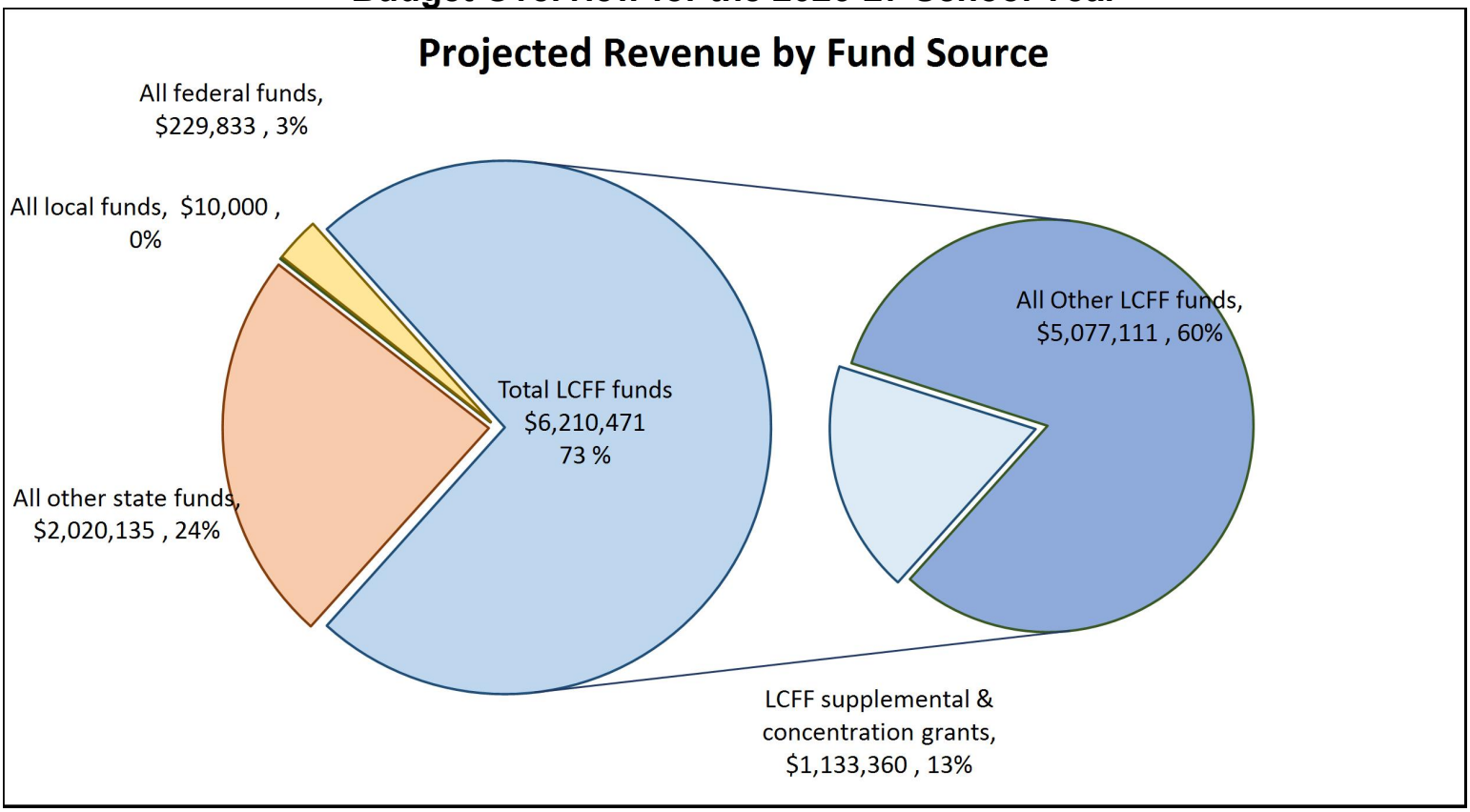
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yav Pem Suab Academy
CDS Code: 34674390121665
School Year: 2026-27
LEA contact information:
Mary Lor
Principal

916-433-5057

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

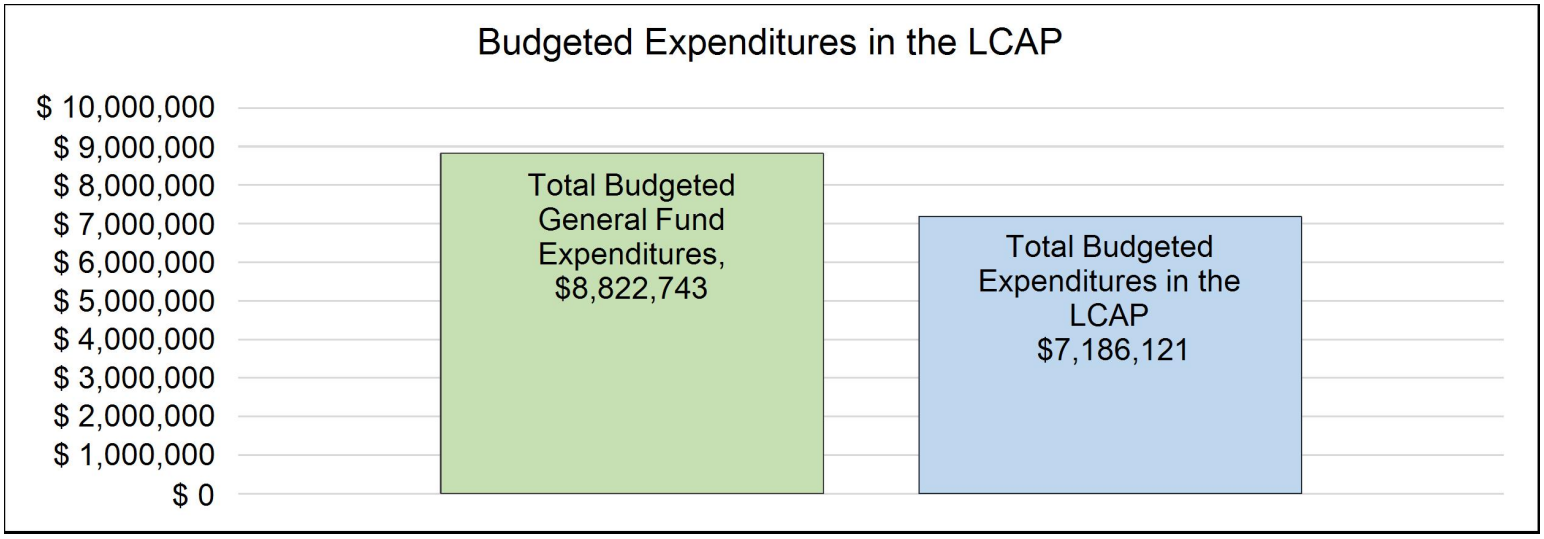


This chart shows the total general purpose revenue Yav Pem Suab Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yav Pem Suab Academy is $8,470,439, of which $6,210,471 is Local Control Funding Formula (LCFF), $2,020,135 is other state funds, $10,000 is local funds, and $229,833 is federal funds. Of the $6,210,471 in LCFF Funds, $1,133,360 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 Yav Pem Suab Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yav Pem Suab Academy plans to spend $8,822,743 for the 2026-27 school year. Of that amount, $7,186,121 is tied to actions/services in the LCAP and $1,636,622 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

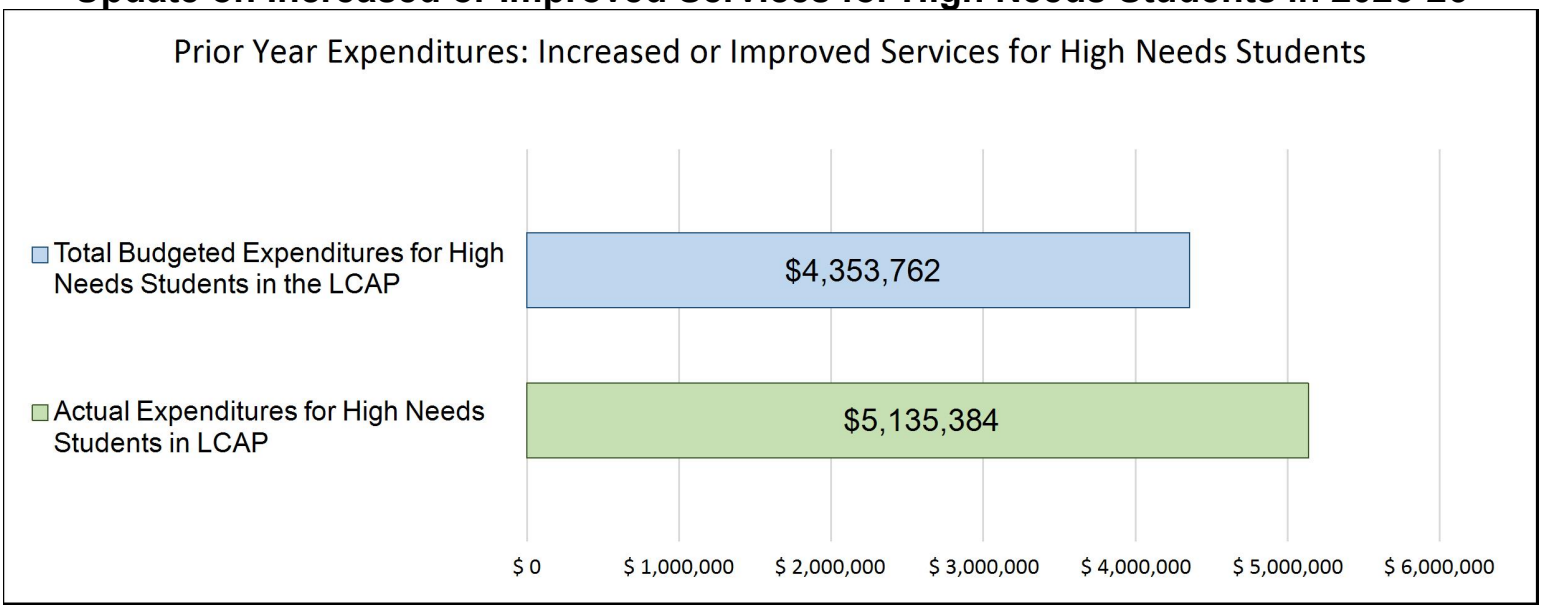
General fund expenditures not included in the LCAP include facilities maintenance, utilities, and operation expenses not related to education.

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

In 2026-27, Yav Pem Suab Academy is projecting it will receive $1,133,360 based on the enrollment of foster youth, English learner, and low-income students. Yav Pem Suab Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Yav Pem Suab Academy plans to spend $6,287,138 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 Yav Pem Suab Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yav Pem Suab Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Yav Pem Suab Academy's LCAP budgeted $4,353,762 for planned actions to increase or improve services for high needs students. Yav Pem Suab Academy actually spent $5,135,384 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yav Pem Suab Academy	Mary Lor Principal	Mary-Lor@urbancsc.org 916-433-5057

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.

Yav Pem Suab Academy (YPSA) is a transitional kindergarten (TK) to sixth grade, direct-funded, independent charter school in Sacramento serving approximately 480 students. YPSA is a member of the El Dorado Charter SELPA providing special education services to its own students. It operates on a Monday- Thursday, 8:00 a.m. – 5:00 p.m. instructional schedule using the Highly Effective Teaching (HET)/Body-brain compatible education model.

It provides services to underserved students such as English learners, low socioeconomic students, students with disability, and homeless and foster youth. There are three classrooms per grade level with a student to teacher ratio of 24:1 in grades K-6 and 20:1 in one TK classroom. Student demographics include a diverse scholar population, including 106 English Learners (22.1%), 295 socioeconomically disadvantaged scholars (61.5%), and 38 scholars with disabilities (7.9%). The school's racial and ethnic demographics were predominantly Asian (68.5%), followed by Hispanic scholars (18.3%), African American scholars (4.8%), scholars identifying with two or more races (4.6%), Filipino scholars (1.5%), and White scholars (1%).

