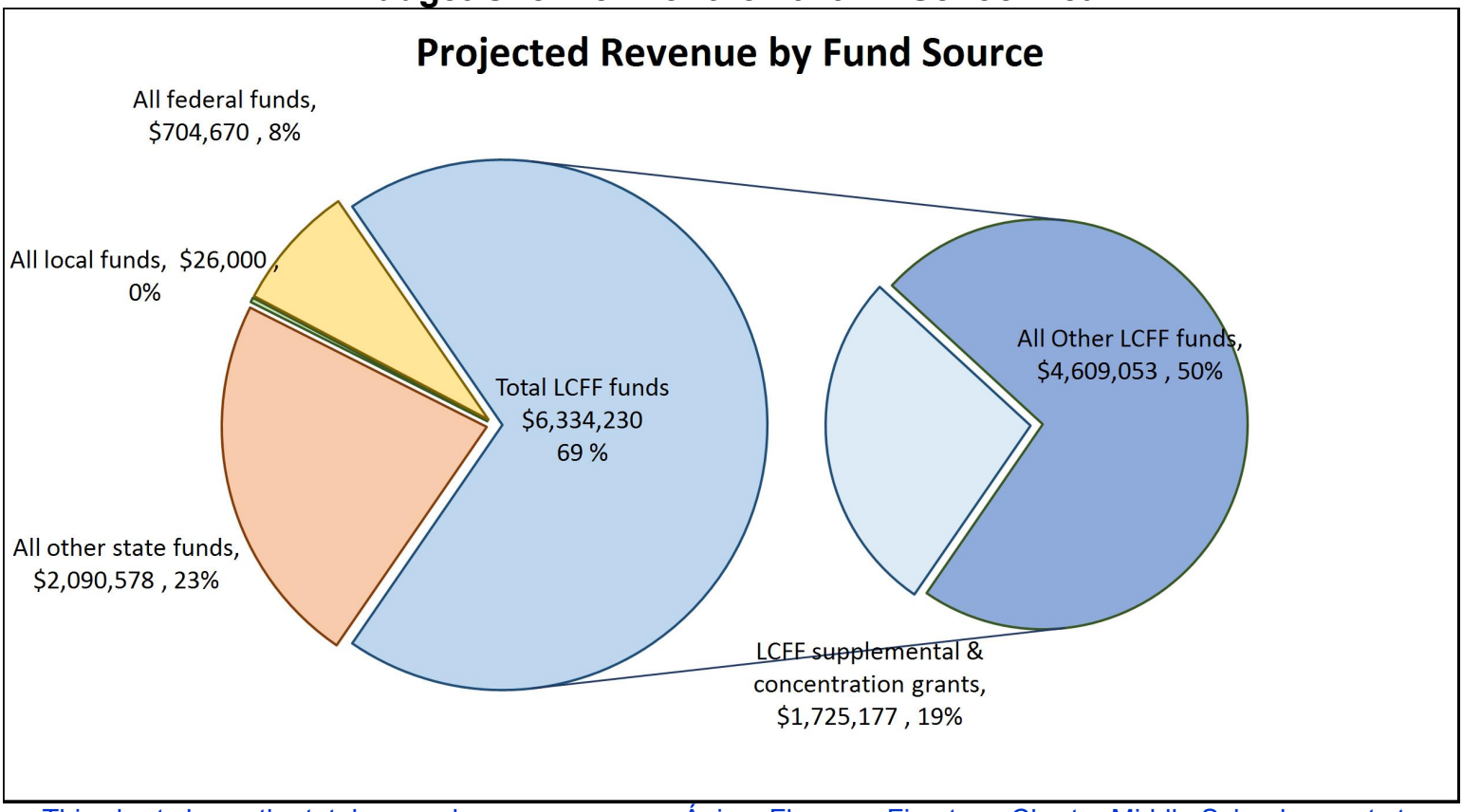
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ánimo Florence-Firestone Charter Middle School
CDS Code: 19 64733 0134023
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

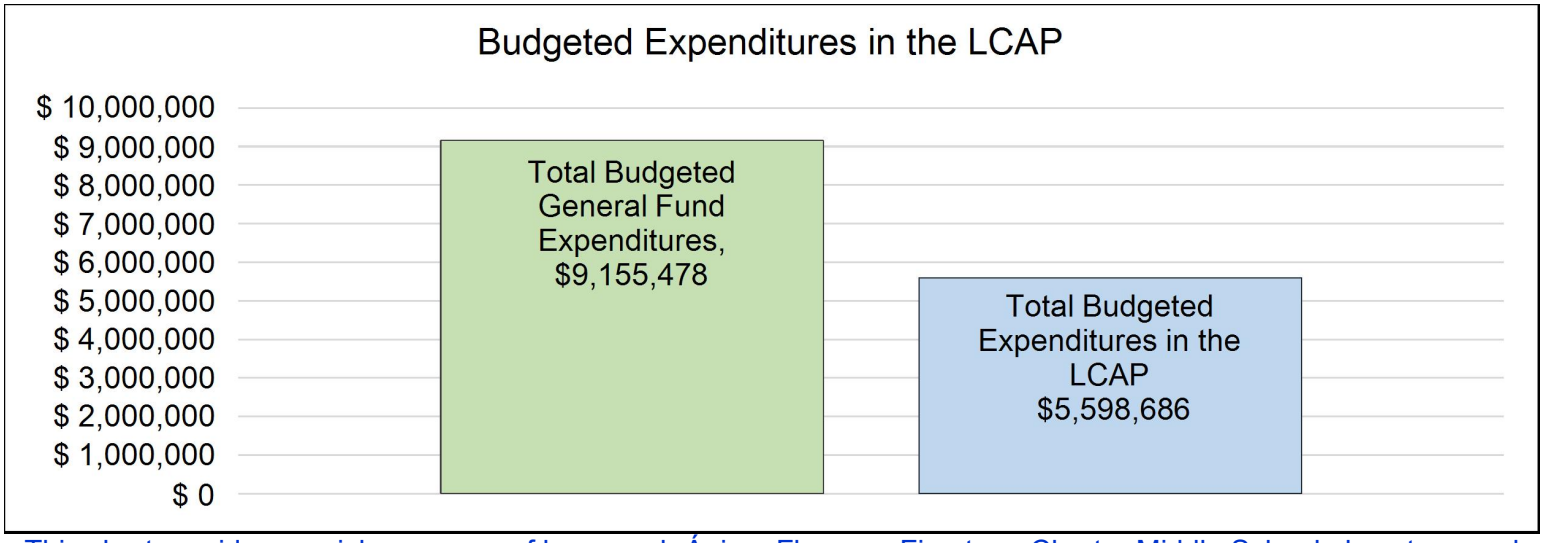


This chart shows the total general purpose revenue Ánimo Florence-Firestone Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ánimo Florence-Firestone Charter Middle School is $9,155,478, of which $6,334,230 is Local Control Funding Formula (LCFF), $2,090,578 is other state funds, $26,000 is local funds, and $704,670 is federal funds. Of the $6,334,230 in LCFF Funds, $$1,725,177 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 Ánimo Florence-Firestone Charter Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

