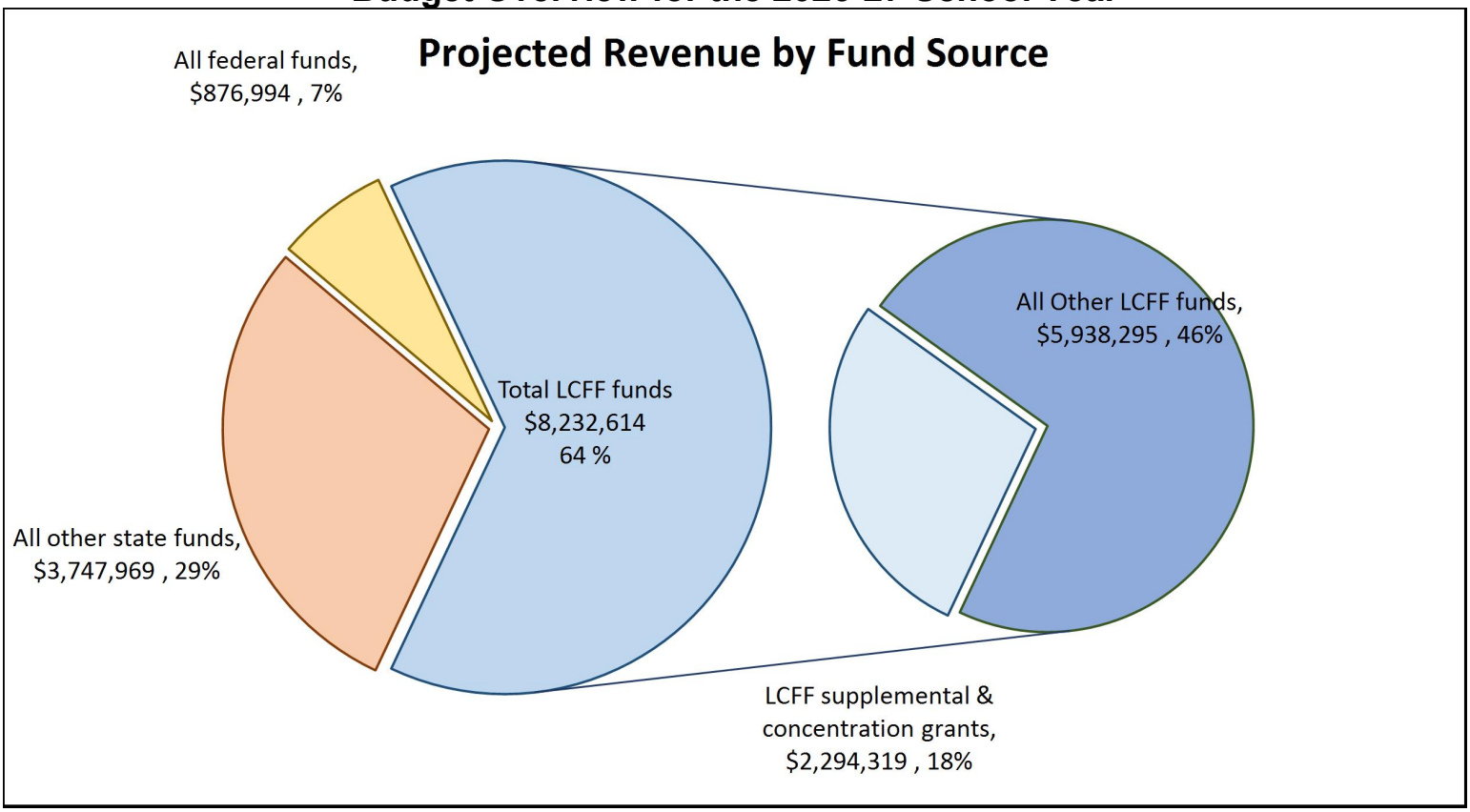
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Vida Preparatory Academy
CDS Code: 19-64733-0129460
School Year: 2026-27
LEA contact information:
Amanda Tran
School Leader
atran@kippsocal.org

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

Budget Overview for the 2026-27 School Year

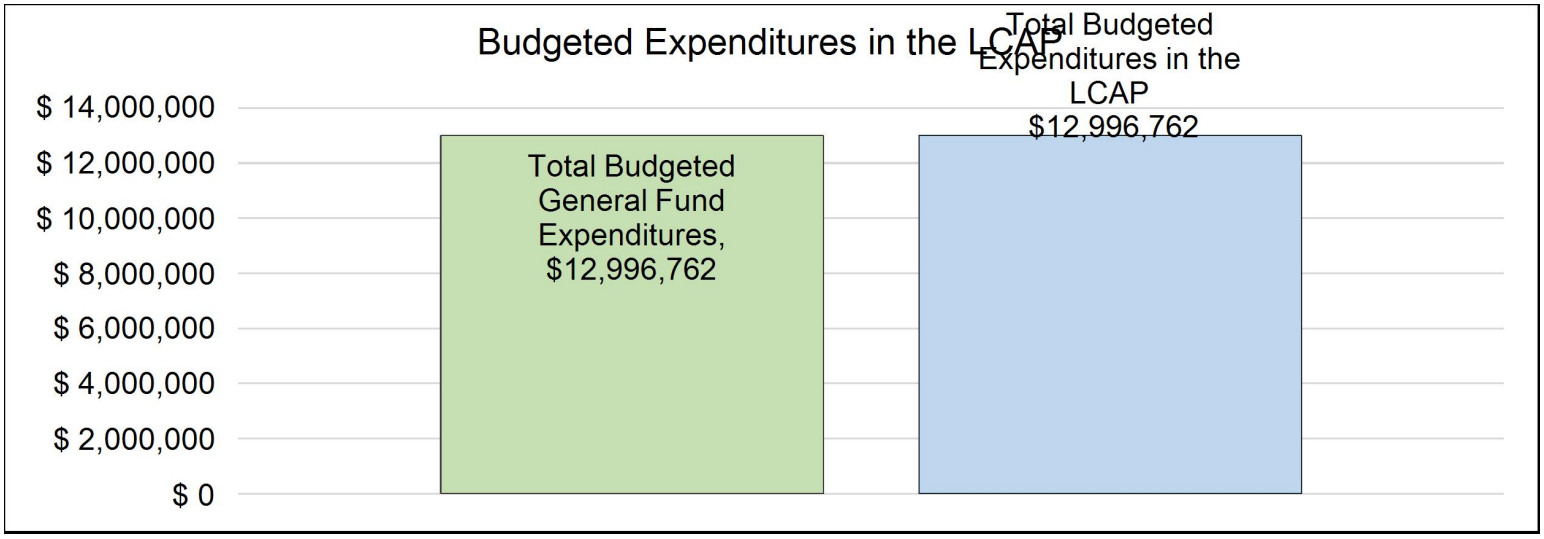


This chart shows the total general purpose revenue KIPP Vida Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Vida Preparatory Academy is $12,857,577, of which $8,232,614 is Local Control Funding Formula (LCFF), $3,747,969 is other state funds, $ is local funds, and $876,994 is federal funds. Of the $8,232,614 in LCFF Funds, $2,294,319 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 KIPP Vida Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: KIPP Vida Preparatory Academy plans to spend $12,996,762 for the 2026-27 school year. Of that amount, $12,996,762 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

