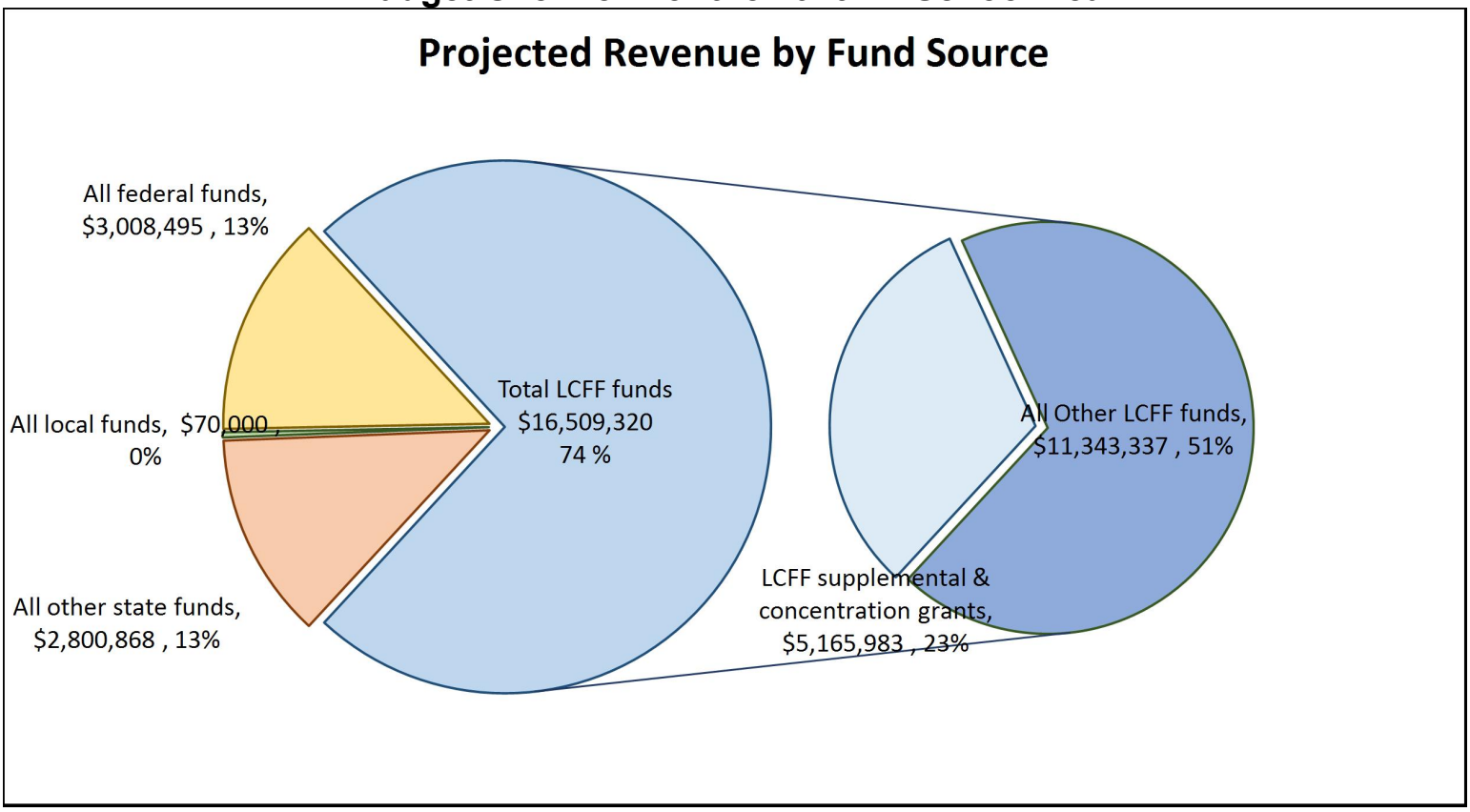
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alain Leroy Locke College Preparatory Academy
CDS Code: 19-64733-0118588
School Year: 2026-27
LEA contact information:
Annette Gonzalez
Chief Education Officer
angonzalez@greendot.org
323-565-1600

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

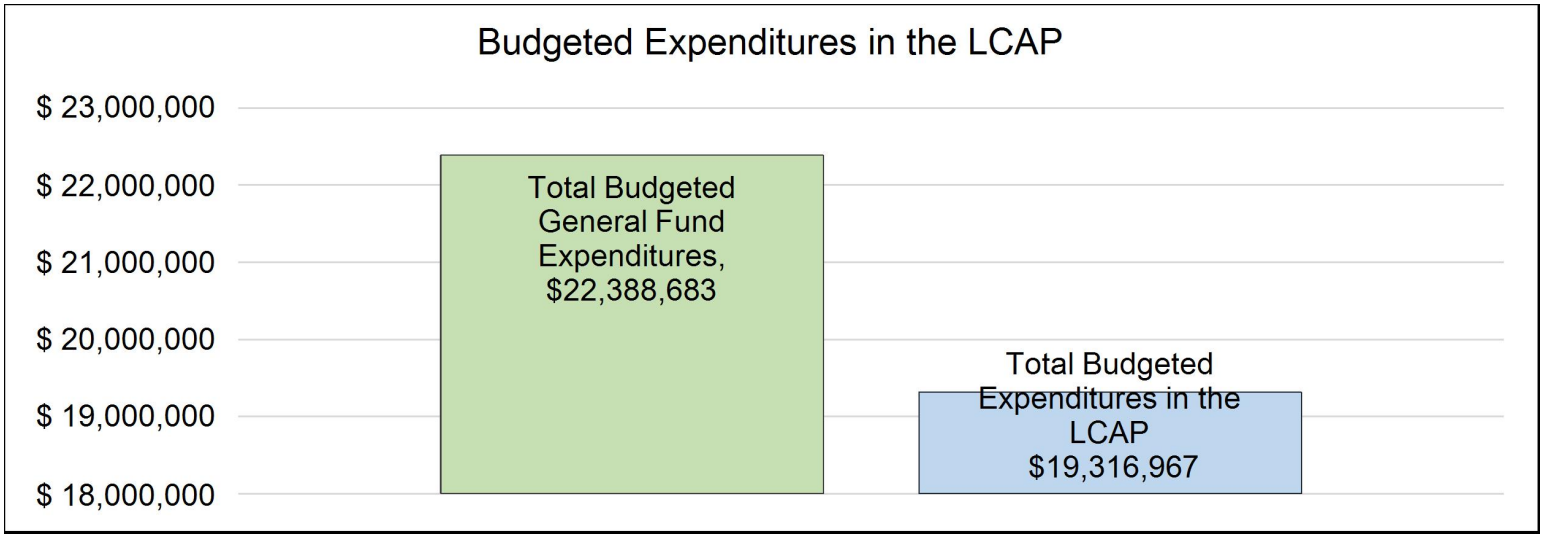


This chart shows the total general purpose revenue Alain Leroy Locke College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alain Leroy Locke College Preparatory Academy is $22,388,683, of which $16,509,320 is Local Control Funding Formula (LCFF), $2,800,868 is other state funds, $70,000 is local funds, and $3,008,495 is federal funds. Of the $16,509,320 in LCFF Funds, $5,165,983 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 Alain Leroy Locke College Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

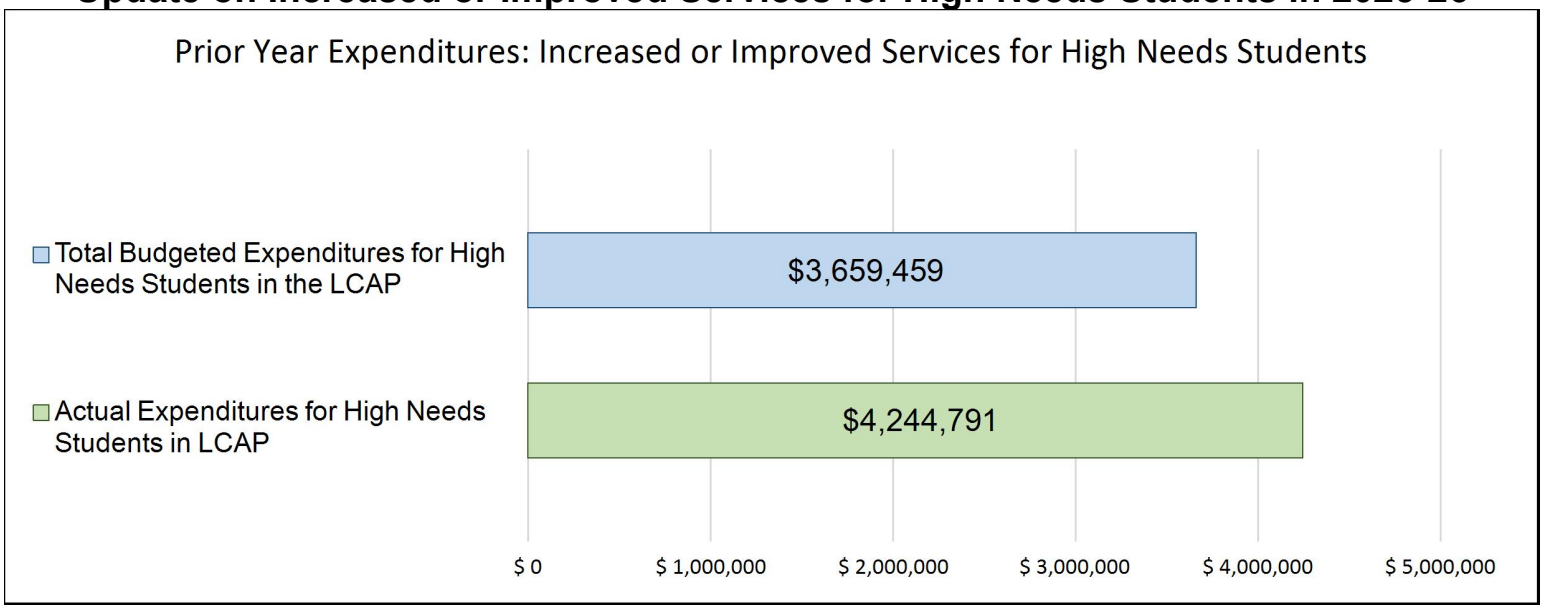
The text description of the above chart is as follows: Alain Leroy Locke College Preparatory Academy plans to spend $22,388,683 for the 2026-27 school year. Of that amount, $$19,316,967.47 is tied to actions/services in the LCAP and $3,071,715.530,000,001 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Alain Leroy Locke College Preparatory Academy is projecting it will receive $5,165,983 based on the enrollment of foster youth, English learner, and low-income students. Alain Leroy Locke College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Alain Leroy Locke College Preparatory Academy plans to spend $3,267,912.21 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 Alain Leroy Locke College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alain Leroy Locke College Preparatory 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, Alain Leroy Locke College Preparatory Academy's LCAP budgeted $3,659,459.14 for planned actions to increase or improve services for high needs students. Alain Leroy Locke College Preparatory Academy actually spent $4,244,791.44 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
Alain Leroy Locke College Preparatory Academy	Annette Gonzalez Chief Education Officer	angonzalez@greendot.org 323-565-1600

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.

In 2008, Green Dot Public Schools joined with teachers, parents and local community members to transform Alain LeRoy Locke College Preparatory Academy (“Locke” or “Charter School”) into a high-quality education option. Locke is an attendance boundary school that serves all students who are interested in and seeking to enroll. The school is divided into a lower and an upper academy. The lower academy houses the 9th and 10th grades and the upper academy houses the 11th and 12th grades. The school is known for passionate teachers, improving academic achievement, holistic support for its scholars, and parent/family engagement. Locke is committed to ensuring students are prepared for college, leadership and life. We currently serve approximately 1156 students with 93.3% of students are Socioeconomically Disadvantaged, 20.9% are Students with Disabilities, 27.1% are English Language Learners, 75.8% Latino/a students, and 20.9% African American students. Roughly 15% of our students have been in the United States for less than 4 years and are learning English as a new language. Locke is accredited by the Western Association of Schools and Colleges and was the 2019 recipient of the Hart Vision Award for California Charter School of the Year.

For the 2026-27 school year, we are receiving Equity Multiplier funds. Goals and metrics associated with our Equity Multiplier funds are described in Goal 6.

Reflections: Annual Performance

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

Locke College Prep Academy's 2025 CA Dashboard results reflect continued progress across several key indicators while also highlighting areas that require ongoing focus and improvement. Compared to the 2024 Dashboard, the school demonstrated measurable growth in student learning conditions, English Learner progress, student engagement, and college and career readiness pathways, while continuing to address persistent academic achievement gaps connected to significant unfinished learning and student mobility.
One of the school's most significant areas of progress was in school culture and student learning conditions. During the 2025–2026 school year, suspensions decreased by 60% and severe behavior incidents declined by 67% compared to the previous year. Student SEL survey data also reflected increased feelings of belonging and connection to school. These improvements were supported through the implementation of a schoolwide Social Emotional Learning curriculum, the Dean's List PBIS system, restorative practices, Yondr phone-free learning environments, and expanded Tier 2 and Tier 3 interventions through the COST and WISH teams.

The school also demonstrated progress in English Learner outcomes. The English Learner Progress Indicator (ELPI) increased by 3.7 percentage points overall, while Long-Term English Learners improved by 8.4 percentage points. To support this growth, Locke expanded its ELD Academy model with dedicated staffing including an Assistant Principal of Biliteracy, ELD counselor, bilingual instructional aides, and sheltered content courses. Additional support included designated ELD instruction, integrated language support across content areas, targeted ELPAC preparation, differentiated professional development for teachers, and expanded family engagement through DELAC meetings and bilingual outreach.

In English Language Arts and Mathematics, while overall Dashboard performance remained below state averages, the school continued to demonstrate strong academic growth trends when examining longitudinal cohort data and student growth metrics. Students continuously enrolled at Locke showed significantly stronger outcomes than students entering after 9th grade, highlighting the positive impact of sustained participation in Locke's instructional program. The school continued implementation of several improvement efforts including double-blocked ELA and Math intervention courses, literacy intervention through Read 180 and Academic English Essentials, schoolwide Empowered Literacy routines, structured SBAC preparation, standards-aligned curriculum implementation, and differentiated Professional Learning Communities supported by full-time ELA and Math Curriculum Specialists.