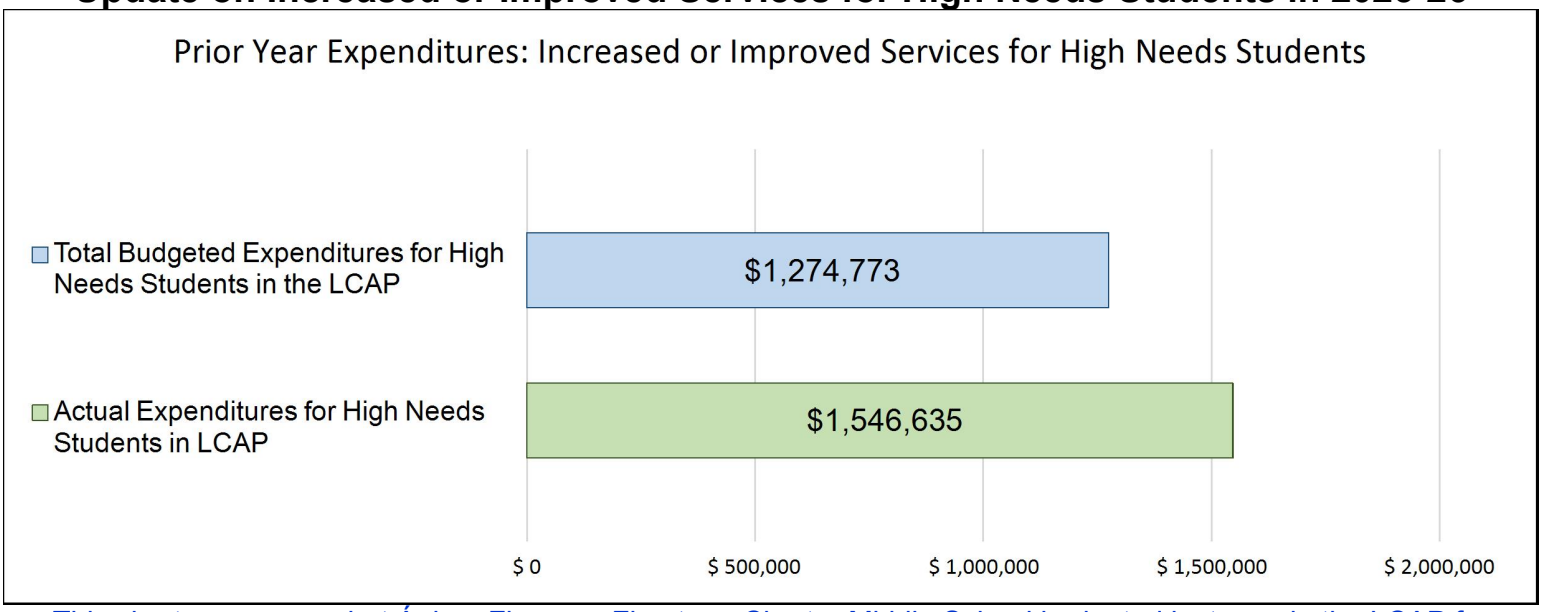
The text description of the above chart is as follows: Ánimo Florence-Firestone Charter Middle School plans to spend $9,155,478 for the 2026-27 school year. Of that amount, $5,598,685.86 is tied to actions/services in the LCAP and $3,556,792.1,399,999,997 is not included in the LCAP. The budgeted expenditures 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, Ánimo Florence-Firestone Charter Middle School is projecting it will receive $$1,725,177 based on the enrollment of foster youth, English learner, and low-income students. Ánimo Florence-Firestone Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Ánimo Florence-Firestone Charter Middle School plans to spend $1,292,874.46 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 Ánimo Florence-Firestone Charter Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ánimo Florence-Firestone Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Ánimo Florence-Firestone Charter Middle School's LCAP budgeted $1,274,772.98 for planned actions to increase or improve services for high needs students. Ánimo Florence-Firestone Charter Middle School actually spent $1,546,635.24 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
Ánimo Florence-Firestone Charter Middle School	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.

Ánimo Florence-Firestone Charter Middle School opened in August of 2016 with a founding class of approximately 100 sixth grade students and currently serves 435 students in grades 6, 7, and 8. Ánimo Florence Firestone was opened to serve students in the Florence-Firestone community, a neighborhood within unincorporated Los Angeles County. As an independent charter school, any student is welcome to enroll regardless of address; students within the Los Angeles Unified School District boundaries are given priority in the lottery process. Currently, Ánimo Florence-Firestone serves a population of students that is 97.9% Latino, 23% of our students are English Learners. 10.6% of students receive special education services. 97.5% of Ánimo Florence-Firestone students are socioeconomically disadvantaged. Ánimo Florence-Firestone is committed to developing a safe and civil community that fosters healthy, fulfilled, inquisitive, collaborative, and caring learners. Our students prepare for college, leadership, and life by caring about themselves, each other, their school, and their future.

Reflections: Annual Performance

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

Ánimo Florence-Firestone Charter Middle School (AFF) continues to make progress in closing the achievement gap and helping students' recovery from pandemic-related learning loss. The school improved its Distance from Standard in Mathematics and slightly declined in ELA. The school also maintained a very low suspension rate as a result of implementation of restorative practices and investment in staff to assist students with conflict resolution and positive self-image. English achievement improved compared to the prior year while overall math achievement was maintained.

English and math proficiency rates as well as attendance continue to be opportunities for improvement.

The school is investing in curriculum specialist support for increased instructional coaching as well as professional development to support the implementation of rigorous grade-level curricula with appropriate support for struggling learners. The school involves all stakeholders in establishing goals and action plans as well as reflecting on progress to determine appropriate next steps. The school improved its chronic absenteeism status from a red to a yellow.

ELPI:
Animo Florence-Firestone experienced a 32.8 Percentage Point increase in its 2025 ELPI to 69.8% students making progress and improved its status to “Blue” from the previous year. This is an area of continued focus and future growth.

Reflection on LCAP Data

Teacher Credentialing & Access to Broad Curriculum:
The data confirms that 100% of teachers are appropriately credentialed, and all students have access to a broad course of study.
This indicates strong staffing and curriculum alignment with state standards.

Facilities Inspection & Maintenance:
Facilities are rated as "good" or "exemplary.”

SBAC ELA Performance:
English Language Arts (ELA) scores declined from 39.58% to 35.9%. Continued investment in literacy interventions, data-driven instruction, and differentiated support will help correct this trend.

SBAC Math Performance:
Math scores improved slightly from 25.7% to 27.36%, surpassing initial benchmarks and remain steadfast in supporting student growth as mathematics remains a critical area for improvement, particularly for English Learners. On the 2025 CA Dashboard, the status for English learners in Mathematics remained “Orange.” The school is actively strengthening math proficiency, with a strong focus on supporting English Learners through inclusive and high-impact strategies. By implementing computer-adaptive curricula and reducing class sizes, educators are creating more personalized learning environments that meet students where they are. Specialized Math Intervention Advisory Cohorts offer a space for targeted support and peer collaboration, building both academic skills and student confidence. Acceleration Academies further extend learning opportunities beyond the traditional school year, providing small-group instruction designed to lift up every learner and unlock their potential.

Chronic Absenteeism:
The school is fostering a culture of connection and care to improve attendance through personalized, community-rooted strategies as Animo Florence-Firestone has a Suspension Rate of 0.7% and an Average Daily Attendance (ADA) of 94%.

Individualized outreach—including home visits, phone calls, and attendance contracts—ensures that chronically absent students and their families feel seen, supported, and empowered to prioritize consistent school engagement. By investing in mentorship and student support

programs, the school is building strong, trusting relationships between students and staff. These partnerships offer students the guidance, encouragement, and accountability they need to thrive. In addition, the school is deepening family and community engagement through workshops, meetings, and incentive programs that celebrate progress and address challenges like transportation and health barriers. These efforts underscore a shared commitment to student well-being and success.

Conclusion:
The data indicates steady progress in key areas like teacher credentialing, facilities, and student achievement in Mathematics, ELPI, reducing Chronic Absenteeism, and family engagement. However, continued focus on high rigor, equity, and proactive planning is necessary to sustain and exceed performance benchmarks in the coming years in ELA, CAST (Science) and understand the need to accelerate achievement for multilingual learners, students with disabilities.

In addition to the great work being done to address challenges, we also want to highlight successes and accomplishments from this past school year. Animo Florence-Firestone continued to make steady progress as measured by the CAASPP and internal growth measures. Beginning in Fall of 2024, the school transitioned to the NWEA MAP Reading Growth Assessment as its tool for monitoring reading growth during the school year. This school implemented special lessons for students and special schedules to record a beginning of year benchmark reading score for over 95% of students prior to September 1. The school is in the process of transitioning our parent notification systems, intervention and celebration criteria to the new data generated by the NWEA MAP assessment. Students will continue to take the i-Ready math assessment to measure math growth during the school year.

We are continuing to implement Advisory-Flex Electives. While our educational partners understand the need to prioritize math and ELA intervention classes, they also voiced their desire for a broader array of learning topics so students have more choice in their educational options. Four times during the school year AFF will be offering a week-long mini elective course that students can select. In our first two windows in August and November, students had over 20 courses to select from, including painting, dance, arts and crafts, Jiu Jitsu, and computer science. Students and parents gave the program very favorable feedback and we are looking forward to offering two more windows of electives in the spring.
Animo Florence-Firestone is also in its second year of a community college dual enrollment partnership with East Los Angeles Community College. 30 eighth grade students are currently in the process of enrolling and registering for college classes to be taught by ELAC faculty on the campus of Animo Florence-Firestone. We are working toward expanding the course provided during the year and expanding the opportunity to 7th grade students in the future. In June of 2024 AFF received a 6-year WASC accreditation. A full self-study visit resulted in very positive feedback for the school with a result of being rated “Highly Effective” in 17 out of 19 evaluation categories. We are also in our second year of being a California Community School Grant Recipient. AFF will receive over $1 Million over 5 years to serve as a local hub for community resources for our students and families.

Learning Recovery Emergency Block Grant (LREBG):
At the end of the 2024-25 school year, we had $51,944 remaining of our Learning Recovery Emergency Block Grant. Aligning with LREBG allowable uses and to support our student needs to continue their growth in ELA and Mathematics, funds are supporting LCAP actions Goal 1 Action 1. This action supports the employment of ELA and Mathematics credentialed subject area teachers who have the skills and experience to support student academic outcomes, an identified student need as we work towards a Green and Blue indicator on the CA School Dashboard.

