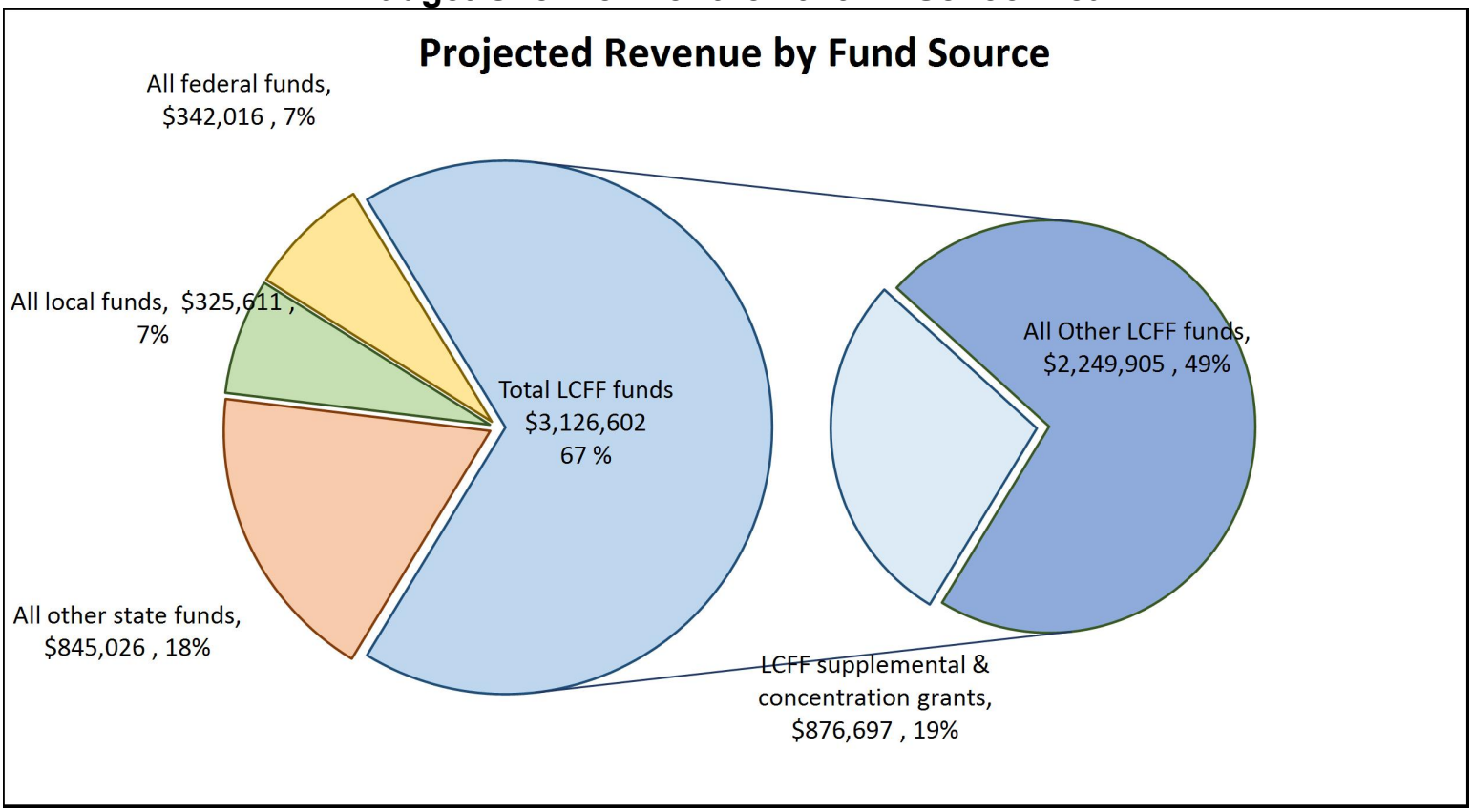
LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles Academy of Arts and Enterprise Charter School
CDS Code: 19647330110304
School Year: 2026-27
LEA contact information:
Alejandro Macias
Principal
amacias@laaae.org
(213) 487-0600

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

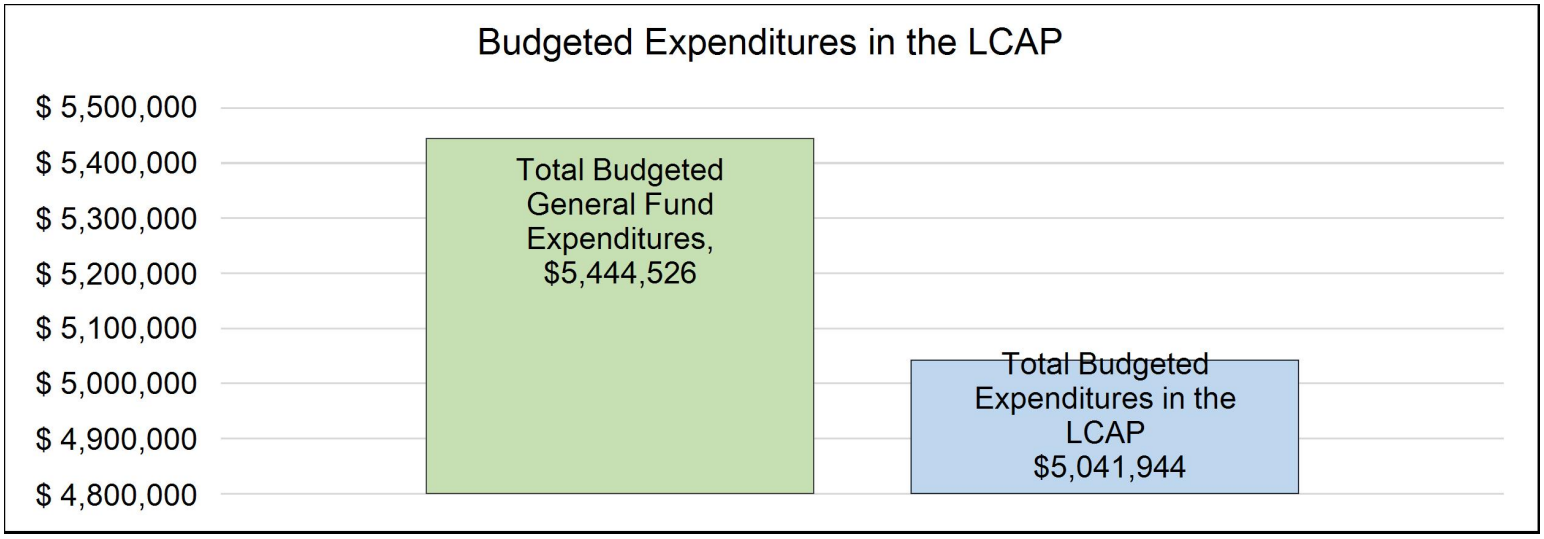


This chart shows the total general purpose revenue Los Angeles Academy of Arts and Enterprise Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Academy of Arts and Enterprise Charter School is $4,639,255, of which $3,126,602 is Local Control Funding Formula (LCFF), $845,026 is other state funds, $325,611 is local funds, and $342,016 is federal funds. Of the $3,126,602 in LCFF Funds, $876,697 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 Los Angeles Academy of Arts and Enterprise Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles Academy of Arts and Enterprise Charter School plans to spend $5,444,526 for the 2026-27 school year. Of that amount, $5,041,944 is tied to actions/services in the LCAP and $402,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