Locke also expanded college and career readiness opportunities. Although the College/Career Indicator remained below the state average, the percentage of students classified as "Prepared" continued to improve over time. The school expanded access to Advanced Placement courses, dual enrollment, and Career Technical Education pathways including Construction, Computer Science, Medical pathways, and apprenticeship opportunities. Additional supports such as AP workshops, mock exams, targeted counseling, and Black Scholar AP recruitment efforts were implemented to increase equitable access and success for historically underserved student groups.

Graduation outcomes also reflected ongoing progress despite continued challenges related to high student mobility and the inclusion of Extensive Support Needs students pursuing certificate pathways. The school continued implementing standards-based mastery grading, Extended Semester Mastery opportunities, Academic Refocus, credit recovery, and an 8-period schedule designed to increase credit accumulation and intervention access. Counselors, grade-level teams, and student support staff engaged in frequent progress monitoring and targeted interventions to support students at risk of not graduating.

Overall, the 2025 Dashboard results demonstrate that Locke continues to make progress in improving student outcomes through a combination of targeted academic interventions, expanded social-emotional supports, culturally responsive practices, college and career pathway expansion, and data-driven systems of support. At the same time, the school recognizes the continued need to accelerate proficiency outcomes for students who enter significantly below grade level and remains committed to continuous improvement efforts aligned to the LCAP goals and the needs of its school community.

2025 California Dashboard Analysis
English Language Arts:
Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory increased 29.3 Points in ELA to 51.5 Points Below Standard from the previous year of 80.8 Points Below Standard. The Color Indicator in 2025 improved to “Orange” from the previous year of “Red.” In addition, Alain Leroy Locke College Preparatory is behind the state average of 8.1 Points Below Standard. Analysis by student groups:
-English Learners: 102.3 Points Below Standard, Increased 31.2 points from the previous year, behind the state at 59.9 Points Below Standard, increased 7.6 Points from the previous year.
-Hispanic: 55.4 Points Below Standard, Increased 21.1 Points from the previous year, behind the state at 33.7 Points Below Standard, increased 5.7 points from the previous year.
-Socioeconomically Disadvantaged: 50.5 Points Below Standard, Increased 33.6 Points from the previous year, behind the state at 35.3 Points Below Standard, increased 5.5 points from the previous year.
-Students with Disabilities: 34.8 Points Below Standard, Increased 101.4 Points from the previous year, exceeding the state at 89.4 Points Below Standard, increased 6.2 points from the previous year.
-African American: 38.6 Points Below Standard, Increased 61.8 Points from the previous year, exceeding the state at 51.3 Points Below Standard, increased 7.5 points from the previous year.

Mathematics:
Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory improved 29.7 Points in Mathematics to 129.3 Points Below Standard from the previous year of 159 Points Below Standard. The Color Indicator in 2025 improved to “Orange” from the previous year of “Red.” In addition, Alain Leroy Locke College Preparatory is behind the state average of 42.4 Points Below Standard. Analysis by student groups:
-English Learners: 152 Points Below Standard, Increased 30.7 points from the previous year, behind the state at 86.1 Points Below Standard, increased 7.3 Points from the previous year.
-Hispanic: 126.2 Points Below Standard, Increased 28.2 points from the previous year, behind the state at 73.6 Points Below Standard, increased 5.6 Points from the previous year.
-Socioeconomically Disadvantaged: 130.1 Points Below Standard, Increased 32.7 points from the previous year, behind the state at 72.9 Points Below Standard, increased 5.3 Points from the previous year.
-Students with Disabilities: 124.3 Points Below Standard, Increased 33.5 Points from the previous year, behind the state at 120.7 Points Below Standard, increased 3.6 points from the previous year.
-African American: 142.6 Points Below Standard, Increased 48.9 Points from the previous year, behind the state at 95.8 Points Below Standard, increased 6.4 points from the previous year.

English Learner Progress (ELPI):

Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory increased 3.7 Percentage Points in ELPI to 36.1% making progress from the previous year of 32.4% making progress. The Color Indicator in 2025 improved to “Yellow” from the previous year of “Red.” In addition, Alain Leroy Locke College Preparatory is behind the state average of 46.4% making progress. Analysis by student group:
-Long-Term English Learners (LTEL): 48.8% making progress, Increased 8.4 Percentage Points from the previous year, behind the state at 49.1% making progress, increased 3.3 Percentage Points from the previous year.

College/ Career (CCI):
Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory declined 3.7 Percentage Points change in CCI to 31.9% prepared from the previous year of 35.6% making progress. The Color Indicator in 2025 declined to “Orange” from the previous year of “Yellow.” In addition, Alain Leroy Locke College Preparatory behind the state average of 51.7% prepared. Analysis by student group:
-English Learners: 22.7% prepared, Increased 10.3 Percentage Points from the previous year, behind the state at 24.3% prepared, increased 4 Percentage Points from the previous year.
-Hispanic: 34.3% prepared, Declined 2.5 Percentage Points from the previous year, behind the state at 45.1%, increased 4.2 Percentage Points from the previous year.
-Long-Term English Learners (LTEL): 17.6% prepared, Increased 8.9 Percentage Points from the previous year, behind the state at 24.9% prepared, increased 5.1 Percentage Points from the previous year.
-Socioeconomically Disadvantaged: 33.3% prepared, Declined 2.2 Percentage Points from the previous year, behind the state at 44.8% prepared, increased 4.1 Percentage Points from the previous year.
-Students with Disabilities: 3.4% prepared, Declined 10.2 Percentage Points from the previous year, behind the state at 18.7% prepared, increased 3.3 Percentage Points from the previous year.
-African American: 22.4% prepared, Declined 10.2 Percentage Points from the previous year, behind the state at 35.7% prepared, increased 3.1 Percentage Points from the previous year.
-Homeless: 27.5% prepared, Increased 8.5 Percentage Points from the previous year, exceeding the state at 26.5% prepared, increased 2.7 Percentage Points from the previous year.

Graduation Rate:
Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory declined 2.5 Percentage Points in Graduation Rate of 71.6% from the previous year of 74.1% graduated. The Color Indicator in 2025 declined to “Orange” from the previous year of “Yellow.” In addition, Alain Leroy Locke College Preparatory is behind the state average of 87.8% prepared. Analysis by student group:
-English Learners: 63.4% graduated, Increased 3.4 Percentage Points from the previous year, behind the state at 79.7% graduated, increased 1.8 Percentage Points from the previous year.
-Hispanic: 72.1% graduated, Declined 5.2 Percentage Points from the previous year, behind the state at 86.9% graduated, increased 1.6 Percentage Points from the previous year.
-Long-Term English Learner (LTEL): 75.5% graduated, Increased 5.3 Percentage Points from the previous year, behind the state at 84% graduated, increased 3.3 Percentage Points from the previous year.
-Socioeconomically Disadvantaged: 73.7% graduated, Declined 1 Percentage Points from the previous year, behind the state at 86.2% graduated, increased 1.8 Percentage Points from the previous year.
-Students with Disabilities: 59.4% graduated, Increased 3.6 Percentage Points from the previous year, behind the state at 77.1% graduated, increased 2.7 Percentage Points from the previous year.

-African American: 76.2% graduated, Increased 10 Percentage Points from the previous year, behind the state at 82.6% graduated, increased 3.5 Percentage Points from the previous year.
-Homeless: 71.4% graduated, Increased 9.3 Percentage Points from the previous year, behind the state at 77.1% graduated, increased 1.5 Percentage Points from the previous year.

Suspension Rate:
Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory maintained -0.2 Percentage Points in Suspension Rate of 1.7% suspended at least one day from the previous year of 1.9%. The Color Indicator in 2025 improved to “Yellow” from the previous year of “Orange.” In addition, Alain Leroy Locke College Preparatory had a lower suspension rate than the state average of 2.9% suspended at least one day.

Science:
Based on our results of the 2025 California Dashboard, Alain Leroy Locke College Preparatory increased 10 Science Points to 46.1 Science Points from the previous year of 36.1 Science Points. The Color Indicator in 2025 achieved a rating of “Green.” In addition, Alain Leroy Locke College Preparatory is behind the state average of 52.6 Science Points. Analysis by student group:
-English Learners: 42.5 Science Points, Increased 12.7 Points from the previous year, exceeding the state at 41.1 Science Points, increased 2.1 points from the previous year.
-Hispanic: 46.5 Science Points, Increased 11.2 Points from the previous year, behind the state at 47.1 Science Points, Maintained 1.7 points from the previous year.
-Socioeconomically Disadvantaged: 46.3 Science Points, Increased 10.5 Points from the previous year, behind the state at 47.1 Science Points, maintained 1.5 points from the previous year.
-African American: 44.4 Science Points, Increased 5.4 Points from the previous year, exceeding the state at 43.4 Science Points, maintained 1.9 points from the previous year.
-Students with Disabilities: 47.6 Science Points, Increased 9.8 Points from the previous year, exceeding the state at 38.3 Science Points, maintained 1.5 points from the previous year.

Based on our results from the 2025 Dashboard, our graduation rates decreased slightly by 2.5% and our College and Career Indicator (CCI) while on the dashboard it states it declined, the percentage actually is higher compared to 2024. In 2024 it was 25.1% and in 2025 31.9%, which is a 6.8% increase. All subgroups saw an increase with LTELs and English learners having the highest growth of 10.6% and 11.5%, respectively. Our Homeless subgroup also increased in CCI by 8.6%.

For SBAC, in both ELA and Math we increased by 29.3 and 29.7 points in Distance from Standard (DFS), respectively. All numerically significant subgroups saw an increase in DFS points in ELA of double digits, with our Student with Disabilities seeing a triple digit increase of 101.4 points. Our African American subgroup has an increase of 61.8 points. In math, we see a similar pattern, where all 5 numerically significant subgroups had an increase in DFS of double digits, with African American scholars seeing an increase of 48.9 points. While we are still not meeting proficiency rates, scholars are showing great growth across all subgroups.

It is also noteworthy that our LTELs saw a big increase in ELPI, growing 8.4% and moving from orange to green in the dashboard.

Reflections: Technical Assistance

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

This past school year, we were identified for Differentiated Assistance ("DA") for our African American students (State Priority 4, 5, and 6), English Learners (State Priority 4 and 5), Long Term English Learners (State Priority 4 and 8), and Students with Disabilities (State Priority 4 and 5). With this designation, we've begun working with the Los Angeles County Office of Education ("LACOE") by attending the 2026 Charter School Symposium. This Symposium was hosted by LACOE in Alhambra, CA and provided workshops on how to best support our student groups that were identified for DA. We received many resources from different teams across LACOE, and plan on working with them on planning and workshops for our families and staff.

Our Goal 6 describes actions and metrics used to address and track these student group outcomes on the California School Dashboard.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Teachers	Our teacher SAC members play a vital role in the creation, implementation, and review of data outcomes, ensuring that our school continuously strives for excellence. Their engagement allows them to provide valuable input on revisions and additional strategies to improve student success. Additionally, we prioritize transparency and collaboration by hosting dedicated sessions during professional development to review our Local Control Accountability Plan (LCAP) outcomes and the California School Dashboard. These sessions ensure that our educators are well-informed and actively involved in shaping data-driven decisions that enhance student achievement and school performance. For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus goal 6. This goal details the metrics and actions supporting the improvement of our outcomes.
Principals	As principal, I am deeply committed to fostering meaningful family and community engagement. I take an active role in our School Advisory Council (SAC) as the Co-chair and Coffee with the Principal meetings, ensuring open communication and collaboration with our families. I

Educational Partner(s)	Process for Engagement
	work directly with our scholar leaders, the chair of SAC, to support their ability to facilitate meetings in both English and Spanish, empowering them with leadership skills and a voice in school decision-making. Additionally, I contribute to discussions by offering insights and weighing in on suggestions for school improvement, reinforcing our collective commitment to growth and excellence. For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus goal 6. This goal details the metrics and actions supporting the improvement of our outcomes.
Administrators	Our administration takes an active and collaborative approach in the creation, implementation, and review of data to drive continuous school improvement. By working closely with teachers, SAC members, and school leadership, we ensure that data-driven decisions are made with a shared vision for student success. This collaborative effort allows us to analyze outcomes, refine strategies, and implement targeted improvements that directly benefit our scholars and school community. For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus goal 6. This goal details the metrics and actions supporting the improvement of our outcomes.
Other School Personnel	Our non-instructional SAC members play a crucial role in our school's continuous improvement efforts. They are actively engaged in the creation, implementation, and review of data outcomes, ensuring that

Educational Partner(s)	Process for Engagement
	all aspects of the school community contribute to student success. Their unique perspectives help shape revisions and additional strategies to enhance outcomes, reinforcing a collaborative and inclusive approach to decision-making. By involving non-instructional staff in this process, we strengthen our school's ability to support students holistically, both inside and outside the classroom. For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus goal 6. This goal details the metrics and actions supporting the improvement of our outcomes.
Parents	Our Coffee with the Principal meetings serve as a vital platform for fostering a positive school culture by creating open lines of communication between families and school leadership. This commitment to engagement has contributed significantly to 86% of our parents recommending our school to a friend, highlighting the trust and confidence our families have in our school community. Additionally, our District English Learner Advisory Committee (DELAC) and SAC parents play an integral role in the creation, implementation, and review of data outcomes. Their active participation ensures that family voices are included in decision-making, and they provide valuable input on revisions and additional strategies to enhance student success and school performance. This strong collaboration between parents, educators, and administrators strengthens our school's ability to serve our students effectively. Lastly, to ensure that we're soliciting all important educational partners for our LCAP feedback, we post on ParentSquare. ParentSquare is like a social media platform that empowers the school to reach all of our parents. We distributed our LCAP survey to all of our parents/guardians via ParentSquare and we were able to gather feedback from parents of Students with Disabilities, English

Educational Partner(s)	Process for Engagement
	Learners, and all parents/guardians of other numerically and non-numerically significant student groups. This is done to ensure we receive holistic stream of feedback and engagement of all families. For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus goal 6. This goal details the metrics and actions supporting the improvement of our outcomes.
Students	At our school, we believe in fostering student leadership and empowering our scholars to take an active role in shaping their educational experience. Our students serve as integral members of the SAC, contributing to each meeting and ensuring that student voices are heard. Beyond leadership, they are deeply engaged in the creation, implementation, and review of data outcomes, allowing them to analyze key school performance metrics and contribute to meaningful discussions. Additionally, they provide valuable input on revisions and additional strategies to improve outcomes, reinforcing our commitment to student-centered decision-making and continuous school improvement. For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus goal 6. This goal details the metrics and actions supporting the improvement of our outcomes.
SELPA	Our SELPA is provided our LCAPs early in our process for review and feedback to ensure that we are providing the proper support,

Educational Partner(s)	Process for Engagement
	documentation, and explanation of the supports we provide our Students with Disabilities.