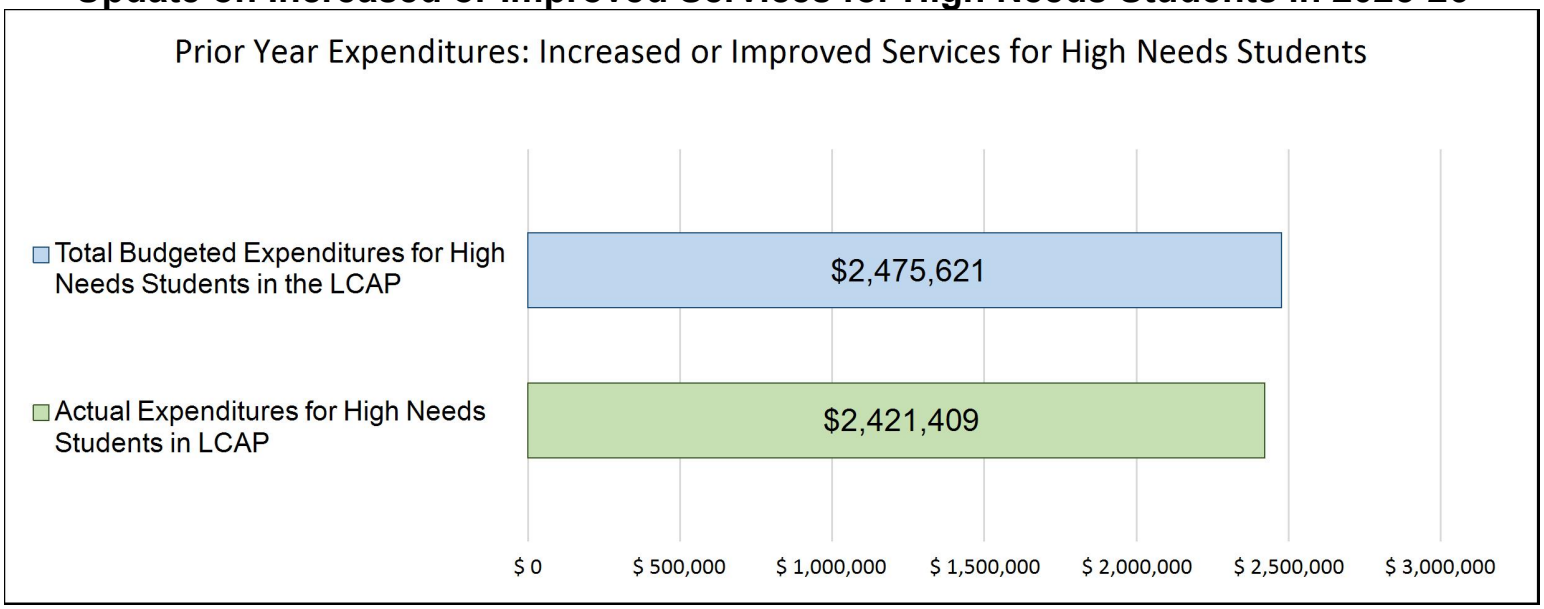
All included

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

In 2026-27, KIPP Vida Preparatory Academy is projecting it will receive $2,294,319 based on the enrollment of Foster Youth, English learner, and low-income students. KIPP Vida Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Vida Preparatory Academy plans to spend $2,511,750 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 KIPP Vida Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Vida Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, KIPP Vida Preparatory Academy's LCAP budgeted $2,475,621 for planned actions to increase or improve services for high needs students. KIPP Vida Preparatory Academy actually spent $2,421,409 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
KIPP Vida Preparatory Academy	Amanda Tran School Leader	atran@kippsocal.org

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.

KIPP Vida Preparatory Academy ("KIPP Vida") is a tuition-free, college preparatory public charter school located in South Los Angeles. KIPP Vida is part of the national KIPP ("Knowledge Is Power Program") network. KIPP Vida currently enrolls 561 students in grades TK through 4. In 2025-26, our students include:

93% low-income students
24% English Learners
67% Hispanic students
30% Black students
16% Students with Disabilities

KIPP Vida is not 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.

KIPP Vida Preparatory Academy (“KIPP Vida”) is proud of the continued progress we have made during the 2025–26 school year and on the 2025 California School Dashboard (“Dashboard”). Most notably, achieving the green indicator color for schoolwide, Hispanic, and English Learners student groups in Mathematics.

On the 2023 dashboard, KIPP Vida's red indicators are as follows:

English Language Arts – (English Learners)
Chronic Absenteeism – (Schoolwide, African American, Hispanic, English Learners, Socioeconomically Disadvantaged)

2025 Dashboard Performance
In terms of English Language Arts ("ELA") performance for English Learners ("EL"), KIPP Vida improved their Dashboard performance from red in 2023 to yellow in 2025. Since 2023, our English Learners have seen a 36 distance from standard ("DFS") point improvement, showcasing substantial growth in ELA and a testament to our strong EL support and strategy. KIPP Vida has seen school wide declines in chronic absenteeism. The chronic absenteeism rate is currently at 35.1%, a 12.7 percentage point decline on the 2025 Dashboard compared to 2023. Furthermore, our numerically significant student groups of Socioeconomically Disadvantaged and African American students have left the red performance category and improved to orange and yellow performance indicators, respectively. Although our Hispanic and English Learner students received a red indicator on the 2025 Dashboard, since 2023 these student groups saw declines of 11.4 and 9 percentage points, respectively. These results highlight the progress towards ensuring students are attending school more consistently, while simultaneously, outlining the continued work to be done towards supporting these student groups.

English Language Arts ("ELA") Outcomes
KIPP Vida's ELA growth since 2023 is a testament to our commitment to implementing a sustainable educational system that uses strengthened curriculum, instruction, data use, and student support. The full implementation of the Fishtank Learning curriculum has set the standard for a rigorous and vertically aligned foundation with daily writing, complex texts, embedded scaffolds, and clear lesson structures that better align to our instructional blocks and give teachers time to provide targeted small-group support. We have strengthened lesson internalization with weekly regional collaboration, consistent coaching, and ongoing professional development have cemented strong instructional practices across classrooms. Additionally, KIPP Vida has embedded data-driven cycles using i-Ready, the Smarter Balanced Interim Comprehensive Assessments, and expanded schoolwide implementation of DIBELS to monitor decoding, fluency, and comprehension, ensuring instruction is adjusted quickly based on student need.

The 2025 Dashboard showcased slight declines for our Students with Disabilities ("SWD") yet due to 2-years of more than 30 students, received a color (red) on the Dashboard. This is due to 2 consecutive Dashboard years of more than 30 students. In response, we are already implementing specialized instructional strategies adapted for our SWD. These instructional strategies drive improved ELA outcomes through accessibility, inclusion, active engagement, and individualized support. A few examples of our strategies include: teachers using small group-reading sessions where texts are chosen based on students' reading levels, with guided support, integrated auditory, visual, and tactile activities for letter formation or colored overlays for dyslexia, and lastly, organizing students in pairs or small groups to work together on reading or writing tasks. All together these strategies position KIPP Vida to sustain recent gains and continue closing ELA performance gaps across all student groups.

English Learner Progress Indicator ("ELPI")
While not listed above, KIPP Vida is focused on ensuring our English Learners ("EL") receive the supports and resources on their journey to English language acquisition, and critically, to accelerate language development and upwards movement to reclassification. To sustain and improve ELPI outcomes, KIPP Vida utilizes Fishtank which brings a high-quality, standards-aligned curriculum that includes embedded

supports such as structured writing tasks, academic discourse routines, and explicit vocabulary development. Consistent Designated ELD instruction is built into EL's school day by providing 25 minutes of ELD four times a week. Teachers are analyzing ELPAC data to create groupings of students for targeted ELD support. These strategies anchor our small-group instruction to be organized by student language development level in vocabulary, reading, writing and speaking. Lastly, KIPP Vida has hired a new ELD teacher with a focus on implementing integrated and designated ELD. A critical part of their work involves pulling students with the lowest ELPAC scores for small group targeted instruction. We have continued our schoolwide initiative to give all of our English Learners more in-class speaking opportunities that provide real-time feedback and data for teachers. Together, these systems ensure a comprehensive approach to language development that supports sustained ELPI growth.

Math Outcomes
KIPP Vida has made meaningful progress in improving math outcomes through a cohesive and sustainable system that aims to strengthen curriculum, instruction, intervention, and facilitate inclusive practices. As seen on our 2025 Dashboard, our schoolwide indicator for Math is green, signifying a tremendous achievement for our school staff and students. The full implementation of Eureka Math has cemented a coherent, standards-aligned foundation that prioritizes conceptual understanding, procedural fluency, and real-world application, ensuring students can both solve problems and explain the reasoning behind it. The structured lesson progressions and embedded scaffolds help students who need extra support while weekly lesson internalization meetings, backward planning, and data analysis ensure teachers are aligned to standards and responsive to what their students may need. KIPP Vida leverages diagnostics such as i-Ready, along with exit tickets and unit assessments, to drive reteach models while after-school tutoring three times per week provides extended, targeted instructional time for students who are chronically absent or well below standard. Additionally, consistent coaching, frequent walkthroughs in partnership with the regional Teaching & Learning team, and consistent leadership presence reinforce strong implementation and continuous improvement. Finally, targeted professional development focused on English Learners and Students with Disabilities, specific co-teaching models, and collaboration between General Education and RSP teachers ensure that intervention and differentiation happen within core instruction. Together, these strategies position KIPP Vida to sustain recent gains and continue closing Math performance gaps across all student groups.

Chronic Absenteeism Outcomes
KIPP Vida's reduction in chronic absenteeism since 2023 is driven by a proactive, tiered, and relationship-based system that is embedded into the school's yearlong structures. Our school year begins with strong expectations through summer outreach, staff training, and early identification of at-risk students, establishing attendance as a shared issue between families, students, and staff. Our prevention efforts include consistent family communication, schoolwide incentives, and culture-building activities that reinforce positive habits before absenteeism escalates throughout the school year. Additionally, the Attendance Support Team (AST) meets biweekly to monitor data, assign action steps, and coordinate supports, ensuring accountability and consistency. KIPP Vida implements a clearly defined tiered intervention model, beginning with daily outreach and ending, when necessary, family-centered home visits. This intentional and sustainable approach not only reduces chronic absenteeism but reinforces a culture of consistent school attendance supplemented with accountability, and frequent engagement throughout the school year.

Learning Recovery Block Grant:
This LCAP includes two actions partly funded by the Learning Recovery Block Grant (LREBG). These are Goal 1, Action 1: Data-Driven Instruction; and Goal 1, Action 3: SWD Differentiated Support. These actions address student needs for individualized support from intervention specialists (all students) and RSP teachers (students with disabilities) to promote growth in math and reading proficiency and

counter learning loss due to the COVID-19 pandemic. This is an allowable use of LREBG funds according to Ed Code Section 32526(c)(2), which states LREBG funds may be expended for ""implementation, expansion, or enhancement of evidence-based learning supports”.

Reflections: Technical Assistance

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

Not Applicable.