2025 California Dashboard Analysis

English Language Arts:
Based on our results of the 2025 California Dashboard, Animo Florence-Firestone declined 4 Points in ELA to 33 Below Standard from the previous year of 29 Points Below Standard. The Color Indicator in 2025 declined to “Orange” from the previous year “Yellow.” In addition, Animo Florence-Firestone is behind the state average of 8.1 Points Below Standard. Analysis by student groups:
English Learners: 64.8 Points Below Standard, Increased 12 points from the previous year, behind the state at 59.9 Points Below Standard, increased 7.6 Points from the previous year.
Hispanic: 31.4 Points Below Standard, Declined 3.4 Points from the previous year, exceeding the state at 33.7 Points Below Standard, increased 5.7 points from the previous year.
Socioeconomically Disadvantaged: 34.7 Points Below Standard, Declined 5.5 Points from the previous year, exceeding the state at 35.3 Points Below Standard, increased 5.5 points from the previous year.
Students with Disabilities: 121.3 Points Below Standard, Maintained - 1.2 Points from the previous year, behind the state at 89.4 Points Below Standard, increased 6.2 points from the previous year.
Long-Term English Learners: 100.1 Points Below Standard, Maintained 0.7 Points from the previous year, exceeding the state at 104.5 Points Below Standard, increased 5.1 points from the previous year.

Mathematics:
Based on our results of the 2025 California Dashboard, Animo Florence-Firestone improved 2.8 Points in Mathematics to 72.9 Points Below Standard from the previous year of 75.7 Points Below Standard. The Color Indicator in 2025 remained “Orange” from the previous year. In addition, Animo Florence-Firestone is behind the state average of 42.4 Points Below Standard. Analysis by student groups:
English Learners: 114.1 Points Below Standard, Increased 7.9 points from the previous year, behind the state at 86.1 Points Below Standard, increased 7.3 Points from the previous year.
Hispanic: 71.7 Points Below Standard, Maintained 2.7 points from the previous year, exceeding the state at 73.6 Points Below Standard, increased 5.6 Points from the previous year.
Socioeconomically Disadvantaged: 87.2 Points Below Standard, Increased 21.4 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: 177.5 Points Below Standard, Declined 6.4 Points from the previous year, behind the state at 120.7 Points Below Standard, increased 3.6 points from the previous year.
Long-Term English Learners: 141.3 Points Below Standard, Increased 15.9 Points from the previous year, exceeding the state at 158.9 Points Below Standard, increased 4.6 points from the previous year.

English Learner Progress (ELPI):
Based on our results of the 2025 California Dashboard, Animo Florence-Firestone increased 32.4 Percentage Points in ELPI to 69.8% making progress from the previous year of 37.4% making progress. The Color Indicator in 2025 improved to “Blue” from the previous year of “Red.” In addition, Animo Florence-Firestone exceeded the state average of 46.4% making progress. Analysis by student group:
Long-Term English Learners (LTEL): 73.3% making progress, Increased 35.3 Percentage Points from the previous year, exceeding the state at 49.1% making progress, increased 3.3 Percentage Points from the previous year.

Chronic Absenteeism:

Based on our results of the 2025 California Dashboard, Animo Florence-Firestone declined 4.2 Percentage Points in Chronic Absenteeism to 14% from the previous year of 18.2%. The Color Indicator in 2025 maintained “Yellow” from the previous year. In addition, Animo Florence-Firestone’s rate is lower than the state average of 17.1% of Chronic Absenteeism. Analysis by student group:
English Learners: 15% chronically absent, Declined 11.1 Percentage Points from the previous year, lower than the state at 18.1% chronically absent, Declined 2 Percentage Points from the previous year.
Hispanic: 13.7% chronically absent, Declined 4.5 Percentage Points from the previous year, lower than the state at 20.1% chronically absent, Declined 1.6 Percentage Points from the previous year.
Long-Term English Learners (LTEL): 15.5% chronically absent, Declined 14.5 Percentage Points from the previous year, lower than the state at 22.5% chronically absent, Declined 1.4 Percentage Points from the previous year.

Socioeconomically Disadvantaged: 14.4% chronically absent, Declined 4.6 Percentage Points from the previous year, lower than the state at 21.7% chronically absent, Declined 1.6 Percentage Points from the previous year.
Students with Disabilities: 19.6% chronically absent, Declined 12 Percentage Points from the previous year, lower than the state at 24.9% chronically absent, Declined 1.5 Percentage Points from the previous year.

Suspension Rate:
Based on our results of the 2025 California Dashboard, Animo Florence-Firestone maintained 0.2 Percentage Points in Suspension Rate of 0.7% suspended at least one day from the previous year of 0.5%. The Color Indicator in 2025 remained “Green” from the previous year. In addition, Animo Florence-Firestone 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, Animo Florence-Firestone declined 5.6 Science Points to 47.7 Science Points from the previous year of 42.1 Science Points. The Color Indicator in 2025 achieved a rating of “Yellow.” In addition, Animo Florence-Firestone is behind the state average of 52.6 Science Points. Analysis by student group:
English Learners: 38.9 Science Points, Declined 8.3 Points from the previous year, behind the state at 41.1 Science Points, increased 2.1 points from the previous year.
Hispanic: 48 Science Points, Declined 5.5 Points from the previous year, exceeding the state at 47.1 Science Points, maintained 1.7 points from the previous year.
Socioeconomically Disadvantaged: 47.4 Science Points, Declined 5.8 Points from the previous year, exceeding the state at 47.1 Science Points, maintained 1.5 points from the previous year.

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 Long-Term English Learners and Students with Disabilities in State Priorities 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. Specific Goals and Actions sections describing work and supports can be found under Goal 2: Action 2.3 and 2.8; and Goal 4: Action 4.4.

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	SAC: Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students
Principals	During the school year, the school uses several outreach strategies to engage with educational partners on the LCAP. Our principal leads the School Advisory Council (SAC). This council reviewed goals, outcomes data, and expenditures data at multiple points throughout the year. The SAC is composed of the principal, administrators, teachers, counselors, classified staff members, parents and students. The SAC had the opportunity to provide specific feedback on the various elements and identify areas of success and challenge to focus on in the coming year.

Educational Partner(s)	Process for Engagement
	In addition to discussion within these two committees, the LCAP documents were shared with the public during a public hearing of the Board before approval at the board meeting in June. The Principal further facilitates and engages educational partners through student orientation,Parent Workshops Coffee with the Principal, parent conferences, and/or meaningful two-way conversations between schools and parents in the parents' home language. This engagement included parents with limited English proficiencies, parents of migrant students, English Learners, and students with disabilities.
Administrators	During the school year, the school uses several outreach strategies to engage with educational partners on the LCAP. The School Advisory Council (SAC) has reviewed goals, outcomes data, and expenditures data at multiple points throughout the year. The SAC is composed of administrators, teachers, counselors, classified staff members, parents and students. The SAC had the opportunity to provide specific feedback on the various elements and identify areas of success and challenge to focus on in the coming year. In addition to discussion within these two committees, the LCAP documents were shared with the public during a public hearing of the Board before approval at the June board meeting. Our school administrators further engage educational partners through student orientation,Parent Workshops, Coffee with the Principal, parent conferences, and/or meaningful two-way conversations between schools and parents in the parents' home language. Administrators are a major part of gathering and providing input and feedback on our school LCAP goals and programs. This engagement included parents with limited English proficiencies, parents of migrant students, English Learners, and students with Disabilities. Through all of these methods the school gathered parent feedback for review with the School Advisory Council and generated summaries of the school's strengths and areas for growth. These statements were approved by the parent representatives on the School Advisory Committee prior to submission to the LCAP.

Educational Partner(s)	Process for Engagement
Other School Personnel	During the school year, the school uses several outreach strategies to engage with educational partners on the LCAP. The School Advisory Council (SAC) has reviewed goals, outcomes data, and expenditures data at multiple points throughout the year. The SAC is composed of administrators, teachers, counselors, classified staff members, parents and students. Classified Staff members in the SAC have the opportunity to provide specific feedback on the various elements and identify areas of success and challenge to focus on in the coming year. In addition to discussion within these two committees, the LCAP documents were shared with the public during a public hearing of the Board before approval at the June board meeting. Other school personnel at our school further engage educational partners through student orientation, Parent WorkshopsCoffee with the Principal, parent conferences, and/or meaningful two-way conversations between schools and parents in the parents' home language. This engagement included parents with limited English proficiencies, parents of migrant students, English Learners, and students with disabilities. Through all of these methods the school gathered parent feedback for review with the School Advisory Council and generated summaries of the school's strengths and areas for growth. These statements were approved by the parent representatives on the School Advisory Committee prior to submission to the LCAP.
Parents	SAC: Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies.