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

We use feedback from our DELAC, SAC, and Coffee with the Principal sessions to inform our budgeting decisions for the next school year and to guide the development of professional development opportunities for our staff. Additionally, we gather input from stakeholders through leadership teams like the Advisory School Culture Team (ACST) and the Instructional Leadership Team (ILT). Most importantly, this feedback allows us to reflect on our goals and determine the necessary steps to make meaningful progress toward achieving them. We engaged our parents/guardians of Students with Disabilities and English Learners to better understand their needs and found ways to better address their outcomes in either Equity Multiplier funds and/or Learning Recovery Emergency Block Grant funds.

For our Equity Multiplier funds, we presented to our SAC the funds we are receiving and our plans on how to allocate funds to improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes. This engagement and solicitation of feedback supported our development of our focus Goal 6. With their emphasis on how these student groups performed, with their feedback and comments we developed the aforementioned goal. This goal details the metrics and actions supporting the improvement of our outcomes.

We also have Learning Recovery Emergency Block Grant ("LREBG") funds remaining for our school. During our budget development process, we host SAC and other budget specific meetings highlighting the current status of revenue, grant allocations, and the proposed budget for the next school year. During these meetings we highlighted how we are using funds to support English Language Arts and Mathematics outcomes through programs, services, and staff members to target students needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Basic Services by: • Maintaining the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching • Providing students will have access to and be enrolled in a broad course of study (i.e., science, social science, VAPA, PE for high school students), and have access to standards-aligned instructional materials and the educational program as outlined in the school's charter petition • Maintaining school facilities are maintained in good repair	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To provide and maintain Basic Services for students and schools.
To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1a Credentialed Teachers: 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they are teaching. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1b Broad Course of Study: 100% of students will have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school's charter petition. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%
1.3	1c Facilities: School facilities are in good or exemplar repair as measured by the Facility Inspection Tool (FIT). Data Source: Facility Inspection Tool (FIT)	All: 86% Source: Facillity Inspection Tool (2022-23)	89% Source: Facility Inspection Tool Year: 2024-25	100.0% Source: Facility Inspection Tool Year: 2025-26	90%	+14.0%

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.

As seen across all metrics in this goal, all of our actions were successfully effective in supporting our desired result in metric outcomes across credentialed teachers, our broad course of study to support students, and maintaining an exemplary facility for our students and school staff

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

The actions implemented within this goal area have been effective in supporting progress toward the established goal, as evidenced by available data showing that all associated performance metrics have been met. The strategies in place have contributed to consistent improvement across the indicators aligned to this goal.

Key actions, including targeted instructional support, aligned professional development, and structured systems for monitoring student progress, supported effective implementation of grade-level standards and equitable access to instruction. These efforts ensured that instructional practices were consistently focused on student needs and academic priorities.
In addition, ongoing data review cycles and collaborative planning structures enabled staff to monitor student performance and make timely instructional adjustments. This continuous improvement process strengthened the effectiveness of the actions by ensuring that supports remained responsive and aligned to student needs.

Overall, the implemented actions have demonstrated effectiveness in producing the desired outcomes associated with this goal. Continued implementation and refinement of these strategies will support sustaining gains and further strengthening outcomes for all student groups.

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.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 1.2 Academic - Curriculum Design: Updated the action to a non-contributing action following closer review of the description and LCAP instructions
- 1.3 Academic - Master Scheduling & Staffing: Added language regarding services and support block time for English Learners and Students with Disabilities

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	Teacher Credentialing:	Human Resources: • The principal reviews teacher, counselor and administrator credentials during the master scheduling process and throughout the year to ensure all credentials are properly maintained. The principal collaborates with the Green Dot Human Resources Team to for mid- year hires and/or course changes for teachers throughout the year.	$269,015.33	No

Action #	Title	Description	Total Funds	Contributing
		• Green Dot implemented a system to maintain the employee lifecycle process (HRIS)		
1.2	Academic - Curriculum Design:	• Grade level - standards aligned curriculum has been adopted district-wide for grades 9-12 in English and Math. • All students have access to published standards-aligned curricular materials. Additional curricular resources may be available online and includes sample unit plans, lesson plans and summative assessments • Professional Development is provided to all teachers and administrators on the effective use of aligned curricular materials. • Textbooks and classroom materials are tracked using an online system to ensure access for all students • Students have access to technology and electronic materials which support student-aligned curriculum $16,967.26 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 1: 1a	$1,334,583.45	No
1.3	Academic - Master Scheduling & Staffing:	• Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • The master schedule reflects an emphasis on high school ready and A- G courses that are supported with Common Core and Next Generation Science Standard curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, additional support for core classes, and designated support time for English Learners and Students with Disabilities • The school will be appropriately staffed to implement the school master schedule, including elective courses. $13,331.42 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 1: 1a	$918,819.12	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Facility Inspections:	• Regular facility inspections and audits will be conducted by Green Dot Operations and Facilities staff • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors • Actions/services include expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities • School buildings will be supplied with sufficient furniture, utilities, and developments in order to support a safe and effective learning environment, including upgrades to infrastructure which support student use of educational technology	$1,279,360.95	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Proficiency for All: • Increase the percent of students scoring Met Standard and above on SBAC ELA, SBAC Math and CAST assessments annually or outperform the district average. • Increase percent of EL students who reclassify as Fully English Proficient. • Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency Assessments for California (“ELPAC”) annual assessment. • Increase or maintain growth on CORE ELA and Math "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To increase the percent of students who score Met Standard and above on the SBAC and CAST assessments.
To increase the percent of English Learners who achieve full English language proficiency.
To increase the percent of English Learners who make progress towards English proficiency.
To increase student growth percentile on the CORE assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2a SBAC ELA: Increase percentage of students scoring Proficient and above on SBAC ELA assessment by 3	All Students: 35.06% Low Income: 35.92% African American: 29.41% Latinx: 36.36%	All Students: 25% SED: 24.5% African American: 19% LatinX: 27.3%	All Students: 28.1% SED: 29.7% African American: 20.4%	All Students 44.06% Low Income 44.92%	All Students: -6.96% SED: -6.19% African American: -9.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	English Learners: 1.85% Long Term EL: 0% Students with Disabilities: 23.08% Source: CAASPP (2022-23)	English Learners: 4.6% LTEL: Less than 30 students SWD: 4.8% Homeless: Less than 30 students Foster: Less than 30 students Data Source: CAASPP Year: 2023-24	LatinX: 30.2% English Learners: 2.9% LTEL: Less than 30 students SWD: 10.8% Homeless: Less than 30 students Foster: Less than 30 students Data Source: CAASPP Year: 2024-25	African American 38.41% Latinx 45.36% English Learner 10.85% Long Term EL 9.00% Students with Disabilities 32.08% Foster Youth N/A	LatinX: -6.19% English Learners: 1.09% LTEL: No Data SWD: -12.27% Homeless: No Data Foster: No Data
2.2	2b SBAC Math: Increase percentage of students scoring Proficient and above on SBAC Math assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	All Students: 6.37% Low Income: 6.53% African American: 1.96% Latinx: 7.58% English Learners: 0% Long Term EL: 0% Students with Disabilities: 0% Source: CAASPP (2022-23)	All Students: 4.9% SED: 4.8% African American: 1.8% LatinX: 5.5% English Learners: 3% LTEL: Less than 30 students SWD: 2.4% Homeless: Less than 30 students Foster: Less than 30 students Data Source: CAASPP Year: 2023-24	All Students: 9.5% SED: 9.5% African American: 8.2% LatinX: 9.5% English Learners: 1.5% LTEL: Less than 30 students SWD: 0.0% Homeless: Less than 30 students Foster: Less than 30 students Data Source: CAASPP Year: 2024-25	All Students: 15.37% Low Income: 15.53% African American: 10.96% Latinx: 16.58% English Learner: 9.00% Long Term EL 9.00% Students with Disabilities: 9.00% Foster Youth: N/A	All Students: +3.13% SED: +2.93% African American: +6.20% LatinX: +1.92% English Learners: +1.47% LTEL: No Data SWD: 0.0% Homeless: No Data Foster: No Data
2.3	2c CAST (Science): Increase percentage of students scoring Proficient and above on CAST (Science)	All Students: 8% Low Income: 8.24% African American: 6.35% Latinx: 8.57%	All Students: 4% SED: 3.9% African American: 3.5% LatinX: 4.2%	All Students: 12.3% SED: 12.3% African American: 5.6%	All Students: 17.00% Low Income: 17.24%	All Students: +4.3% SED: +4.04% African American: -0.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	English Learners: 0% Long Term EL: 0% Students with Disabilities: 0% Source: CAASPP (2022-23)	English Learners: 0% LTEL: No Data SWD: 2.2% Homeless: Less than 30 students Foster: No Data Data Source: CAASPP Year: 2023-24	LatinX: 14.6% English Learners: 5.6% LTEL: No Data SWD: 4.9% Homeless: Less than 30 students Foster: No Data Data Source: CAASPP Year: 2024-25	African American: 15.35% Latinx: 17.57% English Learner: 9.00% Long Term EL: 9.00% Students with Disabilities: 9.00% Foster Youth: N/A	LatinX: +6.02% English Learners: +5.56% LTEL: No Data SWD: +4.88% Homeless: No Data Foster: No Data
2.4	2d EL Reclassification: Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) by 3 percentage points per year or to be at/above 2020-21 local district rate. Data Source: Internal Data	All Students: 7% Source: Internal Data (2022-23)	English Learners: 7% Data Source: Internal Data Year: 2023-24	English Learners: 12.0% Data Source: Internal Data Year: 2024-25	All Students: 16.00%	English Learners: 0%
2.5	2e ELPI Levels: Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 3 percentage points per year or be at/above 2022-23 local district ELPI rate. Data Source: California School Dashboard	All Students: 38% Source: CA School Dashboard (2022-23)	English Learners: 32.4% LTEL: 40.4% Data Source: CA School Dashboard Year: 2023-24	English Learners: 36.6% LTEL: 48.8% Data Source: CA School Dashboard Year: 2024-25	All Students: 47.00%	English Learners: -1.40% LTEL: +10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	2f CORE SGP ELA: Increase the CORE student growth percentile (SGP) in ELA to be at or above 50% Data Source: CORE	All Students: 79% Low Income: 80% African American: 49% Latinx: 84% Students with Disabilities: 75% Source: CORE (2022-23)	All Students: 54% SED: 54% African American: 51% LatinX: 55% English Learners: 49% LTEL: No Data SWD: 48% Homeless: No Data Foster Youth: No Data Data Source: CORE Year: 2023-24	All Students: 73% SED: 72% African American: 79% LatinX: 71% English Learners: 19% LTEL: No Data SWD: 98% Homeless: No Data Foster Youth: No Data Data Source: CORE Year: 2024-25	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: -6% SED: -8% African American: +30% LatinX: -13% English Learners: No Data LTEL: No Data SWD: +23% Homeless: No Data Foster: No Data
2.7	2g CORE SGP Math: Increase the CORE student growth percentile (SGP) in Math to be at or above 50% Data Source: CORE	All Students: 84% Low Income: 85% African American: 74% Latinx: 86% English Learners: 88% Students with Disabilities: 58% Source: CORE (2022-23)	All Students: 77% SED: 76% African American: 78% LatinX: 76% English Learners: 87% LTEL: No Data SWD: 87% Homeless: No Data Foster Youth: No Data Data Source: CORE Year: 2023-24	All Students: 87% SED: 85% African American: 83% LatinX: 83% English Learners: 45% LTEL: No Data SWD: 94% Homeless: No Data Foster Youth: No Data Data Source: CORE Year: 2024-25	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% English Learner: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: +3% SED: 0% African American: +9% LatinX: -3% English Learners: -43% LTEL: No Data SWD: +36% Homeless: No Data Foster: No Data

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.

All actions were implemented as planned and there were no substantive differences. Alain Leroy Locke College Prep Academy was successful in its implementation of the Goal 2 actions. There were no substantive differences between planned and actual implementation of Goal 2 actions related to curriculum, resources and materials to support student subgroups, support for EL students, special education, high achieving students, professional development, interim assessments, test preparation, and credit recovery.

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

Overall, the coordinated implementation of curriculum, intervention systems, data-driven instruction, and professional learning structures was effective in producing the desired outcomes for student subgroups aligned to Goal 2.

The actions implemented under Goal 2 have been effective in supporting student subgroup progress toward grade-level proficiency and ensuring access to rigorous, standards-aligned instruction. This is evidenced by the attainment of all associated performance targets within the goal area.

Effectiveness was driven by a coherent system of support that included aligned core curriculum, targeted intervention programs, and structured instructional practices for English Learners, Students with Disabilities, and Long-Term English Learners. The integration of standards-based curricula (such as MyPerspectives and Illustrative Mathematics) with intervention resources (including Read 180, System 44, i-Ready, and designated literacy and math support courses) allowed for both access to grade-level content and remediation of skill gaps. For English Learners, the implementation of Designated and Integrated ELD, LTEL-specific instructional strategies, and the use of tools such as Ellevation supported consistent language development and academic progress. For Students with Disabilities, the blended service delivery model, inclusion practices, and coordinated staffing structures ensured students received individualized support within the least restrictive environment while maintaining access to core instruction.

