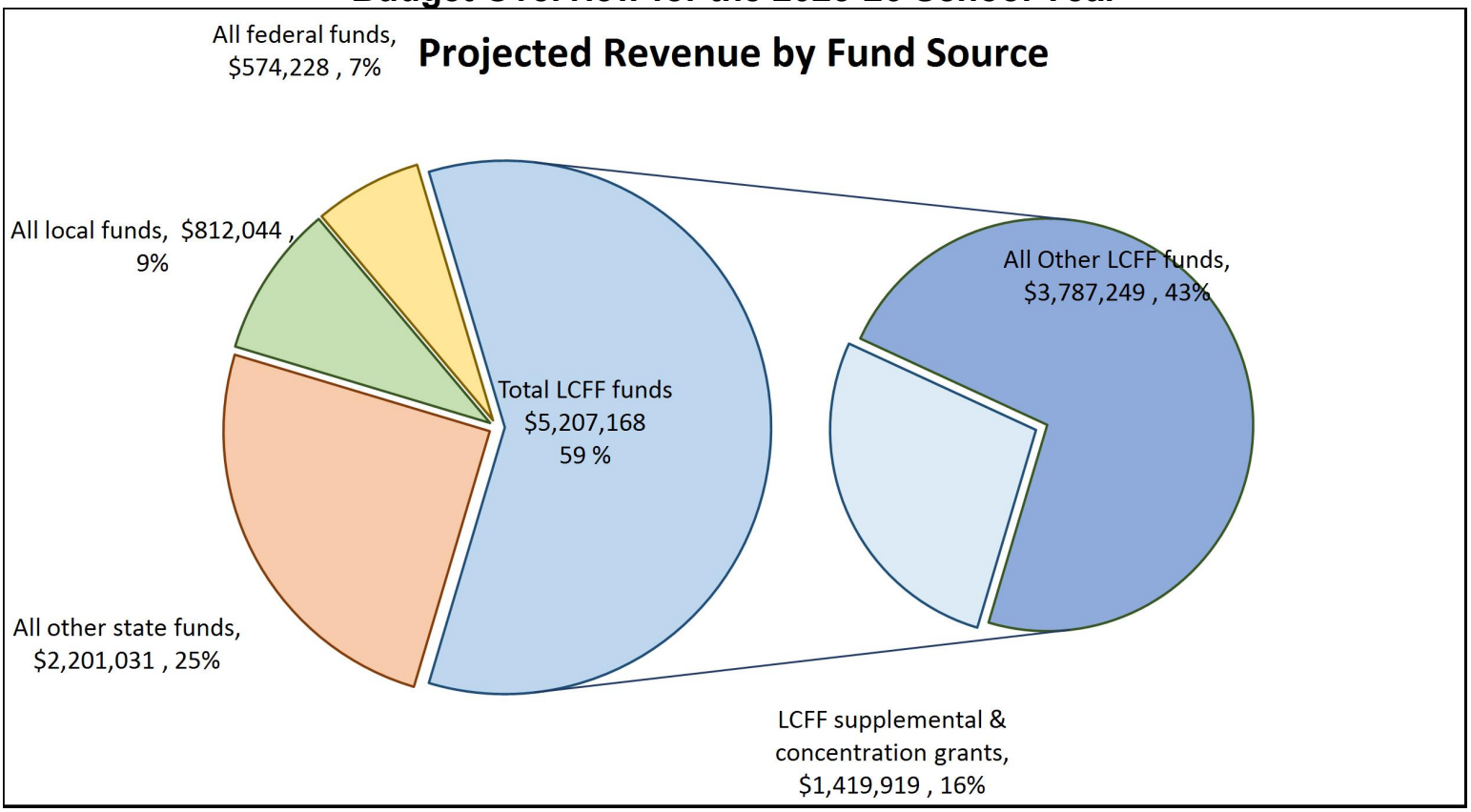
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gabriella Charter
CDS Code: 19 64733 0108886
School Year: 2025-26
LEA contact information:
Stephanie Piazza
Principal

213-413-5741

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 2025-26 School Year

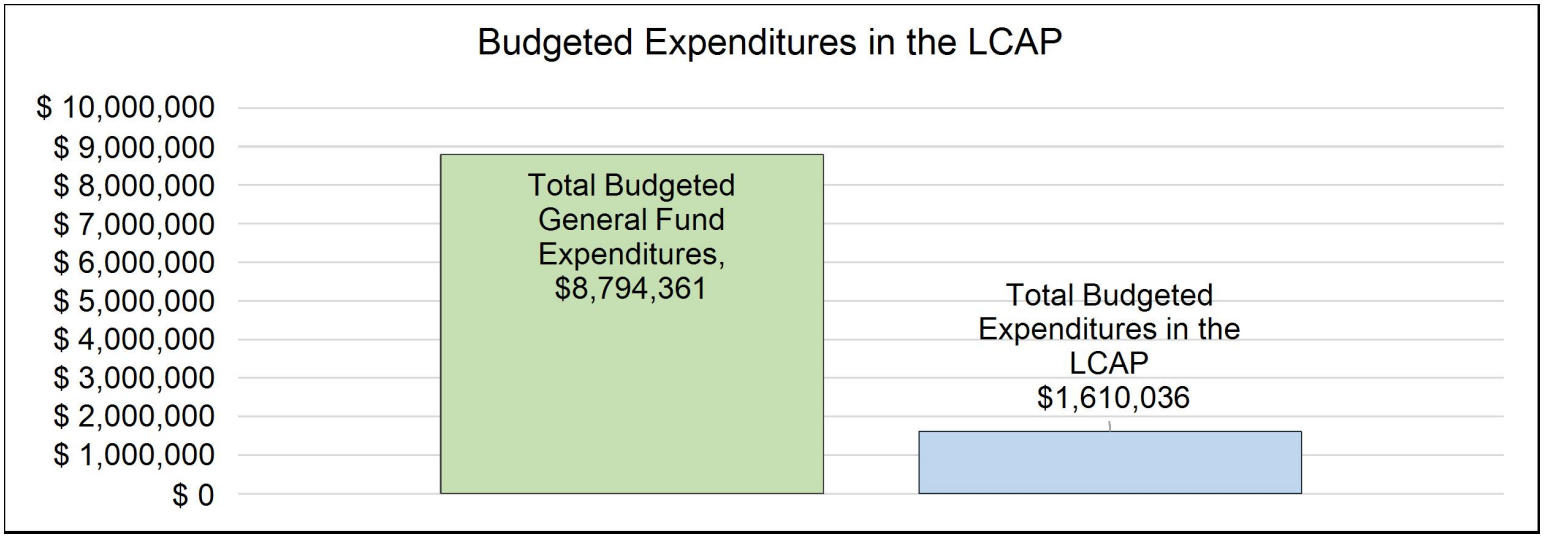


This chart shows the total general purpose revenue Gabriella Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gabriella Charter is $8,794,471, of which $5,207,168 is Local Control Funding Formula (LCFF), $2,201,031 is other state funds, $812,044 is local funds, and $574,228 is federal funds. Of the $5,207,168 in LCFF Funds, $1,419,919.00 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 Gabriella Charter plans to spend for 2025-26. 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: Gabriella Charter plans to spend $8,794,361 for the 2025-26 school year. Of that amount, $$1,610,036 is tied to actions/services in the LCAP and $7,184,325 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

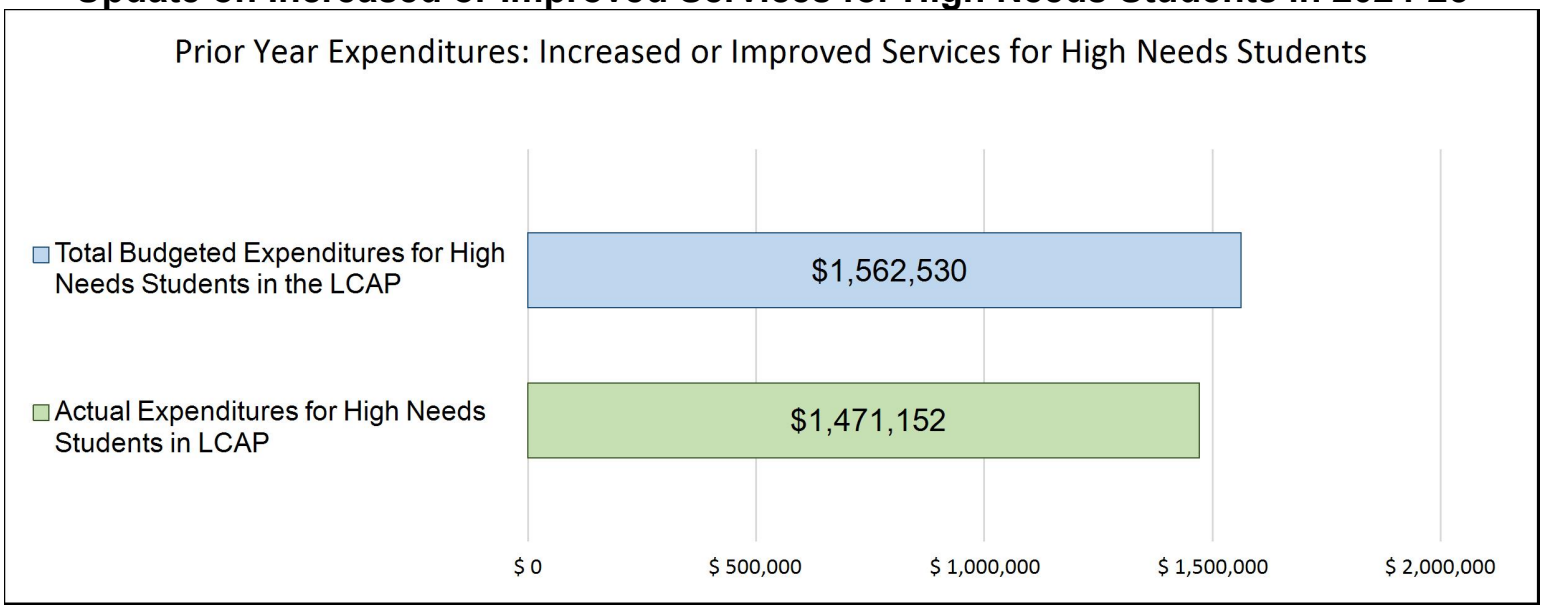
General Fund Budget Expenditures not included in the LCAP include costs associated with running the school. Expenditures include but not limited to: classrooms, teacher salaries, support staff salaries, administrator salaries, staff benefits, student materials and supplies, operational systems, facilities expenditures, maintenance, and other costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Gabriella Charter is projecting it will receive $1,419,919.00 based on the enrollment of foster youth, English learner, and low-income students. Gabriella Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Gabriella Charter plans to spend $$1,419,919 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 2024-25