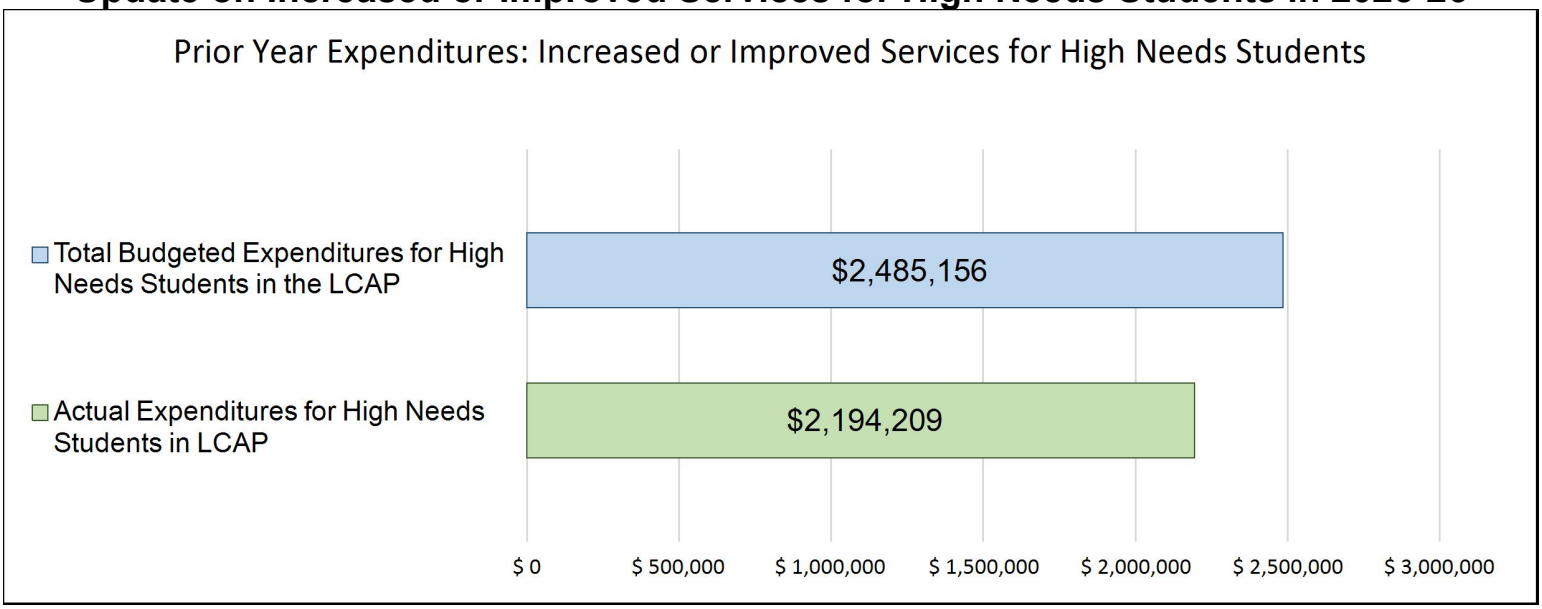
General Fund expenditures not included as specific LCAP actions include routine base operational costs required to operate the school, such as general administration, business operations, insurance, utilities, facility-related costs, office operations, routine supplies and services, technology infrastructure, and other schoolwide operational expenses. These expenditures support the overall functioning of LAAAE, while the LCAP identifies the planned actions and services most directly connected to improving student outcomes, attendance and engagement, family partnership, English Learner progress, college/career readiness, school climate, and instructional capacity.

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

In 2026-27, Los Angeles Academy of Arts and Enterprise Charter School is projecting it will receive $876,697 based on the enrollment of Foster Youth, English learner, and low-income students. Los Angeles Academy of Arts and Enterprise Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Academy of Arts and Enterprise Charter School plans to spend $2,485,156 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 Los Angeles Academy of Arts and Enterprise Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles Academy of Arts and Enterprise Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Los Angeles Academy of Arts and Enterprise Charter School's LCAP budgeted $2,485,156.00 for planned actions to increase or improve services for high needs students. Los Angeles Academy of Arts and Enterprise Charter School actually spent $2,194,209.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $290,947 had the following impact on Los Angeles Academy of Arts and Enterprise Charter School’s ability to increase or improve services for high needs students:

Actual expenditures for 2025–26 actions and services to increase or improve services for high-needs students were less than budgeted due to implementation timing, staffing and/or procurement differences, lower-than-projected costs, and the use of existing staff, partners, and schoolwide structures to provide some planned supports. The lower spending did not eliminate LAAAE’s core increased or improved services for high-needs students, but it did affect the pace and scale of some planned activities and showed the need for stronger documentation and implementation monitoring.

LAAAE continued to provide targeted academic intervention, English Learner monitoring and reclassification supports, attendance outreach, MTSS/SART processes, counseling and wellness supports, family engagement, parent workshops, and college/career advising. Family input was gathered through FACE, ELAC-related engagement, and surveys on topics including school climate, attendance, academic support, English Learner needs, communication, and schoolwide planning. In 2026–27, LAAAE will strengthen this work by formalizing FACE-PAC and FACE-ELAC documentation, including rosters, notices, agendas, sign-ins, minutes, feedback records, and written responses to LCAP-related comments, as applicable.

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

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
Los Angeles Academy of Arts and Enterprise Charter School	Alejandro Macias Principal	amacias@laaae.org (213) 487-0600

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.

Los Angeles Academy of Arts and Enterprise (LAAAE) is a WASC-accredited, college-preparatory public charter school serving students in grades 6–12. LAAAE provides all students with access to A-G approved courses, college and career readiness opportunities, dual enrollment opportunities through existing college partnerships, and Career Technical Education pathways in Business, Animation, and Music Production through the K12 Strong Workforce Program.

The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge, and financial literacy are essential for success. LAAAE develops diverse, educated, compassionate leaders by providing a dynamic and innovative education that integrates four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

Academics: LAAAE's curriculum addresses California academic content standards and provides students with access to University of California A-G approved coursework.

Arts: LAAAE provides visual and performing arts opportunities that support creativity, expression, discipline, and student voice.

Enterprise: LAAAE provides business and entrepreneurship learning opportunities that help students build financial literacy, leadership, and real-world problem-solving skills.

Personal Growth: LAAAE supports student development through character education, community service, social-emotional learning, wellness supports, and responsibility to self and others.

LAAAE's educational program is grounded in high expectations and a holistic approach to student success. Since 2014, the school has not awarded a "D" letter grade in the middle or high school program, reflecting the expectation that students demonstrate at least a "C" level of mastery to successfully complete a course. The school also provides multi-tiered systems of support, including academic intervention, tutoring, positive behavioral interventions and supports, counseling and wellness supports, attendance monitoring, and opportunities for students to demonstrate mastery.

During the 2025–26 school year, LAAAE launched and implemented the Strategic Instructional Leadership Framework for Student Success as the school's primary improvement roadmap. This framework is intended to align the LCAP, strengthen schoolwide systems, improve student outcomes, and build a sustainable, equity-driven school culture. The framework includes five focus areas: Academic Excellence and Equity; College and Career Readiness; English Learner and Students with Disabilities Support; Attendance and Engagement; and Leadership and Instructional Capacity.

LAAAE's current student outcome data show both areas of progress and areas requiring focused attention. The 2025 California School Dashboard indicates that LAAAE continues to have areas of need in English Language Arts, Mathematics, English Learner progress, chronic absenteeism, and graduation rate. For All Students, the 2025 Dashboard showed ELA at Orange, Math at Orange, ELPI at Orange, Chronic Absenteeism at Red, and Graduation Rate at Orange. LAAAE is responding through data-driven instruction, CAASPP interim assessment analysis, Plan-Do-Study-Act cycles, targeted Tier 2 and Tier 3 intervention, strengthened English Learner supports, attendance monitoring, MTSS, Student Attendance Review Team processes, and college/career readiness monitoring.

A major accomplishment this year has been the development of a clearer and more coherent schoolwide improvement structure. The new administrative team has strengthened collaboration, communication, professional development, attendance monitoring, family engagement, English Learner supports, and data-driven instructional planning. The school has also continued to build on its arts, enterprise, college/career, wellness, and community partnership programs to support the whole child.

For the 2026–27 LCAP year, LAAAE will continue refining its goals, actions, metrics, and expenditures to better align the LCAP with the Strategic Instructional Leadership Framework. The school will focus on accelerating ELA and Math growth, reducing chronic absenteeism, increasing English Learner progress and reclassification, strengthening graduation and college/career readiness outcomes, expanding family partnership, and building the instructional leadership systems needed to sustain improvement.

Reflections: Annual Performance

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

During the 2025–26 school year, LAAAE made progress in stabilizing schoolwide systems following the transition to the Belmont co-located campus. Staff and students have settled into the new campus environment and established clearer routines, expectations, and norms related to the shared space. Staffing in core content areas has also stabilized, which has supported greater instructional consistency and stronger implementation of schoolwide systems.

LAAAE also saw positive signs in local progress-monitoring data. Internal benchmarking and classroom-level data have provided staff with more timely information to support instructional planning, intervention, and progress monitoring. The school also met its testing participation goal, which supports more reliable analysis of student performance and schoolwide needs.

A major accomplishment this year has been the launch and implementation of the Strategic Instructional Leadership Framework for Student Success, which is serving as the school's primary roadmap for aligning the LCAP, improving student outcomes, and strengthening systems for academics, student support, attendance, engagement, and instructional capacity. This work has helped create a clearer schoolwide vision, stronger administrative collaboration, and greater alignment around shared priorities.

