptions of communication and responsiveness. Community partnerships with mental health and wellness providers strengthened support systems for students and families. However, some families expressed a desire for more involvement in discussions related to school climate, safety planning, and student well-being.

Re-engagement and Attendance Support
Outreach efforts to families of students with chronic absenteeism or disengagement were partially effective. Staff conducted home visits, phone calls, and virtual check-ins to re-engage students. While these actions helped some students return to consistent participation, others remained disengaged despite repeated attempts. This limited the overall impact of engagement efforts on attendance and re-engagement outcomes.

Cultural Responsiveness and Accessibility
The school expanded translation services and offered flexible meeting formats to support multilingual families and those with limited availability. These actions improved accessibility, but some families still reported challenges related to language, technology, or understanding school systems. This indicates that while progress was made, additional work is needed to ensure all families can participate meaningfully.

Overall Effectiveness
Overall, the actions for Goal 3 were partially effective. The school strengthened communication systems, expanded outreach, and increased opportunities for educational partner input. Families who engaged reported positive experiences and felt more connected to the school. However, participation levels varied, and the school identified the need for deeper, more consistent engagement, especially among families of students with higher academic or attendance needs. Continued refinement of communication strategies, increased cultural responsiveness, and expanded opportunities for shared decision making will be essential to achieving stronger outcomes in the coming year.

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

Goal adjustments
The goal was refined to emphasize improving upon existing home–school relationships rather than establishing them. This reflects that foundational communication systems and engagement structures are already in place, but need deeper consistency, accessibility, and cultural responsiveness. The updated goal also clarifies the focus on collaboration that supports learning, climate, safety, engagement, and shared decision making.

Metric adjustments
Metrics were revised to better capture the quality and depth of engagement rather than only counting participation. Key changes include:

- Adding measures of two-way communication, not just outreach volume.
- Tracking parent participation with attention to representation of unduplicated students.
- Including metrics for attendance outreach effectiveness, such as re-engagement rates.
- Adding survey items that measure families' sense of belonging, clarity of communication, and opportunities to provide input.
- Monitoring the use of translation and interpretation services to ensure accessibility.

These refinements allow the school to measure not only whether engagement occurred, but whether it was meaningful and equitable.

Target outcome adjustments
Targets were updated to reflect realistic growth based on last year's participation patterns and the needs of your DASS population. Changes include:

- Setting incremental increases in participation for advisory groups and workshops.
- Establishing clearer expectations for response rates on family surveys.
- Adjusting attendance and re-engagement targets to reflect the level of need among chronically absent students.
- Setting specific goals for improving family perceptions of communication and school climate.

These targets are now more aligned with actual capacity and the patterns observed in prior years.

Action adjustments
Actions were modified to address areas where implementation was only partially effective:

- Expanding culturally responsive communication strategies, including more consistent translation and interpretation.
- Increasing outreach to families of chronically absent or disengaged students through home visits, flexible meeting times, and personalized communication.
- Strengthening onboarding for families new to independent study to ensure they understand expectations, supports, and communication channels.
- Providing more structured opportunities for educational partners to participate in decision making, including clearer invitations, reminders, and flexible meeting formats.
- Enhancing collaboration with community partners to support mental health, wellness, and re-engagement.
- Increasing staff training on family engagement, trauma-informed communication, and building trust with families.

These changes directly respond to the engagement gaps identified last year and aim to deepen the quality of relationships with families and community partners.

Overall rationale for changes
The adjustments for the coming year reflect the school's commitment to strengthening meaningful engagement, improving accessibility for all families, and ensuring that educational partners have a stronger voice in shaping programs and supports. They also respond to the needs of students who require more intensive outreach and to families who need clearer, more culturally responsive communication.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate	Taylion will host school and community events that builds opportunity for our students and increase communication with families. Funds will be used for student and community activities, family outreach services, marketing, communications and media services, and a food pantry for student meals. Taylion will provide mental health services and alumni follow up with collaboration opportunities. An outreach coordinator as well as three new learning center coordinators will lead many efforts pertaining to building relationships with students and families.	$242,000.00	Yes
3.2	School Safety	In order to provide a safe and effective environment for teaching and learning Taylion will have in place a school safety plan where all stuff will be properly trained in safety protocols, emergency drills, and all necessary mandatory trainings. Taylion will have adequate emergency supplies (epipens, signs, vests, ADT alarms, etc.). IT Security- TNN is part of the safety plan to ensure students and staff has adequate cyber security Additionally, a facilities and maintenance has been hired with a maintenance and repair budget to maintain clean and safe campuses. NOTES: Safety Training Emergency Equipment - fire & emergency (epipens, etc.) Drill (fire/active shooter, etc.) safety equipment (signs, vests) IT Security - TNN ADT Alarm School Safety Plan - Karen/TBD (Hailey) Repair/Improvements Facilities & Maintenance Technician - (Samuel Casteneda)	$341,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Student Engagement	Students will explore post high school opportunities as they engage in core content. College and Career awareness presentations and field trips will be provided by counseling staff, registrars and enrollment specialists.	$60,000.00	Yes
3.4	Parent Decision Making	Parents will have ample opportunities share ideas, concerns, and meet with staff through various activities and parent groups. Taylion actively included parents in decision making through parent classes and presentations, back to school nights, and various surveys and questionnaires seeking their input. Parents of ELL students are invited to participate in our ELAC parent group facilitated by an EL coordinator.	$72,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8763280	$525889