This chart compares what Gabriella Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gabriella Charter 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 2024-25, Gabriella Charter's LCAP budgeted $$1,562,530.00 for planned actions to increase or improve services for high needs students. Gabriella Charter actually spent $$1,471,152.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $91,378 had the following impact on Gabriella Charter's ability to increase or improve services for high needs students:

GCS 1 had lower enrollment and lower average daily attendance than initially projected. This lower enrollment decreased the overall amount of funding, including for supplemental and concentration funding then when the LCAP was originally adopted. For some of the originally planned services, we were unable to find a qualified candidates to replace them, and as such, did not fill the position(s). Given we had lower overall funding, we had to try to balance our budgets, and as such, the estimated actual expenditures was lower than the projected budgeted expenditures. We did our best to continue to deliver high quality services to support our unduplicated count students.

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
Gabriella Charter	Stephanie Piazza Principal	spiazza@gabri.org 213-413-5741

Plan Summary [2025-26]

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.

The mission of Gabriella Charters Schools is to join academic rigor with the creativity of dance to engage the hearts and minds of young people in under-served communities, empowering them to excel both inside and outside the classroom. Gabriella Charter School (GCS) is a high performing K-8 school that serves approximately ~396 students in the Echo Park community. The student population is approximately 92% Latino, 2% Asian, 3% White, 1% African American, and 3% Other. The school is comprised of approximately 88% socioeconomically disadvantaged students, 24.5% English Learners, and 16.7% Students with Disabilities Despite the fact that approximately 88% of GCS's K-8th grade students are socioeconomically disadvantaged, GCS's test scores have historically exceeded state and local assessment results. In 2016, GCS received the Gold Ribbon, Title I Academic Achievement, and Arts Education Awards. In 2018, GCS received the Distinguished School Award and the California Exemplary Arts Program Award, one of only twelve schools to receive that honor. In 2022, GCS received the CA Pivotal Practice award, which celebrated schools and districts that implemented an innovative practice during the 2020–21 school year. GCS has twenty years of success in demonstrating exemplary student achievement outcomes, innovative instructional program, exceptional enrichment opportunities, and a culture of high expectations and accountability. GCS has continued to strive to deliver a high quality academic program and support students.

Reflections: Annual Performance

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

Our annual performance review is grounded in a detailed examination of the California School Dashboard data, along with additional local insights, providing a holistic understanding of our successes and challenges. This process allows us to evaluate our achievements and areas for improvement systematically, ensuring our strategies are effectively aligned with the diverse needs of our student population. Through this exercise, we aim to strengthen our approach, fostering an environment where every student can thrive and reach their full potential. Based on our performance levels of the 2023 CA School Dashboard, the areas of success are as follows:

English Learner Progress
EL Students: 49.40% Making Progress (Green) compared to the state average of 48.7% (Yellow)
Suspension Rate
All Students: .7% (Blue) compared to the state average of 3.5% (Orange)
EL Students: 1% (Green)
Socioeconomically Disadvantaged Students (SED): .8% (Blue)
Hispanic: .5% (Blue)
Students with Disabilities: 0% (Blue)

Local Data:
iReady Diagnostic Exams:
ELA: 51.9% of students scored at/above their grade level on the ELA diagnostic exam
Math: 41.8% of students scored at/above grade level on the Math diagnostic exam
81% of students responded favorably to the question "Do you feel safe at school?" as reported on the CA Healthy Kids Survey
82% of students responded favorably under the Student Connectedness category on the CA Healthy Kids Survey

As a result of Action 1.3, and the dedication to improving proficiency for our English Learners, we saw an increase in our English Learners making progress toward proficiency by 6% from the previous year, giving us a Green Performance Level on the CA School Dashboard. This success can be attributed to our ongoing multi-faceted approach that includes providing bilingual instructional aides for primary language support, dedicated English Language Development (ELD) instruction by credentialed instructors and additional aides, professional development for teachers in EL instruction and curriculum development, after-school interventions and tutoring, and allocating more staff time for an ELD specialist to enhance outcomes for EL students.
All students, inclusive of all our significant student groups, saw declines in our suspension rate from the prior year. The success in lowering suspension rates is attributed to the implementation and refinement of our positive behavioral intervention system aligned with the school's core values, training for teachers and aides in community-building and character development processes, targeted training and direct services by various school professionals, and maintaining clean and organized campuses.
While we are proud of the progress and success we saw in our Suspension and EL Progress Indicators, there are areas of growth that are evident as we analyzed our CA School Dashboard data. Our Chronic Absenteeism, ELA and Math indicators all received an Orange performance level.

Our Academic Indicators

English Language Arts:
All Students: 8.1 pts below standard (Orange) compared to the state average of 13.6 pts below standard (Orange)
EL Students: 52.2 pts below standard(Orange)
Hispanic Students: 10.7 pts below standard (Orange)
Socioeconomically Disadvantaged Students (SED): 13.8 pts below standard (Green)
Students with Disabilities: 83.5 pts below standard (Red)
Math:
All Students: 59.7 pts below standard (Orange) compared to the state average of 49.1 pts below standard (Orange)
EL Students: 88 pts below standard(Orange)
Hispanic Students: 62.5 pts below standard (Orange)
Socioeconomically Disadvantaged Students (SED): 63.5 pts below standard (Orange)
Students with Disabilities: 124.4 pts below standard (Red)

Even though our performance levels are not where we expect them to be as reported by the CA School Dashboard, a highlight from our ELA data is that all student groups scored higher than the state average. Many factors contributed to GCS1′s academic achievement in ELA. These modeled a Tier 1, 2, and 3 instructional approach in that some practices were conducted with all teachers while others were offered on an as-needed basis. For all teachers, we prioritized small-group instruction by explaining small group instruction expectations to teachers early in Trimester 1 and incorporating opportunities to refine small group instruction in Trimesters 2 and 3. We articulated i-Ready personal pathway expectations early in the year, which included having every student pass two lessons per content area per week. Administrators monitored progress towards this expectation by providing teachers with a weekly report of their classes′ lesson completion statistics. We emphasized teacher coaching by ensuring each teacher had regular coaching cycles with one of our site-based administrators. We also offered optional after school professional development sessions tailored to teachers′ needs related to academic, socio-emotional, and administrative/organizational topics in order to boost their overall efficiency and effectiveness in the classroom. Some of these topics included a refresher on the use of the phonics curriculum in K-2, best practices for i-Ready lessons, and a lesson-planning clinic. We also engaged teachers in i-Ready data analysis during professional development sessions after the BOY and MOY diagnostic administration, with the MOY data analysis guiding teachers to decide how to pivot their current tier 1, small-group, and intervention practices in order to respond to student needs as effectively as possible in the remainder of the school year. These plans were further discussed in teacher coaching sessions in one-on-one format with an administrator.

While our math scores for all students currently lags behind than the state average, all significant student groups out performed their counterparts when compared to the state averages. During the 22-23 school year, many teachers had teacher-student data chats with their classes and/or with individual students. This school year, more teachers incorporated this practice because it helps students set goals and understand the outcomes they are working towards.
We′ve also spent considerable time this school year adjusting long-term plans during professional development time, having teachers consult their i-Ready results to determine if they should change the order of units or re-teach particular concepts and standards. While we identified the need for more mathematics vocabulary emphasis towards the end of the last school year, there has been a clear focus in professional development this year. We have had multiple sessions in which we have discussed strategies and structures for language instruction. In BOY and MOY teacher-administrator data chats, teachers have worked with administrators and Resource Specialist Providers (RSP teachers) to further implement vocabulary instruction in an effective and systematic way that can reach all learners. Relatedly, this year we are engaging in a spring semester i-Ready vocabulary challenge in which classroom teachers will focus on the instruction and reinforcement of high-

leverage mathematics vocabulary, and engage families in this endeavor during mid-semester parent-teacher conferences. These efforts aim to improve performance for all students as we carry over many of our strong practices into the new LCAP cycle.

As a result of our ongoing struggles with chronic absenteeism as shown by our CA School Dashboard data below:

Chronic Absenteeism
All Students: 29.2% (Orange) compared to the state average of 24.3% (Yellow)
EL Students: 24% (Orange)
Socioeconomically Disadvantaged Students (SED): 29.3% (Yellow)
Hispanic: 30.9% (Orange)
Students with Disabilities: 28.8% (Red)

the Principal, Assistant Principal, and School Social Worker partner with the office to ensure that daily absences are accurate. From there, the three dedicate time to call, text, or message identified families to understand why students are absent that day and to support them in returning as soon as possible. We continue to share updates with families of students who are chronically absent. Additionally, we share schoolwide updates with staff each week, including a list of students who are already chronically absent or on the cusp of chronic absenteeism to prioritize reaching out to when they are not at school. Discussing chronic absenteeism, daily attendance rates, and attendance challenges is also a key feature of this year's Coffee with the Principal meetings. Our families have also helped us generate creative ideas to support all students in attending school as often as possible.