At the same time, LAAAE's 2025 California School Dashboard results show continued areas for growth. For All Students, ELA was Orange at 101.2 points below standard, Math was Orange at 169.6 points below standard, English Learner Progress was Orange with 34.4% of English Learners making progress, Chronic Absenteeism was Red at 28.4%, and Graduation Rate was Orange at 83.3%. These results indicate the need for continued focus on academic achievement, English Learner progress, attendance, graduation, and subgroup outcomes.

In response, LAAAE is strengthening data-driven instruction, CAASPP interim assessment use, Common Planning Time, PDSA cycles, targeted Tier 2 and Tier 3 intervention, English Learner monitoring, reclassification supports, attendance tracking, MTSS, Student Attendance Review Team processes, family engagement, and college/career readiness monitoring. Final year-end data, including updated testing and local progress-monitoring results, will continue to be reviewed and incorporated before final LCAP adoption.

Reflections: Technical Assistance

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

LAAAE is using the technical assistance/reflection process to strengthen implementation of its LCAP actions and improve outcomes for student groups identified through Dashboard and local data. Current data show continued needs in English Language Arts, Mathematics, English Learner progress, chronic absenteeism, graduation rate, and subgroup outcomes. The 2025 California School Dashboard shows that All Students were Orange in ELA, Orange in Math, Orange in English Learner Progress, Red in Chronic Absenteeism, and Orange in Graduation Rate.

The school's response is being organized through the Strategic Instructional Leadership Framework for Student Success, which aligns the LCAP to five focus areas: Academic Excellence and Equity, College and Career Readiness, English Learner and Students with Disabilities Support, Attendance and Engagement, and Leadership and Instructional Capacity. This framework is being used to align goals, actions, professional development, data cycles, student supports, and progress monitoring.

For academic achievement, LAAAE is strengthening standards-aligned instruction, data-driven instruction cycles, CAASPP interim assessment use, local benchmark analysis, Common Planning Time, PDSA cycles, targeted Tier 2 and Tier 3 intervention, tutoring, reading intervention, and mathematics support. These actions are intended to reduce Distance from Standard in ELA and Math and provide more timely support to students who are performing below grade level.

For English Learners and Long-Term English Learners, LAAAE has strengthened its EL Support Team by adding a dedicated ELD teacher/coordinator and ELD paraprofessional support. The school is using EL profile tracking, reclassification monitoring, integrated ELD

supports, parent workshops connected to ELPAC and reclassification, classroom observations, and academic-language supports to improve English Learner progress and reclassification outcomes.

For attendance and engagement, LAAAE has implemented a live attendance dashboard, the School Engagement Tracker, updated every 25 school days. The school also holds monthly attendance team meetings, implements MTSS processes, operates a Student Attendance Review Team, and provides transportation, counseling, after-school programming, and other wraparound supports to address barriers to attendance.

For student groups, including English Learners, Latino/Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and any other student groups identified through Dashboard or technical assistance processes, LAAAE is using common schoolwide systems while also tailoring supports by need. These supports include data-driven instruction, targeted intervention, attendance outreach, family engagement, counseling, after-school programming, college/career advising, and community-based referrals.

LAAAE will continue to monitor the effectiveness of these actions through Dashboard results, local benchmark data, CAASPP interim assessments, ELPAC data, reclassification progress, attendance and chronic absenteeism data, graduation and A-G/CCI tracking, student support data, classroom observation evidence, and educational partner input. The school will use these data to adjust LCAP actions, professional development, intervention systems, attendance supports, and resource allocation before final adoption and during ongoing implementation.

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.

Los Angeles Academy of Arts and Enterprise

Support for Identified Schools

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

Los Angeles Academy of Arts and Enterprise is a single-site charter LEA. As a single-site LEA, LAAAE will use the LCAP and related school improvement planning process to develop, implement, monitor, and refine supports for the school and for student groups demonstrating the greatest needs, including English Learners, Socioeconomically Disadvantaged students, Latino/Hispanic students, Students with Disabilities, and Long-Term English Learners.

LAAAE's needs assessment is based on a review of state and local data, including California School Dashboard results, CAASPP ELA and Math performance, English Learner Progress Indicator data, ELPAC and reclassification data, chronic absenteeism, graduation rate, A-G and college/career readiness data, local benchmark data, attendance data, student support data, and educational partner feedback. Current Dashboard data show continued needs for English Learners and Socioeconomically Disadvantaged students. English Learners were Red in ELA at 148.4 points below standard, Orange in Math at 187.6 points below standard, and Red in Chronic Absenteeism at 27.0%.

Socioeconomically Disadvantaged students were Orange in ELA at 103.8 points below standard, Red in Math at 171.6 points below standard, Red in Chronic Absenteeism at 28.8%, and Orange in Graduation Rate at 85.7%.

LAAAE will engage educational partners in the development and refinement of the school improvement plan through Board meetings, School Site Council, English Learner Advisory Committee, Coffee with the Principal, Family and Community Engagement workshops, family nights, student surveys, staff meetings, advisory feedback, and community partner input. Educational partners will review updated school data, including Dashboard results, Renaissance STAR or other local benchmark data, ELPAC/reclassification progress, attendance and chronic absenteeism data, MTSS data, school climate information, and student support trends. Feedback from these groups will be used to identify priority needs, refine actions, and determine whether current strategies should be continued, modified, expanded, or discontinued.

The school's improvement work will be organized through the Strategic Instructional Leadership Framework for Student Success, which aligns the LCAP to five focus areas: Academic Excellence and Equity, College and Career Readiness, English Learner and Students with Disabilities Support, Attendance and Engagement, and Leadership and Instructional Capacity. This framework is being used to align goals, actions, professional development, data cycles, student supports, and progress monitoring.

LAAAE will support evidence-based improvement by implementing standards-aligned instruction, data-driven instruction cycles, CAASPP interim assessment analysis, local benchmark review, PDSA cycles, targeted Tier 2 and Tier 3 intervention, tutoring, reading and mathematics supports, and ongoing professional development during Common Planning Time and Wednesday professional learning. These strategies are intended to accelerate academic growth and reduce achievement gaps in ELA and Mathematics.

For English Learners and Long-Term English Learners, LAAAE will continue strengthening the EL Support Team, designated and integrated ELD, EL profile tracking, reclassification monitoring, reclassification bootcamps, ELPAC parent workshops, academic-language supports, classroom observations, and staff professional development focused on rigor, engagement, feedback, ELD strategies, and access to grade-level content. LAAAE will also monitor LTEL progress and reclassification outcomes to reduce the number of students who remain classified as LTEL over time.

For Socioeconomically Disadvantaged students and other students experiencing barriers to school success, LAAAE will pair academic intervention with wraparound supports, including transportation support, counseling and wellness services, after-school academic support, attendance team monitoring, college and career readiness supports, family outreach, and community-based referrals. The school will continue to collaborate with community partners to address nonacademic barriers that affect attendance, engagement, and persistence.

LAAAE will identify and address resource inequities by reviewing student access to academic intervention, ELD support, special education supports, tutoring, technology, counseling/wellness services, attendance supports, A-G courses, AP/dual enrollment/CTE opportunities, and family engagement opportunities. The LCAP budget and action tables will be reviewed to ensure that resources are aligned to the student groups and outcomes with the greatest needs. If data show that an action is not improving student outcomes, LAAAE will use the LCAP annual update process, educational partner feedback, and school leadership team review to revise, strengthen, or discontinue the action.

Progress will be monitored through Dashboard results, local benchmark data, CAASPP interim assessments, ELPAC data, reclassification progress, attendance and chronic absenteeism data, graduation and A-G/CCI tracking, student support data, classroom observation

evidence, survey results, and educational partner feedback. The leadership team will review implementation regularly and will use results to adjust professional development, intervention systems, attendance supports, EL supports, family engagement, and resource allocation.

Monitoring and Evaluating Effectiveness

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

As a single-site charter LEA, LAAAE will monitor and evaluate the implementation and effectiveness of its school improvement plan through the LCAP process, the Strategic Instructional Leadership Framework for Student Success, regular leadership team data review, educational partner input, and ongoing progress monitoring of state and local indicators.