Instruction in English Language Arts, Math, English Language Development, Social Studies, and Science occurs between 8:00 a.m. – 3:00 p.m. for first through sixth grade, and 8:00 a.m. - 2:00 p.m. for TK and Kindergarten. Students in first through sixth grade also participate in one hour of Hmong Language Development (HLD) or one hour of Movement (Dance, Tae Kwon Do, and Physical Education) daily. During this time, general education teachers prepare lesson materials, assemble supplies, and compile resources for subsequent lessons.

In addition, one-to-one foundational literacy and numeracy skills intervention support is provided to students by instructional assistants.

Between 3:00 p.m. to 5:00 p.m., first through sixth grade students participate in the Achievement Through Technology (ATT) time block where they practice Common Core State Standards in the MobyMax adaptive online program. Concurrently, teachers are engaged in staff meetings, collaboration and/or professional development as instructed by the site administrator.

Reflections: Annual Performance

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

Review of the California School Dashboard
Spring 2025 CAASPP Results: Altogether, YPSA students scored 26.9 points below the Common Core State Standards in English Language Arts, yet with an increase of 9.8 points from the previous year. Meanwhile in math, YPSA scored 50.7 points below the Common Core State Standard in Mathematics, yet with an increase of 9.4% from the previous year. Additionally, 42.2% of English Language Learners are making progress towards English Language proficiency, which was an increase of 13.1% from the previous year. The absenteeism rate for YPSA is at 20.5%, which is a decline of 2.8% from the previous year, meanwhile suspension rate for all students is at 0.4%, which is a 0.4% increase from the previous year. Based on the results from the California School Dashboard, the areas of increase by percentage when compared to prior years occur in all monitored categories with the exception of Absenteeism. However, the following are areas of improvement; suspension rate.

Review of the Local Data
Spring 2025 CAASPP Results indicate roughly 48.82% met/exceeded standards in ELA; 37.30% met/exceeded standards in Math. There was a 13.44% increase in ELA and a 1.76% increase in math as shown in the chart below.

1. Student Support Services for Students with IEPs: maintained special education instructional aides to provide service minutes and progress toward meeting IEP goals bi-monthly, to support students with IEPs.

2. Being-there Experiences: Being-there experiences that are in alignment with the curriculum (study trip/fieldtrip) resumed for all students.

3. Scheduled Grade Level Collaboration: Weekly teacher collaborations with the principal were held consistently to review student data to plan lessons for teaching and learning.

4. On-site Dance Performances: 3 out of 3 (100%) dance performances held at the end of each trimester to provide students with opportunities to showcase the movement skills they have learned in their dance class and to develop their confidence.

5. EL Reclassification: 7.89% or 9 out of 114 English learners were reclassified to R-FEP in June 2025. This is a 9.09% decrease from the previous year.

6. NWEA Assessment: 79.23% of all kindergarten to second grade students scored at or above the average range in ELA Reading and in Math, which is 29.23% increase from the prior year.

7. Teacher-created Assessment Data: The May 2026 results show an average of 84% meeting or exceeding grade level expectations. This is 1% short of the year end goal (85%), which is a 4% increase when compared to prior year.

ELA	Math SS	Science	Average	Goal
82%	81%	84%	85%	84%	85%

8. Foundational Literacy and Numeracy Skills: An average of 98% of students in TK-6 (448 students) have mastered their letters and sounds of the alphabet. Ninety-five percent (95%) of all students know their numbers 1-100; and 74% of all students have demonstrated mastery of sight words. Ninety-six percent (96%) of students in first to sixth grade have mastered addition facts 0-20; ninety-nine percent (99%) of students in second to sixth grade have mastered subtraction facts 0-20. Eighty-nine percent (89%) of students in third – sixth grade have mastered their multiplication facts; and 92% of students in fourth – sixth grade have mastered their division facts.

Upper Case	Lower Case	Letter Sounds	Number ID (1-100)	Addition (0-20)	Subtraction (0-20)	Sight words	Multiplication	Division
95%	93%	88%	86%	90%	99%	74%	89%	92%

9. Reading Fluency: The results from Winter's Reading Wonders grade level oral fluency assessment passages show that 74.79% of the students are reading on-grade level. This is an decrease in 4.61% when compared to prior year. When looking at the year' average consisting or Fall and Winter reading fluency assessments, there is 78.9% of students reading on grade level across the school.

10. MobyMax: 66% of students are on grade level in ELA (7% growth gain from baseline in June 2025) and 61% of students are on grade level in Math (2% growth gain from baseline in June 2025).

11. Professional Development: Twenty-eight (28) teachers participated in the nine body-brain elements (instructional strategies expected in the charter) along with parent/teacher communication training/professional development. The teachers have demonstrated mastery of the body-brain elements. There is a 56.49% growth in Domain A: Procedures, 76.73% growth Domain B: HET Environment, and 21.40% in HET Implementation Strategies. Twenty-two core teachers are GLAD certified by the end of May 2027. Teachers continue to receive training on the use of artificial intelligence (AI) tools to support the delivery of the 8-Step Lesson Plan model and the development of curriculum and assessments aligned with the Common Core State Standards (CCSS). 95% of teachers participated in the training and are now able to utilize these tools to enhance lesson planning, curriculum design, and assessment development. 50% of teachers received ongoing Reading Foundations coaching as previously led by a training by Dr. Hagan in 2024, focused on supporting reading patterns (the science of reading), fluency, accuracy, and comprehension In addition, teachers received training in English Language Development (ELD) to strengthen the use of language development strategies in classroom instruction. 95% of teachers received training on the MTSS process involving the stages and cycles of the ILPs and SSTs. Teacher's rate of PD attendance is 96.54%. Additionally, 11 (41%) of teachers attended 100% of this year's PD and meetings and workshops. Lastly, 57% of Collaboration Mondays were held where staff participated in respective grade level

data collaborative inquiry processing with the principal. Topics include Reading Fluency Assessments Data, Teacher Created Assessment Data, Foundational Skills Data, MobyMax Data, CAASPP Interim/Summative Data, and NWEA data.

Reflections: Technical Assistance

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

YPSA does not receive any type of county or state technical assistance.

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.

YPSA is not a comprehensive support and improvement school.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Academy Council	• A survey was provided on the YPSA website and on Class Dojo to all members on 3/16/26 with a return date of 4/30/26. • LCAP revision and input sessions provided on 4/7/26 & 5/5/26.
ELAC	• A survey was provided on the YPSA website and on Class Dojo to all members on 3/16/26 with a return data of 4/30/26. • Return date was extended to 05/1/26
Parents and Staff	• A survey was provided on the YPSA website and on Class Dojo to all members on 3/16/26 with a return date of 4/30/26. • Return date was extended to 05/1/26 • Live In-person session and survey was provided to staff on 4/13/26 and 5/7/26 during a staff meeting. • An in-person interview was held on 03/17/26 with parent during authorizer walkthrough • School's Choice Survey was available to parents for feedback during Parent Teacher Conferences Week in March 2026.
Scholars	• An in-person interview was held on 03/17/26 with student council during authorizer walkthrough. • A survey was provided on the YPSA website and on Class Dojo to all members on 3/16/26 with a return date of 4/30/26. • Return date was extended to 05/1/26
Finance Committee	• A survey was provided on the YPSA website and on Class Dojo to all members on 3/16/26 with a return date of 4/30/26.

Educational Partner(s)	Process for Engagement
UCSC Board and Public	• A survey was provided on the YPSA website and on Class Dojo to all members on 3/16/26 with a return date of 4/30/26. • Public Hearing on 5/11/26.¬¬ • Adoption date is scheduled for 06/08/26.

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

The development of the 2025–2026 Local Control and Accountability Plan (LCAP) at Yav Pem Suab Academy was deeply informed by the voices of our educational stakeholders, including scholars, families, teachers, support staff, and community members. Through surveys, meetings, and advisory forums, stakeholders provided thoughtful input that helped shape the plan's priorities, actions, and investments. This collaborative process ensured that the adopted LCAP reflected the specific needs and values of the school community, from instructional strategies to operational improvements.

Stakeholders collectively emphasized the importance of retaining a high-quality, credentialed teaching staff and providing them with professional development tailored to the school's unique HET body-brain compatible model. There was strong consensus on the value of Special Programs such as Hmong Language Development (HLD), Dance, and Taekwondo, with 83% of classified staff affirming these programs significantly benefit scholars. Additionally, 91% of surveyed scholars expressed that they feel they matter at the academy and are motivated to achieve good grades, underscoring the importance of maintaining the school's social-emotional foundations. Parents, staff, and scholars also prioritized 100% access to study trips and technology, rating these as a top priority for academic success.

While celebrating strengths, stakeholders also identified areas needing attention. These included improvements to These included improvements to the Special Education (SPED) department, with 22% of support staff noting that scholars requiring additional help could be processed more swiftly. Feedback also indicated a need for more consistent discipline processes and increased administrative support with behavior to both teachers and scholars during the school day. Furthermore, operational data revealed significant scholar dissatisfaction with the lunch menu, with approximately 60% of scholars rating the selection as a 3 or lower and requesting healthier, more varied food options. Staff and scholars also pointed to a need for more stable internet connectivity and clearer communication regarding school-wide policies and events to strengthen the home-to-school connection. Parent emphasizes the desire for workshops to learn more about the school's programs to best support their scholars.

Families and staff expressed strong support for ongoing training aligned to the Charter Petition, with an emphasis on LIFESKILLS, Lifelong Guidelines, and body-brain compatible practices. This feedback helped prioritize professional development for staff, the expansion of structured physical education, and schoolwide implementation of positive behavior supports through the body-brain compatible education model. The following are items to be focused on: Enhancing enrichment and experiential learning programs Investing in technology upgrades and infrastructure. Embedding the LIFESKILLS into school culture and daily routines. Improving school climate and safety measures. Strengthening teacher onboarding, support, and retention strategies and parent educational workshops.

The adopted LCAP reflects this collective input by: The inclusive nature of this feedback process ensures that the LCAP is not only compliant with state expectations but also responsive to the real needs and hopes of the YPSA community and the feedback from authorizers in this

year’s authorizer walkthrough visit. Stakeholders are united in their commitment to making YPSA a school where every scholar is known, supported, and empowered to succeed.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Credentialed teachers are employed and equipped with the knowledge and understanding of the YPSA charter petition to achieve its goals, outcomes, and objectives.	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)

An explanation of why the LEA has developed this goal.

Teachers need to be highly qualified in California. As such, it is required they are appropriately credentialed and properly assigned to teach. Therefore, teachers are equipped with the knowledge, skills, and resources to design learning activities in their lesson planning process that yield high student academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Credential Log (Same as goals 3, & 6)	100%	100%	95%	100%	5%
1.2	Classroom Walkthrough Observation Tool	50%	50%	80%	100%	30%
1.3	Teacher Tool and Resource Inventory List	100%	100%	100%	100%	0%
1.4	Active Employee Roster from Payroll System (Same as Goals 3, 5, & 6)	100%	100%	100%	100%	0%

Goal Analysis [2025-26]

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

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

95% of teachers hired in TK-6 classrooms are credentialed and assigned to grade level classrooms according to the needs of the school. All classrooms were selected to be included in the classroom observation tool data collection held on a trimesterly basis versus a bi-weekly basis resulting in significant growth gain for the current year.