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.

KIPP Vida Preparatory Academy was not selected for Comprehensive Support and Improvement.

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
School Leadership Team	The school leadership team and administrators play a crucial role in the development of the LCAP. Their engagement began with targeted training from the KIPP SoCal Public Programs Team to deepen their understanding of the LCAP's purpose, legal requirements, key metrics, and annual timeline. This foundational training ensured that the leadership team was fully prepared to thoughtfully guide and shape the LCAP development process. Following this training, leadership meetings were held to gather initial reflections on current challenges, performance trends, and priority focus areas. These early consultations were instrumental in shaping the preliminary drafts of the LCAP. The Public Programs Team also offered optional office hours to address lingering questions, clarify LCAP metrics, and strengthen leaders' ability to effectively communicate data and goals to families and other stakeholders. In the late winter, our Public Programs team takes the drafted LCAP to our governing board for the Mid-Year update. As part of state requirements, the team puts together mid-year actuals and data updates in report form for the board to review. During the February board meeting the team presented the report and update to the board where they solicited discussion and feedback on the mid-year progress. Building on this foundational work, the leadership team facilitated an "LCAP School Input Meeting" on April 6, 2026, centered around educational partner engagement. They developed clear

Educational Partner(s)	Process for Engagement
	presentation materials, invited the whole school as well as our ELAC and School Site Council, and led structured discussions to ensure diverse perspectives were heard and considered. This meeting was pivotal in gathering meaningful community input that directly informed the refinement and strengthening of the LCAP. The final phase of the engagement process included a comprehensive review and formal approval of the completed LCAP during our KIPP SoCal Governing Board June meeting. Together, this process reflects the leadership team's strong commitment to developing a well-informed, community-responsive, and impactful LCAP that aligns with both compliance requirements and the needs and priorities of our school community.
Teachers and Other School Personnel	The engagement of teachers and other school personnel was a central element in the development of the LCAP. This group, integral to the daily educational operations of the school, provided invaluable insights that shaped the LCAP from the ground up. The process began with an initial meeting in which the purpose and objectives of the LCAP were clearly outlined and the importance of direct educator input was emphasized. Teachers and school personnel were invited to share their firsthand experiences and insights regarding student needs, instructional challenges, and resource gaps. This early engagement established a strong foundation for deeper analysis and collaborative planning. Additionally, an online feedback survey was implemented to support continuous communication throughout the drafting process. This structure created an ongoing feedback loop, allowing teachers and staff to raise concerns, propose adjustments, and validate emerging priorities as the LCAP evolved. This iterative approach strengthened transparency and reinforced shared ownership of the plan. The culmination of this process was the LCAP School Input Meeting on April 6, 2026 during which a near final draft of the LCAP was presented. Teachers and school personnel had the opportunity to review how their contributions were incorporated and to offer final recommendations prior to submission. This concluding step ensured

Educational Partner(s)	Process for Engagement
	that the LCAP was not only aligned with the daily realities of implementation, but also grounded in a shared understanding of what is best for students. By centering alignment, clarity of roles, and structured implementation planning, we strengthened our collective commitment to executing the LCAP with fidelity and coherence across all levels of the school. Lastly, in April, we hosted the LCAP public hearing that facilitated a space for not only our school community but the general public to provide feedback and input on the LCAP development process. Altogether, these engagement strategies ensure that we are soliciting input from all stakeholders, providing dedicated spaces and platforms to comment on school planning, expenditures, and outcomes.
Parents	Engaging parents and families in the development of the LCAP was a clear priority for our school. To ensure meaningful participation, we intentionally embedded LCAP discussions into existing family engagement structures while also creating additional opportunities to gather broad and representative input throughout the academic year. The process began at the start of the school year during our Community Coalition (School Site Council) Meetings, The Community Coalition serves as a key advisory core where members play an active role in reviewing data, identifying trends, and offering recommendations for goal setting. Specifically, the coalition provides direct input to the School Leader regarding which focus areas, strategies, and supports would most effectively improve student outcomes. These recommendations are considered and incorporated into the LCAP to the greatest extent possible. In the Spring, we also host a dedicated LCAP School Input Meeting on April 6, 2026 that is open to the broader community, including parents and staff. During this session, participants review school performance in comparison to regional goals and engage in dialogue about how those insights should inform the upcoming LCAP. Together, these meetings serve as critical touchpoints for gathering feedback, refining priorities, and ensuring transparency in the planning process.

Educational Partner(s)	Process for Engagement
	In addition to formal meetings, we host regular “Coffee with Admin” or “Cafecito” sessions. These informal gatherings create a welcoming space for families to ask questions, raise concerns, and share feedback in a more conversational setting. Our English Learner Advisory Committee (ELAC) meetings further ensure that the perspectives and specific needs of families of English learners are elevated and intentionally considered in LCAP planning. Furthermore, to broaden participation and capture diverse viewpoints, we also administer comprehensive family surveys three times per year in October, January, and April. These surveys are designed to gather input on school climate, academic priorities, resource allocation, and overall satisfaction. Lastly, in April, we hosted the LCAP public hearing that facilitated a space for not only our school community but the general public to provide feedback and input on the LCAP development process. Altogether, these engagement strategies ensure that we are soliciting input from all stakeholders, providing dedicated spaces and platforms to comment on school planning, expenditures, and outcomes.
Students	Empowering our TK-4 students to advocate for themselves and their community is a cornerstone of our educational philosophy. We have developed a comprehensive process to engage our students in the development and refinement of the LCAP. Our student engagement process includes our tri-annual student surveys, distributed in October, February, and April. These surveys are designed not only to measure student satisfaction and sense of belonging within our school community but also to gather substantive input on what students value most about their educational experience and what improvements they would like to see. Over the time , we have refined these surveys to more authentically reflect students' voices, ensuring that the questions we ask are grounded in students’daily experiences and future aspirations.

Educational Partner(s)	Process for Engagement
	We carefully analyze student feedback and use it to directly inform the actions and objectives outlined in the LCAP. Students' perspectives on the effectiveness of schoolwide expectations, along with their specific recommendations for change, help ensure that the LCAP not only reflects our institutional goals but also meaningfully responds to the evolving needs and aspirations of our student body. Lastly, in April, we hosted the LCAP public hearing that facilitated a space for not only our school community but the general public to provide feedback and input on the LCAP development process. Altogether, these engagement strategies ensure that we are soliciting input from all stakeholders, providing dedicated spaces and platforms to comment on school planning, expenditures, and outcomes.
Special Education Local Plan Area (SELPA)	Our SELPA, Los Angeles Unified School District, is provided with an early LCAP draft in the annual development process for their review and feedback. This ensures that we are providing the proper support, documentation, and impactful investments in our Students with Disabilities.

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

The development of our Local Control and Accountability Plan (LCAP) has been informed by the active participation and feedback of our families and school staff. Their insights have been instrumental in defining the target outcomes and refining the goals and budget allocations within the plan.

Goal 1 focuses on enhancing students' proficiency in English Language Arts (ELA) and Math, as measured by the California Assessment of Student Performance and Progress (CAASPP). Through collaborative discussions, stakeholders helped establish specific and measurable target outcomes for these assessments. This partnership has ensured that our academic objectives are not only ambitious, but also aligned with expectations, values, and priorities of our school community. Goal 2 was developed with substantial input from families and staff and centers on key non-academic indicators, including suspension and expulsion rates, average daily attendance, chronic absenteeism, and family engagement opportunities. Stakeholder feedback consistently emphasized the importance of strengthening parental involvement in school decision-making processes and fostering a positive, inclusive school climate that supports students' social-emotional well-being.

One of the significant changes influenced by the feedback was the adjustment of budget allocations to better support student attendance initiatives. Our community highlighted the need to enhance efforts towards improving daily attendance and reducing chronic absenteeism. In response, our LCAP actuals exceeded the planned expenditures approved in June 2025. These additional funds were dedicated to programs and resources aimed at supporting student attendance. This adjustment not only reflects our partners' priorities but also enhances our capability to meet our attendance and chronic absenteeism goals effectively.

The feedback from our educational partners has been vital in shaping the LCAP. By setting specific, community-informed target outcomes for our academic and engagement goals, and adjusting our budget to prioritize critical areas such as attendance, we have developed an LCAP that is responsive to the needs and aspirations of our students and their families. This process of engagement ensures that our strategic planning is not only compliant with statutory requirements but also closely aligned with the values and priorities of our school community. Moving forward, we will continue to analyze the effectiveness of these actions and make necessary adjustments based on our annual update process and ongoing community feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve. This goal encompasses our efforts to promote schoolwide academic growth, including targeted support for high-need student groups. Through data-driven instruction, blended learning, and differentiated support for English Learners and students with disabilities, we will meet our 2026-27 desired outcomes in ELA proficiency, math proficiency, science proficiency, EL progress, and EL reclassification rate. We will increase the percentage of our students meeting and surpassing rigorous state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priority 4, Pupil Achievement. The actions and metrics included in this goal will support us in monitoring and improving academic outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students) by enhancing teaching efficacy for all students through data-driven instruction and providing equitable differentiated support to meet the needs of two especially vulnerable student groups, SWDs and ELs. For math, ELA, and science assessments, comparing student group outcomes to whole school outcomes is particularly useful in identifying and correcting disparities. Two metrics are specific to our school's English learners, EL progress and reclassification rate, because we understand that building English proficiency and reclassifying are crucial to ELs' overall academic success.