Update for 25-26 School Year Based on 24-25 School Year

Throughout our Local Control and Accountability Plan (LCAP) engagement process, we gathered invaluable feedback from our educational partners, which significantly shaped the specifics of our plan. Overall, our educational partners are happy with the school, instruction, and level of support provided. This satisfaction is evident in the positive survey results we have received from families, students, and staff, granted the student connectedness level is not in line with historic numbers and is an area of further reflection. According to our survey results:

87% of families agree that the school listens to their voice in input and decision-making,
96% of families feel a sense of connectedness,
93% feel a sense of safety
60% of students feel a strong sense of connectedness to the school.

Based on the feedback we have received, we've incorporated it into our LCAP in the following ways:

Theme: Implementing Stakeholder Feedback for Growth
Throughout the development of our new LCAP, we actively engaged with our educational partners, including families, to gather valuable feedback. Our families expressed overwhelming satisfaction with the current level of communication and engagement opportunities provided. Parents appreciate the use of ParentSquare, the availability of morning meetings with principals, and the flexibility of meeting options - both

in person and over Zoom. In addition, our staff showed strong growth in their perception that our school is has a strong learning environment for both students and staff to learn and grow, and reported feeling strongly connected to one another and the school. We frequently seek feedback from our parents, staff, and students in how to offer the best to our students and community, and consistently work to incorporate their feedback in our strategic planning each year.

Theme: Attendance
Another theme that emerged from our engagement process continued to be attendance. Coming out of the pandemic, we continue to see high chronic absenteeism rates, highlighting the need for a revitalized attendance strategy. This year, we put several new systems and resources in place to support stronger attendance, and did see gains at the start of the school year. However, with wildfires and other external factors unrelated to school that were occurring in Los Angeles, we saw a strong negative impact in attendance for January and February of 2025. Notwithstanding those issues outside of our direct control, we intend to focus for the 25-26 school year on:
-Systems and Protocols: This year, we piloted new systems for support and engagement around attendance with new resources (Dean and Attendance Clerk). However, we have had important learning, and will adjust systems next year to be more proactive at the start of the school year to counter absenteeism when it begins.
-Family Outreach Initiatives: Proactive outreach for families of students with chronic absenteeism were implemented, involving regular communication from school staff and offering support to address barriers to attendance. We saw some improvement, and will continue those efforts.
-Shared Leadership Approach: We will mobilize all school staff, from teachers to administrators, to participate actively in attendance support through messaging and professional learning.

Theme: Tier 1 Instructional Systems
Our teachers and instructional leaders spent considerable time in the 24-25 school year on designing and implementing revised Tier systems for curricular planning, delivery of instruction, and teacher coaching, strongly aligned to goal 2. We have seen notable increases in leading indicator instructional data in classroom walkthroughs, and created dedicated monitoring systems to ensure that feedback and professional development were aligned to our Tier 1 efforts.

Theme: MTSS System
While we spent considerable energy on Tier 1 instructional systems, we look forward to strengthening Tier 2 and 3 instructional and behavioral systems in the upcoming school year through a revised, comprehensive MTSS system to support students instructionally, behaviorally, and socio-emotionally. With our Tier 1 instructional systems in a stronger place this year, we will be primed for more targeted intervention strategy work in the upcoming school year.

Required Learning Recovery Emergency Block Grant (LREBG) Needs Assessment Requirements (If State Were To Give Additional LREBG Funding for 25-26 and beyond)
GCS 2 will use all of their planned LREBG funding by June 30, 2025, and the related Needs Assessment was not required. As of the writing of this LCAP, the state has not passed 25-26 budget, but if the state were to approve additional LREBG funding for 25-26 and beyond, this Needs Assessment would be used to allow GCS 2 to use the LREBG funds.

Pursuant to related Needs Assessment requirements, see below necessary items to meet the requirements thereof.

Assessment of Performance in English Language Arts (ELA) and Math, with specific identification of pupil groups identified as "Very Low" or "Low" status levels (as we define as an Orange or Red) on the California School Dashboard.

ELA
All: 23.7 pts below (Orange)
EL: 62.1 pts below (Orange)
SWD: 100.7 pts below (Red)
Hispanic: 25.2 pts below (Orange)
SED: 29.7 pts below (Orange)

Math
All: 59.4 pts below (Orange)
EL: 86.7 pts below (Orange)
SWD: 119.8 pts below (Orange)
Hispanic: 64.5 pts below (Orange)
SED: 66.6 pts below (Orange)

Assessment of Chronic Absenteeism, with specific identification of pupil groups identified as "Very High" or "High" status levels (as we define as an Orange or Red) on the California School Dashboard.
Chronic Absenteeism
EL: 22% (Orange)
SED: 22.5% (Orange)

There are no other local metrics in this part of the write up, but there are other metrics used throughout our LCAP (e.g., iReady scores, mastery of dance benchmarks, school connectedness, etc...) that we use to help inform pupils in need of re-engagement services.

Based on the above metrics, we see almost all of our significant subgroups need support in areas of ELA, Math and Chronic Absenteeism. Only our EL, SWD, and Hispanic student subgroup's chronic absenteeism does not fall under the metrics of being identified of the LREBG.

Given the above needs of various significant sub-groups, and related further analysis throughout our LCAP, we see that many of our significant sub-groups need various levels of student supports. Based on the requirements of the use of funds and resources shared from CDE (e.g.,; https://docs.google.com/spreadsheets/u/1/d/1DB5JYePdkoR5gP3L_K62oPbsCOTY3Dgw1jg2e5xqnnU/copy?usp=sharing), we believe the best use of any potential LRBEG funding would best be used to under the allowable uses of "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." Specifically, we would invest funds to further develop our Multi-Tiered Systems of Support (MTSS) framework, and/or possibly better aligning our attendance systems to improve student attendance. MTSS is a research backed system that helps educators identify students' academic, behavioral, and social-emotional needs, and provide differentiated supports and interventions for students based on their needs.

Any funds for attendance systems would be based on research as well, including but not limited to resources found on Attendance Works (https://www.attendanceworks.org/). The funds for MTSS and/or attendance improvement could be done through a combination of internal staff and external partners.

Reflections: Technical Assistance

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

Gabriella Charter School #1 (GCS 1) was identified for Differentiated Assistance following its performance on the 2022 and 2023 California School Dashboard, which highlighted challenges in English Language Arts (ELA), Mathematics, and Chronic Absenteeism for Students with Disabilities. In response, GCS 1 has collaborated closely with the Los Angeles County Office of Education (LACOE) to develop a comprehensive plan aimed at addressing root causes and improving outcomes for our students.

In February, our Special Education team participated in the Differentiation Symposium organized by LACOE. This event was instrumental in providing best practices for analyzing educational data, identifying underlying causes of performance gaps, and formulating effective strategies to enhance student outcomes. The insights gained from the symposium laid the foundation for our differentiated assistance plan.

Further enriching our approach, the team also engaged in professional development sessions provided by the Charter School Growth Fund and undertook a field visit to observe exemplary Special Education programs in Nashville, Tennessee. These experiences broadened our perspective on effective practices and guided the refinement of our plan.

With the guidance from LACOE and the new knowledge acquired, we established a five-part strategy to improve the educational experiences and outcomes for Students with Disabilities:

- Expanded Data Chats with Teachers: We have integrated i-Ready and SBAC goal calculations into our existing i-Ready data and MLL (Multilingual Learner) chats. This inclusion ensures that discussions with teachers about students with IEPs are more focused and data-driven, promoting targeted support and strategy development.

- Family Data Chat Workshop: To empower families, we have introduced an incentivized workshop on Classroom Meeting Nights. During these sessions, caregivers learn to interpret their children's i-Ready data and are provided with strategies to support their learning at home. For those unable to attend, a video resource is available, and lingering questions can be addressed during mid-semester conferences.

- Leveraging of Accommodations: We are enhancing the understanding and implementation of accommodations in assessments and daily instruction. The Lead Resource Specialist Teacher and the Instructional Specialist collaborate to ensure that both General Education and Resource Specialist Teachers are well-informed and accountable. This includes attending and disseminating information from the beginning-of-year accommodations webinar, and developing a system for regular observation and support.

- Increasing Teacher Knowledge Around SBAC Instructional Tools: We offer optional after-school professional development sessions for teachers in grades 3-8 to explore SBAC tools and teacher-created resources. These sessions are designed to equip educators

with the skills and knowledge to effectively use these tools in their instruction, thereby enhancing the learning experience for Students with Disabilities.

- Tier 2 Small-Group Instruction: We have implemented additional small-group instruction to provide more focused and intensive support for students who need it. This approach ensures that those who are struggling receive the targeted assistance required to improve their academic performance.

These initiatives reflect our commitment to improving educational outcomes for Students with Disabilities at GCS 1. By continuously refining our practices and engaging with expert resources and communities, we aim to create a more inclusive and supportive learning environment for all students.

24-25 Update for 25-26

- GCS 1 exited Differentiated Assistance in 24-25. We will continue to monitor and adjust if we are identified as Differentiated Assistance in the future.

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.

NA: Not on 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.