Educational Partner(s)	Process for Engagement
	We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students In addition to discussion within these two committees, the LCAP documents were shared with the public during a public hearing of the Board before approval at the June board meeting. Parents at our school also has opportunities to provide feedback and input through student orientation, Parent WorkshopsCoffee with the Principal, parent conferences, and/or meaningful two-way conversations between schools and parents in the parents' home language. This engagement included parents with limited English proficiencies, parents of migrant students, English Learners, and students with disabilities. Through all of these methods the school gathered parent feedback for review with the School Advisory Council and generated summaries of the school's strengths and areas for growth. These statements were approved by the parent representatives on the School Advisory Committee prior to submission to the LCAP. 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 Learners, and all parents/guardians of other numerically and non-numerically significant student groups. This is done to ensure we receive a holistic stream of feedback and engagement of all families.
Students	Students play an integral role in shaping the LCAP through various engagement opportunities. At each SAC, DELAC, and Community Schools meeting, we actively gather student input and feedback. Their perspectives help identify areas of need, inform goal-setting, and influence budget decisions to ensure resources are allocated effectively to support student success.

Educational Partner(s)	Process for Engagement
	In addition to discussion within these two committees, the LCAP documents were shared with the public during a public hearing of the Board before approval at the June board meeting. The school further engages students through student orientation, and/or parent conferences. Through all of these methods the school gathered parent feedback for review with the School Advisory Council and generated summaries of the school's strengths and areas for growth. These statements were approved by the parent representatives on the School Advisory Committee prior to submission to the LCAP.
SELPA	Our SELPA is provided our LCAPs early in our process for review and feedback to ensure that we are providing the proper support, 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.

During the school year, the school uses several outreach strategies to engage with educational partners on the LCAP. The School Advisory Council (SAC) has reviewed goals, outcomes data, and expenditures data at multiple points throughout the year. The SAC is composed of administrators, teachers, counselors, classified staff members, parents and students. The SAC had the opportunity to provide specific feedback on the various elements and identify areas of success and challenge to focus on in the coming year. The District English Learner Advisory Committee (DELAC) has also reviewed the data in February of 2025, both to provide feedback and approval. The DELAC is similarly composed of diverse members of the school community, but parents or guardians of English Learners constitute the majority membership (51 percent or more) of the committee.

In addition to discussion within these two committees, the LCAP documents were shared with the public during a public hearing of the Board before approval at the June board meeting. The school further engages educational partners through student orientation,Parent Workshops, Coffee with the Principal, parent conferences, and/or meaningful two-way conversations between schools and parents in the parents' home language. This engagement included parents with limited English proficiencies, parents of migrant students, English Learners, and students with disabilities.

Through all of these methods the school gathered parent feedback for review with the School Advisory Council and generated summaries of the school's strengths and areas for growth. These statements were approved by the parent representatives on the School Advisory Committee prior to submission to the LCAP. 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: 97.86% Source: Facility Inspection Tool (2022-23)	100% Source: Facility Inspection Tool Year: 2024-25	98.8% Source: Facility Inspection Tool Year: 2025-26	90%	+0.94%

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.

Successes in Implementation
Human Resources & Staffing
The principal ensures proper teacher, counselor, and administrator credentialing through continuous monitoring and collaboration with the Green Dot Human Resources Team for mid-year hires and teacher course adjustments. The HR Information System (HRIS) has strengthened the employee lifecycle process, allowing for efficient tracking and onboarding.

Curriculum Alignment & Student Learning

The adoption of district-wide, grade-level standards-aligned curricula in English and Math has provided students with consistent and rigorous instruction.
Professional development for teachers and administrators has facilitated the effective use of aligned curricular materials.
The school's textbook and classroom material tracking system ensures that all students have access to necessary learning resources.
Technology integration, including online learning materials and electronic resources, has supported differentiated instruction and student engagement.

Student Placement & Academic Support
Data-driven student placement ensures that students are enrolled in courses that align with their academic progress and prepare them for high school readiness and A-G requirements. The master schedule prioritizes ELA and Math interventions while maintaining a strong foundation in Common Core and Next Generation Science Standards. Advisory sessions provide personalized academic consulting, social-emotional learning opportunities, and additional core class support.

Facilities & Learning Environment
Regular facility inspections and audits by Green Dot's Operations and Facilities staff have ensured that learning spaces remain safe, clean, and conducive to learning. School maintenance, repairs, and upgrades (including furniture, utilities, and technology infrastructure improvements) have supported a
stable and effective learning environment.

Challenges in Implementation
Despite these successes, the implementation process has encountered some challenges:
Recruitment & Retention of Highly Qualified Staff
Mid-year hiring challenges occasionally result in staffing gaps, requiring additional time and resources to ensure seamless transitions.
Professional development must continuously adapt to evolving curriculum changes and teacher needs.

Curriculum Implementation & Student Achievement
While students have access to standards-aligned materials, ensuring that all students, particularly Emerging Bilinguals and students needing intervention, fully engage with rigorous content remains an area for continued growth.
The implementation of intervention programs for struggling learners, especially in math and chronic absenteeism, requires additional instructional support and expanded high-impact supports.

Facilities Maintenance & Upgrades
While regular inspections and repairs are conducted, ongoing facility enhancements and infrastructure improvements are necessary to keep pace with increased technology use and student needs.
Facilities require additional financial planning to balance costs associated with maintenance, utilities, and space expansion.

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 by our metric outcomes, all of our actions were effective in supporting our desired result. These actions will remain unchanged for this LCAP year, and will reassess next school year when working with educational partners.

Effectiveness of Actions
Human Resources & Staffing
The consistent monitoring of teacher and administrator credentials has ensured that students are taught by qualified and appropriately credentialed staff, supporting instructional quality. The use of the HR Information System (HRIS) has streamlined hiring and onboarding processes, contributing to better staffing efficiency.

Standards-Aligned Curriculum & Instructional Resources
The district-wide adoption of standards-aligned curricula in ELA and Math has provided students with consistent, rigorous instruction, leading to measurable gains in English Language Arts proficiency. Access to published curricular materials, digital resources, and online unit plans has supported instruction and ensured equity in learning opportunities. Professional development for teachers and administrators has strengthened instructional delivery and curriculum implementation, but PD effectiveness in math instruction remains an area for continued development.

Student Placement & Academic Support
The master schedule has been structured to prioritize interventions in ELA and Math, supporting students who require additional academic assistance.
Advisory sessions have provided one-on-one academic coaching, SEL support, and core subject interventions, benefiting student engagement. Through strategic interventions, math proficiency—particularly among Long-Term English Learners—has improved 15.9 Points in DFS to 141.3 Below Standard from the previous year of 157.2 Below Standard. In addition, the Color Indicator in 2025 improved to “Orange” from the previous year “Red.” Animo Florence-Firestone remains committed to supporting student development and dedicated to continual growth in proficiency in the upcoming school year. The school has expanded targeted math interventions, including High Impact Tutoring, advisory-based math cohorts, and acceleration academies, as effectiveness is consistently monitored.

Chronic Absenteeism Interventions
While personalized attendance interventions, mentorship programs, and family engagement efforts have been implemented, chronic absenteeism remains a challenge.
The school has outperformed both the state and district in chronic absenteeism rates, indicating some success. The Chronic Absenteeism rate declined Firestone declined 4.2 Percentage Points in Chronic Absenteeism to 14% from the previous year of 18.2%. In addition, the chronic absenteeism rate within specific subgroups declined by the following:
-English Learners: 15% chronically absent, Declined 11.1 Percentage Points from the previous year.
-Hispanic: 13.7% chronically absent, Declined 4.5 Percentage Points from the previous year.
-Long-Term English Learners (LTEL): 15.5% chronically absent, Declined 14.5 Percentage Points from the previous year.
-Socioeconomically Disadvantaged: 14.4% chronically absent, Declined 4.6 Percentage Points from the previous year.
-Students with Disabilities: 19.6% chronically absent, Declined 12 Percentage Points from the previous year.

Additional data-driven attendance interventions and expanded wraparound services are being explored to increase attendance rates further.

Facilities & Learning Environment
Regular facility inspections and audits have ensured that students learn in a safe and well-maintained environment.
Improvements in infrastructure and technology upgrades have supported student access to digital learning tools and blended instruction models. While facility maintenance has been consistently addressed, the costs of leasing and maintaining school buildings require careful financial planning to sustain long-term facility upgrades.

Overall Assessment of Progress Toward the Goal
Actions that have been effective:
-Staffing and credentialing processes
-Curriculum alignment and instructional resource availability
-Facilities maintenance and school safety
-Professional development supporting ELA gains

Actions that require further refinement or additional support:
-Math interventions, particularly for Long Term English Learners, as reflected in the Red Dashboard rating
-Chronic absenteeism interventions, which have had success but remain an area of targeted support.
-Staff retention strategies to ensure consistency in instruction and student support.