"Fewer than 11 students" explanation: To protect student privacy, federal and state requirements prevent us from reporting data for any student group with fewer than 11 students. Families can always reach out to their student's teacher or school administrators for information on their student's individual performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of students meeting or exceeding state-established proficiency levels for English Language Arts	2022-2023 All Students: 24.66% EL: 14.29% SWD: 19.05% LatinX: 27.39% Black: 16.39%	2023-2024 All Students: 30% EL: 13.85% SWD: 17.24% LatinX: 29.86% Black: 31.67%	2024-2025 All Students: 38.81% EL: 27.87% SWD: 17.14% LatinX: 42.95%	All Students: 50% EL: 40% SWD: 40% LatinX: 50% Black: 50% Low Income: 50%	All Students: +14.15 EL: +13.58 SWD: -1.91 LatinX: +15.56 Black: +13.46

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: (CAASPP)	Low Income: 23.42% Foster Youth: N/A	Low Income: 28.57% Foster Youth: Fewer than 11	Black: 29.85% Low Income: 36.02% Foster Youth: N/A LTEL: N/A	Foster Youth: 40%	Low Income: +12.6 Foster Youth: N/A LTEL: N/A
1.2	Rate of students meeting or exceeding state-established proficiency levels for Math Data Source: (CAASPP)	2022-2023 All Students: 31.96% EL: 23.22% SWD: 4.76% LatinX: 34.25% Black: 27.87% Low Income: 30.73% Foster Youth: N/A	2023-2024 All Students: 35.71% EL: 26.15% SWD: 17.24% LatinX: 38.20% Black: 30% Low Income: 34.98% Foster Youth: Fewer than 11	2024-2025 All Students: 37.9% EL: 29.51% SWD: 25.72% LatinX: 43.63% Black: 25.38% Low Income: 34.4% Foster Youth: N/A LTEL: N/A	All Students: 50% EL: 40% SWD: 40% LatinX: 50% Black: 50% Low Income: 50% Foster Youth: 40%	All Students: +5.94 EL: +6.29 SWD: +20.96 LatinX: +9.38 Black: -2.49 Low Income: +3.67 Foster Youth: N/A LTEL: N/A
1.3	Rate of EL students making progress towards English language proficiency on ELPAC. Data Source: California School Dashboard	2022-2023 35.9%	2023-2024 37.8%	2024-25 EL: 39% LTEL: N/A	45%	EL: +3.1 LTEL: N/A
1.4	Reclassification Rate Data Source: Internal Data	2023-2024 5.8%	2024-2025 8.2%	2025-26 (As of May 2026) 12.9%	25%	+7.1
1.5	Rate of students meeting individualized growth goals in ELA/Reading on verified local assessment	iReady Fall - Spring 2023-2024 All Students: 67% EL: 65% SWD: 56% LatinX: 68% Black: 63%	2024-2025 (iReady ELA Fall-Spring) All Students: 65% EL: 65% SWD: 59% LatinX: 64% Black: 66%	2025-2026 (iReady ELA Fall-Spring) All Students: 55% EL: 47% SWD: 47% LatinX: 56% Black: 55%	All Students: 70% EL: 70% SWD: 70% LatinX: 70% Black: 70 Low Income: 70% Foster Youth: 70%	All Students: -12 EL: -18 SWD: -9 LatinX: -12 Black: -8 Low Income: N/A Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: N/A Foster Youth: Fewer than 11 students	Low Income: N/A Foster Youth: N/A	Low Income: N/A Foster Youth: N/A		
1.6	Rate of students meeting individualized growth goals in Math on verified local assessment	iReady Fall - Spring 2023-2024 All Students: 58% EL: 59% SWD: 46% LatinX: 58% Black: 56% Low Income: N/A Foster Youth: Fewer than 11 students	2024-2025 (iReady Math Fall-Spring) All Students: 53% EL: 48% SWD: 43% LatinX: 54% Black: 50% Low Income: N/A Foster Youth: N/A	2025-2026 (iReady Math Fall-Spring) All Students: 49% EL: 52% SWD: 38% LatinX: 49% Black: 48% Low Income: N/A Foster Youth: N/A	All Students: 70% EL: 70% SWD: 70% LatinX: 70% Black: 70 Low Income: 70% Foster Youth: 70%	All Students: -9 EL: -7 SWD: -8 LatinX: -9 Black: -8 Low Income: N/A Foster Youth: N/A

Goal Analysis [2025-26]

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

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

There were no substantive differences between planned actions and actual implementation for all of our Goal 1 Actions. Action 1.1: Data-Driven Instruction: Our regional data team has continued to utilize comprehensive dashboards to facilitate detailed analysis of student data, facilitating targeted instructional planning. Training sessions on data-driven instruction established a cycle of assessment, analysis, and intervention that supports continuous improvement. Staff and students have identified a need for increased tutoring and individualized support. We have responded to these needs by implementing additional tutoring programs. Action 1.2: EL Differentiated Support: For our English Learner (EL) population, we continued to utilize a data platform tailored to monitor EL progress. We also continued to utilize Lexia 3D to supplement afterschool and home-based supports for ELs. Action 1.3: SWD Differentiated Support: Our special education team has continued to meet compliance milestones, collaborating closely with families and staff while maintaining a structured feedback loop to ensure a supportive and responsive environment for students with disabilities.

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.

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

Action 1.1: Data-Driven Instruction has proven effective in enhancing teaching efficacy and improving student outcomes as evidenced by our academics driven metrics 1.1 – 1.7. Through regular data analysis sessions, teachers have been able to tailor instruction and provide targeted support, which has directly influenced improvements in ELA and math proficiency among our students. We are proud to be making progress toward our 2027 desired outcomes associated with this action. Action 1.2: EL Differentiated Support was effective. Evidence of its effectiveness include performance of EL students making progress toward English proficiency from our Baseline year to our Year 2 outcomes. By using an EL-specific curriculum and involving parents through systematic communication of ELPAC results, we have seen enhanced language acquisition and academic skills among EL students. We are proud to be making progress toward our 2027 desired outcomes associated with this action. English Learners make up a key portion of our school population and represent key members of the community we serve. Our regional office, KIPP SoCal, is committed to ensuring this student group is receiving the proper support and resources for their language journey. In the early summer of 2026, the regional office hired a “Multilingual Learner Program Specialist” who will work with our school based Multilingual Coordinators to increase the fidelity of our comprehensive English Language Development (ELD) program, assist teachers and leaders with curriculum and instructional materials, and provide professional development focused on effective ELD practices. They will also oversee the administration of the ELPAC and maintain data systems to monitor student progress, using that data to inform pupil specific instruction and goal-setting. Additionally, they will lead processes for identifying, placing, and reclassifying English Learners, and manage systems to support English Learner Advisory Committee (ELAC) requirements, ensuring families have a voice in their children's education. Action 1.3: SWD Differentiated Support remains effective as evidenced by compliance. Our adherence to federal, state, and local standards has contributed to improvements in individualized support and educational outcomes for SWD. We are proud to be making progress toward our 2027 desired outcomes associated with this action. Since 2024, our Norm day Students with Disabilities enrollment has steadily increased year-over-year. This increasing enrollment as a proportion of our total population has prompted our regional support office, KIPP SoCal, to conduct a 2026 region-wide review and evaluation of our school practices. In addition to the resources and practices noted in the Action narrative, this review will work to identify areas of growth and additional support that we can provide to this vulnerable population. This effort is done in the spirit of continuous improvement while addressing the evolving needs of our community.

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

We have made the following changes to Goal 1:

Metric 1.4 Year 1 outcome has been updated with 2024-25 data. Previously said, "Current data is not available". Administrative Clerical Error.

Added data sources to all metric descriptions unless noted otherwise in metric cell. Applicable to all years.

Revised "Fewer than" explanation to 11 students, in line with state guidance.