All teachers were provided with the charter petition and bi-weekly training throughout the year will focus on the following topics:

1. HET Teacher Coaching & Support Cycle
2. HET Domain A: Procedures and Routine
3. HET Domain B: Environment
4. HET Domain C: Implementation Strategies
5. Meaningful Content, Absence of Threat, Reflection Opportunity, and Context (MARC)
6. Individual Learning Plan (ILP)
7. Student Support Team (SST)
8. Grade level collaboration
9. 8-Step Lesson Planning
10. Backwards Standard Mapping/Yearlong Theme
11. Data Collaborative Inquiry
12. The 4Rs
13. Reading Wonders ELD component
14. ELD Designated & Integrated
15. Educational Conferences & Workshops
16. MobyMax
17. Foundational Skills
18. Special Education Services
19. Inclusive Classroom Settings/Anti-exclusionary classroom

Due to focus on the HET domains, the following items were not implemented:

1. HET Conceptual Curriculum Development
2. Instructional strategies and curriculum materials to support transitional kindergarten (TK)
3. High performing schools being-there visitations

3 teachers required enrollment in the New Teacher Induction program and 3 interns for the 2025-2026 school year. Transitional Kindergarten and Kindergarten Teachers attended professional learning cadre for the 2025–26 and 2026–27 school years. This cadre will focus on designing and delivering integrated STEAM experiences that are hands-on, age-appropriate, and driven by curiosity and inquiry. Participants

will receive professional learning, resources, coaching, and ongoing support to help bring these engaging STEAM opportunities to life for their young learners. Educational Conferences and Workshops were offered to HLD teachers again, last year 0% attended all offered conferences. This year, two workshops were offered and multiple community events. 50% of HLD teachers attended 1 conference. 100% of community events were declined. Certificates were not issued as the criterion for success and mastery is still a work in progress.

All support personnel were employed in July except for the following:
11. Speech Pathologist
2. Assistant Principal
3. Lead Teacher
4. Taekwondo Facilitator
5. Dance Facilitator

In lieu of the vacancies, contracted services were provided through TalkPath Live, Cornerstone Educational Solutions, and Compassionate ABA Therapies. By May 2026, all support personnel positions have been filled, including the Assistant Principal, Lead Teacher, Taekwondo Facilitator, and Dance Facilitator positions that were vacant in July.

Academy Council was established by July 1st. However, ELAC was not established by July 1st, but was in full operation in October 2025.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 1. Salary and benefit expenditures were lower than originally budgeted due to temporary vacancies in several certificated and support positions. These savings were substantially offset by increased contracted service expenditures to maintain uninterrupted instructional, leadership, and special education services until positions were filled. In addition, certain professional development activities were deferred to future implementation while other training opportunities, including New Teacher Induction and Transitional Kindergarten professional learning, were prioritized. Overall expenditures remained substantially aligned with the adopted budget, and the planned actions were implemented in support of Goal 1.

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

The actions contributing to the goal were effective. Consequently, 1 out of 22 teachers (0.04%) of the teachers are working towards obtaining California’s English Learner Authorization through Sacramento County Office of Education, meanwhile 95% of employed teachers were fully credentialed. The actions towards understanding of the charter petition, supported resources and tools, and skills were implemented. Teachers received tools to operate their classrooms. Classroom observation walkthroughs occurred in every single classroom on a bi-weekly basis were fully focused on providing teachers with the knowledge and understanding of the YPSA Charter Petition to achieve its goals, outcomes, and objectives. Implementation of the MTSS model faced minor challenges.

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.

There were no significant changes to the goal and metrics. However, based input surveys and on 2025-2026 authorizer walkthrough report, to improve teacher's knowledge and understanding of the YPSA Charter Petition, teachers will be equipped with additional professional development in the following topics:

1. HET Orientation/Onboarding
2. CAASPP/NWEA
3. Math Foundations and Strategies
4. Science Foundations and Strategies
5. Hmong Model Curriculum & Cultural Implications in Education
6. Classroom Management / Behavior & Discipline
7. Inclusive/Anti-Exclusionary Classroom Practices
8. ELD Designated/Integrated

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Employment and Assignment	1) YPSA employs credentialed teachers to teach in TK-6 classrooms starting July 1st. 2) Credentials are reviewed at the time of hiring and annually prior to the issuance of the appointment letter in May. 3) Appointment letters are issued to returning teachers no later than May 31st of each year. 4) When a vacancy occurs, recruitment and hiring are conducted in the following order: a) Posting of job announcement (i.e. internal postings, employee referrals, job fairs and campus recruitment, online job portals, recruitment agencies, employer branding, etc.) b) Accepting of application c) Screening of applicants to ensure valid credentials d) Interviewing of candidate by school level administrator and or staff	$2,768,847.00	Yes

Action #	Title	Description	Total Funds	Contributing
		e) Recommendation by school level administrator to business office personnel and the Superintendent for a recommendation for hire or a second interview f) Conducting background and reference checks g) Approving of the candidate by the Board h) Onboarding and Training 5) Following Board approval, yet prior to the onboarding process, the candidate is assigned to a grade level classroom by the school administrator or designee based on the current needs of the school and according to their credential authorization.		
1.2	Knowledge of the Charter Petition	1) YPSA Teachers participate in the following professional development sessions throughout the year: a) HET Teacher Coaching & Support Cycle for Domains A, B, & C b) HET Conceptual Curriculum Development c) HET Learning Environment d) Meaningful Content, Absence of Threat, Reflection Opportunity, and Context (MARC) e) Individual Learning Plan (ILP) f) Student Support Team (SST) g) Grade level collaboration h) 8-Step Lesson Planning i) Data Collaborative Inquiry j) The 4 Rs k) MobyMax l) Foundational Skills m) Reading Wonders ELD component n) Math Foundations and Strategies o) Science Foundations and Strategies p) Hmong Model Curriculum q) Designated & Integrated ELD r) GLAD Strategies s) CAASPP/NWEA t) Classroom Management	$85,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
		u) Bullying v) Multiple Tiers of Support System w) Instructional strategies and curriculum materials to support transitional kindergarten (TK) x) High performing schools being-there visitations y) HET or Hmong Charter School visitations z) New Teacher Induction, aa) Educational Conferences & Workshops bb) Inclusive/Anti-Exclusionary Practices 2) Upon mastery of a domain, a certificate will be issued.		
1.3	Support Personnel and Resources	The support-personnel listed below are employed no later than July 1st and provided with the tools, resources, training and professional learning necessary to perform their assigned duties a. Superintendent b. Chief Financial Officer/ Chief Business Officer c. Administrative Secretary d. Principal e. Assistant Principal f. Front Office Manager g. Administrative Senior Clerk h. Attendance Clerk (Budgeted in Goal 6) i. Health Clerk (Budgeted in Goal 3) j. Head Teacher/s k. ELOP Coordinator (Budgeted in Goal 5) l. Special Education Director m. Education Specialist n. Speech Pathologist o. Special Education Aides p. Information Technology Coordinator q. LRBGE Lead Teacher r. HLD Teachers s. Movement Teacher and Facilitators t. Instructional Assistants (Foundational Skills & MobyMax)	$1,474,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Similarly, the governance and advisory bodies listed below established no later than July 1st and provided with the tools and resources to assume their governing duties. a. Urban Charter Schools Collective Board (UCSC) Board b. Academy Council (AC) c. English Learner Advisory Committee (ELAC)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	California standards-aligned instructional materials (study trips included) and technology applications on school devices are available to 100% of the students to access the learning of the Common Core State Standards.	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)

An explanation of why the LEA has developed this goal.

EC Section 60119(c)(1) states that sufficient textbooks or instructional materials means, "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. The metric and actions support the accountability to ensure students have the required learning materials. To fulfill this goal, the Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record are completed for each approved supply requisition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record	38%	100%	100%	100% of grade level instructional materials purchased and distributed to teachers one month before the next component.	0%

Goal Analysis [2025-26]

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

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

The school began with 100% success in ordering materials according to the timeline.

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

There were no material differences for this goal. All budgeted costs were expensed as described.

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

Teachers were issued a grade level Scope and Sequence Conceptual Curriculum Map (BSM) to be used in guiding their teaching and planning for student learning. Component materials were ordered and received on time, according to the timeline for all classrooms. There are no substantive differences in the planned actions and implementation of the actions as maintaining and updating the accountability tools (Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Log) to measure progress of the actions were completed. Everything in Action 2 was implemented as prescribed.

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.

Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution were ordered and delivered to classrooms, and logged by grade level teams in their component binders. In the front office, there are purchase orders but no live tracking log by the front office. Due to the transition of Business Office to Delta Management Solution this year—with the sudden release of many tasks to the site, and front office vacancies, this log has not been successfully created. A log will still need to be created to track and monitor component materials order and distribution schoolwide.

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	Scope and Sequence Conceptual Curriculum Map (BSM)	Every year in July, teachers are issued a grade level Scope and Sequence Conceptual Curriculum Map (BSM) to be used in guiding their teaching and planning for student learning.	$253,638.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Following the teaching of each component, the principal facilitates and collaborates with the teachers through a reflection process to determine the alignment of the instructional materials, standards, study trips, instructional strategies, and activities to revise the component and incorporate change ideas to the teaching for the next component as part of the continuous improvement cycle. The BSMs are revised no later than May 31st each year. A presentation of the revised updates and revisions is made to the Academy Council for recommendation and then to UCSC Board for adoption at their June meetings. Materials identified in the first component of the grade level BSMs are ordered starting the day following the Board approved preliminary budget in June. Component materials are received, verified, and distributed to teachers at the mandatory staff meeting in July. Subsequent materials are ordered the first Tuesday, one month prior to the implementation of the component.		
2.2	Technology Instructional Materials Distribution Plan	In June, student Chromebook and iPads are inventoried and updated with the latest software programs by the school's technology services contractor as needed. New devices are purchased to replace inoperable ones. Every student is assigned an iPad device, a charger, and a set of headphones in grades TK – 2nd. Third through sixth grade scholars are provided with a school email and a Chromebook. Third graders are assigned a brand-new chrome book that loops and cycles with them to the end of 6th grade. Before the first day of instruction, students are rostered into the following platforms and systems: a) MobyMax	$117,647.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b) Google G Suite c) Class Dojo d) NWEA e) CAASPP f) CAST g) ELPAC h) Reading Wonders i) Studies Weekly j) Internal Google/Excel tracking sheets k) Any Free Online Resources • Epic Reading • Prodigy ELA & Math • Google Classrooms		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	he school environment is safe, clean, and well-maintained in accordance with the HET learning environment expectations and body - brain teaching approach and supports the overall Hmong history, artifacts, and culture described in the charter petition to create a learning environment that activates the 19 body-brain sensory input that help students understand the concepts introduced in the classroom.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Senate Bill 550 (Vasconcellos) amended the School Accountability Report Card to require expanded information on the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

A HET learning environment is an enriched environment that focuses sensory input-through all 19 senses-on the concept or skill to be learned. Maximizing sensory input is a fundamental HET goal when developing curriculum and planning instructional strategies for a number of reasons. First, input through the senses is the brain's only way to bring in information from the outside world; there are no shortcuts. Second, large amounts of sensory input enable students to grasp the concepts/information accurately and completely, thereby eliminating misunderstandings. Third, large amounts of sensory input is what causes physiological changes in the brain, resulting in the phenomenon of learning. Yav Pem Suab Academy developed this goal to ensure the school environment is safe, clean, and aligned with the Highly Effective Teaching (HET) model and body-brain compatible strategies. To ensure scholar's has access to Australia (space to reset), the school will provide trainings on special lightning, curtains, and select furniture in neutral earth tone palette, and plants will be provided in classroom and office spaces to create a calming non-threatening (HET) environment. School sponsored workshops and multicultural events takes place throughout the school year to provide a space for families and the school to bond, creating a safe space.