LAAAE's monitoring system will focus on both implementation and outcomes. Implementation will be monitored by reviewing whether planned actions are occurring as intended, including data-driven instruction cycles, Common Planning Time, Wednesday professional development, CAASPP interim assessment use, targeted Tier 2 and Tier 3 intervention, English Learner supports, attendance team meetings, MTSS/SART processes, family engagement activities, and college/career readiness supports. Outcome data will be reviewed to determine whether these actions are improving student performance, attendance, engagement, English Learner progress, graduation outcomes, and subgroup outcomes.

The school's administrative team will meet regularly to review progress data, align implementation, communicate priorities, and adjust strategies in response to emerging needs. LAAAE's current implementation structure includes administrative data review, weekly Wednesday professional development, monthly all-staff meetings, and Family and Community Engagement systems to strengthen partnership with families.

LAAAE will monitor academic progress through California School Dashboard results, CAASPP ELA and Math data, CAASPP interim assessments, local benchmark data such as Renaissance STAR or other current assessment tools, course performance, grades, formative assessments, student work, and classroom observation evidence. Staff will use these data during professional development and Common Planning Time to identify learning gaps, plan reteach, adjust instruction, provide targeted intervention, and monitor whether students are making progress.

LAAAE will monitor English Learner and Long-Term English Learner progress through ELPAC data, English Learner Progress Indicator data, EL profile tracking, reclassification monitoring, LTEL monitoring, ELD instructional data, classroom observation evidence, and parent engagement connected to ELPAC and reclassification. The school has strengthened its EL Support Team, uses EL profile tracking and a live reclassification dashboard, and provides integrated ELD supports, reclassification supports, parent workshops, and targeted intervention for English Learners.

LAAAE will monitor attendance, chronic absenteeism, and engagement through the School Engagement Tracker, attendance bands, monthly attendance team meetings, MTSS, Student Attendance Review Team processes, outreach records, parent conferences, counseling referrals, transportation supports, after-school programming, and other wraparound supports. The School Engagement Tracker is updated every 25 school days and is used to identify students needing Tier 1, Tier 2, and Tier 3 attendance supports.

LAAAE will monitor graduation and college/career readiness through A-G progress, graduation tracking, College/Career Indicator data, CTE pathway participation, AP participation, dual enrollment participation, FAFSA/CADAA completion, college application completion, senior progress monitoring, and counseling records. Academic and Wellness Teams will review student progress and coordinate supports for students who are off track or at risk of not meeting graduation or postsecondary readiness goals.

Educational partners will be included in the monitoring and evaluation process through Board meetings, School Site Council, English Learner Advisory Committee, Coffee with the Principal, Family and Community Engagement workshops, family nights, student surveys, staff meetings, advisory feedback, and community partner input. LAAAE will present data in accessible formats so that families, students, staff, and community partners can understand progress, identify concerns, and provide feedback on whether the plan is working.

LAAAE will use a continuous improvement process to determine whether actions should be continued, modified, expanded, or discontinued. If data show that an action is not improving student outcomes, the administrative team and educational partners will review implementation, identify barriers, determine whether the action was implemented with fidelity, and adjust the strategy, timeline, staffing, professional development, or resource allocation. If an intervention continues to show limited impact after review and adjustment, LAAAE will consider discontinuing or replacing it with a stronger evidence-based strategy aligned to identified student needs.

Progress will be reported through regular leadership review, staff meetings, educational partner meetings, Board updates, LCAP annual update processes, and final LCAP adoption materials. LAAAE will use this monitoring structure to ensure transparency, evaluate the effectiveness of CSI/LCAP actions, address resource inequities, and improve outcomes for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Latino/Hispanic students, Long-Term English Learners, and all students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

LAAAE engaged educational partners throughout the 2025–26 school year to review student outcome data, identify areas of need, discuss implementation of the current LCAP, and gather input for the 2026–27 LCAP update. Engagement included families, students, teachers, classified staff, administrators, English Learner families, families of unduplicated pupils, students with disabilities, community partners, and members of the Board. Engagement occurred through ELAC, SSC, staff meetings, student meetings and advisory structures, Family and Community Engagement opportunities, Coffee with the Principal, family workshops, community partner meetings, and Board meetings.

LAAAE's engagement process is also supported by the school's Family and Community Engagement program, known as FACE. FACE has served as a key structure for strengthening two-way communication with families, increasing family participation, sharing school data in accessible ways, and gathering feedback about student needs, attendance, academic progress, English Learner support, college and career readiness, and school climate. Current LAAAE materials identify stronger parent partnership through FACE workshops, family outreach, and community engagement as an area that is working well.

FACE ELAC: Parents and guardians, including those representing English Learners, met with school staff and administrators to review English Learner data, ELD services, ELPAC and reclassification information, English Learner progress, parent workshop needs, and the LCAP. Translation services were provided as needed. Feedback from ELAC reinforced the need for continued focus on English Learner progress, reclassification, LTEL monitoring, ELPAC support, designated and integrated ELD, and family workshops connected to ELPAC domains and reclassification criteria. LAAAE's current EL systems include EL profile tracking, reclassification monitoring, integrated ELD supports, reclassification supports, parent workshops, and targeted intervention for English Learners.

FACE PAC: Parents, students, staff, teachers, and administrators participated through School Site Council to review schoolwide student data, academic needs, attendance, family engagement, school climate, and LCAP implementation. Feedback from SSC reinforced the need to prioritize ELA and Math growth, chronic absenteeism, English Learner progress, graduation readiness, and supports for unduplicated

pupils and students with disabilities. SSC input helped confirm the need for stronger alignment between the LCAP, school improvement priorities, student data, and resource allocation.

Special Education / SELPA / SWD Input: Teachers, administrators, and staff reviewed special education needs, student support data, instructional strategies, inclusion, accommodations, and collaboration between general education and special education. Feedback reinforced the need to make Students with Disabilities more visible in the LCAP through stronger progress monitoring, collaboration, accommodation implementation, teacher support, and targeted intervention.

Administrators and Leadership Team: The administrative team met regularly to review student outcome data, implementation progress, attendance, English Learner supports, student support systems, instructional priorities, and LCAP alignment. The leadership team used this input to align the LCAP to the Strategic Instructional Leadership Framework for Student Success, which includes five focus areas: Academic Excellence and Equity; College and Career Readiness; English Learner and Students with Disabilities Support; Attendance and Engagement; and Leadership and Instructional Capacity.

Teachers and Classified Staff: Teachers, classified staff, and administrators engaged through staff meetings, professional development, Common Planning Time, and schoolwide collaboration structures. Staff reviewed student data, academic needs, instructional strategies, attendance concerns, student support needs, and implementation of current LCAP actions. Staff feedback reinforced the need for continued professional learning in data-driven instruction, CAASPP interim assessment use, PDSA cycles, ELD strategies, differentiation, support for students with disabilities, cooperative learning, checks for understanding, and actionable feedback.

Students: Students provided input through student leadership, advisory structures, student meetings, surveys or feedback opportunities, and schoolwide engagement activities. Student input helped identify the importance of school belonging, safety, student voice, advisory, athletics, arts and enterprise opportunities, college and career readiness, and access to academic and wellness supports. This input supports the continued focus on attendance, engagement, school climate, student wellness, and college/career readiness.

Families and Community Partners: Families, prospective families, and community partners engaged through FACE, Coffee with the Principal, family nights, workshops, community partner meetings, outreach, and other school events. Families and community partners discussed student needs, attendance, academic progress, wellness, family resources, college and career readiness, and ways to strengthen home-school partnership. LAAAE also collaborates with community partners to address nonacademic barriers that affect attendance, engagement, and persistence.

Feedback from educational partners had a direct impact on the 2026–27 LCAP update. Educational partners consistently identified the need to accelerate ELA and Math growth, reduce chronic absenteeism, increase English Learner progress and reclassification, strengthen supports for Long-Term English Learners and Students with Disabilities, improve student engagement and school connectedness, expand college and career readiness, and build stronger instructional leadership systems. These themes are reflected in LAAAE’s updated LCAP structure and Strategic Instructional Leadership Framework.

As a result of educational partner feedback, LAAAE will continue to focus the LCAP on three LCAP goals aligned to the Strategic Instructional Leadership Framework’s five focus areas: Academic Excellence and Equity; College and Career Readiness; English Learner and Students with Disabilities Support; Attendance and Engagement; and Leadership and Instructional Capacity. The LCAP includes actions

for data-driven instruction, CAASPP interim assessment use, targeted academic intervention, English Learner and reclassification supports, SPED/Gen Ed collaboration, FACE workshops, attendance monitoring, MTSS/SART, student wellness, college and career advising, professional learning, instructional coaching, and continuous improvement through PDSA cycles.