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	Data-Driven Instruction	This is an LREBG action. The Institute of Educational Sciences has consistently rated Response to Intervention (RTI, led by intervention specialists across KIPP SoCal schools) as Tier 3 or “promising” and has included these strategies in its Practice Guides for supporting elementary and middle grade students in math and reading since 2009. We will use the following metrics to monitor the impact of this action: 1.1 Rate of students meeting or exceeding state-established proficiency levels for ELA 1.2 Rate of students meeting or exceeding state-established proficiency levels for Math 1.7 Rate of students meeting individualized growth goals in ELA/Reading on verified local assessment 1.8 Rate of students meeting individualized growth goals in Math on verified local assessment We are dedicated to implementing Data-Driven Instruction aimed at enhancing teaching efficacy and student outcomes through informed decision-making. Teachers will engage in regular data analysis sessions to tailor instruction and provide targeted support, ensuring that instructional practices are responsive to student needs. To support this initiative, both students and teachers will be provided with the necessary software and hardware.	$1,175,935.00	No Yes
1.2	EL Differentiated Support	This action addresses the following Red indicators on the 2023 CA School Dashboard: EL performance in ELA To support our Multilingual Learners (MLs, including ELs & LTELs), we have implemented and are continually refining a comprehensive ELD program including integrated and designated ELD. We will leverage student data from formative assessments, verified assessments, and observation to inform our instructional focus and group students by proficiency level for small group instruction. For LTELs and Newcomers who are experiencing additional challenges with learning and language development, we will utilize our multi-tiered system of support (MTSS) to develop a focused intervention plan that includes all appropriate	$63,018.00	Yes

Action #	Title	Description	Total Funds	Contributing
		stakeholders. Additionally, we will systematically inform parents and caregivers of MLs about their students' progress and development through ELPAC-related information. To improve ELA outcomes for ELs, we will implement our Multilingual Learner Academy ("MLA"), a six week program that provides additional after school tutoring to our ELs three times a week. This tutoring is a Tier 3 service for ELs who, based on ELPAC data, demonstrate the most significant language development needs. With the incorporation of Lexia English and ELD curricular resources, students will engage with additional practice in speaking, listening, and grammar.		
1.3	SWD Differentiated Support	This is an LREBG action. The Institute of Educational Sciences (IES) has rated reading interventions such as building students' decoding skills and providing fluency-building activities as Tier 1 or having a "strong" evidence base. IES has also rated mathematics interventions including concrete representations and timed activities as Tier 1. Our resource specialists (RSP) are trained alongside general education teachers to ensure effective delivery of these strategies in alignment with students' IEPs. We will use the following metrics to monitor the impact of this action: 1.1 Rate of SWD meeting or exceeding state-established proficiency levels for ELA 1.2 Rate of SWD meeting or exceeding state-established proficiency levels for Math 1.7 Rate of SWD meeting individualized growth goals in ELA/Reading on verified local assessment 1.8 Rate of SWD meeting individualized growth goals in Math on verified local assessment We ensure thorough service implementation to meet the needs of Students with Disabilities including compliance with IEP timelines. We offer a Free Appropriate Public Education (FAPE) aligned to the requirement to prove the Least Restrictive Environment (LRE). We also engage with our SELPAs by attending their professional development opportunities. We actively partner with our families in our IEP processes and we ensure compliant ratios of RSP teachers to students.	$1,160,753.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support student, family, and school engagement. We recognize that the success of any school begins with stakeholder trust. By providing intentional opportunities for parent and family engagement, using Positive Behavior Supports and Intervention (PBIS), and implementing strategies to support student attendance, we will meet our 2026-27 desired outcomes in parent engagement opportunities, suspension and expulsion rate, student satisfaction, average daily attendance, chronic absenteeism, and middle school dropout rate. We will increase the overall engagement of all stakeholder groups.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6 (Parent Engagement, Pupil Engagement, and School Climate). We have evolved this goal and its associated actions and metrics based on 2023 Dashboard data, specifically our performance color of Red for schoolwide chronic absenteeism.

We identified this goal for focused attention through consultation with educational partners including monthly Community Council meetings, monthly English Learner Advisory Committee meetings, biannual parent surveys, and monthly Coffee with Admin meetings.

The actions and metrics included in this goal will support us in monitoring and improving engagement outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students) by ensuring sufficient opportunities for feedback from our educational partners and delineating specific, family-centered protocols for behavioral and attendance support. We will continually disaggregate school engagement data to identify and remedy disparities between student group and whole school outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Provide 1 Back-to-School night, 2 week	2023-2024	2024-2025	2025-2026	All Parents/Families:	No Change Met Goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.Data source: Internal Data	All Parents/Families: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2	All Parents/Families: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement	All Parents/Families: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement	Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of EL students: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of SWD: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	and/or parent leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	and/or parent leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities. Parents/Families of LTELs: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	leadership opportunities. Parents/Families of Latinx: Provided 1 Back-to-School night, 2 week long Parent-Teacher Conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	
2.2	Suspension Rate Data source: California School Dashboard	2022-2023 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	2023-2024 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	2024-2025 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0%	All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	All Students: No change EL: No change SWD: No change LatinX: No change Black: No change Low Income: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Foster Youth: Fewer than 11 students LTEL: N/A		Foster Youth: N/A LTEL: N/A
2.3	Expulsion Rate Data source: CDE DataQuest	2022-2023 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	2023-2024 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	2024-2025 All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0% LTEL: N/A	All Students: 0% EL: 0% SWD: 0% LatinX: 0% Black: 0% Low Income: 0% Foster Youth: 0%	All Students: No change EL: No change SWD: No change LatinX: No change Black: No change Low Income: No change Foster Youth: No change LTEL: N/A
2.4	Students will feel satisfied with their experience as measured by internally provided surveys Data source: Internal data	2023-2024 "I find what I am learning at school interesting." Often: 24.7% Always: 45.8%	2024-2025 "I find what I am learning at school interesting." Often: 27.5% Always: 31%	2025-2026 "My teachers believe and show me that I can and will learn." Often: 16.2% Always: 72.1%	"I find what I am learning at school interesting." Often: 50% Always: 50%	Often: -8.5 Always: +26.3
2.5	Average Daily Attendance Data source: Internal data	2023-2024 All Students: 90% EL: 91.2% SWD: 89.1% LatinX: 90.8% Black: 88.2% Low Income: 89.8% Foster Youth: Fewer than 11 students	2024-2025 All Students: 90.9% EL: 91.2% SWD: 90.5% LatinX: 91.2% Black: 90.3% Low Income: 90.8% Foster Youth: Fewer than 11 students	2025-2026 All Students: 90.9% EL: 91.8% SWD: 91.7% LatinX: 92% Black: 89.3% Low Income: 90.9% Foster Youth: Fewer than 11 students	All Students: 95% EL: 95% SWD: 95% Latino: 95% Black: 95% Low Income: 95% Foster Youth: 95%	All Students: +0.9 EL: +0.6 SWD: +2.6 LatinX: +1.2 Black: +1.1 Low Income: +1.1 Foster Youth: Fewer than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Chronic Absenteeism Rate Data source: Internal data	2023-2024 All Students: 36.4% EL: 30.7% SWD: 40.9% LatinX: 32.3% Black: 45.2% Low Income: 36.8% Foster Youth: Fewer than 11 students	2024-2025 All Students: 32.2% EL: 32.6% SWD: 30.5% LatinX: 30.3% Black: 36.6% Low Income: 33.1% Foster Youth: Fewer than 11 students	2025-2026 All Students: 33.5% EL: 32.4% SWD: 26% LatinX: 28.6% Black: 41% Low Income: 33.5% Foster Youth: Fewer than 11 students	All Students: 12% EL: 12% SWD: 12% Latino: 12% Black: 12% Low Income: 12% Foster Youth: 12%	All Students: -2.9 EL: +1.7 SWD: -14.9 LatinX: -3.7 Black: -4.2 Low Income: -3.3 Foster Youth: Fewer than 11 students
2.7	The number of Opportunities for Parental Input in School Decision Making Data source: Internal data	2023-2024 All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21	2024-2025 All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families of LTEL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21	2025-2026 All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families of LTEL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21	All Parents/Families: 21 Parents/Families of EL students: 21 Parents/Families SWD Students: 21 Parents/Families LatinX Students: 21 Parent/Families of Black Students: 21 Parents/Families of Low Income Students: 21 Parents/Students of Foster Youth Students: 21	All Parents/Families: No change Parents/Families of EL students: No change Parents/Families of LTEL students: No change Parents/Families SWD Students: No change Parents/Families LatinX Students: No change Parent/Families of Black Students: No change Parents/Families of Low Income Students: No change Parents/Students of Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students: No change

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.

There were no substantive differences between planned actions and actual implementation for all Goal 2 Actions. Action 2.1: Family Engagement Events: Our in-person events continued to promote increased community engagement including cultural events that celebrated our students' diversity, fostering a sense of community and enhancing parent and student interaction with staff in a non-academic setting. Another strength is the continuation of Family Leadership and Advisory Councils, now named Community Coalitions, which provided structured platforms for parents to voice their opinions on the decision-making process and stay informed about school initiatives and strategies. Action 2.2: Multi-Tiered PBIS System: Positive Behavior Supports and Interventions (PBIS). Our consistent application of PBIS strategies has been crucial in promoting positive behavior and maintaining extremely low suspension rates. Action 2.3: Supporting Student Attendance: The use of tools like ParentSquare for proactive communication has been effective in mitigating chronic absenteeism and maintaining high Average Daily Attendance. Additionally, school spirit days and other culture-building events have shown a positive correlation with high daily attendance rates.

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.

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

Action 2.1: Family Engagement Events has proven effective in creating and sustaining two-way communication with educational stakeholders. We have provided 21 opportunities for parental input in school decision making including our annual LCAP meeting (see metric 2.8) in addition to family engagement events such as Parent-Teacher Conferences (see metric 2.1). We are proud to be on track to meet our 2027 desired outcomes associated with this action. Action 2.2: Multi-Tiered PBIS System has proven effective in maintaining extremely low suspension and expulsion rates (see metrics 2.2 and 2.3). We are proud to be on track to reach our 2027 desired outcomes associated with this action. Action 2.3: Supporting Student Attendance has proven effective in increasing student attendance. Evidence of this action's effectiveness include declines in chronic absenteeism and maintaining high Average Daily Attendance. We are proud of our progress across metrics to meet our 2027 desired outcomes associated with this action.