Grounded in the school's charter, Hmong history, artifacts, and culture are intentionally woven into the environment to activate all 19 body-brain sensory inputs and support meaningful, brain-based learning. The described environment allows Hmong scholars to see themselves reflected in learning, building identity and belonging. The described environment also allow non-Hmong scholars to learn about and appreciate a different culture, fostering empathy and global awareness. This inclusive approach is enriched by integrating other cultures represented in our scholar body through projects, celebrations, guest speakers, arts, and storytelling.

Together, this creates a dynamic, welcoming, and affirming learning space for all scholars, supporting academic success and positive school climate in alignment with State Priorities 1, 4, 6, 7, and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	HET Environment Checklist	80% Meets HET Environment Expectations	67%	76.75%	100% of the classroom environment meets the HET Learning Environment Expectations	9.75%
3.2	Active Employee Roster from Payroll System (Same as Goal 1,5 & 6)	82% Positions Filled	100%	86%	100% Custodial, Health, and Safety Positions Filled	14%
3.3	Health & Safety Tool, Resource Inventory List	100% Received	100%	100%	100% Health and Safety Resources Received by Staff	0%

Goal Analysis [2025-26]

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

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

Overall, Goal 3 was substantially implemented as planned. The school maintained a safe, clean, and well maintained learning environment that supported the Highly Effective Teaching (HET) model and Body Brain compatible instructional approach. Health and safety resources were provided to staff, required facility maintenance activities were completed, and classrooms continued to incorporate environmental elements designed to support scholar engagement and learning.

The school continued to strengthen implementation of culturally responsive learning environments by incorporating Hmong history, artifacts, language, and cultural experiences into the instructional program and school environment. Family engagement activities, cultural celebrations, and community partnerships supported the school's efforts to foster scholar belonging and cultural identity.

A substantive implementation challenge involved staffing within the health and safety program. Although health and safety services were maintained throughout the year, turnover in health services and a vacancy in one Yard Supervisor position required the school to utilize

existing staff and contracted health services to maintain continuity of operations while recruitment efforts continued. Despite these staffing challenges, essential health, safety, and campus supervision services continued without significant interruption.

Overall, the planned actions supported continued progress toward providing a safe, welcoming, culturally responsive, and body brain compatible learning environment for all scholars.

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

Material differences between budgeted expenditures and estimated actual expenditures were primarily related to staffing changes within Action 3.2, Health and Safety Plan. The Health Services Specialist (LVN) position became vacant shortly after the beginning of the school year due to circumstances beyond the school's control. To maintain health services, the school created a Health Clerk position and temporarily utilized existing clerical staff, substitute clerical personnel, and a contracted Health Supervisor until the position was filled. Additionally, although all four Yard Supervisor positions were initially filled, one position became vacant later in the year and remained unfilled despite continued recruitment efforts. As a result, actual expenditures were lower than budgeted in the 1000 and 2000 object codes due to salary savings associated with these vacancies.

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

All items were implemented and is up to par. The school environment currently lacks the visual and cultural elements that reflect the richness of the Hmong heritage, which many of our scholars and families share. This absence can create a disconnect and limit the feeling of connection, pride, and belonging within the school community. To address this, there is a clear need to intentionally design and implement culturally responsive spaces, traditions, and experiences that celebrate Hmong identity. Doing so will help foster a deeper sense of community, inclusion, and cultural affirmation for scholars, families, and staff alike.

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.

The cleanliness of the school is up to par. The school will maintain the cleaning schedule.

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	Facility Maintenance Plan	YPSA Charter strives to provide a safe and clean school. Two full-time custodial staff are employed starting July 1st to maintain a clean facility. Additional custodial services is contracted/employed to support with deep	$128,410.00	No

Action #	Title	Description	Total Funds	Contributing
		cleaning twice a year during the summer and winter break, and to support with regular cleaning as needed. Each May, custodial supplies and tools are purchased for the July deep cleaning. Routine cleaning is done according to a daily schedule and established state and local guidelines. Bi-weekly cleaning inspection is conducted by the custodial staff and principal or designee to ensure the goal is met. Custodial staff also lead the preparation: a) Annual school fire safety inspection b) Williams Review facility inspection c) Support the monthly, quarterly, and semi-annual school safety drill practices. d) Student drop-off, pick-up, and street crossing areas set-up is completed before 7:00 a.m. and break-down after 5:30 p.m. daily. e) Custodial staff participate in health and safety professional development offered by the school, school district, or other agencies throughout the year.		
3.2	Health and Safety Plan	A full-time health clerk supported by a contracted “health supervisor,” and four (4) part-time yard supervisors are employed to lead the school health and safety component under the supervision of the assistant principal. They are equipped with knowledge and skills materials, and resources to perform their duties, which includes but not limiting to: a) vision and hearing screenings, b) compliance and mandated trainings (i.e., CPR, First Aid, AED, etc,) c) immunization verifications and reports, d) human growth and development, e) anti-bullying, f) conflict resolution, and g) health and mental wellness spaces or rooms Additionally, these employees along with the school principal or designee acts as the safety team to revise the Comprehensive School Safety Plan	$128,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
		annually and submit it to Academy Council for adoption prior to the March 1st deadline. Moreover, the team is responsible for yard safety supervision and campus security as written in the Comprehensive School Safety Plan and Parent Scholar Handbook. Expenditures may include training materials, course fees, contracted facilitators, and staff stipends for participation in school-approved safety and supervision training. On the first day of school, a school-wide student behavior assembly is held to go over Disciplined Life processes and procedures, learning expectations, and Lifelong Guidelines and LIFESKILLs. Students not present the first day of school are expected to attend a make-up session on the contents shared at the assembly. Additionally, every Monday morning the school will participate in a schoolwide morning message from the principal/designee to set LIFESKILLs goals for the upcoming week. Staff and scholars will engage in schoolwide movement to build a strong sense of community.		
3.3	Hmong History, Artifacts, and Culture Education	Secure vendors through the use of MOUs or contracts to design and paint the murals, build the Hmong village, and assemble artifacts in the museum. Develop the Hmong history, artifacts, and culture program to provide educational tours to the scholars at the school annually. Parents and community members are also given the opportunity to take the tours at the end of each trimester and or attend workshops. Furthermore, the staff's professional development is inclusive of the learning of Hmong history and arts behind the students they teach through the immersive experiences of the Hmong village, museum, and murals. (Prop 28)	$80,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The CAASPP meeting and exceeding grade level standards for 3rd - 6th grade students are expected to increase from 48.82% to 75% in ELA, 37.30% to 65% in Math, 12.26% to 40% in ELPAC, and 15.39% to 40% in CAST to raise student academic achievement levels toward the charter goals.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Between 1990 and 2010, the underserved student population in the local school district continued to perform lower in comparison to their peers in academic achievement. As such, the Hmong community petitioned for the Yav Pem Suab Academy Charter School body-brain education approach to counter the performance disparity by raising academic achievement for this group of students as identified in this goal and in accordance with the expectations enumerated in Ed. Code 47605(b)(5)(A) and in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Roadmap to Realization of the YPSA Vision Goals and Outcome Comparison Measurement Tool	39.04% in ELA 32.67% in Math 9.52% in CAST 19.47% in ELPAC	35.88% in ELA 26.36% in Math 13.89% in CAST 14.63% in ELPAC	48.82% in ELA 37.30% in Math 15.39% in CAST 12.26% in ELPAC	80% of students meeting or exceeding grade level standards on CAASPP ELA, 70% for CAASPP Math, 45% for CAST, and 45% for ELPAC	12.94% in ELA 10.94% in Math 1.5% in CAST 1.45% in ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Professional Development Attendance Log	86.13% of Core Teachers attended 32 PD sessions	90.25% of Core Teachers attended 32 PD sessions	41% of Core Teachers attended 54 PD sessions 50% of HLD teachers attended 54 PD sessions 0% of Movement staff attended 54 PD sessions	95% of staff needing teaching and learning support receive professional development	49.25%
4.3	ILP/SST Implementation Log for Tier 2 and 3 Students	100% (159) ILP 75% (6) SST	100% (41) ILP 56% (5) SST	100% ILP 0% SST	100% of students in Tier 2 and 3 receive an implemented ILP or SST	0% ILP 56% SST
4.4	CCSS Student Practice Log	100% are practicing CCSS learning activities through MobyMax ELA and Math 0% for CAASPP ELA Interim, 0% for CAASPP Math Interim, CAST Interim ELPAC Interim (Reading)	100% MobyMax 100% CAASPP ELA Interim 100% CAASPP Math Interim 93.9% in CAST No data for the ELPAC Reading Interim	100% MobyMax 99.56% CAASPP ELA Interim 99.13% CAASPP Math Interim 100% CAST Interim 100% ELPAC Reading Interim	100% of students receive practice of CCSS through MobyMax, CAASPP Interim, CAST Interim, and ELPAC Interim	0.44% CAASPP ELA Interim 0.87% CAASPP Math Interim 0% in CAST 0% ELPAC Reading Interim
4.5	Student Benchmark Data Results and Classroom Observation Feedback Log	0% of teachers using benchmark data	84.2% of teachers using benchmark data	100% of teachers using benchmark data	100% of teachers deliver lessons that are designed from benchmark data analysis sessions	15.8%

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.

Overall implementation of planned actions progressed, with necessary adjustments made during a transitional year in site leadership. Onboarding of new administrator and mid-year lapse in administration required time to reestablish systems and align priorities; however, efforts remained focused on advancing key initiatives in support of student outcomes.

- Action 1 was well implemented, with initial steps taken to support leadership transition and maintain continuity of schoolwide priorities leading to an increase in more than 10% growth in both ELA and Math.
- Action 2 was successfully implemented. Teachers received curriculum materials and participated in professional development focused on English Language Arts, with emphasis on both Designated and Integrated English Language Development (ELD).
- Action 3 was implemented, though the launch of Individual Learning Plans (ILPs), yet Student Success Teams (SSTs) did not began as anticipated. Systems are now in place to support earlier implementation in future years.
- Action 4 was fully implemented. CAST Interim assessments is now consistent across grade levels. The ELPAC Interim was not administered. These implementation will be continued to inform refinements to future training and assessment planning.

Despite the challenges associated with leadership transitions and the necessary shift toward strengthening school operations, systems, and campus aesthetics to meet organizational expectations, the LEA made meaningful progress and gained valuable insights that will inform stronger future implementation efforts. While these operational priorities required significant attention and impacted the ability to focus more deeply on academic outcomes, the experience highlighted the need to continue building a stronger intervention infrastructure to better support scholar achievement moving forward.

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

Material differences between budgeted expenditures and estimated actual expenditures were primarily related to professional development activities. Funds were budgeted for contracted professional development services; however, actual expenditures were lower than anticipated due to scheduling constraints, limited vendor availability, and adjustments to professional development priorities following leadership transitions. As a result, some planned professional development sessions were postponed or delivered through internally facilitated training rather than contracted services. Additionally, implementation of the ELPAC Interim assessment did not occur and administration of the CAST Interim assessment varied across grade levels, resulting in implementation differences for certain planned assessment activities. These changes did not materially affect the overall level of services provided, and the estimated actual percentage of improved services remained substantially consistent with the planned percentage.

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

Actions were effective, with minor modifications to fully implement in the new LCAP. Specifically, the processing of SSTs. Feedback from observation was provided in-person or written documentation that there is not enough time and or resources for the SSTs. A log will need to be created in the upcoming year to better track ILPs and SSTs cycles.

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.