LAAAE will continue engaging educational partners before final LCAP adoption. Feedback received through the May 27 draft presentation, FACE, FACE-ELAC, FACE-PAC, staff meetings, student feedback, family engagement opportunities, and Board meetings will be reviewed and incorporated as appropriate into the final LCAP, Local Indicators, and Budget Overview for Parents before June adoption.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen and expand schoolwide MTSS and PBIS to ensure the academic, social-emotional, and mental health needs of our students are met. Continue to expand learning opportunities including CTE Pathways, and dual enrollment to ensure all graduates are college and career ready (CCR).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With ongoing, post-Covid drops in student achievement, attendance and graduation rates, there is a need to strengthen the MTSS process of identification and delivery of services to reduce achievement gaps and improve student academic outcomes, to ensure all graduates are College and Career ready. A particular focus will be placed on serving the three student groups identified this year (2023) in ATSI: Socioeconomically Disadvantaged (SED), Hispanic (HI), and Two or More Races (ToM).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual growth on CAASPP ELA % met/exceeded Annually decrease the negative DFS	2022-23: Group: % Met/ Exceeded All: 17.32 SED: 17.89 Hispanic: 18.03	2023-24: Group: % Met/ Exceeded All: 11.46 SED: 11.96 Hispanic: 12.50	2024-25: Group: % Met/ Exceeded All: 18.18% SED: 6.25% Hispanic: 13.33%	Group: % Met/Exceeded All: 35 SED: 35 Hispanic: 35 ToM: 12	Group: % Met/ Exceeded All: 11.46 - 17.32 SED: 11.96 - 17.89 Hispanic: 12.50 - 18.03

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ToM: *No data (Source: 2023 CAASPP-ELPAC.ets.org) DFS: - 95.4 (Source: 2023 CA School Dashboard)	ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org) DFS: - 116.9 (Source: 2024 CA School Dashboard)	ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org) DFS: - 101.2 (Source: 2025 CA School Dashboard)	Annually decrease negative DFS	ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org) DFS: - 116.9 - -95.4 (Source: 2024 CA School Dashboard)
1.2	Annual growth on CAASPP Math % met/exceeded Annually decrease the negative DFS	2022-23: Group: % Met/Exceeded All: 1.57 SED: 1.63 Hispanic: 1.64 ToM: *No data (Source: 2023 CAASPP-ELPAC.ets.org) DFS: - 175.1 (Source: 2023 CA School Dashboard)	2023-24: Group: % Met/Exceeded All: 2.08 SED: 2.17 Hispanic: 2.27 ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org) DFS: - 173.3 (Source: 2024 CA School Dashboard)	2024-26: Group: % Met/Exceeded All: 1.85% SED: 0.0% Hispanic: 2.25% ToM: *No data (Source: 2025 CA School Dashboard) DFS: - 169.6 (Source: 2025 CA School Dashboard)	Group: % Met/Exceeded All: 20 SED: 20 Hispanic: 20 ToM: 20 Annually decrease the negative DFS	Group: % Met/Exceeded All: 2.08 - 1.57 SED: 2.17 - 1.63 Hispanic: 2.27 - 1.64 ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org) DFS: - 173.3 - -175.1 (Source: 2024 CA School Dashboard)
1.3	Annual growth on CA Science Test: Gr 8 % met/exceeded	2022-23: Group: % Met/Exceeded All: 5.56 SED: 5.88 Hispanic: 5.88 ToM: *No data (Source: 2023 CAASPP-ELPAC.ets.org)	2023-24: Group: % Met/Exceeded All: 0.00 SED: 0.00 Hispanic: 0.00 ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org)	2024-25: Group: % Met/Exceeded All: 4.26% SED: 0.00 Hispanic: 4.76% ToM: *No data (Source: 2025 CA School Dashboard)	Group: % Met/Exceeded All: 15 SED: 15 Hispanic: 15 ToM: 15	Group: % Met/Exceeded All: 0.00 - 5.56 SED: 0.00 - 5.88 Hispanic: 0.00 - 5.88 ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Annual growth on CA Science Test: Gr 12 % met/exceeded	2022-23: Group: % Met/Exceeded All: 20.00 SED: 23.81 Hispanic: 20.00 ToM: *No data (Source: 2023 CAASPP-ELPAC.ets.org)	2023-24: Group: % Met/Exceeded All: 13.72 SED: 14.58 Hispanic: 14.00 ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org)	2024-25: Group: % Met/Exceeded All: 4.26% SED: 0.00 Hispanic: 4.76% ToM: *No data (Source: 2025 CA School Dashboard)	Group: Met/Exceeded All: 20 SED: 20 Hispanic: 20 ToM: 20	2023-24: Group: % Met/Exceeded All: 13.72 - 20.00 SED: 14.58 - 23.81 Hispanic: 14.00 - 20.00 ToM: *No data (Source: 2024 CAASPP-ELPAC.ets.org)
1.5	A-G Completion Rate	2022-23: 94.1% (Source: ed-data.org)	2023-24: 88.2% (Source: ed-data.org)	2024-25: 89.3% (Source: ed-data.org)	100%	2023-24: 88.2% - 94.1% (Source: ed-data.org)
1.6	CTE Pathway Completion Rate	2022-23: 18% (Source: PowerSchool)	2023-24: 20% (Source: PowerSchool)	2024-25: 24% (Source: PowerSchool)	40%	2023-24: 20% - 18% (Source: PowerSchool)
1.7	Passage of AP Exams	2022-23: 44% (Source: Collegeboard)	2023-24: 24% (Source: Collegeboard)	2024-25: 43.48% (Source: Collegeboard)	50%	2023-24: 24% - 44% (Source: Collegeboard)
1.8	Attendance Rate	2022-23: 90.9% (Source: PowerSchool)	2023-24: 89.6% (Source: PowerSchool)	2024-25: 86.6% (Source: PowerSchool)	95%	2023-24: 89.6% - 90.9% (Source: PowerSchool)
1.9	Chronic absenteeism Rate	2022-23: 40.6% (Source: 2023 CA School Dashboard)	2022-23: 26.6% (Source: 2023 CA School Dashboard)	2023-24: 28.4% (Source: 2025 CA School Dashboard)	10%	2022-23: 26.6% - 40.6% (Source: 2023 CA School Dashboard)
1.10	Middle School Dropout Rate	2022-23: 0% (Source: PowerSchool)	2023-24: 0% (Source: PowerSchool)	2024-25: 0% (Source: PowerSchool)	0%	2023-24: 0% (Source: PowerSchool)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	HS Dropout Rate	2022-23: 7.3% (Source: 22-23 Dataquest)	2023-24: 3.8% (Source: 23-24 ed-data.org)	2024-25: 5.9% (Source: 24-25 ed-data.org)	0%	2023-24: 3.8% - 7.8% (Source: 23-24 ed-data.org)
1.12	HS Graduation Rate	2022-23: 84.4% (Source: 2023 CA School Dashboard)	2023-24: 96.4% (Source: 2024 CA School Dashboard)	2024-25: 88.2% (Source: 2025 CA School Dashboard)	95%	2023-24: 96.4% - 84.4% (Source: 2024 CA School Dashboard)
1.13	Access to enrollment in a broad course of study: Student access to A-G & AP Courses	2022-23: 100% (Source: 23-24 Dashboard Local Indicator)	2023-24: 100% (Source: 23-24 Dashboard Local Indicator)	2024-25: 100% (Source: 24-25 Dashboard Local Indicator)	100%	2023-24: 100% - 100% (Source: 23-24 Dashboard Local Indicator)
1.14	Other Pupil Outcomes: State Seal of Biliteracy	2022-23: 21% (Source: 22-23 Dataquest)	2023-24: (Source: 23-24 Dataquest)	2024-25: 28% (Source: 23-24 Dataquest)	45%	2023-24: (Source: 23-24 Dataquest)

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

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.

Some differences were the result of the reclassification of certain staff between goals/action items.

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

Most metrics have been maintained or improved as action plans have been implemented. Additional implementation of action plans is needed to support progress on CAASPP testing.

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.

No material changes to planned goals, metrics, target outcomes or actions have been made for the upcoming year.