NA: Not on CSI

Monitoring and Evaluating Effectiveness

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

NA: Not on CSI

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
All partners	GCS views the LCAP stakeholder engagement process through the lens of a continuous improvement process, including within a year and from year-to-year. Prior year stakeholder feedback informed prior year plans. Prior year plans are then used to serve as a way to inform, educate, and gather input and feedback from critical stakeholders for ways to improve moving forward. Feedback is elicited both formally and informally, but the overarching idea is how GCS can improve as an organization. • Established LCAP review process, which included outreach to parents, administration, teachers, and others • Groups and committees where proposed goals, progress of school, and ways to improve student outcomes were presented and feedback sought throughout the school year: • School Site Council • Admin Team • Teaching Staff • Other Staff • Surveys such as CA Healthy Families, Insight, and other related surveys • Parents at Coffee with the Principal • Board • ExED during budgeting • LCAP Team meeting to gather feedback on priority areas • Board discussion prior to approval • Final LCAP distributed to the Board approval of final LCAP

Educational Partner(s)	Process for Engagement
SSC/ ELAC/Other Parent Meetings	SSC Dates: 10/1, 10/29, 12/3, 12/4, 3/25, 5/6, 6/11 Coffee with the principal: 4/23 and 5/15
Admin Team	The network and admin leadership team met on May 15th to review the draft LCAP and provide input and feedback
Teachers and Other Staff	• Participation in SSC • Staff surveys via TNTP
Network Team	The network leadership team met on May 15th to review the draft LCAP and provide input and feedback
Board Meetings	Public Hearing on May 12th and June 23rd Board Approval on June 23rd

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

Throughout our Local Control and Accountability Plan (LCAP) engagement process, we gathered invaluable feedback from our educational partners, which significantly shaped the specifics of our plan. Overall, our educational partners are happy with the school, instruction, and level of support provided. This satisfaction is evident in the positive survey results we have received from families, students, and staff. According to our survey results:

GCS 1:
87% of families agree that the school listens to their voice in input and decision-making,
92% of families feel a sense of connectedness,
91% feel a sense of safety
81% of students also report feeling safe
82% of students feel a strong sense of connectedness to the school.

Based on the feedback we have received, we've incorporated it into our LCAP in the following ways:

Theme: Communication and Engagement Opportunities
Throughout the development of our new LCAP, we actively engaged with our educational partners, including families, to gather valuable feedback. Our families expressed overwhelming satisfaction with the current level of communication and engagement opportunities provided. Parents appreciate the use of ParentSquare, the availability of morning meetings with principals, and the flexibility of meeting options over

Zoom. In response to this feedback, we created a dedicated Goal 5 in our new LCAP focused solely on family engagement and development: "Parents and caregivers feel empowered to be advocates on matters that directly impact the students, community, and their experience at GCS." This goal reflects our commitment to fostering a strong partnership with families, ensuring they have a voice and are actively involved in the school community.

Additionally, families shared their appreciation for the variety of clubs offered to students. Recognizing the importance of these enrichment activities, we will continue our Goal 2, Action 2.2: Instructional Materials and Supplemental Learning Opportunities, to provide supplemental learning and enrichment opportunities for students. This action ensures that students have access to a broad range of activities that support their academic and personal growth.

Theme: Attendance
Another theme that emerged from our engagement process was attendance. Coming out of the pandemic, we continue to see high chronic absenteeism rates, highlighting the need for a revitalized attendance strategy. To address this, we updated our attendance strategy under Goal 1, Action 1.2, incorporating the following key strategies:

- Systems and Protocols: We will revise and standardize our systems and protocols for monitoring and improving attendance to ensure consistency and effectiveness.
- Family Outreach Initiatives: Proactive outreach for families of students with chronic absenteeism will be implemented, involving regular communication from school staff and offering support to address barriers to attendance.
- Attendance Campaigns: We will launch targeted attendance campaigns using positive messaging and incentives to encourage regular school attendance.
- All Hands on Deck Approach: We will mobilize all school staff, from teachers to administrators, to participate actively in the attendance program.

Theme: Small Group Instructional Support
We also heard from our educational partners on the benefits of providing small group instruction to students and seeing the direct impact on student achievement. This feedback directly influenced the development of our new Tier 1 Investment action under Goal 2. We will implement targeted small group instruction sessions ensuring all students receive tailored support that meet their specific educational needs. We will utilize various means (e.g,. team meetings, etc...) to continuously assess and refine teaching strategies, ensuring they are effective and inclusive for all student groups. Additionally, we will continue to implement our Intervention Program under Goal 2. A variety of learning supports will be implemented, including differentiated instruction and interventions for all students as needed, and expanding access for those students who are in need of additional support when and where possible.

Theme: LCAP Goal Alignment
Throughout the engagement process, a recurring theme from our educational partners was the need to update the LCAP in the new cycle to better align with the various plans that currently exist within our organization. In response to this feedback, we have made significant updates to our LCAP to ensure it seamlessly connects with our strategic priorities and initiatives, our equity roadmap, and our WASC plan. This alignment was very intentional to ensure that we are directing our strategic resources in ways that best serve our students and families. By creating consistencies around language, metrics, actions, and funding allocation, the new LCAP aims to provide a cohesive framework that supports all aspects of our educational mission. This integrated approach not only enhances the clarity and coherence of our planning efforts but also ensures that every strategic decision we make is aligned with our overarching goals and values, thereby maximizing the impact of

our resources and initiatives. We have structured this LCAP to meet the SPSA requirements, to minimize the number of plans we have to create.

Update for 25-26 School Year Based on 24-25 School Year

Throughout our Local Control and Accountability Plan (LCAP) engagement process, we gathered invaluable feedback from our educational partners, which significantly shaped the specifics of our plan. Overall, our educational partners are happy with the school, instruction, and level of support provided. This satisfaction is evident in the positive survey results we have received from families, students, and staff. According to our survey results:

87% of families agree that the school listens to their voice in input and decision-making,
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60% of students feel a strong sense of connectedness to the school.

Based on the feedback we have received, we've incorporated it into our LCAP in the following ways:

Theme: Implementing Stakeholder Feedback for Growth
Throughout the development of our new LCAP, we actively engaged with our educational partners, including families, to gather valuable feedback. Our families expressed overwhelming satisfaction with the current level of communication and engagement opportunities provided. Parents appreciate the use of ParentSquare, the availability of morning meetings with principals, and the flexibility of meeting options - both in person and over Zoom. In addition, our staff showed strong growth in their perception that our school is has a strong learning environment for both students and staff to learn and grow, and reported feeling strongly connected to one another and the school. We frequently seek feedback from our parents, staff, and students in how to offer the best to our students and community, and consistently work to incorporate their feedback in our strategic planning each year.

Theme: Attendance
Another theme that emerged from our engagement process continued to be attendance. Coming out of the pandemic, we continue to see high chronic absenteeism rates, highlighting the need for a revitalized attendance strategy. This year, we put several new systems and resources in place to support stronger attendance, and did see gains at the start of the school year. However, with wildfires and other external factors unrelated to school that were occurring in Los Angeles, we saw a strong negative impact in attendance for January and February of 2025. Notwithstanding those issues outside of our direct control, we intend to focus for the 25-26 school year on:
-Systems and Protocols: This year, we piloted new systems for support and engagement around attendance with new resources (Dean and Attendance Clerk). However, we have had important learning, and will adjust systems next year to be more proactive at the start of the school year to counter absenteeism when it begins.
-Family Outreach Initiatives: Proactive outreach for families of students with chronic absenteeism were implemented, involving regular communication from school staff and offering support to address barriers to attendance. We saw some improvement, and will continue those efforts.
-Shared Leadership Approach: We will mobilize all school staff, from teachers to administrators, to participate actively in attendance support through messaging and professional learning.

Theme: Tier 1 Instructional Systems
Our teachers and instructional leaders spent considerable time in the 24-25 school year on designing and implementing revised Tier systems for curricular planning, delivery of instruction, and teacher coaching, strongly aligned to goal 2. We have seen notable increases in leading indicator instructional data in classroom walkthroughs, and created dedicated monitoring systems to ensure that feedback and professional development were aligned to our Tier 1 efforts.

Theme: MTSS System
While we spent considerable energy on Tier 1 instructional systems, we look forward to strengthening Tier 2 and 3 instructional and behavioral systems in the upcoming school year through a revised, comprehensive MTSS system to support students instructionally, behaviorally, and socio-emotionally. With our Tier 1 instructional systems in a stronger place this year, we will be primed for more targeted intervention strategy work in the upcoming school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and implement comprehensive, student-centered restorative practices aimed at fostering a positive and inclusive school culture where students feel safe, valued, and engaged.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The creation of LCAP Goal 1: "Develop and implement comprehensive, student-centered restorative practices aimed at fostering a positive and inclusive school culture where students feel safe, valued, and engaged," is rooted in our commitment to addressing the ongoing challenges we continue to see even a few years out from the pandemic. We continue to see its profound effects on student wellbeing, impacting attendance, behavior, and mental health.

In alignment with our organization's strategic priorities and California state priorities 5 (Pupil Engagement) and 6 (School Climate), it was vital to create a broad goal focused on cultivating a positive and inclusive school culture. This goal is essential for ensuring that students feel safe, valued, and engaged in their educational environment.

To effectively create this supportive environment, we will implement strategies that emphasize:

- Student Character Development: Initiatives to build and reinforce character traits of compassion, resilience, flexibility, creativity, and integrity.
- Restorative Justice Practices: Incorporating restorative principles to resolve conflicts and build a supportive community.
- Attendance Strategies: Developing comprehensive systems and protocols to improve student attendance.
- Behavior Intervention: Providing targeted interventions to address and correct behavioral issues.
- Social-Emotional Learning (SEL) Supports: Implementing programs that support the social and emotional well-being of students.