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	$98,256.61	No

Action #	Title	Description	Total Funds	Contributing
		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. • Green Dot implemented a system to maintain the employee lifecycle process (HRIS) $685 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 1: 1a		
1.2	Academic - Curriculum Design:	• Grade level - standards aligned curriculum has been adopted district-wide for grades 6-12 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 $5,873 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 1: 1a	$528,778.26	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	$384,105.37	Yes

Action #	Title	Description	Total Funds	Contributing
		support for core classes, and dsignated support time for English Learners and Students with Disabilities • The school will be appropriately staffed to implement the school master schedule, including elective courses. $3,843 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 1: 1a		
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	$1,020,411.91	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: 31.78% Low Income: 31.12% Latinx: 31.75% English Learners: 3.37%	All Students: 39.5% SED: 38.9%	All Students: 35.9% SED: 35.2%	All Students: 40.78% Low Income: 40.12% Latinx: 40.75%	All Students: +4.12% SED: +4.08% African American: No Data

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	Long Term EL: <30 Students with Disabilities: 8% Foster Youth: No Data Homeless: 45.45% Source: CAASPP (2022-23)	African American: Less than 30 students LatinX: 39.9% English Learner: 2.4% LTEL: 0% SWD: 6.7% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2023-24	African American: Less than 30 students LatinX: 36.3% English Learner: 4.7% LTEL: 2.0% SWD: 4.0% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2024-25	English Learner: 12.37% Students with Disabilities: 17.11% Homeless: 54.45%	LatinX: +4.55% English Learners: 1.33% LTEL: No Data SWD: -4.00% 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: 24.94% Low Income: 24.64% Latinx: 24.82% English Learners: 4.49% Long Term EL: <30 Students with Disabilities: 11% Homeless: 42% Foster Youth: <30 Source: CAASPP (2022-23)	All Students: 25.7% SED: 25.4% African American: Less than 30 students LatinX: 26% English Learner: 1.2% LTEL: 0% SWD: 6.7% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2023-24	All Students: 27.4% SED: 27.1% African American: Less than 30 students LatinX: 27.6% English Learner: 1.2% LTEL: 2.0% SWD: 4.1% Homeless: Less than 30 students Foster Youth: Less than 30 students Source: CAASPP Year: 2024-25	All Students: 33.94% Low Income: 33.64% Latinx: 33.82% English Learner: 13.49% Students with Disabilities: 19.81% Homeless: 51.42%	All Students: +2.46% SED: +2.46% African American: No Data LatinX: +2.78% English Learners: -3.29% LTEL: No Data SWD: -6.9% Homeless: No Data Foster: No Data
2.3	2c CAST (Science): Increase percentage of students scoring Proficient and above on	All Students: 21.09% Low Income: 20.83% Latinx: 20.83% English Learners: 0%	All Students: 26.8% SED: 26.6%	All Students: 17.7% SED: 17.2%	All Students: 30.09% Low Income: 29.83%	All Students: +3.39% SED: +3.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAST (Science) assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	Long Term EL: <30 Students With Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CAASPP (2022-23)	African American: No Data Available LatinX: 27.1% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available Source: CAASPP Year: 2023-24	African American: No Data Available LatinX: 17.9% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available Source: CAASPP Year: 2024-25	Latinx: 29.83% English Learner: 9.00%	African American: No Data LatinX: +2.93% English Learners: No Data LTEL: No Data SWD: No Data 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: 45% Source: Internal Data (2022-23)	English Learners: 16% Source: Internal Data Year: 2023-24	English Learners: 23% Source: Internal Data Year: 2024-25	All Students: 54.00%	English Learners: -22%
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	All Students: 72% Source: CA School Dashboard (2022-23)	English Learners: 37.3% LTEL: 38% Source: CA School Dashboard Year: 2023-24	English Learners: 69.8% LTEL: 73.3% Source: CA School Dashboard Year: 2024-25	All Students: 81.00%	English Learners: -2.2% LTEL: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2022-23 local district ELPI rate. Data Source: California School Dashboard					
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: 57% Low Income: 57% Latinx: 57% English Learners: No Data Long Term EL: No Data Students with Disabilities: 62% Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	All Students: 94% SED: 94% African American: No Data Available LatinX: 94% English Learner: 85% LTEL: No Data Available SWD: 88% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2023-24	All Students: 64% SED: 62% African American: No Data Available LatinX: 67% English Learner: 86% LTEL: No Data Available SWD: 66% Homeless: No Data Available Foster Youth: No Data Available 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: +7% SED: +5% African American: No Data LatinX: +10% English Learners: No Data LTEL: No Data SWD: +4% 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: 78% Low Income: 78% Latinx: 78% English Learners: 76% LTEL No Data Students with Disabilities: 85% Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	All Students: 92% SED: 91% African American: No Data Available LatinX: 92% English Learner: 62% LTEL: No Data Available SWD: 76% Homeless: No Data Available Foster Youth: No Data Available	All Students: 82% SED: 79% African American: No Data Available LatinX: 84% English Learner: 84% LTEL: No Data Available SWD: 56% Homeless: No Data Available Foster Youth: No Data Available	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% English Learner: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: +4% SED: +1% African American: No Data LatinX: +6% English Learners: +8% LTEL: No Data SWD: -29% Homeless: No Data Foster: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: CORE Year: 2023-24	Source: CORE 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.

All actions were implemented as planned and there were no substantive differences.

Implementation of Actions

Curriculum and Intervention Supports
ELA and Math intervention courses provide tiered support for struggling students.
Math teachers use Illustrative Mathematics and i-Ready, while ELA teachers implement MyPerspectives, Read180, and System44.
Teachers receive ongoing professional development in instructional strategies and intervention techniques.
Emerging Bilingual and LTEL Support
Designated ELD courses and the Green Dot ELD Handbook guide instruction for English Learners.
The EL Lead and Administrator oversee ELPAC testing, reclassification, and teacher support.
The Ellevation platform tracks progress, and targeted literacy intervention courses provide additional support.
Special Education Services
Students with IEPs receive services in the least restrictive environment through co-teaching, specialized instruction, and direct support.
The master schedule ensures access to required accommodations while promoting inclusion.
Special education administrators monitor compliance and student progress through bi-weekly meetings.
Advanced Coursework and College Readiness
Eligible students are enrolled in dual enrollment with community colleges and expands access to college-level coursework.
Professional Development and Data-Driven Instruction
Weekly professional development sessions focus on curriculum alignment, EL support, and intervention strategies.
Interim assessments in ELA, Math, and Science align with Common Core and Next Generation Science Standards to inform instruction.

Successes and Challenges

Successes
Intervention programs and data-driven placement have improved student support.
Professional development has strengthened instructional consistency.
Dual enrollment opportunities enhance college readiness.

Challenges
Math proficiency, especially for Long Term English Learners, remains a challenge,
Chronic absenteeism persists despite intervention efforts.
Ensuring consistent implementation of instructional strategies requires ongoing coaching.

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 the results we were seeking. The opportunity is to continue the focus on further refining and perfecting action supports for outcome growth.

Effective Actions
ELA and math intervention programs have supported struggling students, leading to improvements in English Language Arts proficiency.
Professional development has strengthened teachers' ability to implement intervention strategies effectively.
Emerging bilingual support, including the Ellevation platform, targeted literacy interventions, and the ELD Handbook, has contributed to improved reclassification rates for English Learners. Special education services have increased access to general education through a blended inclusion model and co-teaching strategies, with regular progress monitoring to assess student growth.

Ineffective or Partially Effective Actions
Math proficiency for Long Term English Learners remains a challenge despite targeted interventions. The Red Dashboard rating for this student group highlights the need for additional instructional coaching and refined intervention strategies. Chronic absenteeism interventions have had limited success, particularly among specific student subgroups. More intensive family engagement and wraparound services are needed. Instructional consistency across classrooms continues to be an area for improvement. While professional development has helped, full implementation of best practices requires ongoing coaching and monitoring.

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

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 6th – 8th 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 highest need students such as our English Learners and Socioeconomically Disadvantaged students. $9,525.34 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$571,952.12	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 • 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-	$215,262.25	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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. $3,483.63 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked 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 staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities.	$623,797.68	No

Action #	Title	Description	Total Funds	Contributing
		• 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. This action supports our student groups in the Differentiated Assistance designation as noted in the "Reflection: Technical Assistance" section.		
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.	$35,171.06	No
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	$160,996.36	Yes

Action #	Title	Description	Total Funds	Contributing
		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. $2,322.42 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
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.	$135,880.93	No
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.	$165,963.67	No

Action #	Title	Description	Total Funds	Contributing
		$2,903.02 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
2.8	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	$15,870.84	Yes

Action #	Title	Description	Total Funds	Contributing
		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 • 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. $2,381.34 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g This action supports our student groups in the Differentiated Assistance designation as noted in the "Reflection: Technical Assistance" section.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepared for college, leadership and life Middle School Dropout: Decrease the cohort dropout rate percent by 3% per year, or to be below 10% "<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 maintain a low cohort dropout rate.