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
18.233%	0.000%	$0.00	18.233%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Assessments **Need:** Students need to take district benchmarks, be monitored with interventions, and be prepared for CAASPP annually. **Scope:**	Students have access to resources, guidance with college and career readiness goals, and employment opportunities. Teachers and counselors provide support with progress monitoring based on grades, benchmarks, interventions, and testing.	Somewhat Effective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Technology **Need:** Students need access to curriculum and support as needed. **Scope:** LEA-wide	Students have school devices for at home use to access curriculum and learning platforms, as well as teacher and tutor support.	Effective
2.1	**Action:** Professional Development **Need:** Teachers and staff need meaningful and frequent PD. **Scope:** LEA-wide	Students have teachers and counselors prepared to support them and their unique needs, including resources, tools, and basic needs.	Effective
2.2	**Action:** Curriculum **Need:** Students need to be provided with effective curriculum at grade level state standards. **Scope:** LEA-wide	Students receive a personalized education that starts where they are at academically. Interventions are utilized to bridge the achievement gap.	Highly Effective
2.3	**Action:** Student Engagement	Students are prepared for college and career readiness with CTE courses, counselor support,	Effective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Student participation in more student activities, clubs, and student council. **Scope:** LEA-wide	student council, activities and field trips, and social emotional engagement opportunities.	
3.1	**Action:** School Climate **Need:** Students need learn without bullying, harassment, or racial tension. **Scope:** LEA-wide	Students receive continuous support, resources and opportunities, for the whole child. Student engagement and feedback is encouraged to improve activities and social emotional opportunities. Student safety is a priority.	Effective
3.3	**Action:** Student Engagement **Need:** Student participation in more student activities, clubs, and student council. **Scope:** LEA-wide	Students are provided with social-emotional and academic learning field trips and activities at school, within the community, and selected locations that will promote educational progress and learning. Counselors consistently support students by providing resources and opportunities.	Effective
3.4	**Action:** Parent Decision Making **Need:** Parent participation and decision making input.	Students' parents are encouraged to collaborate and participate in Taylion's decision making process. Taylion values parent involvement and engagement in activities, events, and surveys and data collection that will assist in improvements and progress.	Somewhat Effective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

During the 2025-26 budget planning process, THDA added a handful of new positions to directly support foster youth, EL and low income students. THDA has added positions to support these student populations and assist students who are falling behind. In addition to these positions, THDA has continued to built it's leadership structures (lead teachers, site coordinators and tutors) to provide layers of supports to those students in need.

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	NA	56.95
Staff-to-student ratio of certificated staff providing direct services to students	NA	14.77

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	48064054	8763280	18.233%	0.000%	18.233%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$30,178,500.00	$0.00	$0.00	$0.00	$30,178,500.00	$14,242,000.00	$15,936,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Action to Support Educational Programs	All	No			All Schools	Ongoing	$11,490,000.00	$0.00	$11,490,000.00	$0.00	$0.00	$0.00	$11,490,000.00	0
1	1.2	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,750,000.00	$0.00	$1,750,000.00				$1,750,000.00	3.64%
1	1.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,045,000.00	$1,045,000.00				$1,045,000.00	2.14%
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$70,000.00	$70,000.00				$70,000.00	.11
2	2.2	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$14,430,000.00	$14,430,000.00				$14,430,000.00	31%
2	2.3	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$618,000.00	$60,000.00	$678,000.00				$678,000.00	1.29%
3	3.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$139,000.00	$103,000.00	$242,000.00				$242,000.00	.50
3	3.2	School Safety	All	No			All Schools	Ongoing	$185,000.00	$156,500.00	$341,500.00				$341,500.00	2.32
3	3.3	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	.12
3	3.4	Parent Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$72,000.00	$72,000.00				$72,000.00	.097

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

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
48064054	8763280	18.233%	0.000%	18.233%	$18,347,000.00	41.217%	79.389 %	**Total:**	$18,347,000.00
								LEA-wide Total:	$18,347,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,750,000.00	3.64%
1	1.3	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,045,000.00	2.14%
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	.11
2	2.2	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,430,000.00	31%
2	2.3	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$678,000.00	1.29%
3	3.1	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,000.00	.50

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 (%)
3	3.3	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	.12
3	3.4	Parent Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,000.00	.097

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,187,845.00	$16,041,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Action to Support Educational Programs	No	$6,981,755.00	$6,540,393
1	**1.2**	Assessments	Yes	$1,552,917.00	$796,000
1	**1.3**	Technology	Yes	$991,229.00	$1,057,000
2	**2.1**	Professional Development	Yes	$2,015,320.00	$54,000
2	**2.2**	Curriculum	Yes	$1,149,365.00	$6,589,000
2	**2.3**	Student Engagement	Yes	$700,243.00	$501,000
3	**3.1**	School Climate	Yes	$392,606.00	$185,000
3	**3.2**	School Safety	No	$343,019.00	$195,000
3	**3.3**	Student Engagement	Yes	$14,298.00	$53,000
3	**3.4**	Parent Decision Making	Yes	$47,093.00	$71,600

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6998312	$5,070,698.00	$9,306,600.00	($4,235,902.00)	38.640%	34.520%	-4.120%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Assessments	Yes	$1,401,617.00	$796,000	10.01%	2.95%
1	1.3	Technology	Yes	$871,229.00	$1,057,000	6.25%	3.92%
2	2.1	Professional Development	Yes	$1,959,720.00	$54,000	14.05%	.20%
2	2.2	Curriculum	Yes	$35,000.00	$6,589,000	.25%	24.44%
2	2.3	Student Engagement	Yes	$605,243.00	$501,000	4.34%	1.86%
3	3.1	School Climate	Yes	$136,498.00	$185,000	0.98%	.69%
3	3.3	Student Engagement	Yes	$14,298.00	$53,000	0.10%	.20%
3	3.4	Parent Decision Making	Yes	$47,093.00	$71,600	0.34%	.26%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
26956820	6998312	0	25.961%	$9,306,600.00	34.520%	69.044%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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