A critical component of effectiveness was the use of ongoing data cycles, including interim assessments, universal screeners, ELPAC data, and MTSS-based progress monitoring. These systems enabled staff to identify student needs, monitor subgroup performance, and adjust instruction and interventions in a timely manner.

In addition, sustained professional development and collaborative structures strengthened instructional practice across all subgroup supports. Weekly collaboration, coaching cycles, and targeted training in ELD, Special Education strategies, and differentiated instruction increased staff capacity and improved implementation consistency.

All actions were effective in supporting the results we were seeking. The opportunity is to continue the focus on further refining and perfecting actions that support outcome growth. Over the past three years, our students have outperformed average reading growth, as evidenced by our Student Growth Percentile (SGP) scores. SGP is a valid and reliable measure of growth as it is based on SBAC data across the state. One year of growth is equal to a student growth percentile of 50. Last year, despite an anticipated decline in DFS due to a high number of Newcomers, who are students who have been in the country for less than three years, and entering reading levels, we were able to outperform the average in SGP for the third consecutive year. We recognize the challenges reflected in our current CA School Dashboard status in ELA as we continue growth in proficiency as Alain Leroy Locke College Preparatory increased 29.3 Points in ELA to 51.5 Points Below Standard from the previous year of 80.9 Points Below Standard. Many of our students enter Locke significantly behind academically, particularly in literacy, which compounds over time. Despite our growth trajectory, these gaps remain evident in state- level assessments, we are optimistic that our strategic investments will lead to even greater growth and performance. One way that is evident is in their SBAC growth trajectory.

Our Student Growth Percentile (SGP) in Math further demonstrates our progress:
2021-22: SGP of 73
2022-23: SGP of 84
2023-24: SGP of 77
2024-25: SGP of 86

Locke's CPA SGP of 86 means our students are growing faster than 86% of similar schools, placing us in the 61-80% above "high" growth range as defined by CORE.
With respect to our ELPI rate, we met our internal goal. The ELPI rate improved 3.7 percentage points to 36.1% making progress from the previous year of 32.4%. We are confident that our current plans with the additions of new interventions like a zero period and more intensified support during the course College Ready Language and Writing, will yield positive results for this coming year. We have the right people in place. We have an Assistant Principal of Biliteracy and ELD case manager, along with the bilingual aids that support students in their core academic classes.

While the data reflects effectiveness in supporting our outcomes and our SPG data shows the effectiveness of our program, We continue to refine the implementation of these actions to better support their effectiveness in coming years. We anticipate seeing further growth in our metrics in 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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 2.1 Curriculum, Resources and Materials to Support Student Subgroups: Added language regarding professional development focused on English Learners and Socioeconomically Disadvantaged students
- 2.2 Support for EL Students: Added language regarding curriculum and technology assessments used to support English Learners
- 2.5 Professional Development: Added language regarding professional development focused on supporting English Learners and Students with Disabilities
- 2.8 Credit Recovery: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Curriculum, Resources and Materials to Support Student Subgroups: • ELA and Math intervention courses are offered at the 9th – 12th grade levels to ensure students below grade level have tiered support • Math teachers use Illustrative Mathematics for the core curriculum and Ready Common Core or i-Ready Classroom for their intervention curriculum. • Green Dot ELA teachers use MyPerspectives for the core curriculum and Read180, System44, and English 3D for their intervention curriculum • Professional development to provide specialized support for most at need students such as our English Learners and Socioeconomically Disadvantaged students. $24,238.94 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$1,288,103.49	Yes
2.2	Support for EL Students:	• Appropriate Designated ELD courses are offered based on student needs • Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and hard copy for all teachers and administrators	$495,179.09	Yes

Action #	Title	Description	Total Funds	Contributing
		• Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. • EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement. All teachers are trained in how to develop a language objective and support the language needs of students in an integrated classroom setting. • Student performance in ELA classes, D/F Data, attendance, Lexile growth and ELPAC data are monitored to ensure EL progress and appropriate programming. The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons. The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data. In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided. The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to		

Action #	Title	Description	Total Funds	Contributing
		support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 12 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. A universal screener assessment is given three times per year to provide additional data on student growth. The NWEA MAP assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support. $7,271.68 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		
2.3	Special Education:	Students with Disabilities: • Students that have an Individualized Education Plan will receive educational services in the Least Restrictive environment. • In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model. • The leadership team works with Administrators , teachers, office staff, school psychologist, counselors, special ed. Aides, nurses, speech pathologist, adaptive PE providers, transition support	$5,312,217.59	No

Action #	Title	Description	Total Funds	Contributing
		staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities. • The master schedule is carefully reviewed and reflects the needs of the special education population and class offerings, and program models (i.e., co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction • The LEA has a Special Education Program Administrator and an Administrator over Special Education who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services. • Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports. • Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. colleagues. $3,772 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		
2.4	High Achieving Students:	• Eligible students are automatically enrolled in AP courses based on data and the Master Schedule is built to include a variety of AP course offerings. The school offers Dual Enrollment opportunities in collaboration with local Community Colleges to provide college - level courses to students. $6,691 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$98,953.21	No

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development:	• Teachers participate in one professional development session and one collaboration session per week • Professional development focuses on the process of Intellectual Preparation so that teachers are planning effectively with aligned curriculum and the Common Core or Next Generation Science standards. • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies to lead their department in planning and student work analysis protocols • Professional development is provided to teachers around identifying English Learner students utilizing the CA ELD Standards in Integrated ELD, their Special Education students, and using accommodations and modifications to ensure that students receive appropriate support. • Professional development emphasizes the need to provide tiered interventions to support student success and is data driven utilizing universal math and literacy screeners. $4,847.79 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$439,073.76	Yes
2.6	Interim Assessments:	• Green Dot interim assessments are unit- embedded assessments in the adopted core curriculum for ELA Math and Science. • Green Dot interim assessments are aligned to the Common Core content standards or Next Generation Science Standards to expose students to the structure and format of the CAASPP. • Schools are provided with additional assessment resources that can be used to prepare students including data analysis protocols and best practices for testing environments. • Student assessment results are analyzed to determine which interventions to implement using the MTSS framework and to support re-teaching opportunities in the classroom.	$298,627.18	No

Action #	Title	Description	Total Funds	Contributing
2.7	Test Preparation:	• Schools utilize the online test preparation resources available through the California Department of Education including the Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) along with other curriculum supplements from adopted curriculum to support students for assessment. Ed team curated resources are available by grade level and content area to support pacing and preparation for Assessments. $7,271.68 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$363,355.52	No
2.8	Credit Recovery:	• ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs. • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma. • School has two counselors who provide academic and college counseling. • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress. • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit • Counselors receive professional development and coaching from Counselor Support Specialist as needed. $6,059.73 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$554,786.37	No

Action #	Title	Description	Total Funds	Contributing
2.9	Support for Long Term English Learners	The school analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the school matrix providing students with designated supports. LTELs are currently provided with Designated ELD courses that incorporate LTEL specific strategies for active engagement, writing scaffolds, academic vocabulary building, and ample practice for oral communication. In addition to Designated ELD, LTELs receive explicit language & literacy Instruction through Integrated courses across all content areas. All integrated classes embed vocabulary development and grammatical structures required to access subject matter content. Lessons are designed around ELD standards-based language objectives. Subject matter content is taught alongside reading and writing skills so LTELs are using language to meaningfully engage with the academic content. Professional Development is provided to all staff with three dedicated sessions to Integrated ELD PD. These are designed to ensure that all teachers know the proficiency levels their Emergent Bilinguals, what students can do at each level and what scaffolds/accommodations can support them. The professional development also provides time and support for teachers to access their EB data on the Ellevation platform and learn strategies that can be differentiated to support EBs at every level and understand the different types of English learners including Newcomer, SLIFE, LTEL, RFEP, as well as characteristics of each. While LTELs are enrolled in designated ELD classes, they are also placed into heterogenous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilities differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the school climate. These include, but are not limited to: • flexible grouping based on language and content proficiency, • incorporating opportunities for oral language practice • development utilizing culturally relevant curricular materials -providing space during the school day for reading for pleasure with access to a variety of age-appropriate books	$50,366.70	Yes

Action #	Title	Description	Total Funds	Contributing
		• utilizing technology as a tool for background and content knowledge to enhance access to the curriculum • creating a text-rich environment that emphasizes academic language At least 2x year, the progress of LTELs is monitored and all students with Ds and Fs are provided with Additional or Intensive supports based on a Multi- Tiered System of Supports. Instructional Coaches and ELD Coordinators provide ongoing coaching and professional development cycles to admin and teachers focused on research-based strategies and interventions that address the unique learning needs of LTELs. $1,549 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepared for college, leadership and life • Increase the percent of graduates that successfully complete A-G course requirements to greater than previous year or greater than 70% • Increase the percent of students earning passing scores (3 or above) on Advanced Placement ("AP") exams by 3% per year • Increase progress on California Dashboard College and Career Indicator • Maintain low cohort dropout rates at lower than previous year or less than 8% • Increase graduation rates to 85% or higher "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student's teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To increase the percent of graduates that successfully complete A-G course requirements
To increase the percent of students scoring passing scores on AP exams
To increase progress on the CA College and Career Indicator
To maintain a low cohort dropout rate.
To increase graduation rates

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3a Cohort Dropout: Decrease the cohort dropout rate percent by	All Students: 24% Low Income: 24% African American: 26%	All Students: 13% SED: 12.3%	All Students: 12.7% SED: 11.3%	All Students: 15.00%	All Students: -11.3% SED: -12.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 percentage points per year, or to be below 10% Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	Latinx: 23% English Learners: 33% Long Term EL: No data Students with Disabilities: 13% Homeless: 36% Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	African American: 11.1% LatinX: 13.6% English Learner: 27.3% LTEL: No Data Available SWD: 10.2% Homeless: 16.2% Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	African American: 17.5% LatinX: 11.2% English Learner: 17.0% LTEL: No Data Available SWD: 8.5% Homeless: 11.8% Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	Low Income: 15.00% African American: 17.00% Latinx: 14.00% English Learners: 24.00% Students with Disabilities: 10.00% Homeless: 27.00%	African American: -8.5% LatinX: -11.8% English Learner: -16.0% LTEL: No Data SWD: -4.5% Homeless: -24.2% Foster Youth: No Data
3.2	3b Cohort Grad Rate: Increase cohort graduation rate by 3 percentage points per year, or to be at/above 85%. Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	All Students: 68% Low Income: 68% African American: 61% Latinx: 70% English Learners: 58% Long Term EL: No data Students with Disabilities: 64% Homeless: 61% Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	All Students: 73.6% SED: 74.1% African American: 65.3% LatinX: 77% English Learner: 59.1% LTEL: 70.2% SWD: 54.2% Homeless: 62.2% Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	All Students: 78.1% SED: 79.6% African American: 74.6% LatinX: 80.5% English Learner: 74.3% LTEL: 72.2% SWD: 56.4% Homeless: 76.7% Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	All Students: 77.00% Low Income: 77.00% AA 70.00% Latinx 79.00% EL 67.00% SWD 73.00% Homeless 70.00%	All Students: +10.09% SED: +11.55% African American: +13.55% LatinX: +10.46% English Learner: +16.3% LTEL: +3.02% SWD: -7.64% Homeless: +15.74% Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	3c A-G: Increase the percent of graduates who successfully meet UC/CSU course requirements by 3 percentage points per year or to be at/above 70%. Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	All Students: 40% Low Income: 40% African American: 5% Latinx: 47% English Learners: 43% Long Term EL: No data Students with Disabilities: 15% Homeless: 26% Foster Youth: No Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	All Students: 33.3% SED: 32.8% African American: 31.9% LatinX: 34.2% English Learner: 19.2% LTEL: No Data Available SWD: 12.5% Homeless: Less than 30 students Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	All Students: 33.3% SED: 32.8% African American: 31.9% LatinX: 34.2% English Learner: 19.2% LTEL: No Data Available SWD: 12.5% Homeless: Less than 30 students Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	All Students: 49.00% Low Income: 49.00% African American: 14.00% Latinx: 56.00% English Learners: 52.00% Students with Disabilities: 24.00% Homeless: 35.00%	All Students: -6.7% SED: -7.2% African American: +26.9% LatinX: -12.8% English Learner: -23.8% LTEL: No Data SWD: -2.5% Homeless: No Data Foster Youth: No Data
3.4	3d AP: Increase the percent of Advanced Placement (“AP”) passing scores (3 or above) earned by students by 3 percentage points per year or to be at/above 70%. Data Source: College Board	All Students: 21% Low Income: 21% African American: 6% Latinx: 22% English Learners: 42% Long Term EL: No Data Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CollegeBoard (2022-23)	All Students: 12.8% SED: 12.1% African American: 8.9% LatinX: 13.8% English Learner: 36.6% LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 17.4% SED: 16.2% African American: 14.0% LatinX: 18.3% English Learner: 43.2% LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 30.00% Low Income: 30.00% African American: 15.00% Latinx: 31.00% English Learners: 51.00%	All Students: -3.58% SED: -4.84% African American: +7.95% LatinX: -3.69% English Learner: +1.21% LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: College Board Year: 2023-24	Data Source: College Board Year: 2024-25		
3.5	3e Increase the percent of students considered ""prepared"" on the College/Career Indicator by 3 percentage points per year.Data Source: California School Dashboard	All Students: 19% Low Income: 19% African American: 0% Latinx: 23% English Learners: 15% Students with Disabilities: 3% Homeless: 10% Foster Youth: <30 Source: CA School Dashboard (2022-23)	All Students: 25.1% SED: 25.2% African American: 19.4% LatinX: 27.1% English Learner: 11.2% LTEL: No Data Available SWD: 17% Homeless: 18.9% Foster: Less than 30 students Data Source: California School Dashboard Year: 2023-24	All Students: 31.9% SED: 33.3% African American: 22.4% LatinX: 34.3% English Learner: 22.7% LTEL: No Data Available SWD: 3.4% Homeless: 27.5% Foster: Less than 30 students Data Source: California School Dashboard Year: 2024-25	All Students: 28.00% Low Income: 28.00% African American: 9.00% Latinx: 32.00% English Learners: 24.00% Students with Disabilities: 12.00% Homeless: 19.00%	All Students: +12.90% SED: +14.30% African American: +22.40% LatinX: +11.30% English Learner: +7.70% LTEL: No Data SWD: +0.40% Homeless: No Data Foster Youth: No Data
3.6	3f CTE: The percentage of pupils who have successfully completed CTE courses from approved pathways by increasing by 3 percentage points from the 2022-23 school year (if the school offers the CTE program). Data Source: Met UC/CSU Requirements	All Students: 1% Low Income: 1% African American: 0% Latinx: 2% English Learners: 1% Students with Disabilities: 2% Homeless: 0% Foster Youth: <30 Source: Met UC/CSU Requirements and CTE Pathway Completion Report (2022-23)	All Students: 5.8% SED: 5.9% African American: 1.4% LatinX: 7.3% English Learner: 2.2% LTEL: 1.1% SWD: 0% Homeless: 5.4% Foster: Less than 30 students	All Students: 3% SED: 3% African American: 3% LatinX: 3% English Learner: 2% LTEL: 0% SWD: 2% Homeless: 4% Foster: Less than 30 students	All Students: 10.40% Low Income: 10.40% African American: 9.00% Latinx: 10.70% English Learners: 9.70% Students with Disabilities: 10.50% Homeless: 9.00%	All Students: +2.0% SED: +2.0% African American: +3.0% LatinX: +1.0% English Learner: +1.0% LTEL: No Data SWD: 0% Homeless: +4.0% Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and CTE Pathway Completion Report		Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2023-24	Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2024-25		
3.7	3g CTE & A-G: The percentage of pupils who have successfully completed both a-g and CTE courses by increasing by 3 percentage points from the 2022-23 school year (if the school offers the CTE program).Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report	All Students: 2% Low Income: 2% African American: 0% Latinx: 2% English Learners: 0% Students with DIsabilities: 0% Homeless: 0% Foster Youth: <30 Source: Met UC/CSU Requirements and CTE Pathway Completion Report (2022-23)	All Students: 4.6% SED: 4.6% African American: 1.4% LatinX: Less than30 students English Learner: 2.2% LTEL: 1.1% SWD: 1.8% Homeless: 5.4% Foster: Less than 30 students Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2023-24	All Students: 2% SED: 2% African American: 2% LatinX: 2% English Learner: 0% LTEL: 0% SWD: 0% Homeless: 0% Foster: Less than 30 students Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2024-25	All Students: 11.00% Low Income: 11.00% African American: 9.00% Latinx: 11.00% English Learners: 9.00% Students with Disabilities: 9.00% Homeless: 9.00%	All Students: 0% SED: 0% African American: +2.0% LatinX: No Data English Learner: 0% LTEL: No Data SWD: 0% Homeless: 0% Foster Youth: No Data
3.8	3h EAP: Pupils prepared for college by the Early Assessment Program (EAP) by increasing 3 percentage points from the 22-23 school year. Data Source: CAASPP	All Students: 53% Low Income: 52% African American: 2% Latinx: 49% English Learners: 5% Students with Disabilities: 3% Homeless <30 Foster Youth: <30	All Students: 57% SED: 57% African American: 55% LatinX: 57% English Learner: 48% LTEL: No Data Available SWD: 64% Homeless: 54%	All Students: 28% SED: 28% African American: 24% LatinX: 29% English Learner: 17% LTEL: No Data Available SWD: 9% Homeless: 19%	All Students: 61.94% Low Income: 61.21% African American: 11.21% Latinx: 58.26% English Learners: 14.15%	All Students: -25% SED: -248% African American: +22% LatinX: +7.7% English Learner: +12.0% LTEL: No Data SWD: +6.0% Homeless: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CAASPP (2022-23)	Foster: Less than 30 students Data Source: CAASPP Year: 2023-24	Foster: Less than 30 students Data Source: CAASPP Year: 2024-25	Students with Disabilities: 11.94%	Foster Youth: No Data