There are not a significant changes made to the planned goal and metrics, or target outcomes. New and minor addition includes the SSTs back to the site administration.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Data Collaborative Inquiry Process	In early August or within 30 days of enrollment, the initial ELPAC assessment is administered to new students identified as speaking another language other than English through the enrollment process. The Spring Summative ELPAC assessment is administered to English learners between February 1 and May 31 each year. Those students meeting reclassification criteria are reclassified on or before the administration of the spring summative assessment and after the current year CAASPP on or before May 31st. CAASPP and CAST Summative Assessment training sessions are provided to 3rd – 6th grade teachers before May. In September a presentation is provided to classroom teachers to equip them with the knowledge, information, and skills to successfully administer the Interim CAASPP, CAST, and ELPAC. Beginning the first week of September through the last week. The daily collaboration meetings are from 3:00PM to 5:00PM. Teachers attend professional development sessions, work sessions, meetings, learn and work together to identify student learning gaps and create products or develop strategies to address them using any combination of summative, formative, and benchmark assessment. For instance, during the collaboration hour(s), teachers reflect using the four core guiding principles (Meaningful content, Absence of threat,	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reflection opportunity, and Context – a.k.a. MARC) to identify brain-compatible strategies to reteach scholars who have not yet reached content mastery. Teachers continuously evaluate their Backward Standards Map, Thematic Planning Guides, and weekly lesson plans to ensure effective teaching and learning occur. To further build cohesiveness and team collaboration, all teachers participate in on-going staff meetings, committee work, leadership meetings, and/or professional developments throughout the year. During Monday collaborations, the principal is present to provide leadership and guidance as needed. Teachers and the principal use the Data Collaborative Inquiry Process (a 4-steps continuous improvement cycle: Assess, Plan, Implement, and Reflect) to analyze assessment results for learning gaps. Teachers use the data to design lessons, learning activities, and inquiries (activities where students can demonstrate what they have learned) to close the identified learning gaps in the next teaching cycle. Lesson plans also include learning activities that are aligned to Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC so that as many of the 19 sensory inputs can be activated during teaching to cause physiological growth in the student's brain. Weekly lesson plan overviews are completed on the Weekly Lesson Plan Overview Sheet no later than 5:00PM on Thursdays with clear learning objectives using the stem: Scholars will be able to ____ in order to ____. At the conclusion of each component, teachers evaluate their Scope and Sequence Conceptual Curriculum Map (Backward Standards Map) to ensure effective teaching and learning occurs according to their predictions and revise the component for the yearlong theme in the upcoming school year. All revisions and ownership of files and documents will be submitted no later than May 1. Additionally, teachers make adjustments as needed to improve the lessons in subsequent components.		

Action #	Title	Description	Total Funds	Contributing
		Finally, the administrator conducts bi-weekly walkthrough observations to ensure the lessons designed in the collaboration sessions are implemented and provide feedback to assist the teachers as a part of the continuous improvement cycle.		
4.2	Subject Content Professional Development and Training for Teachers	Beginning in July, teachers receive curriculum and professional development on ELA/ELD, Math, Social Studies, and Science. Throughout the year, ELD professional development and training are provided during the mandatory professional development days to teachers. Follow-up classroom observations are conducted by the principal between August and October to collect teacher delivery data in the content subject areas. Workshops and mini PDs will be held throughout the school year at the discretion of the administrator based on a needs analysis to improve performance levels. The data are analyzed for trends to be used for designing targeted training and professional development series for teachers. These training and professional development series are offered between December and May as a continuous improvement cycle to improve teaching and delivery. Additionally, non-evaluative peer observation opportunities are made available to teachers as needed to increase their teaching and delivery. Finally, tailored coaching is provided to individual teachers as an overall support from the school administrator, designee, or consultant between January and June.	$58,000.00	Yes
4.3	ILP/SST Process	The Individual Learning Plan (ILP) and Student Study Team (SST) professional development and training are provided to teachers by the second week in September in order to develop and implement ILPs for Tier 2 and 3 students.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ILP and SST training includes how to initiate and convene a meeting to discuss the learning needs of the student, the role of the teacher, principal or designee, the student, and the parents. The ILP team consists of a teacher, scholar, and parent while SST team consists of the teacher, scholar, parent, and an administrator/designee. ILPs and SSTs require the use of data related to academic, social emotional, behavior, attendance; and other assessments such as NWEA, CAASPP, foundational skills, ELPAC, TCAD, RFA, BPST, and measurable goals, actions, timelines, and responsible persons. These plans (ILP or SST) are shared or reviewed with parents at each reporting period (progress reports and report cards). Declination of proposed ILPs and SSTs will require a prior written notice form. Each plan is implemented for a cycle of 6-8 weeks. For students not successful through the ILP process, a SST is initiated to provide the next level of support to ensure progress toward Tier 1 instruction. A non-successful SST is referred to the initial IEP referral process. Successful ILPs and SSTs are either continued or discontinued at the end of its respective cycle. The team (ILP or SST) members meet every two weeks to review student academic achievement progress toward the established goals and make the necessary adjustments to improve the actions in the plan. ILPs and SSTs records are included in the teacher articulation process and provided to next year's teacher in May during articulation.		
4.4	Common Core State Standard Practice and English language Proficiency Assessments for California (ELPAC)	Third through sixth grade students receive Common Core State Standards (CCSS) practice through California Assessment for Student Performance and Progress (CAASPP), and California Science Test (CAST) Interim Assessments in the fall and winter.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Kinder through second grade students receive CCSS practice through the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test in the fall, winter, and spring. Access and administration training for CAASPP, CAST, NWEA is provided to teachers starting in August to prepare them for testing in October and February. Additionally, starting day one, first through sixth grade students receive CCSS practice through MobyMax adaptive online program during the ATT, 3:00-5:00 p.m. school day. MobyMax subscription is renewed by June for the upcoming school year. Student engagement and participation is administered and facilitated by instructional assistants using a real-time dashboard on large interactive panels or overhead projection on a screen in the working space. The instructional assistants continue progress monitoring and make adjustments to student assignments that align with the teacher's lesson plans throughout the school year. Lastly, awards (wall-of-fame, certificates, ribbons or pins, or other) are given to students in recognition of their achievements in CAASPP Interim, CAST Interim, ELPAC Interim, NWEA MAP test, and MobyMax in November and March.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Grade level formative and benchmark academic achievement for TK-6 students are meeting and exceeding grade level standards as follows: NWEA 42.82% to 70% in NWEA Reading 81.33% to 90% in NWEA Math Teacher Formative/Criterion Reference ELA from 82% to 85% Math from 81% to 85% Social Science from 84% to 85% Science to 90% 85% to 85% HLD from 97% to 100% PE from 94% to 95% Dance from 93% to 95% Tae Kwon Do 98% to 100% Foundational Skills (meeting grade-level expectations) 55% to 90% Moby Max 66% to 85% in Moby Max ELA 61% to 85% in Moby Max Math Readers by 3rd Grade from 74.79% to 100%	Focus Goal

State Priorities addressed by this goal.

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

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The charter sets out to raise academic achievement for underserved students because, historically they have underperformed, when compared to the general student population as measured by standardized assessments at local district schools. As such, providing varied opportunities to enhance student learning and confidence such as the body-brain education approach, Hmong language and culture, and movement such as hip-hop dance and Tae Kwon Do, students have a greater chance to continually increase their academic achievement.

With this approach, students are equipped to realize the vision and the mission set for them as lifelong learners and LIFESKILLED leaders who contribute to making the society a better place for everyone to live in.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Teacher Tool and Resource Inventory List (Same as Goal 1)	100% purchased and distributed	100% purchased and distributed	100% purchased and distributed	100% resource material, and tools purchased and distributed	0%
5.2	Active Employee Roster from Payroll System (Same as Goal 1,3 & 6)	79% positions filled (HLD, Movement, & Instructional Assistants)	81.21% positions filled (HLD, Movement,)	100% positions filled (HLD & Movement)	100% positions filled	18.79%
5.3	Professional Development Attendance Log (Same as Goal 4)	70.55% HLD & Movement Staff attendance 32 Professional Development Sessions 72.63% of Instructional Assistants attended 24 Professional Development Sessions	96.54% Teachers, HLD, and Movement attended 58 Professional Development Sessions 97.90% of Instructional Assistants attended 51 Professional Development Sessions	1% Teachers, HLD, and Movement attended 54 Professional Development Sessions 75% of Instructional Assistants attended 56 Professional Development Sessions	100% of staff attending professional development based on needs	55.54% Teachers, HLD, & Movement 22.70% Instructional Assistants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Student Benchmark Data Results and Classroom Observation Feedback Log (Same as Goal 4)	0% of teachers using benchmark data	100% Student benchmark data results and 50% Observation feedback log	100% Student benchmark data results and 50% observation feedback log	100% of teachers deliver lessons that are designed from benchmark data analysis sessions	0% student benchmark data result 0% Observation log
5.5	ILP/SST Implementation Log for Tier 2 and 3 Students (Same as Goal 4)	100% (159) of students in Tier 3 received an ILP 75% (6) of students in need of an SST received a SST.	100% (41) of students in Tier 2/3 received an ILP. No data collected for students on meeting ILP goals. 56% (5 out of 9) students in need of an SST received an SST. No data collected for students meeting SST goals.	100% (35) of students who received a mid-trimester progress report card received an ILP 0% (8 out of 8) students with an SST referral did not receive an SST.	100% of students in Tier 2 and 3 received an ILP/SST and is meeting their identified goals.	0% ILP goals. 56% SST goals.
5.6	ELO-P Intervention and Enrichment Program Schedule and Class Rosters	100% of students who qualify for ELO-P receive the service opportunity.	98.67% of students who qualify for ELO-P receive the service opportunity.	100% of students who qualify for ELO-P receive the service opportunity	100% of students who qualify for ELO tutoring and enrichment receive the service opportunity.	0%
5.7	Student and Staff Formative and Benchmark Academic Achievement Recognition Log	0% students and staff received awards in November and March.	0% students and staff received awards in November 100% students and staff received awards in April	100% students received recognition in November and April. 0% staff received awards in November and April.	100% of students and staff receive at least one recognition in one of the categories in November and March.	100% students 0% staff
5.8	PowerSchool Grade Book	13.6% of teachers utilize the PowerSchool	86% of teachers utilizes the	100% of teachers utilizes the	100% of teachers utilizes the	14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gradebook to log assignments and issue grades during end of trimester reporting periods throughout the school year.	PowerSchool Gradebook to log assignments and issue grades during end of trimester reporting periods throughout the school year.	PowerSchool Gradebook to log assignments and issue grades during end of trimester reporting periods throughout the year.	PowerSchool Gradebook to log assignments and issue grades during end of trimester reporting periods throughout the school year.	
5.9	Reading Screening Tool	0%	0%	98.6%	100% of students in grades Kinder through 2nd are screened.	98.6%

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.

The actions were implemented as follows:

- Instructional Assistants (IAs) hired as needed.
- Movement teacher and facilitators hired. Although not by July, the team was in place by September 2025.
- Mandatory staff meetings were carried out on a bi-weekly basis.
- Weekly data collaborations were led by the principal/designee. The data is collected through the same platform for all teams, yet some teachers submit
- The foundational skills work has been completed according to the description in the plan.
- Teachers were offered opportunities to visit other schools and attend conferences to learn best practices for teaching.
- BSM revisions successfully meets the deadline of May 31st.
- ELO-P plan was implemented were completed as described. The day has been extended by an hour to meet compliance and STEAM, Coding, and Hmong arts have not been evident.