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 3 percentage points per year, or to be below 10%. Data Source: CALPADS Fall1 Report 8.1c - Student Profile	All Students: 0% Low Income: 0% African American: 0% Latinx 0% English Learners: 0% Long Term EL: No Data Students with Disabilities: 0% Homeless: 0% Foster Youth: 0%	All Students: 0% Low Income: 0% African American: 0% Latinx 0% English Learners: 0% Long Term EL: No Data Students with Disabilities: 0%	All Students: 0% Low Income: 0% African American: 0% Latinx 0% English Learners: 0% Long Term EL: No Data Students with Disabilities: 0%	All Students: 10.00% Low Income: 10.00% African American: 10.00% Latinx: 10.00% English Learners: 10.00%	All Students: 0% SED: 0% African American: 0% LatinX: 0% English Learner: 0% SWD: 0% Homeless: 0% Foster: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CALPADS Fall1 Report 8.1c - Student Profile	Homeless: 0% Foster Youth: 0% Source: CALPADS Fall1 Report 8.1c - Student Profile Year: 2023-24	Homeless: 0% Foster Youth: 0% Source: CALPADS Fall1 Report 8.1c - Student Profile Year: 2024-25	Students with Disabilities: 10.00% Homeless: 10.00% Foster Youth: 10.00%	

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 plan and there were no substantive differences between planning and implementation.

Implementation of Actions
Counseling and Student Support Services

A Counselor Support Specialist provides coaching and professional development for school counselors, ensuring students receive academic and college readiness advising. School support staffing is determined by enrollment, with middle schools having at least one counselor and high schools having at least two. Students meet individually with counselors to track promotion progress, create high school graduation plans, and explore college and career pathways. Each school has a Coordination of Services Team (COST), which includes an administrator, school psychologist, and clinical or mental health supervisor to oversee student counseling and social-emotional services. Students needing Tier 2 and Tier 3 interventions are referred to internal wellness services or external agencies for additional support.

Parent Engagement and School-Home Communication
The school prioritizes parent engagement, recognizing parents as partners in student success. Quarterly progress reports keep families informed of academic performance, while ParentSquare enhances communication about school events and opportunities for involvement. A full-time Parent Coordinator or designated office staff at each school leads parent engagement efforts, including workshops on supporting student learning. Annual events such as orientation, back-to-school night, and family activities foster stronger school-community relationships. A family and staff survey is conducted annually to gather feedback on school performance, safety, and stakeholder satisfaction, with results used to inform parent engagement strategies.

Successes
The expanded counseling support structure has allowed students to receive individualized academic planning and social-emotional services. The COST team has been effective in identifying students needing higher levels of intervention and connecting them with appropriate

resources. Parent engagement has increased through workshops, events, and improved communication tools like ParentSquare. Annual surveys have provided valuable insights, helping the school refine its engagement strategies and address parent concerns.

Challenges
Meeting the demand for counseling services remains a challenge, particularly for students requiring intensive social-emotional support. Additional resources and partnerships may be needed to expand Tier 2 and Tier 3 interventions. Ensuring consistent parent participation in engagement opportunities requires ongoing outreach efforts and flexible event scheduling. While surveys provide important feedback, translating this data into actionable improvements takes time and requires sustained collaboration across departments.

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.

Effective Actions

Counseling Supports
Individualized counseling meetings have helped students stay on track for promotion and graduation, contributing to improved overall attendance. Counselors provide academic advising and track student progress, ensuring early intervention for those at risk. The Coordination of Services Team (COST) has been effective in identifying and supporting students needing Tier 2 and Tier 3 interventions. By connecting students to internal wellness services and external agencies, the school has provided critical social-emotional and mental health support, which has likely contributed to improved academic performance and attendance.

Parent Engagement
Increased communication through ParentSquare has strengthened school-home connections, ensuring that parents receive timely updates on student progress, school events, and engagement opportunities.
The Parent Coordinator or designee has played a key role in increasing parent involvement through workshops, back-to-school nights, and other events
that supports student success. The annual family and staff survey has provided valuable feedback, allowing the school to adjust parent engagement strategies and address concerns, leading to stronger community relationships.

Ineffective or Partially Effective Actions

Counseling Supports

While COST teams have been successful in supporting students needing social-emotional interventions, additional mental health resources may be needed to meet the increasing demand for wellness services. Students with disabilities and English Learners may require more specialized counseling interventions to address their unique academic and social-emotional challenges.

Parent Engagement
Despite improved communication tools, ensuring consistent parent participation remains a challenge. Some families face barriers such as work schedules or limited access to technology, which may limit their ability to engage fully in school activities. While surveys provide useful insights, translating the feedback into actionable changes requires continued collaboration and monitoring to ensure improvements are effectively implemented.

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 • 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	$378,646.24	No

Action #	Title	Description	Total Funds	Contributing
		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. $6,266 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are 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.	$52,457.65	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: 93% Low Income: 92% African American: <30 Latinx: 93% English Learners: 91% LTEL No Data	All Students: 93.6% SED: 93.5% African American: 93.2% LatinX: 93.6%	All Students: 94.0% SED: 94.0% African American: 88.1% LatinX: 94.1%	All Students: 90% Low Income: 90% African American: 90% Latinx: 90%	All Students: +1.0% SED: +2.0% African American: N/A LatinX: +1.1%

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: 92% Homeless: 95% Foster Youth: <30 Source: Student Information System (SIS) (2022-23)	English Learner: 92% LTEL: Less than 30 students SWD: 92.8% Homeless: 95.8% Foster: Less than 30 students Source: Student Information System (SIS) Year: 2023-24	English Learner: 94.0% LTEL: Less than 30 students SWD: 91.9% Homeless: 92.8% Foster: 94.3% Source: Student Information System (SIS) Year: 2024-25	English Learners: 90% Long Term EL: 90% Students with Disabilities: 90% Homeless: 90% Foster Youth: 90%	English Learner: 3.0% LTEL: N/A Students with Disabilities: -0.1% 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: 22% Low Income: 23% African American: <30 Latinx: 22% English Learners: 31% LTEL No Data Students with Disabilities: 16% Homeless: 13% Foster Youth: No Data Source: Dataquest:Chronic Absenteeism Rate (2022-23)	All Students: 18.1% SED: 18.8% African American: Less than 30 students LatinX: 18% English Learner: 26.7% LTEL: 30% SWD: 25% Homeless: 5.9% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2023-24	All Students: 14.0% SED: 14.4% African American: Less than 30 students LatinX: 13.7% English Learner: 15.0% LTEL: No Data SWD: 18.7% Homeless: 11.1% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2024-25	All Students: 13.35% Low Income: 13.71% African American: 10% Latinx: 13.25% English Learners: 22.37% Long Term EL: 10.00% Students with Disabilities: 7.35% Homeless: 7.00% Foster Youth: 10.00%	All Students: -8.0% SED: -8.6% African American: N/A LatinX: -8.3% English Learner: -16.0% LTEL: No Data Students with Disabilities: +2.7% Homeless: -1.9% Foster Youth: N/A
4.3	4c Suspension Rate: Decrease suspension rate by 3 percentage	All Students: 0% Low Income: 0% African American: <30 Latinx: 0%	All Students: 0.5% SED: 0.5%	All Students: 0.7% SED: 0.7%	All Students: <5.00% Low Income: <5.00%	All Students: +0.7% SED: +0.7%

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: 0% LTEL: No Data Students with Disabilities: 0% Homeless: 0% Foster Youth: No Data Source: CA School Dashboard: Suspension Rate Indicator (2022-23)	African American: Less than 30 students LatinX: 0.5% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2023-24	African American: Less than 30 students LatinX: 0.7% English Learner: 1.2% LTEL: Less than 30 students SWD: 0.0% Homeless: Less than 30 students Foster: Less than 30 students 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: N/A LatinX: +0.7% English Learner: +1.2% LTEL: 0% Students with Disabilities: 0% Homeless: N/A 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: <30 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% SED: 0% African American: Less than 30 students LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest:	All Students: 0.2% SED: 0.2% African American: Less than 30 students LatinX: 0.2% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest:	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: +0.2% SED: +0.2% African American: N/A LatinX: +0.2% English Learner: 0% LTEL: N/A Students with Disabilities: 0% Homeless: N/A Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension and Expulsion Data > Expulsion Rate Year: 2023-24	Suspension and Expulsion Data > Expulsion Rate Year: 2023-24		

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.

Attendance Monitoring and Interventions
Attendance is taken daily and tracked using PowerSchool, Green Dot's student information system, ensuring real-time data on student attendance patterns. Office staff contacts parents daily regarding student absences and tardies, reinforcing the importance of consistent attendance. The school utilizes the Student Attendance Review Team (SART) process to identify students with chronic absenteeism, providing interventions such as ParentSquare communication and letters home. Students at Phases 2-4 of the SART process receive individualized interventions, including parent meetings, student agreements, and frequent check-ins with a counselor or administrator. A data dashboard is used to monitor chronic absenteeism trends, allowing for targeted interventions, including phone calls on high-absence days and before extended school breaks.

School Culture and Behavioral Supports
A multi-tiered system of support (MTSS) is in place to address academic, behavioral, and social-emotional needs through positive behavior Interventions. The School Culture and Advisory Team, consisting of teachers, counselors, classified staff, and administrators, analyzes data, develops
professional development, and supports policies that promote a safe and positive environment. This team meets bi-monthly and participates in centralized training led by Green Dot's Equity Team, focusing on MTSS, restorative practices,
and bullying prevention. Data dashboards track school culture and climate trends, informing professional development and campus-wide behavioral strategies.