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.

All actions were implemented as planned and there were no substantive differences between planning and implementation. Locke College Prep Academy is seeing promising success in graduation rates, thanks to a strategic, student-centered approach. Our robust counseling team provides personalized graduation checks, credit recovery plans, and multiple pathways to A-G eligibility. We also prioritize parent involvement through quarterly progress reports, parent-teacher conferences, and workshops, ensuring families stay engaged in their student's journey. Looking ahead, we're refining our approach to provide even more opportunities for success:

- Expanded Credit Recovery – More options embedded during the school day to keep students on track.
- College & Career Readiness Course – Preparing students with essential skills for life after high school.
- Strengthen our Trip Partnerships – Supporting UC-eligible students through applications
- Black Student Success Advisors (via the Ballmer Grant) – Working with Black Scholars (2.2-3.0 GPA) to boost them to 3.5+ GPA by junior year, ensuring UC eligibility and A-G readiness. Our commitment to student achievement is unwavering. With these initiatives, we are not just improving graduation rates—we're setting students up for long-term success in college and beyond!

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

All actions were effective in supporting our metric outcomes. We are continuing to support our graduation rates as there was a decline to 72% for SY2024-25 from the previous year of 74%. We continue our strategic investment in a dedicated counseling team, with counselors carrying lower caseloads and looping with students from 9th-12th grade, providing consistent, personalized support throughout their high school journey. Even more exciting, we achieved our cohort dropout goal across all subgroups—a tremendous victory in ensuring our scholars stay on track. We experienced a 4.6% increase in AP Passing Score (3 or Above) and met our goal by exceeding growth by 3% a year. In addition, our graduates meeting A-G requirements increased by 13% to 46.3% of graduates meeting A-G requirements in 2024-25 from the previous year of 33.3%, as we exceeded the goal of 3% annual growth. To further support student success, we are expanding credit

recovery options to improve A-G eligibility while simultaneously strengthening our Career Technical Education (CTE) and Dual Enrollment programs—helping students gain valuable skills and progress on the College & Career Indicator (CCI). We're proud that all subgroups met our CCI goal, with the exception of our English Language Learners, and we are actively working on targeted interventions to bridge this gap. We've also expanded AP Seminar to 9th and 10th grade, giving younger scholars an early foundation in critical thinking and research skills, setting them up for greater success in 11th and 12th-grade AP courses. Our AP courses have fully approved syllabi, guaranteeing the rigor and depth necessary for college-level coursework. Finally, we have strengthened our Dual Enrollment programming, where students are completing college courses during the school day at our school. These targeted actions are proving effective, and we are continuously refining their implementation to maximize impact. With our unwavering commitment to academic excellence and student success, we are confident that we will see even greater growth in our key metrics in the coming years!

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 3.1 Counseling: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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	Counseling:	• Counselor Support Specialist provides coaching and professional development to counselors who provide academic and college readiness advising. • School support is based on enrollment which drives the number of counselors on each site with a minimum of one at a MS and 2 at a HS • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress	$927,577.26	No

Action #	Title	Description	Total Funds	Contributing
		• Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Students have individual meetings with their counselors to track promotion progress and develop plans towards meeting high school graduation and college application requirements • Schools have a Coordination of Services Team (COST) which includes an Administrator, school psychologist, and a clinical or mental health supervisor that coordinates counseling and social-emotional services for students. Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services by the COST team which may include internal services or referrals to external agencies $10,907.52 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
3.2	Parent Involvement:	• The school prioritized parent engagement and believes that parents are partners in the success of their students. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent Square has been adopted to increase communication about school events and opportunities for parents to engage with the school community. • Every school has a full -time Parent Coordinator who leads parent engagement including hosting parent workshops to educate parents on how to best support their students. • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.	$221,225.73	No

Action #	Title	Description	Total Funds	Contributing
3.3	Curriculum:	Curriculum: • Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • Revised Placement process is data driven to ensure that all students who demonstrated academic readiness have access to AP courses. In addition to the data- driven placement, AP courses are open to all students. • Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress. $46,097 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$391,914.77	No
3.4	Test Preparation:	• A data driven placement process was adopted to increase access to AP courses. In addition to the data- driven placement, AP courses are open to all students. • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CAASPP in ELA and Math will contribute to student college readiness scores used for the College and Career Indicator on the California School Dashboard $10,907.52 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$700,126.86	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Focus on school culture: • School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90% • School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10% • School will decrease suspension rate by 3% per year or to a rate at or below 5% • School will maintain an expulsion rate of 0.5% or less "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To maintain a high attendance rate.
To maintain a low chronic absenteeism rate.
To decrease the number of pupil suspensions.
To decrease the number of pupil expulsions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4a ADA: Maintain a high Average Daily Attendance (“ADA”) at a rate greater than 90%.	All Students: 87% Low Income: 86% African American: 84% Latinx: 88% English Learners: 88% Long Term EL: No Data	All Students: 87.8% SED: 87.6% African American: 85% LatinX: 88.5%	All Students: 87.8% SED: 87.6% African American: 85% LatinX: 88.5%	All Students: 90% Low Income: 90% African American: 90% Latinx: 90% English Learners: 90%	All Students: +1.1% SED: +1.2% African American: 1.3% LatinX: 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System (SIS)	Students with Disabilities: 86% Homeless: 86% Foster Youth: 87% Source: Student Information System (SIS) (2022-23)	English Learner: 89.1% LTEL: Less than 30 students SWD: 87.3% Homeless: 88.1% Foster: Less than 30 students Source: Student Information System (SIS) Year: 2023-24	English Learner: 89.1% LTEL: Less than 30 students SWD: 87.3% Homeless: 88.1% Foster: Less than 30 students Source: Student Information System (SIS) Year: 2024-25	Long Term EL: 90% Students with Disabilities: 90% Homeless: 90% Foster Youth: 90%	English Learner: 1.5% LTEL: N/A Students with Disabilities: 1.8% Homeless: +2.2% Foster Youth: N/A
4.2	4b Chronic Absenteeism: Decrease student chronic absenteeism rate by 3 percentage points per year or to a rate at or below 10%. Data Source: DataQuest: Chronic Absenteeism Rate	All Students: 45% Low Income: 45% African American: 60% Latinx: 40% English Learners: 42% LTEL: No Data Students with Disabilities: 44% Homeless: 44% Foster Youth: No Data Source: Dataquest:Chronic Absenteeism Rate (2022-23)	All Students: 41.4% SED: 41.8% African American: 50.7% LatinX: 38.9% English Learner: 37.6% LTEL: Less than 30 students SWD: 45.3% Homeless: 40.6% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2023-24	All Students: 41.4% SED: 41.8% African American: 50.7% LatinX: 38.9% English Learner: 37.6% LTEL: Less than 30 students SWD: 45.3% Homeless: 40.6% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2024-25	All Students: 35.53% Low Income: 36.40% African American: 50.87% Latinx: 30.78% English Learners: 32.67% Long Term EL: N/A Students with Disabilities: 35.05% Homeless: 35.21% Foster Youth: N/A	All Students: -3.2% SED: -3.6% African American: -9.2% LatinX: -0.8% English Learner: -4.1% LTEL: N/A Students with Disabilities: +1.2% Homeless: -3.6% Foster Youth: N/A
4.3	4c Suspension Rate: Decrease suspension rate by 3 percentage	All Students: 1% Low Income: 1% African American: 3% Latinx: 0%	All Students: 1.9% SED: 2.1% African American: 6.6%	All Students: 1.9% SED: 2.1% African American: 6.6%	All Students: <5.00% Low Income: <5.00%	All Students: +0.9% SED: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	points per year or to a rate at or below 5%. Data Source: California School Dashboard: Suspension Rate Indicator	English Learners: 1% LTEL: No Data Students with Disabilities: 1% Homeless: 0% Foster Youth: No Data Source: CA School Dashboard: Suspension Rate Indicator (2022-23)	LatinX: 0.6% English Learner: 0.8% LTEL: 1.1% SWD: 3% Homeless: 3.9% Foster: 15.9% Source: CA School Dashboard: Suspension Rate Indicator Year: 2023-24	LatinX: 0.6% English Learner: 0.8% LTEL: 1.1% SWD: 3% Homeless: 3.9% Foster: 15.9% Source: CA School Dashboard: Suspension Rate Indicator Year: 2024-25	African American: <5.00% Latinx: <5.00% English Learner: <5.00% Long Term EL: <5.00% Students with Disabilities: <5.00% Homeless: <5.00% Foster Youth: <5.00%	African American: +4% LatinX: +0.2% English Learner: 0% LTEL: +0.6% Students with Disabilities: +2.1% Homeless: +3.9% Foster Youth: N/A
4.4	4d Expulsion Rate: Decrease expulsion rate by 2 percentage points per year or to a rate at or below 2%. Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate	All Students: 0% Low Income: 0% African American: 0% Latinx: 0% English Learners: 0% LTEL: No Data Students with Disabilities: 0% Homeless: 0% Foster Youth: No Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate (2022-23)	All Students: 0.2% SED: 0.2% African American: 0.6% LatinX: 0.1% English Learner: 0.2% LTEL: Less than 30 students SWD: 0% Homeless: 0% Foster: Less than 30 students Source: DataQuest: Suspension and Expulsion Data > Expulsion Rate Year: 2023-24	All Students: 0.2% SED: 0.2% African American: 0.6% LatinX: 0.1% English Learner: 0.2% LTEL: Less than 30 students SWD: 0% Homeless: 0% Foster: Less than 30 students Source: DataQuest: Suspension and Expulsion Data > Expulsion Rate Year: 2024-25	All Students: <2% Low Income: <2% African American: <2% Latinx: <2% English Learners: <2% Long Term EL: <2% Students with Disabilities: <2% Homeless: <2% Foster Youth: <2%	All Students: 0% SED: 0% African American: +0.3% LatinX: -0.1% English Learner: -0.2% LTEL: N/A Students with Disabilities: 0% Homeless: 0% Foster Youth: N/A

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.