Minor changes from last year that will continue:

- Metric #7 to also include awarding staff along with students.
- Metric #5 will also measure the percent of students meeting goals on an ILP/SST

Substantive differences include the following:

- The training on the Frontline Student Analytics Data management system has not been implemented accordingly and is not a need. Instead, teachers continue to receive training on PowerSchool Student Information System. This item will not be removed from future LCAPs since it is no longer a need.
- Reading Screening Tool will continue to be used as a new metric (only for grades kinder thru second)

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

Material differences between budgeted expenditures and estimated actual expenditures were primarily related to staffing and program implementation. Budgeted expenditures for instructional support personnel were lower than anticipated because only 18 of the 22 planned Instructional Assistant positions were filled during the school year, and one Movement Teacher position remained vacant during Trimesters 1 and 3. Additionally, although the Expanded Learning Opportunities Program (ELOP) was implemented as planned, the earlier 4:00 p.m. dismissal schedule eliminated the need to provide the planned supper program, resulting in lower than anticipated expenditures for that component of the program. Despite these implementation adjustments, professional development opportunities, instructional support services, and ELOP enrichment activities continued to be provided substantially as described in the LCAP, and the planned percentage of improved services remained substantially consistent with the services actually provided.

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

The actions taken to date are making progress towards the goal.

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

The actions taken to date are making progress towards the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
As a result of the analysis of prior practice, Principal led Data Collaborative Inquiry Process occurred weekly. GLAD strategies are consistently emerging in the classroom at varied expertise levels. Targeted coaching support is implemented to help teachers move toward the expertise level.

In addition, due to our charter petition renewal timeline, the third year calls for the target achievement of 85%. As such, in lieu of 90% as the meeting benchmark for ELA, Math, Social Science, Science, HLD, and PE, 85% is the new updated benchmark goal.
Metric number five has been omitted and substituted with PowerSchool’s gradebook tool rather than an excel gradebook.

A significant change in future LCAP cycles is to add the Intervention Program Coordinator and an instructional assistant to support with ILPs and SSTs. These positions aare hired through the Learning Recovery Emergency Block Grant (LREBG) to coordinate and lead the interventions, assessments, and subject content professional development to enhance student achievement outcomes to address the “low” and “very low” indicators noted in the California School Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Support Personnel and Resources	The school hires staff members to support the needs of the school beginning July 1: a) HLD Teachers b) Movement Teachers and Facilitators c) General Education, HLD, Movement, Special Education, IAs d) Lead Teacher (LREBG) e) Leadership Positions (Head teacher, Coordinators, LCAP Lead, Mentors, Team Leads, Project Managers, Community Liaison etc.) At the mandatory staff meeting in July, instructional materials, keys, resources, technology, training information, and materials needed or required for teaching and learning are distributed to each staff member. Teacher Created Assessment Data (Formative/Criterion Reference) are maintained by the personnel in the following category of staff to use during collaboration meetings: a) Core b) HLD c) PE d) Dance e) Tae Kwon Do f) MobyMax g) Readers by 3rd Grade (Reading Fluency Assessments, BPST, and other Reading Screening Tools) h) NWEA i) Reading Screening Tool j) Foundational Skills	$1,405,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Four days of classroom demonstration observation followed in August to fine tune the teachers' knowledge and implementation of the strategies in the classroom. In August, staff (Administrators, Core, HLD, and Movement) receive training on PowerSchool and Excel data tracking sheets. Teachers, in their grade level collaborations, use the data reports to set goals and design lesson plans as a continuous improvement cycle to improve teaching and learning for students. Training to operate the system is provided for teachers throughout the year on an as needed basis. Furthermore, starting in July and throughout the year, teachers receive designated ELD training and integration in Math, ELA, and Science. Follow up support to ensure implementation is aligned with the training provided. Respectively, IAs also receive training on their foundational skills, MobyMax Excel data tracking sheets, and the Reading Screening Tool. They collect foundational skills baseline data for the categories listed below on new students by the third week of their attendance and record into the Foundational Literacy and Numeracy data Excel spreadsheet: a) Uppercase Letters b) Lowercase Letters c) Letter Sounds d) Number Recognition e) Addition Facts f) Subtraction Facts g) Multiplication Facts h) Division Facts i) 1,000 Fry's High Frequency Sight Words Students who have not yet mastered the skills continue to receive one-to-one intervention support. The Foundational Literacy and Numeracy data Excel spreadsheet is updated in real-time to reflect the new information.		

Action #	Title	Description	Total Funds	Contributing
		Every Monday, using the Data collaborative inquiry processes, student data is reviewed and new goals for students are identified to be achieved for the following week after thorough analysis. Additionally, strategies and Weekly Lesson Plan Overviews, strategies, and HET elements will be reviewed for a reflective approach to instruction.		
5.2	Professional Development and Training for Administrators and Teachers	Teachers are offered opportunities to visit other schools and attend conferences to learn best practices for developing and implementing classroom standards-based assessments and other teaching strategies. The principal monitors the implementation of the assessments in the classroom and provides tailored feedback and coaching support to teachers as part of the continuous improvement process. This phase starts in the latter part of September and goes through June. The data collected from the monitoring phase are used in the Data Collaborative Inquiry Process by teachers and administrators to identify area of needs of teachers. Training sessions are aligned to the identified needs of teachers so that are able to independently develop assessments that are standards aligned. Based on successful implementation of the standards-based assessments, teachers revise their BSMs to include the changes. The revision process is completed by no later than May 31st each year. To ensure success in this process, professional consultants are provided to support the administrators.	$50,000.00	Yes
5.3	ELO-P Intervention and Enrichment Program	Starting in August, or two weeks after the start of school, either ELO-Program staff are hired and trained in intervention, enrichment, and safety or Educational partners are contracted to provide these services. One hundred percent (100%) of the "known" students identified in Tier 2 and Tier 3 according to the criteria for ILPs and/or unduplicated pupils, are invited to participate in the program in June for the 2025-26 program, and at the end of each reporting period (mid-trimester and end of trimester).	$535,634.00	No

Action #	Title	Description	Total Funds	Contributing
		At the same time, students outside of Tier 2 and Tier 3 and/or unduplicated pupils are also invited to participate in the enrichment component of the program. Program materials, equipment, and contracted services are purchased or secured starting in July and as needed throughout the year. Students finishing their programs successfully receive a certificate of completion.		
5.4	Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results	The students who demonstrate outstanding (grade level expectation) academic achievement performance are recognized (certificate of recognition) trimesterly, as they meet or exceed the targeted expectations described in this goal.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Average daily attendance (ADA) is increased from 92.94% to 98%.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

YPSA believes that students cannot learn and become high performing if they are not in their classroom seats every day. Furthermore, California Compulsory Education Law requires school aged children between the ages of 6 – 18 to attend school. Moreover, the YPSA Charter Petition stipulates an average daily attendance of 98% as a goal that has a direct impact on LCFF funding, which is fundamentally important to the sustainability of school operations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	PowerSchool SIS and School Messenger Contracts	100% of PowerSchool SIS contract and school messenger secured.	100%	100%	100% of PowerSchool SIS contract and school messenger secured	0%
6.2	Teacher Submission of Daily Attendance on Power School	0% staff executing the steps in the attendance process and procedures accurately	95.4%	100%	100% of staff can execute the steps in the attendance process and procedures	4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Power School Weekly Attendance Report	100% absence data is accurate	100%	90%	100% of the daily attendance record is current	10%
6.4	Attendance Rate	92.5% daily attendance obtained.	93.38%	92.94%	98% daily attendance obtained	0.44%

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.

The following are successes of the overall implementation for this goal:

- Breakthrough Coaching occurred for the attendance clerk.
- Parent Portal Class Dojo are fully operational.
- Back-to-school night event occurred.
- Expectations for the importance of attendance recognition program were provided to parents through the Parent-Scholar Handbook, which was sent home, but is limited and non-inclusive of website/social media postings.
- Perfect attendance recognition was awarded to students in attendance 100% of the time each month rather than 98% because it shows that this is a true representation of the importance of being in school every day.
- Three out of three dance performances and 1 out of the 4 Multi-Culture Celebrations were held.
- Parents engaged in advisory and decision-making processes as described with the exception that it was delayed by four months from the expected date.
- SART process occurred with automated notification for absences following official letter or truancy.
- YPSA website has been updated to allow direct access to communicate with the school instantaneously.
- The month to announce the grand prize has been changed from September to October to allow for the establishment of a new student council, Tiger Society is responsible for the announcement of the grand prize.

Substantive differences include the following:

- Training for office clerks so that students are not marked as Early Dismissal when leaving ELO program.
- Teachers' accountability to secure the YPSA Parent/Guardian Absence Verification Form has been removed as a result of ineffective practice.
- Parents were recognized and invited to attend the Perfect Attendance Monthly Assembly Awards for their contributions to their student's monthly perfect attendance through a personal phone call from the school office instead of the original plan of sending home a signed commendation letter. All other recognition actions for Perfect Attendance were implemented as prescribed in the plan, except on social media platforms.

- Metric number two was previously measuring parent contact log entries. It has been revised and continues to measure accuracy of Teacher Submission of Daily Attendance on Power School.
- Due to the unique school schedule (7:00AM to 5:30PM), YPSA has been exploring the use of Artificial Intelligence (AI) Avatar to lead parent collaborations, trainings, and delivery of information sessions for parents through the school website and on Class Dojo. As a result, this action item is continued onto the new LCAP cycle.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures for Goal 6. Estimated actual expenditures were within $257 of the adopted budget. Minor implementation adjustments described in the Goal Analysis did not materially affect expenditures or the planned percentage of improved services.

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

PowerSchool Student Information System (SIS), Class Dojo Parent Communication System, and monthly Attendance Awards Recognition Assemblies were successful in improving attendance rates. However, full implementation of SART policies has led to a slight decline in attendance rate overall and two involuntary disenrollments as based on the school's 2025-2026 Attendance Policy.
The parent engagement component that requires after school hours in-person participation in the late evenings (after 5:30PM) has not been fully implemented and is not yet known to be effective.

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.

In support of the school parent engagement component, the school still intends to create and push out parent training opportunities through the use of AI technology for the various topics in support of student academic achievement. This will eliminate the requirement for in-person training and allow parents to access training materials 24-hours around the clock. Additionally, metrics two and three are revised to be more aligned with measuring the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Attendance Plan	One attendance clerk is employed starting July 1 and is provided professional development in PowerSchool and other trainings as required to perform the job. The Attendance Clerk is responsible for the general office duties including the review and update of daily student records,	$65,179.00	Yes

Action #	Title	Description	Total Funds	Contributing
		perfect attendance awards, assemblies, truancy letters, SART/SARB hearing coordination; and local, state, and federal reports. The PowerSchool Student Information System and School Messenger are renewed each year in June to maintain student attendance records and send communications to parents and staff. The PowerSchool parent portal is available for parents to access their student grades, assignments, and communication with teachers. In addition, ClassDojo and YPSAcharter.org is used as a communication platform for staff and parents to access school news and announcements. Teachers take attendance by 8:30 a.m. daily. An automated message is sent home to parents of students who are absent for the day no later than 12:30 p.m. In addition, teachers communicate with parents of those students who are absent for the day to share any information on loss of learning opportunities and discuss how the learning can be made up. After three failed attempts to make contact, school administrator or designee conducts a home visit to do a wellness check and secure a completed absence verification form if it had not been received by the attendance clerk. School Attendance Review Team (SART) Notification of Truancy letters are sent to parents of students with three or more unexcused absences in accordance with the attendance policy in the Yav Pem Suab Academy Parent Scholar Handbook. A meeting is held to review and uphold the attendance policy for assurance that the student must attend school. Failure to honor the assurance may result in a School Attendance Review Board (SARB). Beginning on the 10th unexcused absence, at the board level, a SARB hearing is held to further refine the support to the parents to improve student attendance.		