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.

We have made the following changes to Goal 2:

Corrected school year to 2026-27 in Goal description section that referenced desired outcome years. Administrative clerical error.

Added data sources to all metric descriptions unless noted otherwise in metric cell. Applicable to all years.

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	Family Engagement Events	We will hold frequent family engagement events based on families' needs and interests. Family members will have the ability to take on leadership roles through our Family Leadership Academy, English Learner Advisory Committee, and Community Council. Families will have opportunities to hear from and address school leadership during Coffee with Admin meetings. We will also invite families to participate in workshops based on high-interest topics. We will make every effort to schedule all events and meetings at times that are convenient for families to attend.	$197,550.00	Yes
2.2	Multi-Tiered PBIS System	We will cultivate a positive school culture through a school-wide behavior support plan and use a tiered system to address student behavior accordingly. All school personnel will be trained on the PBIS system, and teachers will receive PD on restorative practices to be implemented in classrooms.	$85,000.00	Yes
2.3	Supporting Student Attendance	This action addresses the following Red indicators on the 2023 CA School Dashboard: Schoolwide chronic absenteeism Chronic absenteeism among ELs Chronic absenteeism among Hispanic students Chronic absenteeism among socioeconomically disadvantaged students Chronic absenteeism among African American students	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		To reduce chronic absenteeism schoolwide, school leaders and staff will work diligently to reduce chronic absenteeism by implementing a four-pronged strategic approach aimed at addressing the issue. The first section of this approach includes a prevention & investment plan which will include more curated spirit days, events, and incentives that inspire students to come to school, emphasizing strong attendance to students and families. School leadership will develop an Attendance Support Team (AST), designed to improve and review attendance systems, assign steps for family outreach and ensure the prioritization of student attendance. Lastly, school leaders will focus specifically on starting the school year off strong with clear expectations and procedures for students, staff and families that promote school attendance and focus on targeted approaches to keep the Chronic Absenteeism rate low amongst at-risk students. To reduce chronic absenteeism among EL students, the AST will loop in the EL Coordinator or ELD interventionist if and when a referral or additional support is needed in the process of targeted outreach. To reduce chronic absenteeism among Hispanic students, who represent a majority of our student body, we will build trust and rapport with families. We will approach attendance interventions from a family-centered, strengths-based perspective in order to address the root causes of absences for each student. To reduce chronic absenteeism among socioeconomically disadvantaged students, who represent a majority of our student body, we will build trust and rapport with families. We will approach attendance interventions from a family-centered, strengths-based perspective in order to address the root causes of absences for each student. Potential accommodations and interventions include enrolling students in Expanded Learning, encouraging families to utilize Metro's on-demand rideshare program, and supporting families with creating a reward system for school attendance. To reduce chronic absenteeism among African American students, we will build trust and rapport with families. We will approach attendance		

Action #	Title	Description	Total Funds	Contributing
		interventions from a family-centered, strengths-based perspective in order to address the root causes of absences for each student.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create spaces and opportunities for student achievement. In order to meet goals 1 and 2, certain base services must be in place to set the foundation for academic and cultural success. Through our teacher hiring practices, student access to technology, programmatic planning and scheduling, consistent professional development, and the provision of safe school spaces and facilities, we will meet or 2026-27 desired outcomes and maintain compliance with credentialed teachers, Common Core-aligned materials, Common Core and ELD professional development, student access to electives, and facility ratings.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (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.

We developed this goal in alignment with State Priorities 1, 2, 7, and 8 (Basic Conditions of Learning, Implementation of State Academic Standards, Access to Broad Course of Study, and Other Pupil Outcomes). The actions and metrics included in this goal reflect our belief that compliance is quality. This goal supports us in monitoring and sustaining our previous success in providing a compliant school, including appropriately assigned teachers, curriculum-aligned instructional materials, and safe, clean and functional school facilities. These foundational supports enable educators and students alike to do their best every day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rate of teachers who are compliant for the subject they are teaching Data source: Internal data	2022-2023 100%	2024-2025 100%	2025-2026 100%	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Rate of students who have access to educational supplies and materials that are Common Core alignedData source: Internal data	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	No Change
3.3	Rate of teachers who attend training on common core and ELD strategies to support EL students Data source: Internal data	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	No Change
3.4	Rate of students who have access to electives such as Performing Arts, Engineering and Coding, and Science Data source: Internal data	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	No Change
3.5	Ensure that our facility is at "Good Repair" or better as measured by SARC Data source: Facility Inspection Tool (FIT)	2023-2024 "Good Repair"	2024-2025 "Good Repair"	2025-2026 "Good Repair"	"Good Repair"	No Change
3.6	Rate the LEA's progress on a scale from 1-5 (lowest to highest) in making instructional materials that are aligned to the recently	2023-2024 ELA - Common Core State Standards ELA: 5 ELD (Aligned to ELA Standards): 5	2024-2025 ELA - Common Core State Standards ELA: 5	2025-2026 ELA - Common Core State Standards ELA: 5	ELA - Common Core State Standards ELA: 5 ELD (Aligned to ELA Standards): 5	ELA - Common Core State Standards ELA: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Data source: Internal data	Mathematics - Common Core State Standards: 5 Next Generation Science Standards: 4 History - Social Studies: 4	ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards: 5 Next Generation Science Standards: 5 History - Social Studies: 4	ELD (Aligned to ELA Standards): 5 Mathematics - Common Core State Standards: 5 Next Generation Science Standards: 5 History - Social Studies: 4	Mathematics - Common Core State Standards Next Generation Science Standards: 5 History - Social Studies: 5	ELD (Aligned to ELA Standards): No change Mathematics - Common Core State Standards: No change Next Generation Science Standards: +1 History - Social Studies: No change

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.

There were no substantive differences between planned actions and actual implementation for all actions. Our school has provided ample opportunities for staff to hone their skills throughout the school year. Teachers participated in weekly grade-level internalization meetings centered on unpacking Common Core State Standards, deriving key points from their lessons, and planning responses to common misconceptions. Data meetings, held on a weekly to quarterly basis, provided a structured space for teachers to complete a data analysis process guided by their instructional coaches. In addition, students had access to Common Core aligned instructional materials and electives with our facilities consistently kept in good repair to support a safe and effective learning environment. Facilities were kept in good repair.

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.

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

Action 3.1 Safe Facilities and Other Base Services - Contributing and Action 3.2: Safe Facilities and Other Base Services - Non-Contributing have proven effective in maintaining a school environment conducive to educators' best work and students' best learning. Evidence of

effectiveness includes our SARC facility rating of “Good Repair." We are proud to be on track to meet our 2027 desired outcomes associated with this action. Action 3.3: Teacher Hiring, Programmatic Planning and Scheduling has proven effective in building a healthy teacher talent pipeline and providing students a broad course of study. Evidence for this action’s effectiveness includes 100% of teachers being compliant for the subject they teach and 100% of students having access to elective courses. We are proud to be on track to reach our 2027 desired outcomes associated with this action. Action 3.4: Intentional Professional Development has proven effective in providing ongoing support for our educators. Evidence of this action’s effectiveness include a 100% teacher participation rate in training on strategies to support ELs. We are proud to be on track to meet our 2027 desired outcomes associated with this action.

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.

We have made the following changes to Goal 3:

Added data sources to all metric descriptions unless noted otherwise in metric cell. Applicable to all years.

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	1a - Safe Facilities and Other Base Services - Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial services, regular pest control, as well as daily maintenance.	$724,306.00	No Yes
3.2	1b - Safe Facilities and Other Base Services - Non Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial services, regular pest control, as well as daily maintenance.	$9,143,396.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Teacher Hiring, Programmatic Planning and Scheduling	All instructional resources, curriculum, educational supplies, lesson plans, and assessments will be Common Core aligned. We provide an extended school day, which ensures that all students have ample time to engage in listed courses, including electives. Membership in a particular student group (e.g. Students with Disabilities, English Learners) will not prevent participation in electives. We will hire experienced, credentialed teachers and ensure proper placement. Once our teachers are hired, we will work with them to obtain and maintain proper documentation. We will work to build a healthy talent pipeline.	$416,803.00	No Yes
3.4	Intentional Professional Development	We are committed to enhancing educational quality through partnering with our teachers and staff to provide Intentional Professional Development. We implement weekly professional development sessions every Monday afternoon, following early student dismissal. These sessions are dedicated to advancing teacher proficiency in key areas including classroom management, content mastery, Social Emotional Learning (SEL), and data analysis. In addition to on-site training, our educators will be encouraged to attend regional and external workshops and conferences. These opportunities are facilitated by leading experts and are designed to equip our staff with innovative teaching methods and a broader educational perspective. Through this multi-faceted approach, we aim to foster an environment of continuous improvement and excellence in teaching, thereby enriching the learning experience for all students. To address professional development needs related to MLs (inclusive of ELs and LTELs), we will provide professional development and coaching to strengthen teachers' knowledge of ELD standards, our ELD curriculum, and strategies that support MLs. Furthermore, the Regional ELD Specialist, who leads EL program implementation across all KIPP SoCal schools, will observe ELA classrooms to provide targeted feedback to teachers. Our ML Coordinator will complement this work by implementing school-wide structures for strategic use of ML program data.	$23,000.00	No