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	ADMIN & EDUCATORS – Support Core Educational Program	Los Angeles Academy of Arts and Enterprises will employ a principal and 13 credentialed teachers assigned to core subject areas. LAAAE will provide all students with 190 instructional days, exceeding CA state requirement of 175 days. Additional teachers will be employed to reduce class sizes to 17:1 to provide differentiated support and rigorous instruction. The Math teachers will also be assigned to teach Math support courses (Algebra readiness), in addition to core Math courses, for incoming students identified as not prepared for Algebra.	$2,417,811.00	Yes
1.2	Assessment of Learning	Costs associated with administering STAR Renaissance reading and math assessments to all students in grades 6-12, three times per year (fall, winter, spring). STAR Renaissance math assessments will also measure algebra readiness for high school courses. Additionally, weekly academic grade checks will take place by the student services team. Assessment results will be used by teachers, academic coaches, and paraprofessionals to inform instruction and identify students for further intervention.	$12,000.00	Yes
1.3	Multi-tiered System of Supports: Academic	LAAAE will implement Tier 2 and Tier 3 academic interventions for students performing below grade level, including tutoring, small-group instruction, targeted support classes, double blocks where needed, progress monitoring, and responsive intervention based on assessment and classroom performance data in ELA, mathematics, and science.	$144,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LAAAE will use $44,196 in remaining Learning Recovery Emergency Block Grant funds to support Goal 1, Action 1.3: Multi-tiered System of Supports – Academic. This is an LREBG-supported action. These funds will support evidence-based learning recovery strategies, including targeted academic intervention, tutoring, small-group instruction, progress monitoring, and supports for students performing below grade level. The action is aligned to identified needs in ELA, mathematics, chronic absenteeism, and graduation/college-career readiness, and will be monitored through CAASPP ELA and Math results, local benchmark data, course performance, intervention participation, attendance data, and student progress-monitoring data.		
1.4	Multi-tiered System of Supports: SEL & Mental Health	Costs associated with: - Professional development: The Student Services Team will participate in the Positive Behavioral Interventions and Supports (PBIS) Cohort through LACOE - PBIS Rewards – Student Store - Collaboration with community-based organizations to provide onsite and offsite individual and group therapy, family therapy, gang prevention, and gang intervention, areas critical to the needs of our students. - The Wellness Center: providing counseling services for students, led by the Student Services Team. Students are also referred to the Didi Hirsch Mental Health Services (offsite). - The Advisory curriculum, (created by the Advisory Committee) addressing SEL and mental health needs of our students. (All students are enrolled in a grade-level appropriate Advisory course.) - A new review process for chronic absenteeism that now includes families	$12,500.00	No
1.5	College & Career Readiness (CCR)	LAAAE will strengthen family academic partnership and student empowerment through academic workshops, student progress conversations, family-facing data and achievement updates, and recognition of student growth, persistence, and academic achievement. These efforts will support stronger academic ownership, reinforce school-home partnership around learning, and help improve student outcomes in ELA, mathematics, and science.	$592,763.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, strengthen the delivery of pedagogical strategies that meet the diverse needs of our students, especially among our English Learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need to strengthen the delivery of instruction including scaffolding/differentiating to address the learning needs of our students with the return to in-person instruction. There is also a need to improve instruction in designated and integrated English Language Development (ELD) to improve outcomes for ELs and narrow the achievement gap among ELs and EOs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Fully credentialed & Appropriately assigned Teachers	2022-23: 100%	2023-24: 100%	2024-25: 100%	100%	2023-24: 100%-100%
2.2	Access to Standards-aligned Instructional Materials	2022-23: 100% (Source: 2022-23 SARC, as presented to the board in Jan 2024)	2023-24: 100% (Source: 2023-24 SARC, as presented to the board in Jan 2025)	2024-25: 100% (Source: 2024-25 SARC, as presented to the board in Jan 2026)	100%	2023-24: 100% - 100% (Source: 2023-24 SARC, as presented to the board in Jan 2025)
2.3	Implementation of Academic Standards	2022-23: Implementation	2023-24: Implementation	2024-25: Implementation	Academic Standards	2023-24: Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 4 CTE 4 Health 4 PE 4 VAPA 4 World Language 4 (Source: Dashboard Local Indicators 2023)	Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 4 CTE 4 Health 4 PE 4 VAPA 4 World Language 4 (Source: Dashboard Local Indicators 2024)	Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 4 CTE 4 Health 4 PE 4 VAPA 4 World Language 4 (Source: Dashboard Local Indicators 2025)	ELA 4 ELD 4 Math 4 NGSS 4 History 4 CTE 4 Health 4 PE 4 VAPA 4 World Language 4	Academic Standards ELA 4 - 4 ELD 4 - 4 Math 4 - 4 NGSS 4 - 4 History 4 - 4 CTE 4 - 4 Health 4 - 4 PE 4 - 4 VAPA 4 - 4 World Language 4 - 4 (Source: Dashboard Local Indicators 2024)
2.4	% of English Learners who scoring proficient in English as measured by the Summative ELPAC	2022-23: 9.43% (Source: Source: 2023 CAASPPELPAC.ets.org)	2023-24: 8.1% (Source: Source: 2024 CAASPPELPAC.ets.org)	2024-25: 10.31% (Source: Source: 2025 CAASPPELPAC.ets.org)	50%	2023-24: 8.1% - 9.43% (Source: Source: 2024 CAASPPELPAC.ets.org)
2.5	Reclassification Rate	2022-23: 9.43% (Source: Source: CALPADS snapshot 2.16 End of Year ELs Reclassified to English Proficient)	2023-24: 8.1% (Source: Source: CALPADS snapshot 2.16 End of Year ELs Reclassified to English Proficient)	2024-25: 10.31% (Source: Source: CALPADS snapshot 2.16 End of Year ELs Reclassified to English Proficient)	50%	2023-24: 8.1% - 9.43% (Source: Source: CALPADS snapshot 2.16 End of Year ELs Reclassified to English Proficient)
2.6	% ELs with access to CCSS & ELD Standards	2022-23: 100% (Source: Dashboard Local Indicators 2023)	2023-24: 100% (Source: Dashboard Local Indicators 2024)	2024-25: 100% (Source: Dashboard Local Indicators 2024)	100%	2023-24: 100% - 100% (Source: Dashboard Local Indicators 2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	College/Career Indicator (CCI): Percent Prepared				50%	
2.8	Dual enrollment participation/completion					

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

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.

Some differences were the result of the reclassification of certain staff between goals/action items.

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

Most metrics have been maintained or improved as action plans have been implemented.

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

No material changes to planned goals, metrics, target outcomes or actions have been made for the upcoming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PROFESSIONAL LEARNING OPPORTUNITIES &	Costs associated with professional development for teachers in the following areas: - PBIS/MTSS - Teach Like a Champion	$29,997.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	CAPACITY BUILDING	- Thinking Maps - Restorative Justice - Technology Integra on - English Language Development (ELD) Standards - Strategies to support Students with Disabilities (SWD) Costs associated with professional development for academic coaches and paraprofessionals in the areas of English Language development, Special Education, and SEL and PBIS strategies. Costs associated with conferences and off-site learning for administrators and certificated teachers in the areas of leadership development. Costs associated with providing instructional coaching, mentoring, classroom observations, feedback, and intervention plans for all teachers, as well as developing and facilitating professional development.		
2.2	ADDRESSING EL NEEDS	Costs associated with: - The ELD Coordinator providing designated ELD for English Learners - The ELD Coordinator providing training for teachers, paraprofessionals, and academic coaches on the ELD standards, integrated ELD, technology integra on to support language integra on, and evidence-based pedagogical strategies - The EL paraprofessionals providing high dosage tutoring to English Learners during dELD and the instructional day. - Study Sync ELD Curriculum - Annually reviewing and revising the EL Master Plan	$267,950.00	No Yes
2.3	ADDRESSING & SUPPORTING STUDENTS WITH DISABILITIES (SWD)	Costs associated with: - Professional development for the SPED team provided by the SELPA and LAAAE - LAUSD's oversight as the school's SELPA - The Special Education Coordinator collaborating with Gen-Ed teachers - Operating a Special Day Class - New: SPED team providing individual teacher check-ins about SPED supports	$462,343.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	CORE CURRICULUM	The following core curricula will be purchased: - ELA: Study Sync - Math: CPM - History: TCI - Science: McGraw-Hill	$20,400.00	No
2.5	Technology Use	Costs associated with: • 1:1 student to chromebook ratio • Wi-Fi hotspots, as needed, to provide connectivity at home • Purchase of Hapara licenses, to provide better teacher oversight and support students with staying on task while on chromebooks	$70,000.00	No Yes
2.6	Arts, Enterprise, and College Exposure Opportunities	LAAAE will maintain arts and enterprise pathway experiences, showcases, and college/career exposure opportunities that connect learning to real-world outcomes and reinforce student preparation for leadership in the arts, business, college, and career.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and implement strategies to engage parents/families in our school community, and solicit input in decision-making, that will impact student outcomes; and support a positive and welcoming school environment.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