Action #	Title	Description	Total Funds	Contributing
6.2	Attendance Recognition Program	At the beginning of the school year, and during the back-to-school night event, teachers inform parents about the importance of daily attendance, attendance recognition program, and criteria for receiving the award every month throughout the school year. Information for this award is also sent home and posted on the website and social media for parents who are not present at back-to-school night to keep them informed. Perfect attendance recognition assemblies are held to recognize students who achieve zero absences each month beginning in the first week of September. In October, YPSA Tiger Society will announce a grand prize for perfect attendance for the school year. Students receiving repeated recognition receive a star for each attendance month that they have zero absent days. The stars are placed next to their photos on the perfect attendance wall, in the multipurpose room. Each student can potentially receive up to 10 stars next to their picture, representing 10 months of perfect attendance. Students receiving 10 stars are entered into a drawing to win a grand prize in June. Additionally, principal awards are also given to scholars for academic achievement and exhibiting YPSA LIFESKILLS. Parents are invited to attend. The same recognition repeats every month throughout the school year. Scholar of the year recipients may participate in a fun day event.	$1,500.00	Yes
6.3	Parent Involvement & Engagement	Parent involvement takes place in the following school events and functions throughout the school year: • Back-to-School Night • Parent Teacher Conference • Trimester Performances • Being-There and Being-Here Study Trips • Open House • School Tours • End of Unit Celebrations • Volunteer Opportunities	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Multi-Culture Celebrations (i.e., Hmong American Day, Hmong New Year, Lunar New Year, AAPI Month, etc.) Also, parent engagement is encouraged. Parents collaborate with the school support student achievement by attending the following educational workshops: • Literacy, Math, & Science Night • Attendance, SART and SARB • Lifelong Guidelines and LIFESKILLS • Discipline • Charter Petition • PowerSchool Parent Portal • MobyMax • Arts & Crafts • Parent Teacher Conferences • Report Cards and Assessment Plans • Parent Scholar Handbook • Safety & Security • Governance • HET/Body-Brain compatible education model In addition, parents participate in advisory and decision-making governing bodies such as the Academy Council (AC) and English Learner Advisory Committee (ELAC) to contribute ideas toward school operations that impact student learning.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,133,360	$91,635

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
24.252%	0.000%	$0.00	24.252%

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:** Teacher Employment and Assignment **Need:** Credentialed teachers with English Learner Authorization are required to teach at YPSA. **Scope:**	The action serves as a process for hiring highly qualified candidates to meet the promise of the charter in placing the best teachers in front of students in every classroom.	Teacher Credential Log (Same as goal 1, 3, & 6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Knowledge of the Charter Petition **Need:** Implementation of the HET Body-Brain Compatible Education Model as promised in the Charter's Petition. **Scope:** LEA-wide	The HET Model enables all scholars to become competent in critical thinking, collaboration, creativity and communication, which are indicators of scholars prepared for the 21st century (Wagner, 2008). Furthermore, an educated person listens, understands, and based on the knowledge and skills acquired, makes the best judgment in the interest of every situation to improve the world.	Classroom Walkthrough Observation Tool
1.3	**Action:** Support Personnel and Resources **Need:** Team of Personnel to carry out the day-to-day operation of the school. **Scope:** LEA-wide	The positions of the team are crucial for the successful operation of the school (Charter Petition, page 108 – 112)	Active Employee Roster from Payroll System (Same as Goal 3, 5, & 6)
2.1	**Action:** Scope and Sequence Conceptual Curriculum Map (BSM) **Need:** A teacher-created tool that provides a map of each concept, along with the key points, inquiries, being-there experiences, content standards, and a timeframe of when each component will be taught throughout the school year for classroom teachers.	The BSM also provides a listing of instructional resources and materials to be used to support teaching and learning and serves as roadmap for guiding the teaching and learning throughout the year (Charter Petition, page 64).	Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Technology Instructional Materials Distribution Plan **Need:** Use of technology to support teaching and learning in the 21st century. **Scope:** LEA-wide	At YPSA, every classroom is equipped with its own ceiling-mounted LCD projector, a document reader, and a mounted screen that allow teachers to use technology to support teaching and learning. Each staff member has his or her own laptop or desktop which allows access to shared documents and programs, making work more organized and efficient. YPSA has a 1:1 technology device available per scholar. In kindergarten to second grade, each scholar is provided his or her own iPad. Each scholar in third to sixth grade is provided his or her Page 56 of 154 own laptop. Each scholar has his or her own Google account that provides him or her access to Google Classroom and other Google resources. Technology is used for assessments that include the summative CAASPP, the summative ELPAC, the Interim CAASPP, the CAASPP Interim Block Assessment, the Northwest Evaluation Association (NWEA), and Moby Max Assessments. The 1:1 technology device to scholar ratio, along with the high level of bandwidth, allows YPSA to function smoothly during testing time. During the 8:00 a.m. to 3:00 p.m. core instructional time, scholars use their technology device to support learning of the Common Core State Standards through online texts in the McGraw-Hill Reading Wonders Program and other online programs such Khan Academy, Prodigy, Epic Reading, and Studies Weekly. From 3:00 to 5:00 p.m., in the Achievement Through Technology (ATT) time block, scholars in first through sixth grade are also	Grade Level Scope and Sequence Conceptual Curriculum Component Materials Order & Distribution Record

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
		provided learning opportunities to practice Common Core State Standards in math and language skills through Moby Max, a web based adaptive learning program. All these opportunities are made secure by the stringent network protocols we have implemented at YPSA. The latest Microsoft Active Directory Domain Servers, coupled with a Lightspeed Systems Content Filter, are housed onsite. This allows internet connectivity to be encrypted and secured for the safety of staff and scholars. In addition, each device has a McAfee Antivirus Protection Program that detects and prevents viruses from infecting any devices. Each device is connected to our wireless access points. All wireless access points are password protected, and all outgoing and incoming traffic are monitored by the Lightspeed Systems Content Filter. Through the different levels of security, inappropriate sites are blocked, scholar and staff information are protected, and access is controlled. YPSA integrates technology into everyday teaching and learning. We are on our way to making sure our scholars become “digitally native.” (Charter Petition, page 55 - 56)	
3.2	**Action:** Health and Safety Plan **Need:** Support and resources for students and staff in social emotional, physical, and mental health and wellness. **Scope:** LEA-wide	Create a school environment in which scholars come to school every day feeling safe, welcome, and ready to learn. In that process, staff members will learn and use the names of each scholar. The staff will also teach and model the five Lifelong Guidelines: Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Staff members will also model and use the 19 LIFESKILLS. Living by these Lifelong Guidelines and LIFESKILLS, the staff, parents, and scholars can create a healthy and healing environment that eliminates bullying and replaces it with caring,	HET Environment Checklist and Health & Safety Tool, Resource Inventory List

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
		friendship, compassion, and responsibility. (Charter Petition, page 112)	
3.3	**Action:** Hmong History, Artifacts, and Culture Education **Need:** Unduplicated pupils, particularly English Learners and low-income Hmong and Southeast Asian students, need culturally relevant learning experiences to build engagement, academic confidence, and a stronger sense of belonging. Families have also expressed a need for more meaningful connections to school through inclusive, community-based programs. **Scope:** LEA-wide	This action addresses the need for culturally relevant instruction by creating immersive learning spaces that reflect the history and identity of our Hmong and Southeast Asian students. The murals, village, and museum experiences, along with related staff training, help foster engagement, belonging, and academic relevance for unduplicated pupils. Although designed to meet the specific needs of English Learners and low-income students, this action is implemented schoolwide to ensure inclusive access and build a culturally affirming environment that benefits all students, while primarily supporting unduplicated pupils who make up a significant portion of our school population.	HET Environment Checklist
4.1	**Action:** Data Collaborative Inquiry Process **Need:** Continuous improvement cycle process to guide teachers and administrators in identifying needs and strength trends. **Scope:** LEA-wide	The purpose of data analysis is to provide teachers opportunities to review feedback on the effectiveness of their teaching. Grade level teams, along with administrators, review the data results and look for trends in the data. Once the data has been analyzed, the team looks for possible causes of the disparities between teacher expectation and scholar performance using the data collaborative inquiry process. The collaborative inquiry process is a four-step process that includes: Step 1 – Assess, Step 2 – Plan, Step 3 – Act, and Step 4 – Reflect. (Charter Petition, page 68)	Student Benchmark Data Results and Classroom Observation Feedback Log
4.2	**Action:** Subject Content Professional Development and Training for Teachers	Scholars are expected to master Common Core State Standards in English Language Arts (ELA), English Language Development (ELD), Math,	Professional Development Attendance Log and Roadmap to Realization of

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: Adding and equipping teachers with best practices strategies in the four content subject areas including Designated and Integrated ELD. **Scope:** LEA-wide	Science, and Social Studies. (Charter Petition, page 29)	the YPSA Vision Goals and Outcome Comparison Measurement Tool
4.3	**Action:** ILP/SST Process **Need:** Scholars performing on or above grade level expectations. **Scope:** LEA-wide	The classroom teacher convenes ILP meetings to discuss the learning needs of the scholar, and together, the team develops an ILP, which is not an Individualized Educational Plan (IEP) developed for Special Education. The ILP is developed using data related to academic, social emotional, behavior, attendance, and other assessments such as NWEA, CAASPP, foundational skills, ELPAC, end-of-the-unit test, and BPST. The ILP includes goals, actions, timeline, and responsible persons. This plan is implemented collaboratively by the classroom teacher, parents and the scholar for eight weeks. Throughout this timeframe, the team members just mentioned meet every two weeks or more to review scholar academic achievement and progress toward the established goals. Adjustments are made as necessary to support the successful implementation of the plan. SSTs Interventions are intensive individualized interventions that are often longer in duration than ILP Interventions. Students receive this level of intervention when ILP Interventions have proven to be insufficient. During this intervention phase, instruction is provided on an individualized or small	ILP/SST Implementation Log for Tier 2 and 3 Students

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
		group basis. This instruction is tailored to the individual student's needs. This is not special education, but could include a special education-like service, such as service by the site's resource specialist in a coordinated services model. Examples of SST Interventions are 1:1 reading instruction, nursing assistance for a medical issue, home/hospital instruction, mental health counseling or an alternative school placement. These interventions are delivered as part of an individual intervention plan developed for each student." At the end of SST Interventions, the following decision points will be considered if: 1. Intervention is effective, then return to general education program; 2. Intervention is somewhat effective, then return to ILP intervention; 3. Intervention is minimally effective, then continue SST interventions for another cycle; 4. Intervention is ineffective, then refer for Special Education Evaluation. (Charter Petition, page 53-54)	
4.4	**Action:** Common Core State Standard Practice and English language Proficiency Assessments for California (ELPAC) **Need:** Provide ample opportunities for students to participate and engaged in common core state standard aligned learning activities. **Scope:** LEA-wide	From 3:00PM to 5:00PM, first-sixth grade students participate in our Achievement Through Technology (ATT) block. First and second grade students use their own iPads and third through sixth grade students use their own laptops to connect with an integrated web-based learning program to practice their learning of the Common Core State Standards (CCSS). (Charter Petition, page 29)	CCSS Student Practice Log