By focusing on these areas, we aim to address the multifaceted needs of our students, promoting their overall well-being and success. This comprehensive approach ensures that our school culture is conducive to learning and growth, supporting every student's journey towards academic and personal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Daily Attendance (ADA) Data Source: Internal Calculation	2023-2024: 92.8% as of May 13, 2024	2024-2025: 92.5% as of May 26, 2025		93% or above	-.3%
1.2	Chronic Absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard: All: 29.2% (Orange) SWD: 38.8% (Red) EL: 24% (Orange) Hispanic: 30.9% (Orange) SED: 29.3% (Yellow)	2024 CA School Dashboard: All: 25.9% (Yellow) SWD: 25.3% (Yellow) EL: 22% (Orange) Hispanic: 26.2% (Yellow) SED: 22.5% (Orange)		Less than 20% for all student groups	-3.3%
1.3	Middle School Drop Out Rate Data Source: Internal Calculation	2023-2024: 0%	2024-2025: 0%		Remain 0%	Even
1.4	Suspension Rate Data Source: CA School Dashboard	2023 CA School Dashboard: All: .7% (Blue) EL: 1% (Green) Hispanic: .5% (Blue) SED: .8% (Blue) SWD: 0% (Blue)	2024 CA School Dashboard: All: .7% (Green) EL: 1% (Green) Hispanic: .8% (Green) SED: .5% (Blue) SWD: 1.2% (Orange)		Maintain less than 2% for all student groups OR with a Green or Blue on the CA School Dashboard	Even
1.5	Expulsion Rate	2023-2024: 0%	2024-2025: 0%		Remain under 1%	Even

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Calculation					
1.6	Surveys of pupils to measure safety Data Source: CA Healthy Kids Survey	2023-2024: 81% of students responded favorably to the question "Do you feel safe at school?" as reported on the CA Healthy Kids Survey	2024-2025: 60% of students responded favorably to the question "Do you feel safe at school?" as reported on the CA Healthy Kids Survey		Maintain above 80%	-21%
1.7	Surveys of pupils to measure school connectedness Data Source: CA Healthy Kids Survey	2023-2024: 82% of students responded favorably under the Student Connectedness category on the CA Healthy Kids Survey	2024-2025: 62% of students responded favorably under the Student Connectedness category on the CA Healthy Kids Survey		Maintain above 80%	-20%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation. Any differences were due to some staff stipends not being filled, leaves of absences, personnel changes for a specific role(s), and other related changes in staffing. If for some reason there were differences in planned actions and actual implementation (e.g., staffing challenges), the funds that supported the original actions were spent on additional items (e.g., additional instruction aides) aligned with the goal.

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 difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was less due to lower Average Daily Attendance, but the specific budgeted expenditures vs. estimated actual expenditures for this goal was unchanged.

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

Reflecting on our actions and their effectiveness over the course of the first year of our current LCAP cycle, we are encouraged that the actions outlined under Goal 1 are in place, but acknowledge we still have much work to do.

We have continued to be effective re: student suspension and expulsion metrics. We did not see any expulsions in 24-25 and our suspension rates were similar to previous years.

Our school wide Average Daily Attendance (ADA) rate has stayed about flat since last year, though down a small amount, which we attribute to the California wildfires and other environmental challenges unrelated to the school. We saw a slight improvement in our chronic absenteeism number, with an improvement by about 3% as per the most recent California Dashboard that is based on the 23-24 school year, and our internal numbers are showing similar numbers for 24-25, though exact and official numbers as per the dashboard are not available until Fall, 2025. We made some progress actions related to ADA and the chronic absenteeism goal, including staffing and some basic approaches, but have identified this is a continued area where we need to be better develop systems to improve student ADA and chronic absenteeism. Attendance will receive increased focus for the upcoming school year.

An unexpected result of our metrics was related to student safety and connectedness. We saw a decrease versus our baseline/prior years, and this is something we need to dig in further. The sample size and related grade levels, as per the CA Healthy Kids Survey recommended administration, is relatively small. Even so, this is counter to some of our historical numbers for these metrics, so it is an area needed of further review and investigation to best determine how all students experience a warm, inclusive environment across our campus.

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.

This is the first year of a 3 year LCAP, and at this point, we don't believe there needs to be any changes to the goals, metrics, target outcomes, or actions. This LCAP was the first year we used post-pandemic baselines. We do plan on rethinking our staff time and approaches to improve metrics within this broad goal. The biggest focus area for 25-26 of this goal needs to be attendance. GCS 1 is working to strengthen systems and related programming to improve attendance.

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	Student Character Development	• Students will have improved opportunities to participate in activities that develop GCS character traits of compassion, resilience, flexibility, creativity, and integrity. • Instructional coaching and training to teachers and staff will be given to enhance positive behavior supports in the classroom and while in school (i.e. classroom management, relationship building, structured play). • School-wide culture tools will be further developed and implemented to further instruct students in character indicators (i.e. incentives, awards, assemblies, counsel, advisory).		No
1.2	Comprehensive Attendance Support	Revitalize and strengthen our focus on student attendance through a comprehensive attendance approach. Key components of our approach to include: • Systems and Protocols: Revise and standardize systems and protocols for monitoring and improving attendance. • Family Outreach Initiatives: Implement proactive outreach for families of students with chronic absenteeism. This will involve regular communication from school staff, offering support to address barriers to attendance • Attendance Campaigns: Targeted attendance campaigns that utilize positive messaging and incentives to encourage regular school attendance. These campaigns will be designed to raise awareness about the importance of consistent school attendance and its impact on academic success. • All Hands on Deck Approach: Mobilize all school staff, from teachers to administrators, to participate actively in the attendance program. This approach ensures that every member	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the school community is engaged in efforts to improve attendance, creating a supportive environment that values each student's presence at school.		
1.3	Restorative Practices	• Continuous Improvement of our behavioral management system that is fair, meaningful, consistent, and restorative to support and embrace all our students. This system will include resources and training for staff, students, and caregivers to manage issues of bias-based behavior, bullying, and exclusion • Ongoing Monitoring and Evaluation: Implement systems to regularly monitor and evaluate the effectiveness of the restorative practices being used.	$60,000.00	Yes
1.4	Behavior Intervention	• Continue to implement and refine a behavioral intervention system focused on the GCS Core Values (eg trauma informed practices, Conscious Discipline, Deanslist, etc). • Provide teachers and instructional aides training in processes that build community and develop student character, such as Council or Advisory. • Implement comprehensive training programs facilitated by the Assistant Principal (AP), school psychologists, school counselors, social workers, teachers, and other relevant staff, focusing on the adoption and implementation of positive behavioral support strategies. This training will equip educational professionals with the skills and knowledge to create and sustain a positive school climate, reinforce positive student behaviors, and effectively address challenging behaviors in a proactive and constructive manner. • Mental health staff to support student socio-emotional and other behavior supports.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	SEL Development	• Identify socio-emotional needs of students in order to target the needs of low-income students. • Provide explicit social/emotional instruction to students with special needs who also are low income.	$20,000.00	Yes
1.6	Community Schools	Funds and actions (TBD) to support improving attendance and decreasing chronic absenteeism		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students experience measurable academic and artistic growth through rigorous and equitable learning experiences that prioritizes student agency.	Broad 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.

Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) instruction necessitates the continued delivery, revision, and institutionalization of aligned curriculum and assessments.
Students need continued access to technology and a well rounded education in order to demonstrate the skills necessary for success in rigorous high schools and to be college and career ready. The reality that students have experienced dance since their first day at GCS requires that the program continually adapt and evolve so that it remains relevant, engaging, and challenging as students grow. GCS prides itself in delivering a well round academic program to students and needs to continue to support the academic program. We aim to increase the percentage of students who are meeting and exceeding standards in ELA and Math. Our investment in aligned instructional materials, professional development, and robust Tier 1 instruction is essential for creating a strong academic foundation and supporting the success of all our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standard-Aligned Materials Data Source: School Accountability Report Card	2023-2024: 100%	2024-2025: 100%		Maintain 100%	Even

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implementation of academic content and performance standards Data Source: Local Indicator Survey	23-24 Local Indicators: 3.8 out of 5	24-25 Local Indicators: 3.8 out of 5		4 out of 5 or higher	+.2pts
2.3	Smarter Balanced Summative Assessments (SBAC) ELA Data Source: CA School Dashboard	2023 CA School Dashboard: All: 8.1 pts below (Orange) EL: 52.2 pts below (Orange) SWD: 83.5 pts below (Red) Hispanic: 10.7 pts below (Orange) SED: 13.8 pts below (Orange)	2024 CA School Dashboard: All: 23.7 pts below (Orange) EL: 62.1 pts below (Orange) SWD: 100.7 pts below (Red) Hispanic: 25.2 pts below (Orange) SED: 29.7 pts below (Orange)		26 CA School Dashboard: All: 1 pts above orGreen EL: 40.2 pts below or Yellow SWD: 70 pts below or Yellow Hispanic: 1.7 pts below or Green SED: 4.8 pts below or Green	-15.6pts
2.4	Smarter Balanced Summative Assessments (SBAC) Math Data Source: CA School Dashboard	2023 CA School Dashboard: All: 59.7 pts below (Orange) EL: 88 pts below (Orange) SWD: 124.4 pts below (Red) Hispanic: 62.5 pts below (Orange) SED: 63.5 pts below (Orange)	2024 CA School Dashboard: All: 59.4 pts below (Orange) EL: 86.7 pts below (Orange) SWD: 119.8 pts below (Orange) Hispanic: 64.5 pts below (Orange) SED: 66.6 pts below (Orange)		26 CA School Dashboard: All: 50.7 pts below or Yellow EL: 76 pts below or Yellow SWD: 110.4 pts below or Orange Hispanic: 50.5 pts below or Yellow SED: 51.5 pts below or Yellow	Even
2.5	Mastery of Dance Skills and Concepts as	SY 23-24:	SY 24-25:		Maintain 80% and above	+.4%pts for All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Demonstrated by End of Year Cumulative Benchmark Data Source: Internal Assessment	All Students: 86.6% of students mastered End of Year (EOY) cumulative benchmarks SWD: 80.5% mastered End of Year (EOY) cumulative benchmarks	All Students: 87% of students mastered End of Year (EOY) cumulative benchmarks SWD: 76% mastered End of Year (EOY) cumulative benchmarks			
2.6	Verified Data: iReady	2023-2024: Reading: 121% Median Progress Towards Typical Growth Target Math: 116% Median Progress Towards Typical Growth Target Students with Disabilities: Reading: 103% Median Progress Towards Typical Growth Target Math: 98% Median Progress Towards Typical Growth Target	2024-2025: Reading: 118% Median Progress Towards Typical Growth Target Math: 104% Median Progress Towards Typical Growth Target Students with Disabilities: Reading: 107% Median Progress Towards Typical Growth Target Math: 135% Median Progress Towards Typical Growth Target		Meet publisher's recommendation of achieving a year's worth of growth, adjusted for error, which is currently: Reading: 75% Math: 80%	-3% for Reading -12% for Math But both still higher than publisher recommendations

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation. Any differences were due to some staff stipends not being filled, leaves of absences, personnel changes for a specific role(s), and other related changes in staffing. If for some reason there were differences in planned actions and actual implementation (e.g., staffing changes), the funds that supported the original actions were spent on additional items (e.g., similar dance/arts instruction) aligned with the goal.