The Green Dot Education Team assists in implementing restorative practices, ensuring a structured, tiered discipline matrix that prohibits suspension for willful defiance and promotes alternative intervention strategies. The school has a Discipline Review Board at the campus level and a Discipline Review Panel at the district level to ensure students receive
due process in disciplinary matters.

Successes
Daily attendance tracking and immediate communication with parents have helped reduce chronic absenteeism, providing early intervention

Opportunities.
The SART process has been effective in identifying at-risk students and implementing targeted support to improve attendance. The School Culture and Advisory Team has played a key role in maintaining a safe and positive environment, using data to drive professional development and school-wide interventions. The implementation of restorative practices has contributed to a lower suspension rate by providing structured alternatives to exclusionary
discipline.

Challenges
Despite early interventions, chronic absenteeism remains a concern for certain student subgroups, requiring more intensive outreach and family engagement efforts.
Ensuring consistent implementation of MTSS and restorative practices across all classrooms requires ongoing professional development and staff buy-in. Balancing disciplinary actions with restorative approaches can be complex, necessitating additional resources and training to maintain equity
and consistency.

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.

Effective Actions

Attendance Interventions
The use of PowerSchool for daily attendance tracking and immediate parent communication has helped improve overall attendance. The Student Attendance Review Team (SART) process has provided structured interventions, such as parent meetings and counselor check-ins, which have been effective in reducing chronic absenteeism for some students. Targeted outreach efforts, including phone calls before extended weekends and school breaks, have helped mitigate absenteeism spikes. School Culture and Behavioral Supports The multi-tiered system of support (MTSS) has created a more structured approach to student behavior and well-being, leading to a decrease in suspension rates.

The School Culture and Advisory Team has successfully used data to drive interventions, professional development, and schoolwide policies that promotes a positive environment.
Restorative practices have provided meaningful alternatives to punitive discipline, helping reduce suspensions for willful defiance. The Discipline Review Board and Discipline Review Panel have ensured due process in disciplinary actions, leading to a more equitable approach to student behavior management.

Ineffective or Partially Effective Actions

Attendance Challenges
While attendance tracking and SART interventions have helped some students, chronic absenteeism remains an issue, particularly among specific subgroups. Additional strategies, such as increased family outreach and incentive programs, may be needed.

Implementation of MTSS and Restorative Practices
While MTSS and restorative practices have shown promise, full implementation across all classrooms has been inconsistent. Some teachers and staff require additional professional development to effectively apply these strategies.
The balance between discipline and restorative approaches remains a challenge, as some behavioral incidents still require stricter interventions.

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	$138,291.79	No

Action #	Title	Description	Total Funds	Contributing
		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. $1,370 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		
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 • 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	$535,566.34	No

Action #	Title	Description	Total Funds	Contributing
		• 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 $1,083 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		
4.3	Reducing Chronic Absenteeism	This Action addresses whole-school red indicator on the CA School Dashboard. The Hispanic student group received a red indicator on the California School Dashboard. Additionally, as The school demographics reflect that 99.1% of the students are Hispanic. This action also addresses the red indicator for the Socioeconomically Disadvantaged student group and this demographic represents 86.4% of our school. Given this percentage, the supports outlined below are provided to all students. The school analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The school leverages a Tableau report that updates daily to track the attendance data for all students. An Early Warning Indicator data analysis protocols is conducted by an attendance support team which includes an administrator, counselor and members of the office staff. This data analysis drives targeted next steps for students which may include personalized phone calls, meetings with counselors, daily -check ins, and home visits as needed. Incentives are provided for students to support positive attendance throughout the year. In addition, the Green Dot Home Office provides universal supports including Red Flag Day phone calls on dates throughout the year where students are frequently absent, personalized phone calls to welcome students back from a vacation (Fall, Winter, Spring) and messages via Parent Square of the importance of attendance.	$16,693.59	No
4.4	Reducing Chronic Absenteeism for English Learners	This action addresses the red indicator for Chronic Absenteeism on the 2023 CA School Dashboard for English Learners.	$16,693.59	Yes

Action #	Title	Description	Total Funds	Contributing
		The school analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The school leverages a Tableau report that updates daily to track the attendance data for all students. This report can be disaggregated by student groups allowing the school to track the data specifically for Emerging Bilingual students.. An Early Warning Indicator data analysis protocols is conducted by an attendance support team which includes an administrator, counselor and members of the office staff. This data may be shared with the Emerging Bilingual Lead (a teacher lead) and Administrator over Emerging Bilingual support who collaborates with teachers to support attendance through personalized interactions with students and parent contact as needed. The EB Lead and Administrator Emerging Bilingual Supports are supported by an Emerging Bilingual Coordinator from the Green Dot Home Office who analyzes school data alongside organizational data to support the school with interventions. Incentives are provided for students to support positive attendance throughout the year. In addition, the Green Dot Home Office provides universal supports including Red Flag Day phone calls on dates throughout the year where students are frequently absent, personalized phone calls to welcome students back from a vacation (Fall, Winter, Spring) and messages via Parent Square of the importance of attendance. This action supports our student groups in the Differentiated Assistance designation as noted in the "Reflection: Technical Assistance" section.		

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 92% Family Survey (2022-23)	94.1% Source: Family Survey Year: 2023-24	95.4% Source: Family Survey Year: 2024-25	80%	+3.4%
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 5% Counts from parent events (2022-23)	37% Source: Counts from Parent Events Year: 2023-24	43.9% Source: Counts from Parent Events Year: 2024-25	All Students: 14%	+38.9%
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: 80% 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.

Parent and Community Engagement
The School Advisory Council (SAC), which includes the principal, teachers, staff, parents, and community members, provides a platform for parent and staff input on school policies and budgeting decisions. The Green Dot District English Learner Advisory Council (DELAC) ensures that at least two parents are elected to represent English Learners at the district level. Parent involvement in SAC and DELAC allows for regular review of school data and decision-making processes. Regular communication with parents is maintained through monthly letters, calendars, and digital platforms like ParentSquare, ensuring parents are informed about school events, celebrations, and engagement opportunities.

Annual Events and Feedback Systems
The school hosts orientation, back-to-school night, and other events to strengthen school-community relationships. Annual family and staff surveys collect feedback on teacher performance, school safety, and stakeholder satisfaction, with results used to improve parent engagement efforts.

Community Partnerships and External Engagement
The school partners with a variety of community based organizations to ensure students and families have access to resources and the school can be a hub of support for the community. Local community colleges collaborate with the school to provide students with dual enrollment opportunities, giving them early exposure to post-secondary education. Staff Engagement and Collaboration SAC includes teacher representation, ensuring that educators have input into school policies, budgeting, and data reviews. Weekly staff meetings promote a positive work environment and ensure ongoing collaboration between administration, teachers, and classified staff. Green Dot surveys staff twice a year to gather feedback, analyze data, and inform school improvement efforts based on stakeholder input.

Successes
SAC and DELAC have provided effective platforms for parent and community involvement in decision-making. Surveys have provided valuable insights, leading to adjustments that strengthen school connectedness and stakeholder satisfaction. Partnerships with community organizations and colleges have expanded student opportunities and family support networks.

Challenges
While parent engagement structures are in place, consistent participation from all families remains a challenge, requiring ongoing outreach and scheduling flexibility. Effectively translating survey feedback into actionable improvements takes time and requires collaboration across multiple stakeholders. Expanding community partnerships to provide additional services and resources for families is an ongoing effort.

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. Focus is on ensuring action effectiveness in future school years. Effective Actions School Advisory Council (SAC) and District English Learner Advisory Council (DELAC) Parent participation in SAC and DELAC has allowed for meaningful input into school policies, budgeting, and data review. These platforms have been effective in ensuring parents and community members have a voice in decision-making. Teacher participation in SAC has also strengthened staff involvement in shaping school policies and reviewing key data points.

Communication and Feedback Systems
Regular communication through ParentSquare, monthly letters, and calendars has kept parents informed of school events, expectations, and engagement opportunities. The annual family and staff survey has provided valuable insights into areas of strength and areas needing improvement, allowing the school to adjust practices based on stakeholder feedback.

Community Partnerships
The Community Schools Grant has facilitated partnerships with organization and services for students and families. Dual enrollment partnerships with local community colleges have provided students with increased access to post-secondary coursework.
Ineffective or Partially Effective Actions

Parent Engagement and Support Services
While SAC and DELAC provide engagement opportunities, overall parent participation remains inconsistent, requiring additional outreach strategies and more flexible meeting schedules.

Using Survey Feedback for Meaningful Change
Although surveys provide useful feedback, translating this information into direct improvements has been an ongoing challenge due to competing priorities and limited resources for implementing large-scale changes.

Expanding Community Partnerships
While existing partnerships have benefited students and families, efforts to establish additional partnerships that provide direct services to families have been slower than anticipated.