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
5.1	**Action:** Support Personnel and Resources **Need:** Unduplicated pupils at Yav Pem Suab Academy (YPSA)—including English Learners, low-income students, and students with disabilities—require targeted instructional support to improve foundational literacy, numeracy, and academic achievement. Formative assessments and benchmark data have shown learning gaps in reading fluency, math fact fluency, and overall academic readiness. Additionally, instructional staff need professional development and aligned resources to consistently implement data-informed teaching practices. **Scope:** LEA-wide	To address these needs, YPSA hires and equips instructional staff—including general education, HLD, movement, special education teachers, instructional aides, and a lead teacher—at the beginning of each school year. These staff receive training in foundational skills, formative assessment tools (e.g., MobyMax, NWEA, Readers by 3rd Grade), and systems such as PowerSchool and Excel tracking sheets. Data collected through these tools inform weekly student progress reviews, targeted interventions, and lesson planning aligned to student needs. This action is provided schoolwide because the majority of YPSA students are unduplicated pupils, and the instructional strategies, staffing structure, and ongoing data cycles ensure that the entire student body benefits—especially those at risk of academic underperformance.	Student and Staff Formative and Benchmark Academic Achievement Recognition Log
5.2	**Action:** Professional Development and Training for Administrators and Teachers **Need:** Building capacity in the Administrator/s of the school to lead the staff in the implementation of the programs described in the Charter Petition. **Scope:** LEA-wide	Administrative support through observation and feedback is critical to achievement and progress at YPSA. In line with this notion, grade level teams meet with administrators to review and analyze previous scholar achievement data using the data collaborative inquiry process as mentioned in quadrant three to provide support for continuous growth. Administrators also meet with grade-level teams to review and provide on-going assistance to teachers in the effective use of the HET thematic unit planning guide. Daily 5-10-minute walkthrough observations and feedback are additional support administrators provide to teachers. Formal observations of 8-step lesson plans are scheduled throughout the year.	Professional Development Attendance Log

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
		Administrators observe, record, and conduct post observation conferences with teachers regarding lesson effectiveness and recommendations for next steps. Teachers who may need additional support receive one-on-one coaching. (Charter Petition, page 69)	
5.4	**Action:** Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results **Need:** Motivate students to meet or exceed the targeted expectations. **Scope:** LEA-wide	Success begets success. YPSA aims to celebrate the success of students and staff.	Student and Staff Formative and Benchmark Academic Achievement Recognition Log
6.1	**Action:** Attendance Plan **Need:** Ensuring students are in their seats daily and improve the schoolwide attendance from 93.36% to 98%. **Scope:** LEA-wide	To increase every student's learning opportunity so they can be on their way to becoming high academic achievers as stated in the school's mission statement.	Power School Weekly Attendance Report, Power School Monthly ADA/ADM by Grade Level and Student Absence Parent Contact Log & Power School Teacher Daily Attendance Submission.
6.2	**Action:** Attendance Recognition Program **Need:**	To increase every student's learning opportunity so they can be on their way to becoming high academic achievers as stated in the school's mission statement.	Power School Weekly Attendance Report, Power School Monthly ADA/ADM by Grade Level and Student Absence Parent Contact Log & Power

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
	Ensuring students are in their seats daily and improve the schoolwide attendance from 93.36% to 98%. **Scope:** LEA-wide		School Teacher Daily Attendance Submission
6.3	**Action:** Parent Involvement & Engagement **Need:** Students receive support at home that is structurally aligned to the teaching and learning at school. **Scope:** LEA-wide	Build educational partnership and to create a space for parents to engage in workshop and training to learn about the school's programs and to provide feedback or contribute ideas towards school improvement.	Power School Monthly ADA/ADM by Grade Level

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
1.2	**Action:** Knowledge of the Charter Petition **Need:** Teacher's provide language practice and supports to ELs through the implementation of Designated and Integrated ELD.	Increase teacher's knowledge of the ELD foundational theories, standards, and strategies to deliver high quality instruction for ELs.	Classroom Walkthrough Observation Tool Uses of language demand strategies GLAD strategies

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

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.

N/A

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.

Yav Pem Suab Academy will use the Additional 15 Percent LCFF Concentration Grant funding to increase and maintain direct services for foster youth, English learners, and low income scholars by supporting classroom teachers, Hmong Language Development teachers, movement teachers, instructional assistants, special education staff, and Expanded Learning Opportunities Program staff. These staff provide high quality instruction, designated and integrated English Language Development, targeted academic intervention, special education services, and expanded learning opportunities. The funding also supports professional learning to strengthen staff capacity to improve academic achievement and meet the unique needs of unduplicated scholars in alignment with Goals 1, 4, and 5 of the LCAP.

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		17:1
Staff-to-student ratio of certificated staff providing direct services to students		17:1

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	$4,673,338	$1,133,360	24.252%	0.000%	24.252%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,415,548.00	$615,634.00	$0.00	$154,939.00	$7,186,121.00	$5,644,370.00	$1,541,751.00

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	Teacher Employment and Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,768,847.00	$0.00	$2,768,847.00				$2,768,847.00	
1	1.2	Knowledge of the Charter Petition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$85,857.00	$58,866.00			$26,991.00	$85,857.00	
1	1.3	Support Personnel and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,138,525.00	$335,895.00	$1,474,420.00				$1,474,420.00	
2	2.1	Scope and Sequence Conceptual Curriculum Map (BSM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$253,638.00	$125,690.00			$127,948.00	$253,638.00	
2	2.2	Technology Instructional Materials Distribution Plan		Yes	LEA-wide		All Schools	Ongoing	$0.00	$117,647.00	$117,647.00				$117,647.00	
3	3.1	Facility Maintenance Plan	All	No			All Schools	Ongoing	$122,410.00	$6,000.00	$128,410.00				$128,410.00	
3	3.2	Health and Safety Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$110,938.00	$17,500.00	$128,438.00				$128,438.00	
3	3.3	Hmong History, Artifacts, and Culture Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$80,000.00		$80,000.00			$80,000.00	
4	4.1	Data Collaborative Inquiry Process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

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
						Low Income										
4	**4.2**	Subject Content Professional Development and Training for Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$58,000.00	$58,000.00				$58,000.00	
4	**4.3**	ILP/SST Process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.4**	Common Core State Standard Practice and English language Proficiency Assessments for California (ELPAC)		Yes	LEA-wide		All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
5	**5.1**	Support Personnel and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,405,051.00	$0.00	$1,405,051.00				$1,405,051.00	
5	**5.2**	Professional Development and Training for Administrators and Teachers		Yes	LEA-wide		All Schools	Ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
5	**5.3**	ELO-P Intervention and Enrichment Program	All	No			All Schools	Ongoing	$0.00	$535,634.00		$535,634.00			$535,634.00	
5	**5.4**	Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results		Yes	LEA-wide			Ongoing	$0.00	$0.00	$0.00				$0.00	
6	**6.1**	Attendance Plan		Yes	LEA-wide		All Schools	Ongoing	$48,599.00	$16,580.00	$65,179.00				$65,179.00	
6	**6.2**	Attendance Recognition Program		Yes	LEA-wide		All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
6	**6.3**	Parent Involvement & Engagement		Yes	LEA-wide		All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,673,338	$1,133,360	24.252%	0.000%	24.252%	$6,287,138.00	0.000%	134.532 %	**Total:**	$6,287,138.00
								LEA-wide Total:	$6,287,138.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teacher Employment and Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,768,847.00	
1	**1.2**	Knowledge of the Charter Petition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,866.00	
1	**1.3**	Support Personnel and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,474,420.00	
2	**2.1**	Scope and Sequence Conceptual Curriculum Map (BSM)	Yes	LEA-wide	English Learners Foster Youth Low Income		$125,690.00	
2	**2.2**	Technology Instructional Materials Distribution Plan	Yes	LEA-wide		All Schools	$117,647.00	
3	**3.2**	Health and Safety Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,438.00	
3	**3.3**	Hmong History, Artifacts, and Culture Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
4	4.1	Data Collaborative Inquiry Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.2	Subject Content Professional Development and Training for Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,000.00	
4	4.3	ILP/SST Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.4	Common Core State Standard Practice and English language Proficiency Assessments for California (ELPAC)	Yes	LEA-wide		All Schools	$30,000.00	
5	5.1	Support Personnel and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,405,051.00	
5	5.2	Professional Development and Training for Administrators and Teachers	Yes	LEA-wide		All Schools	$50,000.00	
5	5.4	Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results	Yes	LEA-wide			$0.00	
6	6.1	Attendance Plan	Yes	LEA-wide		All Schools	$65,179.00	
6	6.2	Attendance Recognition Program	Yes	LEA-wide		All Schools	$1,500.00	
6	6.3	Parent Involvement & Engagement	Yes	LEA-wide		All Schools	$2,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,940,379.00	$5,747,173.00

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**	Teacher Employment and Assignment	Yes	$1,943,457.00	$2,086,346.00
1	**1.2**	Knowledge of the Charter Petition	Yes	$28,300.00	$32,500.00
1	**1.3**	Support Personnel and Resources	Yes	$1,255,163.00	1,076,501.00
2	**2.1**	Scope and Sequence Conceptual Curriculum Map (BSM)	Yes	$155,000.00	$240,040.00
2	**2.2**	Technology Instructional Materials Distribution Plan	Yes	$85,113.00	$32,193.00
3	**3.1**	Facility Maintenance Plan	No	$109,880.00	$120,061.00
3	**3.2**	Health and Safety Plan	Yes	$115,755.00	$121,324.00
3	**3.3**	Hmong History, Artifacts, and Culture Education	Yes	$90,000.00	$0.00
4	**4.1**	Data Collaborative Inquiry Process	Yes	$1,000.00	$3,600.00
4	**4.2**	Subject Content Professional Development and Training for Teachers	Yes	$27,500.00	$76,160.50
4	**4.3**	ILP/SST Process	Yes	$0.00	$0.00

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)
4	**4.4**	Common Core State Standard Practice	Yes	$27,403.00	$76,160.50
5	**5.1**	Support Personnel and Resources	Yes	$958,985.00	$1,099,241.00
5	**5.2**	Professional Development and Training for Administrators and Teachers	Yes	$123,350.00	$207,633
5	**5.3**	ELO-P Intervention and Enrichment Program	No	$935,230.00	$491,427.00
5	**5.4**	Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results	Yes	$0.00	$0.00
6	**6.1**	Attendance Plan	Yes	$80,243.00	$79,986.00
6	**6.2**	Attendance Recognition Program	Yes	$1,500.00	$2,000.00
6	**6.3**	Parent Involvement & Engagement	Yes	$2,500.00	$2,000.00

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)
1075747	$4,353,762.00	$5,135,384.50	($781,622.50)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Employment and Assignment	Yes	$1,940,457.00	$2,086,346.00		
1	1.2	Knowledge of the Charter Petition	Yes		$32,500.00		
1	1.3	Support Personnel and Resources	Yes	$763,378.00	$1,076,201.00		
2	2.1	Scope and Sequence Conceptual Curriculum Map (BSM)	Yes	$155,000.00	$240,040.00		
2	2.2	Technology Instructional Materials Distribution Plan	Yes	$85,113.00	$32,193.00		
3	3.2	Health and Safety Plan	Yes	$101,355.00	$121,324.00		
3	3.3	Hmong History, Artifacts, and Culture Education	Yes	$90,000.00	$0.00		
4	4.1	Data Collaborative Inquiry Process	Yes	$1,000.00	$3,600.00		
4	4.2	Subject Content Professional Development and Training for Teachers	Yes	$27,500.00	$76,160.50		
4	4.3	ILP/SST Process	Yes				
4	4.4	Common Core State Standard Practice	Yes	$27,403.00	$76,160.00		
5	5.1	Support Personnel and Resources	Yes	$954,963.00	$1,099,241.00		

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)
5	**5.2**	Professional Development and Training for Administrators and Teachers	Yes	$123,350.00	$207,633.00		
5	**5.4**	Student and Staff Recognition Program for Outstanding Formative and Benchmark Assessment Results	Yes	$0.00	$0.00		
6	**6.1**	Attendance Plan	Yes	$80,243.00	$79,986.00		
6	**6.2**	Attendance Recognition Program	Yes	$1,500.00	$2,000.00		
6	**6.3**	Parent Involvement & Engagement	Yes	$2,500.00	$2,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,609,100	1075747	0.000%	23.340%	$5,135,384.50	0.000%	111.418%	$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 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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