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 difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was less due to lower Average Daily Attendance, but the specific budgeted expenditures vs. estimated actual expenditures for this goal was unchanged.

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

Reflecting on our actions and their effectiveness over the course of the first year of our current LCAP cycle, we are encouraged that the actions outlined under Goal 2 are in place, but acknowledge we still have much work to do.

We have continued to be effective in having 100% student access to standards-based materials in our classrooms. We continue to improve and refine our standards-based materials. For example, we piloted ELA curriculum in 24-25, and plan on implementing a new ELA curriculum in 25-26.

For Smarter Balanced Summative Assessments, we saw decreased student proficiency in ELA, and grew only slightly in math overall and in several subgroups. In the 23-24 school year, on which the 2024 Dashboard was based, we worked hard to review current instructional strategies across classrooms and strategically identify the highest leverage tactics to grow our students' proficiency. This year, in 24-25, we executed those strategies (curriculum planning and delivery of instruction, along with a revision of our teacher coaching model), which has built cohesion around these key instructional practices. We will continue with those tactics, as well as prioritize refining our fuller MTSS system in the 25-26 school year to continue building cohesion across all of our classrooms. We feel confident that we are heading in the right direction given that we continue to exceed verified data publisher targets for growth for our iReady assessment data.

For dance, Gabriella Charter Schools' signature innovation, students performed at high levels of dance-based mastery in skill and performance, with 87% meeting or exceeding mastery, granted our SWD only reached a 76% level of mastery. GCS continues to invest in and strongly resource our dance and arts program, as we believe in the transformative impact of the arts in our students' education.

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.

This is the first year of a 3 year LCAP, and at this point, we don't believe there needs to be any changes to the goals, metrics, target outcomes, or actions. This LCAP was the first year we used post-pandemic baselines. We do plan on rethinking our staff time and approaches to improve metrics within this broad goal. We spent a lot of staff time in 24-25 refining instructional and professional development systems to help all students experience academic and artistic growth. The hope is for us to further improve our approach for 25-26.

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	Instructional Support and Development	• Offer ongoing professional development, including onsite collaboration and job-embedded instructional coaching as a means to support implementation of CCSS, NGSS, and other curriculum and programming. • Provide differentiated support and development of teachers to meet student needs. • Provide training and on the job coaching opportunities and professional learning to teachers to effectively support high achieving/gifted, special needs and other exceptional learners in the classroom, as well as provide enrichment experiences to these students. • Continue to provide an infrastructure for ongoing analysis of student performance and instructional practice by providing instructional support, coaching, teacher release time, and collaborative learning time. • Enhance instructional planning to create increasing space for expression of student agency, culture, and identity. • Develop staff through additional professional development, inclusive of additional PD over the summer, weekly PD sessions, mini-colaboration days, and various external PD as applicable	$17,697.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Instructional Materials and Supplemental Learning Opportunities	• Provide CCSS and NGSS aligned instructional materials (e.g., Illustrative Math, iReady ELA/Math, Amplify, Phonics, Caulkins Units of Study, etc..) with embedded assessments to ensure a quality CCSS and NGSS instruction. • Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs. • Provide enrichment experiences to students. • Provide high school preparation assistance to middle school students in order to expand low-income students' high quality high school options.	$55,000.00	Yes
2.3	Well Rounded Academic Program with a Focus on Dance Instruction	• Students will continue to engage in frequent dance instruction, thereby heightening students' sense of community, promoting kinesthetic proficiency, and enhancing increased self-esteem, qualities that are highly correlated with academic achievement. • Staff will support implementation of well-rounded academic program. Benefits of a well-rounded program to include longer blocks of core instructional programming, various arts offering, differentiated instructional blocks, time for enrichment, and additional planning, collaboration, and professional development time for teachers. • Provide differentiated dance, art, and music instruction to meet the needs of low income students.	$422,000.00	Yes
2.4	Intervention Program and Instructional Aide Support	• Provide a variety of learning supports including differentiated instruction and interventions for all students as needed, and expanding access for those students are in need of additional support when and where possible. • Provide additional staff/staff time to focus on improving academic outcomes in ELA and Math results.	$220,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Technology	• All students will have access to technology and technology-based activities, providing more varied and differentiated learning experiences. • Computer hardware and software to enhance instruction and provide differentiated learning activities. • Training and staff time to enhance expertise in technology instruction, blended learning, and to implement the technology appropriately in classroom instruction. • Purchase technology specifically for intervention program students, nearly all of who come from low-income families.	$35,000.00	Yes
2.6	Tier 1 Investment	Enhance our Tier 1 strategy by focusing on systemic improvements in instructional support and aligning curricula with Common Core standards. Key elements of this initiative include strengthening the overall instructional framework to ensure all students have access to high-quality, rigorous educational materials that are aligned with Common Core standards, and instruction and observation is aligned to the standards with evidence from student work. Additionally, we will implement targeted small group instruction sessions ensuring all students receive tailored support that meet their specific educational needs. We will utilize various means (e.g,. team meetings, etc...) to continuously assess and refine teaching strategies, ensuring they are effective and inclusive for all student groups.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase academic achievement for our significant student groups by implementing targeted, data-driven instructional strategies and supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The creation of LCAP Goal 3: "Increase academic achievement for our significant student groups by implementing targeted, data-driven instructional strategies and supports," stems from our commitment to equity and excellence in education for all students. Throughout the development of our new LCAP, our data revealed disproportionate academic outcomes between all students and our significant student groups, including unduplicated pupils.

Recognizing this disparity, we were intentional about dedicating a specific goal to enhance support for our unduplicated pupils and other significant student groups. Our aim is to decrease the achievement gaps evident in our academic data, as seen below, and ensure that every student has the opportunity to succeed.

23 CA School Dashboard:
ELA
All: 8.1 pts below (Orange)
EL: 52.2 pts below (Orange)
SWD: 83.5 pts below (Red)
Hispanic: 10.7 pts below (Orange)
SED: 13.8 pts below (Orange)

Math
All: 59.7 pts below (Orange)
EL: 88 pts below (Orange)
SWD: 124.4 pts below (Red)
Hispanic: 62.5 pts below (Orange)
SED: 63.5 pts below (Orange)

This goal reflects our unwavering commitment to fostering an inclusive and supportive educational environment where all students can thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner students access to CCSS and ELD standards for gaining EL proficiency Data Source: Local Indicator Survey	SY 23-24 Local Indicators: ELD Implementation: 4.3 out of 5	SY 24-25 Local Indicators: ELD Implementation: 4.3 out of 5		4 out of 5 or above	TBD
3.2	% of English Learners making progress Data Source: English Learner Progress Indicator CA School Dashboard	2023 CA School Dashboard: 49.4% of English Learners Making Progress (Green)	2024 CA School Dashboard: 53.9% of English Learners Making Progress (Green)		60% OR Green or Blue	Even to dashboard color
3.3	Reclassification Rate Data Source: Internal Calculations	SY 23-24: Estimated SY 23-24 reclassification rate of 24%	SY 24-25: Estimated SY 24-25 reclassification rate of 15.06%		25% or above	-8.94%
3.4	Smarter Balanced Summative Assessments (SBAC) ELA for MLL and Students with Disabilities Data Source: SBAC	2023 CA School Dashboard: EL: 52.2 pts below (Orange) SWD: 83.5 pts below (Red)	2024 CA School Dashboard: EL: 62.1 pts below (Orange) SWD: 100.7 pts below (Red)		EL: 40.2 pts below or Yellow SWD: 70 pts below or Yellow Hispanic: 1.7 pts below or Green SED: 4.8 pts below or Green	-9.9pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 10.7 pts below (Orange) SED: 13.8 pts below (Orange)	Hispanic: 25.2 pts below (Orange) SED: 29.7 pts below (Orange)			
3.5	Smarter Balanced Summative Assessments (SBAC) Math for MLL and Students with Disabilities Data Source: SBAC	2023 CA School Dashboard: EL: 88 pts below (Orange) SWD: 124.4 pts below (Red) Hispanic: 62.5 pts below (Orange) SED: 63.5 pts below (Orange)	2024 CA School Dashboard: EL: 86.7 pts below (Orange) SWD: 119.8 pts below (Orange) Hispanic: 64.5 pts below (Orange) SED: 66.6 pts below (Orange)		EL: 76 pts below or Yellow SWD: 110.4 pts below or Orange Hispanic: 50.5 pts below or Yellow SED: 51.5 pts below or Yellow	+1.3pts

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation. Any differences were due to some personnel changes and transitions. If for some reason there were differences in planned actions and actual implementation (e.g., staffing changes), the funds that supported the original actions were spent on additional items (e.g., additional instruction aides) aligned with the goal.