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
$2,294,319	$276,131

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.636%	0.000%	$0.00	38.636%

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
1.1	**Action:** Data-Driven Instruction **Need:** Research Based, Timely, Individualized Support **Scope:** LEA-wide	How Data-Driven Instruction Addresses Needs: Individualized Support: By regularly collecting and analyzing student performance data, educators can identify specific areas where unduplicated students need additional support. This allows for the development of personalized learning plans and targeted interventions to address specific needs, ensuring that each student receives the support they require.	Metrics for Measuring Effectiveness: To measure the effectiveness of data-driven instruction in improving outcomes for the unduplicated student groups, the following metrics will be used:

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
		Timely Interventions: Data-driven instruction enables educators to monitor student progress continuously and provide timely interventions. This proactive approach helps address emerging challenges before they become significant barriers to academic success. Resource Allocation: Data analysis helps in identifying which resources and instructional strategies are most effective for unduplicated students, ensuring that the resources are used efficiently and effectively to support those students who need them the most. Why Provided on an LEA-wide Basis: Consistency and Equity: Implementing data-driven instruction across the entire LEA ensures that all unduplicated students benefit from high-quality, evidence-based instructional practices. Shared Best Practices: A LEA-wide approach facilitates the sharing of best practices and successful strategies. Educators can collaborate and learn from each other, leading to a more cohesive and effective implementation of data-driven instruction. Professional Development: Providing data-driven instruction on a LEA-wide basis allows for comprehensive professional development programs for teachers and staff. Training can be standardized, ensuring that all educators have the skills and knowledge necessary to effectively use data to inform their instruction.	Academic Performance Data: Standardized Test Scores: Monitoring improvements in state assessments (CAASPP) scores, specifically in English Language Arts and Mathematics. Formative Assessment Results: Tracking progress through periodic benchmark assessments (iReady and MAP) and classroom-based assessments. English Learner Progress: ELPAC Scores: Evaluating progress in English language proficiency for English learners. Attendance and Engagement: Attendance Rates: Tracking daily attendance rates to ensure students are present and engaged. Chronic Absenteeism Rates: Reducing the rates of chronic absenteeism among the unduplicated student groups.

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
		Scalability and Sustainability: Implementing data-driven instruction LEA-wide makes it easier to scale successful strategies and sustain improvements over time. The LEA can invest in system-wide tools and technologies that support data collection and analysis, benefiting all schools and students.	Teacher and Staff Development: Professional Development Participation: Monitoring the participation and completion rates of teachers and staff in professional development related to data-driven instruction. By using these metrics, our school can assess the impact of data-driven instruction on student outcomes and make necessary adjustments to ensure continuous improvement and effectiveness in meeting the needs of unduplicated student groups.
1.2	**Action:** EL Differentiated Support **Need:** Individualized Language Acquisition Support to Reclassify and Access Core Curriculum **Scope:** LEA-wide	The implementation of EL Differentiated Support responds directly to the unique identified needs of our English Learner (EL) students within the LEA. EL students face specific challenges related to language acquisition and academic skills development, which require targeted interventions to ensure their academic success. This action is designed to provide tailored, data-driven instruction that addresses these needs comprehensively. By focusing on an EL-specific curriculum, we aim to enhance language proficiency and academic performance among EL students. Providing this support on an LEA-wide basis ensures consistency and equity throughout	To measure the effectiveness of EL Differentiated Support, we will utilize several key metrics focused on improving outcomes for EL students. These metrics include but are not limited to: ELPAC Scores: Regular assessment of English Language Proficiency Assessments for California

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
		the school, allowing every EL student to benefit from high-quality, standardized interventions. This approach not only meets the immediate needs of EL students but also promotes a unified educational experience that supports their long-term academic growth and achievement.	(ELPAC) scores will track improvements in language proficiency over time. Academic Performance Data: Analysis of academic performance data, such as grades and standardized test scores, will assess progress in core academic subjects. Parental Engagement: Monitoring the frequency and quality of parental engagement through ELPAC-related information sessions will gauge the effectiveness of communication and support provided to parents.
1.3	**Action:** SWD Differentiated Support **Need:** Individualized Support to Access Core Curriculum **Scope:** LEA-wide	The implementation of SWD Differentiated Support directly addresses the unique needs of students with disabilities within our LEA. These students require specialized services and supports to ensure they receive a Free Appropriate Public Education (FAPE) as mandated by law, while also adhering to Individualized Education Program (IEP) timelines. This action focuses on providing interventions and accommodations tailored to the diverse needs of SWD, ensuring they have access to a curriculum aligned with the principles of the Least Restrictive Environment (LRE). By offering SWD Differentiated Support on an LEA-wide basis, we ensure consistency and equity across all	To measure the effectiveness of SWD Differentiated Support, we will employ specific metrics tailored to assess outcomes and improvements for students with disabilities: IEP Compliance: Monitoring compliance with IEP timelines and implementation fidelity ensures that SWD receive

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
		schools within the KIPP SoCal Public Schools. This approach allows us to provide comprehensive support that meets the varied needs of SWD students regardless of their school placement, promoting inclusivity and academic success within an environment that respects their individual educational requirements.	timely and appropriate services as outlined in their Individualized Education Programs. Academic Progress: Regular assessment of academic performance data, including grades and standardized test scores, will track progress in key academic areas for SWD. Behavioral and Social-emotional Development: Evaluation of behavioral and social-emotional development through behavior intervention plans and social skills assessments will gauge improvements in non-academic domains. Parent and Guardian Feedback: Soliciting feedback from parents and guardians of SWD regarding satisfaction with services and support will provide insights into the quality and effectiveness of the differentiated support provided.
2.1	**Action:** Family Engagement Events	The initiative of Family Engagement Events directly addresses the critical need for increased	To gauge the effectiveness of Family

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Active Parental Engagement **Scope:** LEA-wide	parental and family involvement in the educational journey of students within our LEA. Research consistently demonstrates that active parental engagement correlates positively with improved student outcomes across academic, behavioral, and social-emotional domains. By offering a variety of engagement opportunities such as leadership roles, Family Leadership Academy meetings, coffee chats with administrators, and workshops with community agencies, we aim to empower parents and families to play an active role in their children's education. These events are strategically designed and scheduled at convenient times to maximize participation and attendance. By providing these opportunities on an LEA-wide basis, we ensure that all families in our school have equitable access to resources and support that foster meaningful engagement. This approach not only strengthens the partnership between schools and families but also promotes a collaborative environment where families feel valued, informed, and empowered to support their children's academic success and holistic development.	Engagement Events in enhancing parental and family involvement, we will utilize several key metrics: Attendance Rates: Monitoring attendance rates at Family Leadership Academy meetings, coffee chats, workshops, and other events will provide insight into the level of participation and engagement among families. Feedback and Surveys: Gathering feedback through surveys and direct input from families regarding the relevance, impact, and satisfaction with the events and meetings. Parental Involvement in School Activities: Tracking the frequency and depth of parental involvement in school activities and decision-making processes, including leadership roles and volunteer participation.

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
			Student Progress and Achievement: Assessing academic and non-academic outcomes of students whose families actively participate in engagement events, comparing their progress with those whose families are less engaged. These metrics will enable us to assess the impact of Family Engagement Events comprehensively, guiding adjustments and improvements to ensure that our efforts effectively support and enhance family-school partnerships across the KIPP SoCal network. By measuring these outcomes, we strive to create a supportive and inclusive educational environment where collaboration between schools and families contributes to positive student outcomes and overall community well-being.
2.2	**Action:** Multi-Tiered PBIS System **Need:**	The implementation of a Multi-Tiered Positive Behavioral Interventions and Supports (PBIS) System directly addresses the need for fostering a positive school culture and effectively managing	To measure the effectiveness of the Multi-Tiered PBIS System, we

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
	Consistent Behavior Expectations for Positive School Culture **Scope:** LEA-wide	student behavior across our LEA. This action is designed to provide a structured framework that promotes positive behaviors and prevents the escalation of challenging behaviors among students. By adopting a tiered system, we can tailor interventions to meet the varying needs of students, whether universal (schoolwide), targeted (group-specific), or intensive (individualized). Training all school personnel on the PBIS system ensures consistency in behavior expectations and interventions throughout the LEA. Additionally, providing professional development (PD) on restorative practices equips teachers with strategies to build strong, respectful classroom environments where conflicts are resolved constructively. This approach is essential on an LEA-wide basis to create a unified approach to behavior management, promoting a safe and supportive learning environment throughout the school.	will utilize the following metrics: Behavioral Incident Reports: Tracking the frequency and types of behavioral incidents reported within the school to assess changes over time. Student Discipline Data: Analyzing disciplinary referrals, suspensions, and expulsions to monitor trends and reductions in negative behaviors. School Climate Surveys: Administering surveys to students, parents, and staff to gather perceptions on school safety, inclusivity, and the effectiveness of behavior support initiatives. Implementation Fidelity: Conducting observations and fidelity checks to ensure that PBIS practices and restorative approaches are implemented as intended across classrooms and school-wide.