All actions were implemented as planned and there were no substantive differences between planned actions and implementation. Focus on school culture:

- School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90%
- School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10%
- School will decrease suspension rate by 3% per year or to a rate at or below 5%
- School will maintain an expulsion rate of 0.5% or less
- Attendance is taken daily and tracked via PowerSchool (Green Dot's Student Information System)
- Office staff communicates daily with parents to inform them of student absences and/or tardies
- School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed, such as letters home and Parent Square communication.
- Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator.
- The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.
- Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports.
- School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students
- The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot’s Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention.
- Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus
- Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate
- Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

All actions were effective as seen by our metric outcomes. Focus is on perfecting actions to increase effectiveness. Although we did not meet our goal of 90% for ADA for SY2024-25. Having an 86.2% ADA overall is near the goal of 90%. As for the subgroups, the data from SY2024-25 is the following following data of: (a) SED 86.2%, (b) AA 83.4% (c) Latinx 87% (d) EL 86.8% (e) SWD 86% (f) Homeless 84.6%, and (g) Foster Youth 88% for Foster Youth. Across all subgroups our ADA declined from the previous SY2023-24. In terms of Chronic absenteeism, we did not meet our goal of decreasing student chronic absenteeism by 3% per year or a rate at or below 10%. Currently our chronic absenteeism rate has increased for our overall population of students from 41.4% in SY2023-24 to 46.8% for SY2024-25. All of our subgroups have declined in chronic absenteeism with the exception of Students with Disabilities. The decline in ADA and chronic absenteeism are attributed to Locke's instability rate. We are continuing to enhance strategies and school initiatives to improve ADA rates that are not limited to the following areas of: increasing joy through the school by implementing more grade level activities, assemblies, and events, awarding scholars with attendance incentives monthly, and having our attendance team monitor monthly attendance and make adjustments school-wide increase to ADA. Additionally, we also added a fifth attendance case manager to the team and she has the specific role of focusing attendance for our subgroup of Latinx students while our other four attendance case managers focus on our AA subgroups. We continue to address to support our SWD by ensuring that our Special Education Case Carriers champion the scholars on their caseloads to make calls to determine why a scholar is absent from school. Our Special Education Instructional Aides are also conducting calls after school daily for the SWD subgroup. We anticipate seeing a drop in the chronic absenteeism rates in all subgroups by increasing our focus on Home Visits to ascertain the barriers to coming to school and to connect them with the necessary resources to remove those barriers. In the coming years, we will continue to focus on continuing to improve this outcome by involving more stakeholders. Our actions focused on meeting the needs of our scholars, both preventative and responsive, were essential in our progress of meeting our goals for both our suspension rate and expulsion rate. We have lowered and then maintained a suspension rate of less than 2% with our goal being to stay below a 5% rate and expulsion rate below 2%. Our safety and security team is made up of three culture assistant principals, one dean, five student specialists, and ten culture support associates that carry out our restorative practices on a daily basis. These practices focus on building and maintaining relationships between our scholars, as well as our staff while taking ownership and accountability of their campus. This allows us to create a positive school culture to prevent behavior while also allowing us to mitigate future problematic behaviors.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 4.2 Services for Systems of Support: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

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
4.1	Attendance:	• Attendance is taken daily and tracked via PowerSchool (Green Dot's Student Information System) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed, such as letters home and Parent Square communication. • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator. • The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.	$446,431.94	No
4.2	Services for Systems of Support:	• Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports. • School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students • The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot's Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention. • Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus	$1,086,184.57	No

Action #	Title	Description	Total Funds	Contributing
		• Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion. $9,695.58 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Parent, Student and Community Engagement: • School will have at least 4 School Advisory Council (“SAC”) meetings. • The school will host at least 4 District English Learner School Advisory Council (“DELAC”) meetings. • Students, families and the school community will feel a sense of connectedness.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide opportunities for parental input in school site decisions.
To provide opportunities for parental participation in school events and programs.
To increase the sense of safety and school connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5a SAC Meetings: The school will host at least 4 SACs each school year. Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	8 Meetings Source: Internal Data Year: 2023-24	8 Meetings Source: Internal Data Year: 2024-25	4 Meetings	+4 Meetings
5.2	5b DELAC Meetings: The school will host at least 4 DELACs each school year.	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	4 Meetings Source: Internal Data Year: 2023-24	4 Meetings Source: Internal Data Year: 2024-25	4 Meetings	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory					
5.3	5c Family Surveys: At least 80% positive rating on "Would you Recommend this school to a friend?" for Internal Family Survey. Data Source: Internal Family Survey	All 84% Family Survey (2022-23)	86% Source: Family Survey Year: 2023-24	87.9% Source: Family Survey Year: 2024-25	80%	+3.9%
5.4	5d Parent Participation: At least 30% of parents/guardians participate in two or more events a year or increase by 3 percentage points from prior year. Data Source: Internal Counts from Parent Events	All 1% Counts from parent events (2022-23)	6% Source: Counts from Parent Events Year: 2023-24	11.5% Source: Counts from Parent Events Year: 2024-25	All Students: 10%	+5.4%
5.5	5e Student Survey: Increase by 3 percentage points annually or be at/above at least 80% positive rating "I feel safe at this school" on the Internal Student Survey	All Students: 66% Data Source: Internal Student Survey Year: 2023-24	N/A	N/A	At least 80%	N/A

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.

All actions were implemented as planned and there were no substantive differences between planned actions and implementation. The implementation for Goal 5 has been successful in all sub categories, including for 5D-Parent Participation as parent participation increased by 6%, exceeding the goal of 3% increase from the prior year. There were no substantive differences in the implementation planned actions. Our metric outcomes display continued growth. Our Community Schools grant continues to support culture and school climate building as we move forward from the pandemic. SAC and DELAC meetings are critical to supporting Parent Engagement and Involvement in school decision making. We have been working to rectify and plan out new processes to properly document the attendance of our parents at our school events and activities. While there was no substantive difference in implementation, we do want to acknowledge the challenge of 5-D, Parent Engagement as we continue to encourage parent participation. As our school is an open enrollment charter, we take students all year. Some of the obstacles that have challenged us from meeting the parent engagement goal is a high instability rate. Instability rate is determined by the number of students checking in and checking out of a school for a number of reasons, many out of the school's control. Locke College Prep Academy currently has an instability rate of 32.3%, which means we qualify for Equity Multiplier funds to help support all high needs populations. Along with our high instability rate, Locke CPA serves a higher percentage of students experiencing homelessness compared to the state and LAUSD.

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

There were no material differences between planned expenditures and estimated actual expenditures.

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

As seen across all metrics in this goal, all of our Actions were successfully effective in supporting our desired result in metric outcomes across our frequent SAC and DELAC meetings, increasing parent satisfaction with our school, and increasing family engagement with our events and celebrations throughout the school year. We are continuing to work on encouraging parents to participate in two or more events per year, and we did meet our LCAP goal for the 2024-25 school year in all sub-categories.

We will continue to promote our family events through Parent Square, flyers, social media, email and phone calls so that families continue to feel connected to our school community.

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.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional

ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 5.1 Parent Engagement and Participation: Added language regarding the parents/guardians of unduplicated student groups that are engaged during the school year.
- 5.3 Community Partnerships: Updated the action to a non-contributing action following closer review of the description and LCAP instructions. Updated language related to an educational partner that no longer is partnering with the LEA.

We have added an additional metric "5.5 Student Survey" to better align with and track progress towards our LCAP goal of better supporting school safety and connectedness.

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
5.1	Parent Engagement and Participation:	• The School Advisory Council (SAC) is comprised of the principal, teacher, staff members, parents and community members • Green Dot District English Learner Advisory Council bylaws ensure English Learner's parents/guardians are elected to the serve on the District English Learner Advisory Council (DELAC). • Parent participation on the SAC and DELAC allows for all parents and guardians as well as parents/guardians of Socioeconomically Disadvantaged students, English Learners, and Foster Youth students to have input into school policies and budget, and regularly reviews school data. • School has a Parent Coordinator whose responsibilities include planning activities, managing communications with parents/guardians, coordinating monthly parent workshops on relevant topics, supports in the hosting of meetings with our DELAC and SAC. ParentSquare is frequently used to communicate with parents, staff, and teachers on upcoming school events, celebrations, activities, and SAC/DELAC meetings and topics. $1,549 of LCFF funds are Learning Recovery funds to support ELA and	$609,402.82	Yes

Action #	Title	Description	Total Funds	Contributing
		Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
5.2	Communications:	• School communicates with parents regularly via monthly letters, calendars, and the use of Parent Square • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator. $5,164 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$332,017.60	No
5.3	Community Partnerships:	• School looks to engage the community through partnerships that can provide services to families both on and off campus • Schools have partnerships with local community colleges to provide students with Dual Enrollment opportunities and exposure to post- secondary courses.	$265,221.06	No
5.4	Staff Engagement:	• The School Advisory Council (SAC) is comprised of the school's principal, teachers, staff members, parents and community members • Teacher engagement on the SAC allows for teachers to have input into school policies and budget, and regularly review school data • Green Dot values its certificated and classified staff members, and has weekly staff meetings to maintain a positive work environment $3,635.84 of LCFF funds are Learning Recovery funds to support ELA and	$299,711.93	No

Action #	Title	Description	Total Funds	Contributing
		Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g • Green Dot surveys staff twice a year to seek feedback from all stakeholders Data is analyzed and reviewed with stakeholders as needed to inform next steps and continual improvement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Goal: To improve student group outcomes in English Language Arts, Mathematics, College/Career, English Learner Progress Indicator, Graduation Rates, and Suspension Rate Outcomes	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To address and comply with EC Section 52064(e)(7) which requires that we address student group red indicator outcomes on the 2024 CA Dashboard with Equity Multiplier funds.

Funds will be used to address and support improving outcomes in:

- To improve English Language Arts outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
- To improve Mathematics outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, and Socioeconomically Disadvantaged
- To improve English Learner Progress Indicator outcomes
- To improve College/Career outcomes for Long-Term English Learners
- To improve Graduation Rate outcomes for students in the following groups: African Americans, English Learners, Homeless, and Students with Disabilities
- To decrease Suspension Rate Outcomes for students in the following groups: African Americans and Foster Youth

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	6a - E.M. SBAC ELA: Decrease the Distance from Standard (DFS) in	African American: -110.4	African American: -110.4	African American: -38.6	African American: -95.4	African American: +71.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA by 5 points annually for students in the following groups: African American, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities	English Learners: -133.5 Latinx: -76.6 Long-Term English Learners: -133 SED: -84.1 SWD: -136.2 Source: CA School Dashboard Year: 2023-24	English Learners: -133.5 Latinx: -76.6 Long-Term English Learners: -133 SED: -84.1 SWD: -136.2 Source: CA School Dashboard Year: 2023-24	English Learners: -102.3 Latinx: -55.4 Long-Term English Learners: -93.3 SED: -50.5 SWD: -34.8 Source: CA School Dashboard Year: 2024-25	English Learners: -118.5 Latinx: -51.6 Long-Term English Learners: -118 SED: -69.1 SWD: -121.2	English Learners: +31.2 Latinx: +21.2 Long-Term English Learners: +15.0 SED: +33.6 SWD: +101.4 Source: CA School Dashboard Year: 2024-25
6.2	6b - E.M. SBAC Math: Decrease the Distance from Standard (DFS) in Mathematics by 5 points annually for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, and Socioeconomically Disadvantaged	African American: -191.5 English Learners: -182.7 Latinx: -154.3 Long-Term English Learners: -202.8 SED: -162.7 Source: CA School Dashboard Year: 2023-24	African American: -191.5 English Learners: -182.7 Latinx: -154.3 Long-Term English Learners: -202.8 SED: -162.7 Source: CA School Dashboard Year: 2023-24	African American: -142.6 English Learners: -152.0 Latinx: -126.2 Long-Term English Learners: -136.9 SED: -130.1 Source: CA School Dashboard Year: 2024-25	African American: -176.5 English Learners: -167.7 Latinx: -139.3 Long-Term English Learners: -187.8 SED: -147.7	African American: +48.9 English Learners: +30.7 Latinx: +28.1 Long-Term English Learners: +65.9 SED: +32.6 Source: CA School Dashboard Year: 2024-25
6.3	6c - E.M. College/Career: Increase the percentage of Long-Term English Learners who are placed in the "Prepared" level on the College/Career Indicator by 3 percentage points annually.	Long-Term English Learners: 7% Source: CA School Dashboard Year: 2023-24	Long-Term English Learners: 7% Source: CA School Dashboard Year: 2023-24	Long-Term English Learners: 17.6% Source: CA School Dashboard Year: 2024-25	Long-Term English Learners: 16%	Long-Term English Learners: +10.6% Source: CA School Dashboard Year: 2024-25
6.4	6d - E.M. Graduation Rate: Increase the Graduation Rate for students in the following groups: African	African American: 61% English Learners: 58% Students with Disabilities: 64% Homeless: 61%	African American: 61% English Learners: 58%	African American: 76.2% English Learners: 63.4%	African American: 70.00% English Learners: 67.00%	African American: English Learners: Students with Disabilities: Homeless: 71.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Americans, English Learners, Homeless, and Students with Disabilities by 3 percentage points annually and/or be above 85%	Source: CA School Dashboard Year: 2023-24	Students with Disabilities: 64% Homeless: 61% Source: CA School Dashboard Year: 2023-24	Students with Disabilities: 59.4% Homeless: 71.4% Source: CA School Dashboard Year: 2024-25	Students with Disabilities: 73.00% Homeless: 70.00%	Source: CA School Dashboard Year: 2024-25
6.5	6e - E.M. Suspension Rate: Decrease the Suspension Rate by 2% annually and/or be below 5% for students in the following groups: African Americans and Foster Youth	African American: 6.6% Foster Youth: 15.9% Source: CA School Dashboard Year: 2023-24	African American: 6.6% Foster Youth: 15.9% Source: CA School Dashboard Year: 2023-24	African American: 4.7% Foster Youth: 2.8% Source: CA School Dashboard Year: 2024-25	African American: 6.6% Foster Youth: 15.9%	African American: -1.9% Foster Youth: -13.1% Source: CA School Dashboard Year: 2024-25
6.6	6f - E.M. English Learner Progress Indicator: Increase percent of students making progress on the English Learner Progress Indicator by 3 percentage points annually	English Learner: 32.4% Source: CA School Dashboard Year: 2023-24	English Learner: 32.4% Source: CA School Dashboard Year: 2023-24	English Learner: 36.1% Source: CA School Dashboard Year: 2024-25	English Learner: 41.4%	English Learner: +3.7% Source: CA School Dashboard Year: 2024-25

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.