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 material difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was less due to lower Average Daily Attendance, and the main person in this role left Gabriella Charter School after the LCAP was adopted. We were unable to find a qualified candidate to replace them, and as such, did not fill the position. Given the overall supplemental and concentration funding was lower due to lower ADA, we had to try to balance our budgets, and as such, the estimated actual expenditures was significantly lower than the budgeted expenditures. We will spent adequate supplemental and concentration funding to meet how much we received in 24-25, but it was used for other goals/actions than Goal 3.

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

Reflecting on our actions and their effectiveness over the course of the first year of our current LCAP cycle, we are encouraged that the actions outlined under Goal 3 are in place, but acknowledge we still have much work to do.

We saw strong growth in our our multilingual learners' progress in English language proficiency, where we saw an almost 5% point increase. However, we did see a drop in reclassification rates in 24-25 - and while still relatively strong, we are monitoring this metric strongly for 25-26.

For Smarter Balanced Summative Assessments, we saw decreased student proficiency in ELA across subgroups, and mixed outcomes (albeit slight) that largely mirrored 23-24 results. In the 23-24 school year, on which the 2024 Dashboard was based, we worked hard to review current instructional strategies across classrooms and strategically identify the highest leverage tactics to grow our students' proficiency overall, but also for our subgroups. This year, in 24-25, we executed those strategies (curriculum planning and delivery of instruction, along with a revision of our teacher coaching model), which has built cohesion around these key instructional practices. We will continue with those tactics, as well as prioritize refining our fuller MTSS system in the 25-26 school year to continue building cohesion across all of our classrooms and subgroups, where an increased focus on Tier 2 and 3 strategy use should lead to improvements for our subgroups.

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.

This is the first year of a 3 year LCAP, and at this point, we don't believe there needs to be any changes to the goals, metrics, target outcomes, or actions. This LCAP was the first year we used post-pandemic baselines. We do plan on rethinking our staff time and approaches to improve metrics within this broad goal. Given our projected enrollment will be lower than when our initial LCAP was adopted, we do need to rethink whether we can fill the English Learner and Intervention Specialist position, that was part of this goal. If we are unable to do so, either for budgetary or staffing reasons, the actions associated with the goals would more permanently be assigned to other staff to help.

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	Support for Students with Disabilities	• Continuously refine our RSP/general education teacher check-ins to increase frequency and format for a greater exchange of information weekly regarding assignments, assessments, and necessary accommodations required to provide optimal support.		No

Action #	Title	Description	Total Funds	Contributing
		• Provide explicit social/emotional instruction to students with special needs • Provide training and on the job coaching opportunities and professional learning to teachers to effectively support students with special needs, as well as provide enrichment experiences to these students • Enhanced Academic Support Programs: Utilize programs (e.g., Wilsons Foundation for building foundational reading skills, Bridges Math for mathematics enrichment, etc...) to further support for our students with disabilities. These programs are complemented by collaborative planning time with teachers and education specialists, which are aimed at tailored interventions and support in both reading and math through both push-in and pull-out models. • Regular Monitoring and Staff Development: Conduct huddles with RSP teachers and department meetings led by the Director with a focus on compliance, discussing capacity building, and developing self-determination skills among students. These meetings ensure ongoing assessment and refinement of educational strategies to better serve students with disabilities. • Implementation of Continuous Improvement Cycles: The school actively engages in cycles of collaboration to support adaptive and strategic adjustments based on direct observations and data. These cycles involve both teachers and admin staff to ensure that interventions are effectively tailored to student needs. • Expanded data chats with teachers: Add i-Ready and SBAC goal calculations and strategy discussion for students with IEPs to existing i-Ready data / MLL chats with teachers • Family data chat workshops: Hold an in-person and/or virtual family workshop for all caregivers to learn how to understand their children’s i-Ready data and learn how to support their children. • Leveraging of accommodations: Boost the understanding of and accountability for using accommodations during assessments and everyday instruction. • Increase teacher knowledge around SBAC instructional tools		

Action #	Title	Description	Total Funds	Contributing
3.2	Instruction and Curriculum Development	• Provide dedicated ELD instruction for students who are learning English by a credentialed Instructor, as well as additional support for select students by an ELD instructional aide. • Provide professional development to teachers to meet the needs of EL students, including EL instruction and further development of EL Curriculum (e.g., EL Achieve, Link to Literacy, etc...). • Provide after-school intervention, tutoring, and additional instruction for English Language Learners. • Provide differentiated dance, art, and music instruction to meet the needs of EL students. • Provide CCSS and NGSS standards-aligned, culturally, and linguistically relevant supplemental instructional materials for English language learners.	$65,000.00	Yes
3.3	Staffing and ELD Development	• Provide additional staff time, including an ELD specialist or similar instructional leader position, to focus on improving outcomes of Multi-Language Learners (MLL) students. • Continue to provide additional professional development to increase teachers' understanding of ELD standards and to ensure that Multi-Language Learners (MLL) receive support in accessing CCSS. • Ensure that MLL students receive in-class support in accessing CCSS and NGSS. • Provide bilingual instructional aides to provide primary language support to enable students to access content area instruction while gaining language proficiency. • Collaborative teaching environment where EL specialists work alongside content teachers to implement strategies within the classroom. This collaboration aims to seamlessly integrate language support within content lessons, enhancing both language proficiency and academic achievement. • Data Talks Across Educational Stakeholders: Regularly scheduled data talks among teachers, instructional aides, RSP specialists, ELD coordinators, and students to analyze data and other	$119,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relevant metrics. These discussions will focus on identifying learning gaps, setting realistic goals, and tailoring interventions to meet the diverse needs of students. • Provide additional, supplemental pullout sessions for Multi-language Learners to support English acquisition and/or core instruction. • Co-planning and coaching for classroom teachers to enhance designated and integrated ELD instruction.		
3.4	MTSS Development	Continuously refine the Multi-Tiered System of Supports (MTSS) framework over the next LCAP cycle. The MTSS framework aims to provide a comprehensive, tiered approach to academic and behavioral support for all students, ensuring timely intervention based on individual needs. Key components to include: • Framework Development and Staff Training: Redefine a clear and structured MTSS framework, and conduct training sessions for teachers and staff. • Data Systems for Monitoring and Evaluation: Establish data collection and analysis systems to monitor student progress and evaluate the effectiveness of interventions. • Stakeholder Engagement: Foster a collaborative environment where stakeholders can contribute to the successful implementation of the framework. • Ongoing Review and Adaptation: Regularly review the implementation process and outcomes, adapting strategies to meet the evolving needs of students and school environment.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a nurturing and collaborative learning environment that strengthens pathways for the professional growth and development of our staff in a conducive school facility.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The establishment of LCAP Goal 4: "Cultivate a nurturing and collaborative learning environment that strengthens pathways for the professional growth and development of our staff in a conducive school facility," is rooted in our understanding that high-quality education begins with high-quality educators. It is paramount to have a qualified and dedicated teaching staff who feel connected to their school community in order to improve academic outcomes for our students.

Our focus on staff and teacher development and wellbeing recognizes that investing in our educators is essential for student success. To achieve this, we will implement the following strategies:

- Professional Growth and Development: Providing continuous and targeted professional development opportunities that support the growth and advancement of our teachers and staff.
- Collaborative Learning Environment: Fostering a culture of collaboration and support among staff, encouraging the sharing of best practices and collective problem-solving.
- Conducive School Facility: Ensuring that our school facilities are clean and organized, which support a positive and effective teaching and learning environment, where staff feel comfortable and valued.

By cultivating a nurturing and collaborative learning environment, we aim to create pathways for our staff's professional growth and development. This goal underscores our commitment to fostering a supportive and connected school community, ultimately enhancing the academic outcomes for our students through the empowerment and satisfaction of our educators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher appropriately assigned and credentialed Data Source: Internal Calculations	SY 23-24: 100%	SY 24-25: 100%		Maintain 100%	Even
4.2	Surveys of staff to measure safety Data Source: TNTP Insight Survey	SY 23-24: 77% of teachers responded favorably to "School leaders promote a safe and productive learning environment in my school."	SY 24-25: 83% of teachers responded favorably to "School leaders promote a safe and productive learning environment in my school."		Maintain above 80%	+6%
4.3	Survey of staff to measure connectedness Data Source: TNTP Insight Survey	SY 23-24: 77% of teachers responded favorably to "my school is a good place to teach and learn."	SY 24-25: 71% of teachers responded favorably to "my school is a good place to teach and learn."		Maintain above 80%	-6%
4.4	School facility in good repair Data Source: School Accountability Report Card (SARC)	2022-2023 SARC: Overall Facility Rating: Good	2023-2024 SARC: Overall Facility Rating: Good		Overall Facility Rating: Good or Exemplary	Even

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation. Any differences were due to some personnel changes and transitions. If for some reason there were differences in planned actions and actual implementation (e.g., staffing changes), the funds that supported the original actions were spent on additional items (e.g., similar staff who took on those duties) aligned with the goal.

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 not material difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was less due to lower Average Daily Attendance, and the main person in the role related to this goal left Gabriella Charter School after the LCAP was adopted. We were unable to find a qualified candidate to replace them, and as such, did not fill the position. Given the overall supplemental and concentration funding was lower due to lower ADA, we had to try to balance our budgets, but we repurposed other positions to take on these roles and actions. For example, other administrators worked to figure out ways to better hire, recruit and retain teaching staff.

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

Reflecting on our actions and their effectiveness over the course of the first year of our current LCAP cycle, we are encouraged that the actions outlined under Goal 4 are in place and look forward to continuing our successes in professional growth and facilities for the 25-26 school year.

For appropriate and well-qualified staffing, 100% of teachers were appropriately assigned and credentialed, which we will continue to work hard to uphold. CDE finally released additional teacher assignment monitoring metrics. We will need to dig into these metrics to see how, if any, we will update our goals for future years.