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
			By collecting and analyzing these metrics, we can evaluate the impact of the Multi-Tiered PBIS System on school culture, student behavior, and overall academic success. This data-driven approach allows us to make informed decisions, adjust strategies as needed, and continuously improve our efforts to cultivate a positive and supportive learning environment for all students within our LEA.
3.1	**Action:** 1a - Safe Facilities and Other Base Services - Contributing **Need:** Positive and Productive Atmosphere for Learning **Scope:** LEA-wide	The initiative of ensuring safe facilities and base services addresses the fundamental need for providing a conducive learning environment that supports the health, safety, and well-being of students and staff across our LEA. By monitoring and maintaining facility quality through internal oversight and regional visits, we aim to uphold all metrics outlined in the School Accountability Report Card (SARC). This includes ensuring cleanliness, organization, and proper repair of school facilities, which are essential for creating a positive and productive learning atmosphere. Weekly walkthroughs conducted by the business operations manager further contribute to maintaining high standards of facility upkeep. Contracting with various companies for landscaping, janitorial services, pest control, and	To monitor the effectiveness of Safe Facilities and Other Base Services, we will utilize the following metrics: Facility Inspection Reports: Regular inspections and assessments of school facilities to ensure compliance with safety standards and maintenance requirements. SARC Metrics: Tracking and reporting on metrics

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
		maintenance ensures that all aspects of school space remain safe, functional, and aesthetically pleasing. Providing these services on an LEA-wide basis ensures consistency and reliability in facility management across all schools within the KIPP SoCal network, promoting equity and a standardized level of support for all students and staff.	related to facility quality and safety as outlined in the School Accountability Report Card (SARC). Maintenance Response Time: Monitoring the responsiveness of contracted companies to maintenance requests and issues raised during walkthroughs. By measuring these metrics, we can assess the impact of our efforts to maintain safe and well-maintained facilities on overall school climate and the learning environment. This data-driven approach ensures accountability and allows us to make informed decisions to continuously improve the quality of our school facilities across the LEA.
3.3	**Action:** Teacher Hiring, Programmatic Planning and Scheduling **Need:** Experienced Educators, Rigorous and Cohesive Educational Program	The initiative of Teacher Hiring, Programmatic Planning, and Scheduling addresses several critical needs within our LEA to ensure effective instructional delivery and comprehensive educational experiences for all students. By aligning all instructional resources, curriculum, educational supplies, lesson plans, and assessments with Common Core standards, we aim to provide consistent and high-quality	To monitor the effectiveness of Teacher Hiring, Programmatic Planning, and Scheduling, we will utilize the following metrics: Curriculum Alignment: Assessment of curriculum

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	education throughout the school. This approach ensures that students receive a rigorous and cohesive educational program that prepares them for academic success and future challenges. Additionally, prioritizing the hiring of experienced, credentialed teachers and ensuring their proper placement within the KIPP SoCal network supports instructional excellence. By maintaining ongoing support for teachers to obtain and maintain necessary credentials and documentation, we build a professional and committed teaching staff. Establishing a healthy talent pipeline through proactive recruitment efforts further strengthens our ability to attract and retain skilled educators who are dedicated to student success.	materials and instructional resources to ensure alignment with Common Core standards and educational goals. Student Participation in Electives: Tracking student enrollment and participation in elective courses to ensure equitable access and inclusion across student groups. Teacher Credentials and Retention: Monitoring teacher credentials, turnover rates, and professional development participation to gauge staff satisfaction and effectiveness. These metrics will provide insights into the impact of our strategies on student learning outcomes, teacher effectiveness, and overall educational quality within our LEA. By continuously evaluating these factors, we can make informed decisions and adjustments to optimize programmatic planning, scheduling, and teacher hiring practices,

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
			ultimately enhancing the educational experience and outcomes for all students across KIPP SoCal.

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.

Services are principally directed to and effectively meet LCAP goals for unduplicated students. In KIPP's model, Certified Regular Teachers received a 15% increase in pay to secure the retention of experienced teachers which directly impacts student outcomes. Services are increased in the area of intervention to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continuous and numerous Professional Development Services that KIPP designs internally and hiring consultants. Services were also increased in areas of End-of-year Field Lessons to improve attendance and academic achievement. Management and Admin services increased by additional staff in the regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased school leaders' and teachers' focus on academics. The school invests in technology to increase support for students, teachers, and administrators, improving overall services for all students, primarily for unduplicated students. Major occupancy improvements also continue in terms of deep cleaning, safe and updated facilities, proper ventilation, etc.

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.

The school added number of Certificated and Adminstrative positions to inhance intervention, academic achievment and focus on areas of needs.

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		15
Staff-to-student ratio of certificated staff providing direct services to students		13

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	5,938,295	2,294,319	38.636%	0.000%	38.636%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,232,613.00	$3,747,969.00	$139,185.00	$876,994.00	$12,996,761.00	$6,520,887.00	$6,475,874.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Data-Driven Instruction	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$800,221.00	$375,714.00	$732,474.00	$0.00		$443,461.00	$1,175,935.00	
1	1.2	EL Differentiated Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$63,018.00	$0.00	$63,018.00				$63,018.00	
1	1.3	SWD Differentiated Support	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$950,729.00	$210,024.00	$292,598.00	$868,155.00			$1,160,753.00	
2	2.1	Family Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$103,100.00	$94,450.00	$197,550.00				$197,550.00	
2	2.2	Multi-Tiered PBIS System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$85,000.00	$85,000.00				$85,000.00	
2	2.3	Supporting Student Attendance	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$0.00	$7,000.00		$7,000.00			$7,000.00	
3	3.1	1a - Safe Facilities and Other Base Services - Contributing	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$724,306.00	$724,306.00				$724,306.00	
3	3.2	1b - Safe Facilities and Other Base Services - Non Contributing	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$4,214,016.00	$4,929,380.00	$5,720,864.00	$2,849,814.00	$139,185.00	$433,533.00	$9,143,396.00	
3	3.3	Teacher Hiring, Programmatic Planning and Scheduling	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$389,803.00	$27,000.00	$416,803.00				$416,803.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Intentional Professional Development	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$0.00	$23,000.00		$23,000.00			$23,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,938,295	2,294,319	38.636%	0.000%	38.636%	$2,511,749.00	0.000%	42.297 %	**Total:**	$2,511,749.00
								LEA-wide Total:	$2,511,749.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Data-Driven Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$732,474.00	
1	**1.2**	EL Differentiated Support	Yes	LEA-wide	English Learners Foster Youth		$63,018.00	
1	**1.3**	SWD Differentiated Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$292,598.00	
2	**2.1**	Family Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income		$197,550.00	
2	**2.2**	Multi-Tiered PBIS System	Yes	LEA-wide	English Learners Foster Youth Low Income		$85,000.00	
2	**2.3**	Supporting Student Attendance			English Learners Foster Youth Low Income			
3	**3.1**	1a - Safe Facilities and Other Base Services - Contributing	Yes	LEA-wide	English Learners Foster Youth Low Income		$724,306.00	

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 (%)
3	3.2	1b - Safe Facilities and Other Base Services - Non Contributing			English Learners Foster Youth Low Income	All Schools	$5,720,864.00	
3	3.3	Teacher Hiring, Programmatic Planning and Scheduling	Yes	LEA-wide	English Learners Foster Youth Low Income		$416,803.00	
3	3.4	Intentional Professional Development			English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,712,575.00	$13,078,727.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Data-Driven Instruction	No Yes	$1,248,201.00	1,261,770
1	**1.2**	EL Differentiated Support	Yes	$33,240.00	39,022
1	**1.3**	SWD Differentiated Support	No Yes	$925,655.00	837,163
2	**2.1**	Family Engagement Events	Yes	$201,868.00	200,913
2	**2.2**	Multi-Tiered PBIS System	Yes	$85,000.00	85,000
2	**2.3**	Supporting Student Attendance	No	$3,000.00	5,493
3	**3.1**	1a - Safe Facilities and Other Base Services - Contributing	No Yes	$806,959.00	818,569
3	**3.2**	1b - Safe Facilities and Other Base Services - Non Contributing	No	$8,919,414.00	9,396,307
3	**3.3**	Teacher Hiring, Programmatic	No	$460,738.00	412,490

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)
		Planning and Scheduling	Yes		
3	**3.4**	Intentional Professional Development	No	$28,500.00	22,000

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)
2,233,968	$2,475,620.00	$2,421,409.00	$54,211.00	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	1.1	Data-Driven Instruction	Yes	$635,932.00	612,720		
1	1.2	EL Differentiated Support	Yes	$33,240.00	39,022		
1	1.3	SWD Differentiated Support	Yes	$251,883.00	252,695		
2	2.1	Family Engagement Events	Yes	$201,868.00	200,913		
2	2.2	Multi-Tiered PBIS System	Yes	$85,000.00	85,000		
3	3.1	1a - Safe Facilities and Other Base Services - Contributing	Yes	$806,959.00	818,569		
3	3.3	Teacher Hiring, Programmatic Planning and Scheduling	Yes	$460,738.00	412,490		

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)
5,686,450	2,233,968	0%	39.286%	$2,421,409.00	0.000%	42.582%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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