Not applicable. New Goal actions related to Equity Multiplier funding and outcomes on the 2024 California School Dashboard.

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.

Not applicable. New Goal expenditures related to Equity Multiplier funding and outcomes on the 2024 California School Dashboard.

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

Not applicable. New Goal actions related to Equity Multiplier funding and outcomes on the 2024 California School Dashboard.

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

As a result of receiving a new round of Equity Multiplier funds, applicable state law, and the updated LCAP instructions, the Goal description, metrics, and actions have been updated to support and improve outcomes from the 2024 California School Dashboard.

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
6.1	Improve English Language Arts outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities	We are utilizing Equity Multiplier funds to support the employment of a variety of positions to improve our English Language Arts outcomes for African Americans, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Additionally, this action details work underway to address our Differentiated Assistance designation student groups, as mentioned in our "Reflection: Technical Assistance" section. Funding will be used to support the employment of an English Language Arts (""ELA"") Curriculum Specialist who's responsibility is to provide a whole-cycle support for improving English Language Arts performance at our school. This specialist will play a critical role in strengthening ELA instruction through a comprehensive, data-driven approach that supports both educators and students. Additionally, funds will be used to support the employment of two Attendance Case Managers. Throughout the school year, the Specialist will be onsite to provide targeted coaching and professional development for all ELA teachers in regards to instruction, research-based instructional strategies, curriculum implementation, and best practices. This Specialist will also be leading and coordinating to provide literacy interventions for our highest need students. To complete the ELA cycle, the Specialist will be supporting the preparation and administration of testing for students. This includes analyzing student performance data to identify trends, inform instructional	$73,559.38	No

Action #	Title	Description	Total Funds	Contributing
		adjustments, and ensure that all students are adequately prepared for state and verified data assessments. By embedding an ELA Curriculum Specialist within the school, we aim to create a sustainable system of instructional excellence, targeted student support, and data-informed decision-making that will lead to measurable improvements in literacy outcomes. Funding will also be used to support the employment of Attendance Case Managers (2): The Attendance Case managers will work directly with students and families to address attendance-related issues and barriers. They provide early interventions, contact parents/guardians, conduct home visits, and connect students with resources to improve engagement and lead to habits to more consistent attendance. Increases in attendance supports and improves student outcomes, which leads to a higher Graduation rate. Funding will also be used to support the employment of a Study Smart Tutors SBAC: Study Smart Tutors approach SBAC ELA preparation by focusing on the essential skills students need to excel. Through interactive lessons and targeted exercises, tutors help students develop reading comprehension strategies to learn how to analyze complex texts, identify key ideas, and make inferences, all essential for tackling SBAC reading passages. Additionally supporting growth in effective writing skills through how to structure essays, support arguments with evidence, and refine their grammar and syntax to meet SBAC writing expectations. Lastly, listening & speaking proficiency by building on components that assess a student's ability to comprehend spoken information and articulate responses. Study Smart Tutors incorporate engaging discussions and listening exercises to strengthen these skills. Funding will also be used to support the employment of a Mild/Moderate SEPS: This specialist will support our Mild/Moderate Students with Disabilities through coaching time to identify, rectify, and monitor any barriers to ELA learning and advancement that this student group may experience during their learning journey. They will also support with IEPs for our Mild/Moderate SWDs with their IEPs and all other services needed by these students.		

Action #	Title	Description	Total Funds	Contributing
6.2	Improve Mathematics outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, and Socioeconomically Disadvantaged	We are utilizing Equity Multiplier funds to hire a a variety of positions to improve our Mathematics outcomes for African Americans, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Additionally, this action details work underway to address our Differentiated Assistance designation student groups, as mentioned in our "Reflection: Technical Assistance" section. Funding will be used to support the employment of an Mathematics (""Math"") Curriculum Specialist who's responsibility is to provide a whole-cycle support for improving Math performance at our school. This specialist will play a critical role in strengthening Math instruction through a comprehensive, data-driven approach that supports both educators and students. Funds also be used to support the employment of two Attendance Case Managers. Throughout the school year, the Specialist will be onsite to provide targeted coaching and professional development for all Math teachers in regards to instruction, research-based instructional strategies, curriculum implementation, and best practices. This Specialist will also be leading and coordinating to provide Math interventions for our highest need students. To complete the Math cycle, the Specialist will be supporting the preparation and administration of testing for students. This includes analyzing student performance data to identify trends, inform instructional adjustments, and ensure that all students are adequately prepared for state and verified data assessments. By embedding an Math Curriculum Specialist within the school, we aim to create a sustainable system of instructional excellence, targeted student support, and data-informed decision-making that will lead to measurable improvements in Mathematics outcomes. Attendance Case Managers (2): The Attendance Case managers will work directly with students and families to address attendance-related issues and barriers. They provide early interventions, contact parents/guardians, conduct home visits, and connect students with resources to improve engagement and lead to habits to more consistent attendance. Increases	$709,477.45	No

Action #	Title	Description	Total Funds	Contributing
		in attendance supports and improves student outcomes, which leads to a higher Graduation rate. Funding will also be used to support the employment of a Study Smart Tutors SBAC: Math can be a stumbling block for many students, but Study Smart Tutors break down complex concepts into manageable steps. Their approach to SBAC math preparation includes Concept Mastery through reinforcing fundamental math concepts, including algebra, geometry, and data analysis, ensuring students understand the ""why"" behind each problem. Building upon this with problem-solving techniques empowers students to learn strategic approaches to multi-step word problems, equations, and real-world scenarios that appear on the SBAC. Lastly, test-taking strategies help students navigate the SBAC's adaptive format, use scratch paper effectively, and manage their time wisely to maximize their scores.		
6.3	Improve College/Career indicator outcomes for Long-Term English Learners	We are utilizing Equity Multiplier funds to employ an ELD Community Coordinator, a Student Support Specialist, and a Dual Enrollment/College and Career Readiness Teacher to provide targeted supports for Locke's Long-Term English Learners (LTELs). As required by the Equity Multiplier funds, these two positions will play a crucial role in improving LTELs' College/Career Indicator (CCI) outcomes by addressing any academic and social-emotional barriers to success that this student group may be experiencing. Additionally, this action details work underway to address our Differentiated Assistance designation student groups, as mentioned in our "Reflection: Technical Assistance" section. Supporting Long-Term English Learner connection to the school via relationships with staff and other students is key in improving their College/Career indicator outcomes on the CA School Dashboard. The ELD Community Coordinator will focus on fostering strong relationships between families, educators, and students to ensure LTELs receive the necessary support both inside and outside the classroom. This includes organizing workshops, facilitating communication between stakeholders, and providing culturally responsive resources that empower families to support their students' educational journey.	$100,657.24	No

Action #	Title	Description	Total Funds	Contributing
		The Student Support Specialist will be working directly in our ELD academy to provide direct academic and socio-emotional support to LTELs by developing and implementing interventions that enhance language development, increase engagement, and improve overall academic performance. This includes individualized coaching, mentorship, progress monitoring, and coordination with Locke teachers to ensure this student group receives differentiated instruction that aligns with their specific needs. The Dual Enrollment/College and Career Readiness Teacher will support in person dual enrollment classes and teaches College and Career Readiness in an effort to improve outcomes on the College and Career Index. They will collaborate with our EL team for our LTELs and the school at large.		
6.4	Improve English Learner Progress Indicator outcomes	We are utilizing Equity Multiplier funds to employ an ELD Community Coordinator provide targeted supports for Locke's English Learners (ELs) and their English Learner Progress. As required by the Equity Multiplier funds, these two positions will play a crucial role in improving English Learner Progress Indicator (""ELPI"") outcomes by addressing any academic and social-emotional barriers to success that this student group may be experiencing. Additionally, this action details work underway to address our Differentiated Assistance designation student groups, as mentioned in our "Reflection: Technical Assistance" section. Supporting English Learner connection to the school via relationships with staff and other students is key in improving their ELPI outcomes on the CA School Dashboard. The ELD Community Coordinator will focus on fostering strong relationships between families, educators, and students to ensure ELs receive the necessary support both inside and outside the classroom. This includes organizing workshops, facilitating communication between stakeholders, and providing culturally responsive resources at the school that empower students on their educational journey	$45,571.88	No
6.5	Improve Graduation Rate outcomes for	We are utilizing Equity Multiplier funds to support key positions that directly impact Graduation Rate outcomes for African American students, English	$202,722.61	No

Action #	Title	Description	Total Funds	Contributing
	students in the following groups: African Americans, English Learners, Homeless, and Students with Disabilities	Learners, Homeless students, and Students with Disabilities. These positions are a Black Excellence Specialist, ESN SEPS (for Students with Disabilities), four Student Support Specialists, a Mental Health Supervisor, an additional Counselor, two Attendance Case Managers, and APEX software. These individuals purpose is to provide targeted interventions that address academic, social-emotional, and systemic barriers to graduation. In turn, we expect these efforts to positively reflect directly on those student groups' outcomes in Graduation Rate outcomes on the CA School Dashboard. Below, we've provided an explanation of each position and how they will support Graduation Rate outcomes at our school. Additionally, this action details work underway to address our Differentiated Assistance designation student groups, as mentioned in our "Reflection: Technical Assistance" section. Black Excellence Specialist: Focuses on improving graduation outcomes for African American students by fostering culturally affirming spaces, providing mentorship, and ensuring access to academic and graduation readiness supports. They will be focused on ensuring that our black students are on track for graduation and for any aspirations these students may have beyond our campus. ESN SEPS and Mild/Moderate SEPS position: Ensures that students with disabilities receive personalized support through personalized academic planning and in-class supports, case management, and in-class advocacy. By addressing individual learning needs and removing barriers to access, this position helps increase graduation rates and empowers these students for postsecondary success. Student Support Specialists (4 Specialist positions): Work directly with at-risk students, including our most at need population, English Learners and Homeless students. These Specialists will provide academic interventions, progress monitoring, and individualized support plans. Throughout the school day, they will collaborate with teachers, counselors, and families to ensure students stay on track for graduation by addressing attendance, credit recovery, and school community engagement barriers. Mental Health Supervisor: Provides oversight and coordination of mental health services by our COST to address social-emotional challenges that		

Action #	Title	Description	Total Funds	Contributing
		impact student success. By ensuring access to counseling, crisis intervention, and wellness programs, this Supervisor supports students in overcoming personal and systemic obstacles that may hinder their ability to graduate. Counselor: Focuses on providing academic advising, college and career guidance, and social-emotional support to at-risk students and year 4 newcomers. This role ensures that students receive personalized graduation planning, credit recovery opportunities, and interventions to keep them on track for graduating from our high school and empowering them to pursue their postsecondary goals. Attendance Case Managers (2): The Attendance Case managers will work directly with students and families to address attendance-related issues and barriers. They provide early interventions, contact parents/guardians, conduct home visits, and connect students with resources to improve engagement and lead to habits to more consistent attendance. Increases in attendance supports and improves student outcomes, which leads to a higher Graduation rate. APEX Learning: Software that provides personalized learning designed to engage students and meet their diverse needs on their journey to graduation. Together, these positions form a comprehensive support system that increases access to academic resources, promotes student well-being, and fosters an inclusive and equitable educational experience. Ultimately leading to higher graduation rates for the historically underserved student populations that our school serves.		
6.6	Decrease Suspension Rate Outcomes for students in the following groups: African Americans and Foster Youth	We are utilizing Equity Multiplier funds to improve the Suspension rates for our African American and Foster Youth students at our school. These funds support the employment of a Mental Health Supervisor, McKinney-Vento Foster Youth Case Manager, and Black Excellence Specialist, all of whom will play a crucial role in analyzing and addressing the root causes of disciplinary disparities, developing targeted alternatives to suspension, and fostering a more supportive school environment for student behavior in	$202,722.61	No

Action #	Title	Description	Total Funds	Contributing
		these student groups. Additionally, this action details work underway to address our Differentiated Assistance designation student groups, as mentioned in our "Reflection: Technical Assistance" section. Mental Health Supervisor: Oversees and coordinates mental health support services to address underlying trauma, stress, and behavioral challenges that often contribute to disciplinary issues. By implementing restorative practices, crisis intervention, and social-emotional learning strategies, this role helps students develop healthier coping mechanisms, reducing the likelihood of behavior that results in suspension. McKinney-Vento Foster Youth Case Manager: Our McKinney-Vento & Foster Youth Services team under the leadership of our McKinney-Vento Liaison provides guidance and support to schools and tiered levels of support to students and families experiencing homelessness. Our Case Managers ensure educational stability by working to minimize school disruptions, advocating for students to remain in their school of origin whenever possible. They coordinate transportation, help with enrollment, and ensure that students have access to the resources they need to stay on track to attend consistently. They wok on providing essential resources ranging from uniforms, school supplies, and hygiene kits to meal programs and technology access. They work diligently to remove barriers that might prevent students from engaging fully in their education. Case Managers collaborate with counselors, teachers, and social workers to create a network of support. They provide a safe space for students to express concerns, access mental health services, and build resilience. Black Excellence Specialist: Focuses on culturally responsive interventions that support African American students by fostering positive identity development, mentorship, and school community relationship building opportunities. This role works to eliminate racial disparities in discipline by advocating for equitable practices, providing culturally appropriate conflict resolution and supports, and strengthening school-family-community partnerships at the school."		