There is a need to continue to engage and educate parents in their child's education to improve overall student academic outcomes for students to be college and career ready. There is a need to ensure parents participate in parent workshops to educate them on how to support their child's academic and mental health needs including factors such as daily attendance; and how to access resources when needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	2022-23: 0% (Source: 22-23 Dataquest)	2023-24: 0% (Source: 23-24 Dataquest)	2024-25: 0% (Source: 24-25 Dataquest)	<1%	2023-24: 0% - 0% (Source: 23-24 Dataquest)
3.2	Expulsion Rate	2022-23: 0% (Source: 22-23 Dataquest)	2023-24: 0% (Source: 23-24 Dataquest)	2024-25: 0% (Source: 24-25 Dataquest)	0%	2023-24: 0% - 0% (Source: 23-24 Dataquest)
3.3	CA Healthy Kids Survey-Secondary: Student Perception of School Safety & Connectedness	2023-24: The survey is in process and results are pending	2024-25: The survey is in process and results are pending	2025-26: The survey is in process and results are pending	80% Perception of school safety	2024-25: The survey is in process and results are pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					80% Perception of school connectedness	
3.4	Parent Survey: Perception of safety & school connectedness	2023-24: The survey is in process and results are pending	2024-25: The survey is in process and results are pending	2025-26: The survey is in process and results are pending	75%	2024-25: The survey is in process and results are pending
3.5	CA School Staff Survey: Sense of safety & school connectedness	2023-24: The survey is in process and results are pending	2024-25: The survey is in process and results are pending	2024-25: The survey is in process and results are pending	80% Perception of safety for staff 80% Perception of connectedness for staff	2024-25: The survey is in process and results are pending
3.6	Parents will have input in decision-making (including UP, and SWD): Local Indicator Report – Rating 1- 5	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4 (Source: Dashboard Local Indicators 2023)	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4 (Source: Dashboard Local Indicators 2024)	2024-25: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4 (Source: Dashboard Local Indicators 2025)	A rating of 5 for all Questions.	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 - 4 6. 4 - 4 7. 4 - 4 8. 4 - 4 (Source: Dashboard Local Indicators 2024)
3.7	Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD). Local Indicator Report - Rating 1- 5	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5 (Source: Dashboard Local Indicators 2023)	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5 (Source: Dashboard Local Indicators 2024)	2024-25: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5 (Source: Dashboard Local Indicators 2025)	A rating of 5 for all Questions.	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 - 4 2. 4 - 4 3. 4 - 4 4. 5 - 5 (Source: Dashboard Local Indicators 2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent participation in school events	2022-23 Average attendance at: Coffee with the Principal: 6 Gabriela's Dream workshops: 8 Other Parent Workshops: 6	2023-24 Average attendance at: Coffee with the Principal: 7 Gabriela's Dream workshops: NA Other Parent Workshops: 12	2024-25 Average attendance at: Coffee with the Principal: 7 Gabriela's Dream workshops: NA Other Parent Workshops: 12	Average attendance at: Coffee with the Principal: 15 Gabriela's Dream workshops: 15 Other Parent Workshops: 15	2023-24 Average attendance at: Coffee with the Principal: 7 - 6 Gabriela's Dream workshops: NA - 8 Other Parent Workshops: 12 - 6

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

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.

Some differences were the result of the reclassification of certain staff between goals/action items.

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

Most metrics have been maintained or improved as action plans have been implemented.

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

No material changes to planned goals, metrics, target outcomes or actions have been made for the upcoming year.

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	STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & STUDENT ENGAGEMENT	An area for growth is to increase student attendance and reduce chronic absenteeism for all students including Unduplicated Pupils and Students with Disabilities (SWD). LAAAE will implement the following: - Field trips to enhance student learning - Collaboration & partnership with Inner City Arts - Collaboration & partnership with Shakespeare Center - CIF Athletic program: Cross Country; B/G Volleyball. B/G Soccer, Softball - Integrate Schoolwide learner outcomes (SLOs) into daily practices: Empathy, Integrity, Perseverance, Respect, & Innovation - Provide students with school uniform - Provide Transit Access Pass – (transportation) - Administer vision & hearing testing - Implement Universal Meals for all students Student Service Specialist to promote school safety, positive school climate and PBIS practices	$103,858.00	Yes
3.2	OPPORTUNITIES FOR PARENT INPUT IN DECISION-MAKING	At LAAAE, parent input in decision-making will take place through the following: - ELAC - SSC - PTO/Parent Advisory Committee (PAC)		No
3.3	STRATEGIES TO PROMOTE PARENT ENGAGEMENT & PARTICIPATION	An identified area of need (as requested by parents) is to provide parents/families with opportunities to engage and learn about college and career supports for students. LAAAE principal, counselor and parent coordinator will promote the following strategies to increase parent engagement at the school and participation in their child's Education: - Coffee with the principal - Gabriela's Dream: parent workshop series promoting college readiness - Parent workshops: SEL, PBIS, i-Ready assessments, SBAC, College application process, FAFSA application, and other topics as requested by families	$68,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Parent Coordinator will collaborate with the Student Services Specialist to communicate with families to reduce chronic absenteeism rates, increase student attendance and connect families with resources through community-based organizations. Include parents in the attendance review process.		
3.4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	LAAAE will provide all students and staff with safe and clean school facility – and administer the Facility Inspection Tool (FIT) annually that will be reported on the school's SARC and LCAP. LAAAE leases its facility from LAUSD via a Proposition 39 MOU. School administrator will collaborate with co-located school to maintain a safe and clean learning environment for all students and staff.	$820,000.00	No
3.5	STRATEGIES TO PROMOTE STUDENT SAFETY AND CONNECTEDNESS	LAAAE will increase on-campus supervision. This will support students by proactively monitoring and addressing issues as they arise. Advisory curriculum also continues to be created by LAAAE staff in a responsive effort to address the most acute social-emotional needs of students and promote school safety.	$20,000.00	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
$876,697	$105295

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
38.966%	0.000%	$0.00	38.966%

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:** ADMIN & EDUCATORS – Support Core Educational Program **Need:** Core educational programming to support student academic success. **Scope:**	Supports students with equitable access to core educational programming. Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 1.1-1.14

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
	Schoolwide		
1.2	**Action:** Assessment of Learning **Need:** Progress monitoring and remedial academic curriculum to support knowledge gaps. **Scope:** Schoolwide	Supports students below grade level or in need of remedial academic support. Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 1.1-1.14
1.3	**Action:** Multi-tiered System of Supports: Academic **Need:** Support with behavior, academic, social-emotional, and attendance needs. **Scope:** Schoolwide	Tiered interventions provided support for students identified by if they fall behind. Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 1.1-1.14
1.4	**Action:** Multi-tiered System of Supports: SEL & Mental Health **Need:** **Scope:**	Tiered interventions and support to meet each student at their own stage of social-emotional development.	Metrics 1.1-1.14
1.5	**Action:** College & Career Readiness (CCR)	Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 1.1-1.14

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: Improve equity gaps in college and career readiness/ **Scope:** Schoolwide		
2.1	**Action:** PROFESSIONAL LEARNING OPPORTUNITIES & CAPACITY BUILDING **Need:** Professional development opportunities to support equitable academic access and mitigate equity gaps. **Scope:** Schoolwide	Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 2.1-2.6
2.2	**Action:** ADDRESSING EL NEEDS **Need:** Integrated and designated ELD support for English language learners. **Scope:**	Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 2.1-2.6
2.3	**Action:** ADDRESSING & SUPPORTING STUDENTS WITH DISABILITIES (SWD) **Need:**	This action addresses identified needs by using live dashboards, on-track/off-track monitoring, academic check-ins, and graduation case management to identify student needs early and provide timely support toward graduation and postsecondary readiness. It is provided on a	Metrics 2.1–2.8

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
	Unduplicated pupils at LAAAE, especially English learners, foster youth, and low-income students, need stronger monitoring, case management, and postsecondary planning systems to improve A-G completion, graduation progress, and college and career readiness. Current school data show that outcomes in A-G, AP passage, CTE completion, graduation, and broader postsecondary readiness still require continued growth. **Scope:**	schoolwide basis because LAAAE serves a high percentage of unduplicated pupils and because a coherent dashboard and case-management system is needed across the school to improve outcomes for English learners, foster youth, and low-income students while strengthening the overall college and career readiness program.	
2.5	**Action:** Technology Use **Need:** Integrated technology for all students to develop proficiency with cutting edge technological platforms in all school disciplines. **Scope:** Schoolwide	Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 2.1-2.6
3.1	**Action:** STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & STUDENT ENGAGEMENT **Need:** Supports all students with developing a sense of school culture and supports inclusion for all unduplicated students.	Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 3.1-3.8

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: Schoolwide		
3.3	**Action:** STRATEGIES TO PROMOTE PARENT ENGAGEMENT & PARTICIPATION **Need:** Supports with the inclusion of all parents and guardians creating greater communication and engagement for unduplicated students. **Scope:** Schoolwide	Provided on a schoolwide basis due to a high unduplicated student percentage.	Metrics 3.1-3.8

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
2.2	**Action:** ADDRESSING EL NEEDS **Need:** Support English learners with equitable academic access. **Scope:**	Provides integrated and designated ELD support for English learners.	Metrics 2.1-2.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

Determined by the ratio of unduplicated students who are associated with supports and expenditures relevant to this goal and 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.