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 Socioecnomically 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. $685 of LCFF funds are Learning Recovery funds to support ELA and	$158,277.35	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. $2,284 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$84,225.92	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.	$142,345.60	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 • 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.	$119,040.73	No

Action #	Title	Description	Total Funds	Contributing
		$685 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,725,177	$129,892.80

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
28.356%	4.149%	$178,541.76	32.505%

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:** To ensure the master schedule is data driven using universal assessment data to meet the needs of students. **Scope:**	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 high school 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
	LEA-wide		
2.1	**Action:** Curriculum, Resources and Materials to Support Student Subgroups: **Need:** To ensure that student subgroups have access to curriculum and support resources to increase mastery of grade level standards. **Scope:** LEA-wide	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.	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:** To ensure that EL students have increased academic supports to foster language development and overall academic outcomes. **Scope:** LEA-wide	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. The actions will provide students with language opportunities in all courses to foster language development and increased language proficiency.	2d - EL Reclassification 2e - ELPI Levels
2.5	**Action:** Professional Development **Need:** To ensure that teachers are provided the support needed to effectively meet the needs of students with rigorous classroom instruction.	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	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	for real- time intervention for students with re-teaching opportunities for key standards.	
2.8	**Action:** Support for Long Term English Learners **Need:** To ensure that Long Term EL students have increased academic support to foster language development and overall academic outcomes. **Scope:** LEA-wide	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
4.4	**Action:** Reducing Chronic Absenteeism for English Learners **Need:** To ensure that there are targeted supports for English Learner students at risk of being chronically absent. **Scope:** LEA-wide	We will progress monitor English Learner student attendance via a tableau report that identifies students at- risk for chronic absenteeism. We will provide targeted support for students at-risk of being chronically absent from office staff, counselors and administrators which may include academic and transportation resources. We will partner with the EL lead teacher on campus and EL Coordinator from Green Dot for additional resources. The actions will increase communication about student attendance between the school and family to support positive attendance with interventions and incentives.	4a - ADA 4b - Chronic Absenteeism
5.1	**Action:** Parent Engagement and Participation: **Need:** To ensure that parents are meaningfully engaged in the student learning experience	We will establish a cadence of communication with parents to ensure timely feedback and opportunities to engage with the school. We will establish a calendar of events to engage parents in school activities and celebrations.	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
	through frequent communication and opportunities to interact with the school. **Scope:** LEA-wide		

Limited Actions

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

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

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

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	6:431
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	29:431

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	$6,083,888	$1,725,177	28.356%	4.149%	32.505%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,749,387.44	$533,926.97	$0.00	$315,371.45	$5,598,685.86	$3,514,554.66	$2,084,131.20

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		$77,726.61	$20,530.00	$98,256.61				$98,256.61	
1	1.2	Academic - Curriculum Design:	All	No			All Schools		$435,386.07	$93,392.19	$458,734.12	$46,696.09		$23,348.05	$528,778.26	
1	1.3	Academic - Master Scheduling & Staffing:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$85,167.32	$298,938.05	$309,370.86			$74,734.51	$384,105.37	
1	1.4	Facility Inspections:	All	No			All Schools		$1,871.07	$1,018,540.84	$714,849.66	$305,562.25			$1,020,411.91	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:		Yes	LEA-wide		All Schools		$569,975.13	$1,976.99	$571,754.42	$197.70			$571,952.12	
2	2.2	Support for EL Students:	English Learners	Yes	LEA-wide	English Learners	All Schools		$215,262.25	$0.00	$159,955.58	$2,116.11		$53,190.56	$215,262.25	
2	2.3	Special Education:	All Students with Disabilities	No			All Schools		$355,974.68	$267,823.00	$546,352.74	$13,391.15		$64,053.79	$623,797.68	
2	2.4	High Achieving Students:	All	No			All Schools		$35,171.06	$0.00	$35,171.06				$35,171.06	
2	2.5	Professional Development		Yes	LEA-wide		All Schools		$154,456.36	$6,540.00	$60,951.82			$100,044.54	$160,996.36	
2	2.6	Interim Assessments:	All	No			All Schools		$135,880.93	$0.00	$135,880.93				$135,880.93	
2	2.7	Test Preparation:	All	No			All Schools		$165,963.67	$0.00		$165,963.67			$165,963.67	
2	2.8	Support for Long Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$15,870.84	$0.00	$15,870.84				$15,870.84	

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
3	**3.1**	Counseling:	All	No			All Schools		$347,859.43	$30,786.81	$378,646.24				$378,646.24	
3	**3.2**	Parent Involvement:	All	No			All Schools		$43,282.65	$9,175.00	$52,457.65				$52,457.65	
4	**4.1**	Attendance:	All	No			All Schools		$131,291.79	$7,000.00	$138,291.79				$138,291.79	
4	**4.2**	Services for Systems of Support:	All	No			All Schools		$344,916.34	$190,650.00	$535,566.34				$535,566.34	
4	**4.3**	Reducing Chronic Absenteeism	All	No			All Schools		$16,693.59	$0.00	$16,693.59				$16,693.59	
4	**4.4**	Reducing Chronic Absenteeism for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$16,693.59	$0.00	$16,693.59				$16,693.59	
5	**5.1**	Parent Engagement and Participation:		Yes	LEA-wide		All Schools		$158,077.35	$200.00	$158,277.35				$158,277.35	
5	**5.2**	Communications:	All	No			All Schools		$84,225.92	$0.00	$84,225.92				$84,225.92	
5	**5.3**	Community Partnerships:	All	No			All Schools		$3,767.28	$138,578.32	$142,345.60				$142,345.60	
5	**5.4**	Staff Engagement:	All	No			All Schools		$119,040.73	$0.00	$119,040.73				$119,040.73	

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
$6,083,888	$1,725,177	28.356%	4.149%	32.505%	$1,292,874.46	0.000%	21.251 %	**Total:**	$1,292,874.46
								LEA-wide Total:	$1,292,874.46
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,370.86	
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	LEA-wide		All Schools	$571,754.42	
2	**2.2**	Support for EL Students:	Yes	LEA-wide	English Learners	All Schools	$159,955.58	
2	**2.5**	Professional Development	Yes	LEA-wide		All Schools	$60,951.82	
2	**2.8**	Support for Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	$15,870.84	
4	**4.4**	Reducing Chronic Absenteeism for English Learners	Yes	LEA-wide	English Learners	All Schools	$16,693.59	
5	**5.1**	Parent Engagement and Participation:	Yes	LEA-wide		All Schools	$158,277.35	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,976,647.75	$5,099,687.91

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	$101,104.61	$58,605.31
1	**1.2**	Academic - Curriculum Design:	No	$662,918.16	$611,715.26
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	$370,711.61	$360,592.56
1	**1.4**	Facility Inspections:	No	$1,055,431.82	$413,277.63
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$544,108.92	$540,386.30
2	**2.2**	Support for EL Students:	Yes	$199,459.05	$196,597.87
2	**2.3**	Special Education:	No	$758,294.88	$633,718.18
2	**2.4**	High Achieving Students:	No	$36,253.38	$32,864.41
2	**2.5**	Professional Development	Yes	$167,482.82	$171,405.70
2	**2.6**	Interim Assessments:	No	$175,590.02	$145,868.06
2	**2.7**	Test Preparation:	No	$180,219.50	$165,121.57

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	Support for Long Term English Learners	Yes	$16,838.13	$88,669.96
3	3.1	Counseling:	No	$352,419.98	$364,564.09
3	3.2	Parent Involvement:	No	$36,957.68	$44,093.68
4	4.1	Attendance:	No	$147,488.76	$140,870.96
4	4.2	Services for Systems of Support:	No	$507,682.74	$522,902.74
4	4.3	Reducing Chronic Absenteeism	No	$20,269.07	$7,296.86
4	4.4	Reducing Chronic Absenteeism for English Learners	Yes	$20,269.07	$7,296.86
5	5.1	Parent Engagement and Participation:	Yes	$186,887.12	$181,685.99
5	5.2	Communications:	No	$100,259.21	$91,345.75
5	5.3	Community Partnerships:	No	$224,676.98	$207,935.45
5	5.4	Staff Engagement:	No	$111,324.24	$112,872.72

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,725,177	$1,274,772.98	$1,546,635.24	($271,862.26)	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	$300,446.34	$360,592.56		
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$543,606.39	$540,386.30		
2	2.2	Support for EL Students:	Yes	$148,169.21	$196,597.87		
2	2.5	Professional Development	Yes	$71,185.32	$171,405.70		
2	2.8	Support for Long Term English Learners	Yes	$16,838.13	$88,669.96		
4	4.4	Reducing Chronic Absenteeism for English Learners	Yes	$20,269.07	$7,296.86		
5	5.1	Parent Engagement and Participation:	Yes	$174,258.52	$181,685.99		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,303,081	$1,725,177		40.092%	$1,546,635.24	0.000%	35.943%	$178,541.76	4.149%

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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