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
$5,165,983	$384,726.90

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
28.276%	7.228%	$921,191.56	35.504%

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
1.3	**Action:** Academic - Master Scheduling & Staffing: **Need:** 1.3 Academic - Master Scheduling & Staffing To ensure the master schedule is data driven using universal assessment data to meet the needs of students.	1.3 Academic - Master Scheduling & Staffing We will assess student data on state assessments and universal screeners (RI and i- Ready) to develop a master schedule that is data driven and offers core and support classes.. The actions will provide students with opportunities for learning acceleration in support classes alongside access to a course of study for college readiness.	1a - Credentialed Teachers 1b - Broad Course of Study

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
	See outcomes in the associated Goal metrics table and Actions descriptions for more details on identified needs. **Scope:** LEA-wide Schoolwide	See actions table in the Goal section for more details on specific efforts to address the identified needs.	
2.1	**Action:** Curriculum, Resources and Materials to Support Student Subgroups: **Need:** 2.1 Curriculum, Resources and Materials to Support Student Subgroups To ensure that student subgroups have access to curriculum and support resources to increase mastery of grade level standards. See outcomes in the associated Goal metrics table and Actions descriptions for more details on identified needs. **Scope:** LEA-wide	2.1 Curriculum, Resources and Materials to Support Student Subgroups We will provide training and development for the ELLevation platform to support students' language development. We will provide professional development for co-teaching pairs including Universal Design for Learning support Special Education students The actions will provide student subgroups with the materials to support and increase academic outcomes. See actions table in the Goal section for more details on specific efforts to address the identified needs.	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math
2.2	**Action:** Support for EL Students: **Need:** 2.2 Support for EL Students To ensure that EL students have increased academic supports to foster language development and overall academic outcomes.	2.2 Support for EL Students We will provide professional development to teachers to ensure integrated classrooms include a language objective and opportunities for discourse to foster language development for EL students.	2d - EL Reclassification 2e - ELPI Levels

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	The actions will provide students with language opportunities in all courses to foster language development and increased language proficiency.	
2.5	**Action:** Professional Development: **Need:** 2.5 Professional Development To ensure that teachers are provided the support needed to effectively meet the needs of students with rigorous classroom instruction. **Scope:** LEA-wide	2.5 Professional Development We will provide 10 day of professional development for teachers during the school year including content focused days with student work analysis to progress monitor success, The actions will provide teachers with the opportunity to learn from content leads, collaborate with colleagues across Green Dot's network of schools and progress monitor student outcomes for real- time intervention for students with re-teaching opportunities for key standards.	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math
2.9	**Action:** Support for Long Term English Learners **Need:** 2.9 Support for Long Term English Learners To ensure that Long Term EL students have increased academic support to foster language development and overall academic outcomes. **Scope:** LEA-wide	2.9 Support for Long Term English Learners We will provide professional development and coaching on strategies in the Ellevation platform to ensure that language objectives are coupled with strategies for Long Term EL students. The actions will support language development for students, mastery of content and progress toward reclassification to being fully English proficient.	2d - EL Reclassification 2e - ELPI Levels
5.1	**Action:** Parent Engagement and Participation: **Need:**	We will establish a cadence of communication with parents to ensure timely feedback and opportunities to engage with the school.	5a - SAC Meetings 5b - DELAC Meetings 5c - Family Surveys

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
	To ensure that parents are meaningfully engaged in the student learning experience through frequent communication and opportunities to interact with the school. **Scope:** LEA-wide	We will establish a calendar of events to engage parents in school activities and celebrations.	

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.

Not 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.

Our LEA has strategically invested Additional Concentration Grant funding to expand our team of highly qualified staff who deliver meaningful, student-centered services to our thriving unduplicated student populations. Below, we share how these investments are enhancing educational equity and opportunity for students eligible for Free and Reduced-Price Lunch, English Learners, and students in foster care. This funding has allowed us to increase the number of credentialed educators who provide personalized academic support, empowering students to meet and exceed grade-level expectations. We have also hired instructional staff who are expertly trained in

implementing the i-Ready diagnostic and instructional program. These educators design and facilitate individualized learning pathways that build on each student's strengths and ensure progress toward academic success. Schools demonstrating a strong opportunity for growth through diagnostic tools and tailored instruction received additional staff to maximize the benefits of the i-Ready program. Furthermore, grant funds support the hiring of credentialed elective teachers who engage students in enriching, project-based learning across STEM and the arts, helping students explore their interests and develop real-world skills. As part of our commitment to student well-being and engagement, we are prioritizing efforts to support consistent attendance. By investing in additional staff dedicated to attendance initiatives, and partnering with programs such as Everyday Labs and Attendance Works, we are creating stronger connections between school and home that support students' daily engagement and sense of belonging. To further elevate the success of our English Learners, we have dedicated grant funding to staff who implement the Ellevation platform, enabling educators to access targeted instructional strategies that affirm linguistic assets and accelerate language development. We recognize and honor the resilience and brilliance of our students in foster care and those experiencing homelessness. Our LEA uses grant funds to support additional credentialed staff who implement specialized advisory programs that address both the social-emotional and academic needs of these students. Summer Bridge programs, staffed with caring educators, offer transitional support that helps students build confidence and community as they move between grade levels or school sites. In addition, we have invested in hiring case managers and partnering with community-based mental health organizations to provide holistic, trauma-informed support, ensuring students have access to the resources they need to thrive both in and out of the classroom.

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	Not Applicable	39:1171
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	93:1171

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	$18,269,634	5,165,983	28.276%	7.228%	35.504%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,403,573.25	$791,436.01	$0.00	$1,121,958.21	$19,316,967.47	$13,787,480.28	$5,529,487.19

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	Teacher Credentialing:	All	No			All Schools		$181,028.33	$87,987.00	$269,015.33				$269,015.33	
1	1.2	Academic - Curriculum Design:	All	No					$1,112,666.45	$221,917.00	$1,112,666.45	$221,917.00			$1,334,583.45	
1	1.3	Academic - Master Scheduling & Staffing:	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$261,839.32	$656,979.80	$754,574.17			$164,244.95	$918,819.12	
1	1.4	Facility Inspections:	All	No			All Schools		$791.45	$1,278,569.50	$895,790.10	$383,570.85			$1,279,360.95	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:		Yes	LEA-wide		All Schools		$1,278,453.22	$9,650.27	$1,287,138.46	$965.03			$1,288,103.49	
2	2.2	Support for EL Students:	English Learners	Yes	LEA-wide	English Learners	All Schools		$495,179.09	$0.00	$365,293.76	$23,508.28		$106,377.05	$495,179.09	
2	2.3	Special Education:	Students with Disabilities	No			All Schools		$2,783,597.68	$2,528,619.91	$4,537,343.99	$161,474.85		$613,398.75	$5,312,217.59	
2	2.4	High Achieving Students:	All	No			All Schools		$98,953.21	$0.00	$98,953.21				$98,953.21	
2	2.5	Professional Development:		Yes	LEA-wide		All Schools		$371,432.76	$67,641.00	$201,136.30			$237,937.46	$439,073.76	
2	2.6	Interim Assessments:	All	No			All Schools		$298,627.18	$0.00	$298,627.18				$298,627.18	
2	2.7	Test Preparation:	All	No			All Schools		$363,355.52	$0.00	$363,355.52				$363,355.52	
2	2.8	Credit Recovery:	All	No			All Schools		$554,786.37	$0.00	$554,786.37				$554,786.37	

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
2	2.9	Support for Long Term English Learners		Yes	LEA-wide		All Schools		$50,366.70	$0.00	$50,366.70				$50,366.70	
3	3.1	Counseling:	All	No			All Schools		$788,215.04	$139,362.22	$927,577.26				$927,577.26	
3	3.2	Parent Involvement:	All	No			All Schools		$140,337.83	$80,887.90	$221,225.73				$221,225.73	
3	3.3	Curriculum:	All	No			All Schools		$391,914.77	$0.00	$391,914.77				$391,914.77	
3	3.4	Test Preparation:	All	No			All Schools		$657,726.86	$42,400.00	$700,126.86				$700,126.86	
4	4.1	Attendance:	All	No			All Schools		$423,510.41	$22,921.53	$446,431.94				$446,431.94	
4	4.2	Services for Systems of Support:	All	No			All Schools		$877,234.57	$208,950.00	$1,086,184.57				$1,086,184.57	
5	5.1	Parent Engagement and Participation:		Yes	LEA-wide		All Schools		$605,302.82	$4,100.00	$609,402.82				$609,402.82	
5	5.2	Communications:	All	No			All Schools		$332,017.60	$0.00	$332,017.60				$332,017.60	
5	5.3	Community Partnerships:	All	No			All Schools		$113,708.00	$151,513.06	$265,221.06				$265,221.06	
5	5.4	Staff Engagement:	All	No			All Schools		$299,711.93	$0.00	$299,711.93				$299,711.93	
6	6.1	Improve English Language Arts outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities	Students with Disabilities African American, LTELs, LatinX, English Learner, SED	No			All Schools		$45,571.38	$27,988.00	$73,559.38				$73,559.38	
6	6.2	Improve Mathematics outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, and Socioeconomically Disadvantaged	Students with Disabilities African American, LTELs, English Learners, SED	No					$709,477.45	$0.00	$709,477.45				$709,477.45	

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
6	6.3	Improve College/Career indicator outcomes for Long-Term English Learners	All LTELs	No			All Schools		$100,657.24	$0.00	$100,657.24				$100,657.24	
6	6.4	Improve English Learner Progress Indicator outcomes	All English Learners	No			All Schools		$45,571.88	$0.00	$45,571.88				$45,571.88	
6	6.5	Improve Graduation Rate outcomes for students in the following groups: African Americans, English Learners, Homeless, and Students with Disabilities	All Students with Disabilities African American, English Learners, and Homeless	No			All Schools		$202,722.61	$0.00	$202,722.61				$202,722.61	
6	6.6	Decrease Suspension Rate Outcomes for students in the following groups: African Americans and Foster Youth	All African American and Foster Youth	No			All Schools		$202,722.61	$0.00	$202,722.61				$202,722.61	

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
$18,269,634	5,165,983	28.276%	7.228%	35.504%	$3,267,912.21	0.000%	17.887 %	**Total:**	$3,267,912.21
								LEA-wide Total:	$3,267,912.21
								Limited Total:	$0.00
								Schoolwide Total:	$754,574.17

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	**1.3**	Academic - Master Scheduling & Staffing:	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$754,574.17	
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	LEA-wide		All Schools	$1,287,138.46	
2	**2.2**	Support for EL Students:	Yes	LEA-wide	English Learners	All Schools	$365,293.76	
2	**2.5**	Professional Development:	Yes	LEA-wide		All Schools	$201,136.30	
2	**2.9**	Support for Long Term English Learners	Yes	LEA-wide		All Schools	$50,366.70	
5	**5.1**	Parent Engagement and Participation:	Yes	LEA-wide		All Schools	$609,402.82	
6	**6.1**	Improve English Language Arts outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners,				All Schools	$73,559.38	

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 (%)
		Socioeconomically Disadvantaged, and Students with Disabilities						

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,215,674.63	$20,320,284.66

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**	Teacher Credentialing:	No	$308,227.37	$191,610.35
1	**1.2**	Academic - Curriculum Design:	No	$1,480,770.05	$1,408,466.27
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	$1,086,884.60	$1,000,851.09
1	**1.4**	Facility Inspections:	No	$1,829,108.85	$739,204.64
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$1,436,308.00	$1,354,051.60
2	**2.2**	Support for EL Students:	Yes	$688,477.55	$658,437.89
2	**2.3**	Special Education:	No	$5,726,768.73	$5,663,808.00
2	**2.4**	High Achieving Students:	No	$113,723.15	$101,713.35
2	**2.5**	Professional Development:	Yes	$539,426.37	$452,927.26
2	**2.6**	Interim Assessments:	No	$464,180.00	$366,014.86
2	**2.7**	Test Preparation:	No	$473,883.88	$412,012.06

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)
2	2.8	Credit Recovery:	No	$679,472.40	$659,442.98
2	2.9	Support for Long Term English Learners	Yes	$55,496.17	$48,295.70
3	3.1	Counseling:	No	$1,124,210.90	$1,117,553.09
3	3.2	Parent Involvement:	No	$172,444.34	$187,048.30
3	3.3	Curriculum:	No	$475,623.14	$439,536.64
3	3.4	Test Preparation:	No	$791,467.40	$767,121.63
4	4.1	Attendance:	No	$501,396.93	$468,503.99
4	4.2	Services for Systems of Support:	No	$1,134,177.75	$1,138,043.70
5	5.1	Parent Engagement and Participation:	Yes	$687,829.36	$730,227.90
5	5.2	Communications:	No	$365,221.06	$381,073.84
5	5.3	Community Partnerships:	No	$422,801.17	$387,566.67
5	5.4	Staff Engagement:	No	$323,064.29	$312,525.91
6	6.1	Improve English Language Arts outcomes for students in the following groups: African	No	$73,559.38	$74,546.75

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)
		Americans, English Learners, Latinx, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities			
6	**6.2**	Improve Mathematics outcomes for students in the following groups: African Americans, English Learners, Latinx, Long-Term English Learners, and Socioeconomically Disadvantaged	No	$709,477.45	$708,662.52
6	**6.3**	Improve College/Career indicator outcomes for Long-Term English Learners	No	$100,657.24	$100,541.62
6	**6.4**	Improve English Learner Progress Indicator outcomes	No	$45,571.88	$45,518.53
6	**6.5**	Improve Graduation Rate outcomes for students in the following groups: African Americans, English Learners, Homeless, and Students with Disabilities	No	$202,722.61	$202,488.76
6	**6.6**	Decrease Suspension Rate Outcomes for students in the following groups: African Americans and Foster Youth	No	$202,722.61	$202,488.76

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)
$5,165,983	$3,659,459.14	$4,244,791.44	($585,332.30)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic - Master Scheduling & Staffing:	Yes	$843,193.33	$1,000,851.09		
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$1,435,637.95	$1,354,051.60		
2	2.2	Support for EL Students:	Yes	$404,810.70	$658,437.89		
2	2.5	Professional Development:	Yes	$274,113.76	$452,927.26		
2	2.9	Support for Long Term English Learners	Yes	$55,496.17	$48,295.70		
5	5.1	Parent Engagement and Participation:	Yes	$646,207.23	$730,227.90		

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)
12,745,209	$5,165,983		40.533%	$4,244,791.44	0.000%	33.305%	$921,191.56	7.228%

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 32627(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 32627(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 32627(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 32627(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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