Concentration grant add-on funding will be used to support certificated and classified staff who provide direct services to students, including academic intervention, English Learner support, attendance outreach, counseling and wellness services, and family engagement activities. These services are intended to address the identified needs of low-income students, English learners, and foster youth. Concentration grant funding will also support instructional materials and professional development that help staff meet the academic and social-emotional needs of unduplicated students and improve student outcomes.

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		1:16
Staff-to-student ratio of certificated staff providing direct services to students		1:16

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	2,249,905	876,697	38.966%	0.000%	38.966%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,567,074.00	$2,251,236.00	$0.00	$223,634.00	$5,041,944.00	$2,757,020.00	$2,284,924.00

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	ADMIN & EDUCATORS – Support Core Educational Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,417,811.00	$0.00	$1,652,088.00	$765,723.00	$0.00	$0.00	$2,417,811.00	66.48
1	1.2	Assessment of Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,000.00		$12,000.00			$12,000.00	
1	1.3	Multi-tiered System of Supports: Academic	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$144,196.00	$100,000.00	$44,196.00			$144,196.00	4.02
1	1.4	Multi-tiered System of Supports: SEL & Mental Health	All	No			All Schools	Ongoing	$0.00	$12,500.00	$12,500.00				$12,500.00	
1	1.5	College & Career Readiness (CCR)	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$592,763.00	$385,918.00	$206,845.00			$592,763.00	15.53
2	2.1	PROFESSIONAL LEARNING OPPORTUNITIES & CAPACITY BUILDING	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$29,997.00		$19,202.00		$10,795.00	$29,997.00	
2	2.2	ADDRESSING EL NEEDS	All English Learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$162,784.00	$105,166.00	$105,166.00			$162,784.00	$267,950.00	4.23
2	2.3	ADDRESSING & SUPPORTING STUDENTS WITH DISABILITIES (SWD)	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools	Ongoing	$176,425.00	$285,918.00	$29,018.00	$383,270.00	$0.00	$50,055.00	$462,343.00	
2	2.4	CORE CURRICULUM	All	No			All Schools	Ongoing	$0.00	$20,400.00	$20,400.00				$20,400.00	

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
2	**2.5**	Technology Use	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$70,000.00	$70,000.00				$70,000.00	2.82
2	**2.6**	Arts, Enterprise, and College Exposure Opportunities	All	No			All Schools	Ongoing								
3	**3.1**	STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & STUDENT ENGAGEMENT	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$103,858.00	$103,858.00				$103,858.00	4.18
3	**3.2**	OPPORTUNITIES FOR PARENT INPUT IN DECISION-MAKING	All	No			All Schools									
3	**3.3**	STRATEGIES TO PROMOTE PARENT ENGAGEMENT & PARTICIPATION	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$68,126.00	$68,126.00				$68,126.00	2.74
3	**3.4**	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No			All Schools		$0.00	$820,000.00		$820,000.00			$820,000.00	
3	**3.5**	STRATEGIES TO PROMOTE STUDENT SAFETY AND CONNECTEDNESS	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
4	**4.1**		All	No			All Schools									

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
2,249,905	876,697	38.966%	0.000%	38.966%	$2,485,156.00	100.000%	210.456 %	**Total:**	$2,485,156.00
								LEA-wide Total:	$0.00
								Limited Total:	$105,166.00
								Schoolwide Total:	$2,379,990.00

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**	ADMIN & EDUCATORS – Support Core Educational Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,652,088.00	66.48
1	**1.2**	Assessment of Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.3**	Multi-tiered System of Supports: Academic	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,000.00	4.02
1	**1.5**	College & Career Readiness (CCR)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$385,918.00	15.53
2	**2.1**	PROFESSIONAL LEARNING OPPORTUNITIES & CAPACITY BUILDING	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.2**	ADDRESSING EL NEEDS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$105,166.00	4.23

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 (%)
2	2.3	ADDRESSING & SUPPORTING STUDENTS WITH DISABILITIES (SWD)			English Learners Foster Youth Low Income	All Schools	$29,018.00	
2	2.4	CORE CURRICULUM				All Schools	$20,400.00	
2	2.5	Technology Use	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,000.00	2.82
2	2.6	Arts, Enterprise, and College Exposure Opportunities				All Schools		
3	3.1	STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & STUDENT ENGAGEMENT	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$103,858.00	4.18
3	3.3	STRATEGIES TO PROMOTE PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$68,126.00	2.74

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,924,584.00	$3,620,920.00

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**	ADMIN & EDUCATORS – Support Core Educational Program	Yes	$2,417,811.00	1,500,131
1	**1.2**	Assessment of Learning	Yes	$12,000.00	0
1	**1.3**	Multi-tiered System of Supports: Academic	Yes	$233,681.00	0
1	**1.4**	Multi-tiered System of Supports: SEL & Mental Health	No	$12,500.00	426
1	**1.5**	College & Career Readiness (CCR)	Yes	$592,763.00	0
2	**2.1**	PROFESSIONAL LEARNING OPPORTUNITIES & CAPACITY BUILDING	Yes	$29,997.00	138,257
2	**2.2**	ADDRESSING EL NEEDS	Yes	$267,950.00	209,441
2	**2.3**	ADDRESSING & SUPPORTING STUDENTS WITH DISABILITIES (SWD)	No	$255,498.00	449,082
2	**2.4**	CORE CURRICULUM	No	$20,400.00	111,009
2	**2.5**	Technology Use	Yes	$70,000.00	78,497

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)
3	**3.1**	STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & STUDENT ENGAGEMENT	Yes	$103,858.00	151,162
3	**3.2**	OPPORTUNITIES FOR PARENT INPUT IN DECISION-MAKING	No		
3	**3.3**	STRATEGIES TO PROMOTE PARENT ENGAGEMENT & PARTICIPATION	Yes	$68,126.00	116,721
3	**3.4**	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$820,000.00	820,000
3	**3.5**	STRATEGIES TO PROMOTE STUDENT SAFETY AND CONNECTEDNESS	No	$20,000.00	46,194

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)
828444	$2,485,156.00	$2,194,209.00	$290,947.00	100.000%	0.000%	-100.000%

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	ADMIN & EDUCATORS – Support Core Educational Program	Yes	$1,652,088.00	$1,500,131	66.48	
1	1.2	Assessment of Learning	Yes				
1	1.3	Multi-tiered System of Supports: Academic	Yes	$100,000.00	0	4.02	
1	1.5	College & Career Readiness (CCR)	Yes	$385,918.00	0	15.53	
2	2.1	PROFESSIONAL LEARNING OPPORTUNITIES & CAPACITY BUILDING	Yes		$138,257		
2	2.2	ADDRESSING EL NEEDS	Yes	$105,166.00	$209,441	4.23	
2	2.5	Technology Use	Yes	$70,000.00	$78,497	2.82	
3	3.1	STRATEGIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & STUDENT ENGAGEMENT	Yes	$103,858.00	$151,162	4.18	
3	3.3	STRATEGIES TO PROMOTE PARENT ENGAGEMENT & PARTICIPATION	Yes	$68,126.00	$116,721	2.74	

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)
$2,089,260	828444	0%	39.653%	$2,194,209.00	0.000%	105.023%	$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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