Measures of staff safety and connectedness increased in the 24-25 school year in learning environment, and declined slightly in connectedness through a standardized survey. We attribute our growth and continued general strength in this area to our focused work in academics as well as professional development in restorative practices in a school community. We hope to continue this trend in the 25-26 school year as we extend our strategic work in academics and SEL practices.

For school facilities, our campus continued to receive a "good" rating, which we will work to maintain.

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.

This is the first year of a 3 year LCAP, and at this point, we don't believe there needs to be any changes to the goals, metrics, target outcomes, or actions. This LCAP was the first year we used post-pandemic baselines. We do plan on rethinking our staff time and approaches to improve metrics within this broad goal. Given our projected enrollment will be lower than when our initial LCAP was adopted, we do need to rethink whether we can fill the Director of Instruction position, that was part of this goal. If we are unable to do so, either for budgetary or staffing reasons, the actions associated with the goals would either be temporarily or permanently assigned to other staff to help, similar to how we approached it in 24-25.

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	Staffing	- Recruit, retain, and develop high quality staff who are able able to deliver standards aligned curriculum, assessments, and high quality instruction to prepare students for success in high-quality high schools.		No
4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	• Teachers will receive frequent observations of instruction and feedback on instruction, specifically targeting Common Core and NGSS plans and assessments. • Offer ongoing professional development, including onsite collaboration, and job-embedded instructional coaching as a means to support implementation of CCSS, NGSS, and other curriculum and programming. • Improve ways to recruit, retain and develop teachers and staff, especially teachers in the hardest to fill positions (e.g.; STEM, Special Education, etc...). • Place additional staff/staff time to focus on recruiting, retaining, fundraising where possible, and developing high quality teachers and staff. • Continuously refine new teacher supports in a variety of formats (e.g., mentoring, training, professional development, coaching, etc...).	$127,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Staff to support the implementation of a well-rounded academic program and all that it entails.		
4.3	School Facility Management	Ensure a clean and organized environment conducive to learning and wellbeing. This action will involve regular cleaning schedules, waste management systems, and organizational protocols.	$162,842.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Parents and caregivers feel empowered to be advocates on matters that directly impact the students, community, and their experience at GCS.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At GCS, we are committed to fostering a strong partnership between our school and our families. Our goal is to ensure that "Parents and caregivers feel empowered to be advocates on matters that directly impact the students, community, and their experience at GCS." While we continue to see high satisfaction rates from our family surveys as demonstrated by the survey data below, we strongly believe in maintaining a dedicated family engagement goal.

- 97% of parents completed engagement and/or volunteer hours
- 91% of parents/guardians were satisfied with child's Gabriella Charter School education by a parent survey.
- 91% families responded favorably to "the school is a safe place for my child"
- 92% of families responded favorably to "Parents feel welcome to participate at this school."

The rationale behind this goal is rooted in our belief that active family involvement is crucial to the holistic development of our students. Our programs and events are designed not only to inform but also to empower parents and caregivers. By providing them with the tools and knowledge they need, we aim to foster a community where families feel confident to advocate for their children's learning, academic success, and social well-being.

By focusing on family empowerment, we are not only enhancing the educational experience for our students but also building a more cohesive and resilient school community. We are proud of our past achievements in this area and are dedicated to continuing this vital work to support our students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Efforts we make to seek parent input on making decisions Data Source: Internal Family Survey	2023-2024 Survey: 87%	2024-2025 Survey: 87%		Maintain 85% and above	Even
5.2	How we will promote participation from parents of EL, FRL, Foster Youth, and SWD	SY 23-24: 97% of parents completed engagement and/or volunteer hours	SY 24-25: 99% of parents completed engagement and/or volunteer hours		Maintain 90% or above	+2%
5.3	Surveys of parents to measure safety Data Source: Internal Family Survey	91% families responded favorably to "the school is a safe place for my child"	93% families responded favorably to "the school is a safe place for my child"		Maintain 90% or above	+2%
5.4	Surveys of parents to measure school connectedness Data Source: Internal Family Survey	92% of families responded favorably to "Parents feel welcome to participate at this school."	96% of families responded favorably to "Parents feel welcome to participate at this school."		Maintain 90% or above	+4%
5.5	__% of parents/guardians were satisfied with child's Gabriella Charter School education by a parent survey.	SY 23-24: 91%	SY 24-25: 94%		90% or above	+3%
5.6	Percent of parents completed engagement and/or volunteer hours	97% of parents completed engagement and/or volunteer hours	99% of parents completed engagement and/or volunteer hours		Maintain 95% or above	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Hours of virtual and/or in-person engagement hours were completed.	2815 hours of virtual and/or in-person engagement hours were completed.	3916 hours of virtual and/or in-person engagement hours were completed as of June 3, 2025		Maintain 2500 hours or above	+1,101 hours

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation. Any differences were due to some leaves of absences and/or personnel changes for a specific role(s). If for some reason there were differences in planned actions and actual implementation (e.g., staffing changes), the funds that supported the original actions were spent on similar items or staff aligned with the goal.

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 difference between budgeted expenditures and estimated actual expenditures for supplemental and concentration funding related to this goal. The overall amount of supplemental and concentration funding was less due to lower Average Daily Attendance, but the specific budgeted expenditures vs. estimated actual expenditures for this goal was unchanged.

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

Reflecting on our actions and their effectiveness over the course of the first year of our current LCAP cycle, we are encouraged that the actions outlined under Goal 5 are in place and look forward to continuing our successes in strong parent engagement across our school.

On measures of parent satisfaction, we noted an increase in their experience at the school in feeling welcome, safe, and consulted for input. We attribute this strong data to a robust parent engagement strategy where parents are often invited to school to learn and problem solve to support students' growth with teachers, staff, and one another. Amongst other strategies, we regularly offer parent advocacy, parent leadership, and parent education opportunities for parents to feel supported and connected to the school and one another. We continue to see strong parent involvement and engagement through participation in teacher conferences, as well as the number of engagement hours parents invested in our school.

We are proud of these results, and will work hard to achieve sustained and increased success.

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.

This is the first year of a 3 year LCAP, and at this point, we don't believe there needs to be any changes to the goals, metrics, target outcomes, or actions. This LCAP was the first year we used post-pandemic baselines. We do plan on rethinking our staff time and approaches to improve metrics within this broad goal. We do plan on rethinking our staff time and approaches to improve metrics within this broad goal, specifically around finding additional parent space and opportunity for engagement, but overall we are doing well with this 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
5.1	School Operations and Increased Engagement Opportunities for Families of Students with Disabilities	• Parents and families will have improved opportunities to participate in school activities that increase their skills as partners in their child's education. • Trainings and educational opportunities will be provided to parents to help them learn how to support learning in the classroom. • Meeting supplies will be provided to increase engagement/attendance. • Improved communication strategies will be implemented to increase parent awareness and engagement through website, phone outreach, mailings, and meetings. • Continue to provide opportunities for families of students with disabilities to meet and learn more about our special needs program and become stronger advocates for their child's needs.		No
5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	• GCS will continue to provide resources for increased outreach efforts and opportunities to low-income families, including Student Success Team, Language Appraisal Team meetings, room parent meetings and other opportunities. • Continue to provide parent training on how to assist English learners academically through parent trainings, workshops, and conference attendance.	$54,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Family Engagement Staffing	• GCS will have a full-time family engagement specialist. • GCS will continue to staff a full-time community engagement staff member shared over two schools.	$60,586.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,419,919	$0

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
37.492%	0.000%	$0.00	37.492%

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
1.2	**Action:** Comprehensive Attendance Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students are chronically absent at the same rate or higher than all students on the Chronic absenteeism rate indicator as measured by the CA School Dashboard.	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By revising and standardizing systems and protocols for monitoring and improving attendance, we can more accurately identify and support students who are at risk of chronic absenteeism. This structured approach ensures that no student	Metric 1.1: Average Daily Attendance Metric 1.2: Chronic Absenteeism

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
	All Students: 29.2% EL Students: 24% SED Students: 29.3% **Scope:** LEA-wide	falls through the cracks and that interventions are timely and effective. Additionally, implementing proactive family outreach initiatives plays a critical role in this comprehensive strategy. Regular communication from school staff to the families of chronically absent students will help to identify and address the barriers preventing regular attendance. Targeted attendance campaigns are another essential component, utilizing positive messaging and incentives to encourage students to attend school consistently. These campaigns will raise awareness about the importance of regular school attendance and its direct correlation to academic success. By promoting a positive school culture around attendance, these initiatives aim to motivate students and their families to prioritize daily school attendance. While this comprehensive attendance support is principally directed toward addressing the higher rates of chronic absenteeism among our unduplicated students, it will also benefit the entire student body. By fostering a culture that emphasizes the importance of attendance and providing robust support systems, all students will experience a more supportive and engaged school environment. This holistic approach not only aims to reduce absenteeism but also enhances overall student engagement and academic achievement.	
1.3	**Action:** Restorative Practices **Need:**	The implementation of Restorative Practices is a strategic action designed to address the higher rates of suspension among our unduplicated students. This initiative focuses on the continuous	Metric 1.4: Suspension Rates Metric 1.5: Expulsion Rates

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
	Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the CA School Dashboard. GCS 1: All Students: .7% EL Students: 1% SED Students: .8% **Scope:** LEA-wide	improvement of our behavioral management system to ensure it is fair, meaningful, consistent, and restorative, thereby supporting and embracing all our students. Our approach includes providing comprehensive resources and training for staff, students, and caregivers to effectively manage issues such as bias-based behavior, bullying, and exclusion. This training is crucial in creating an environment where students feel safe and understood, reducing the likelihood of behaviors that lead to suspension. While this action is principally directed toward reducing the higher suspension rates among our unduplicated students, it will benefit all students by promoting a more inclusive and supportive school environment. Historically, we have maintained very low suspension rates due to the strong structures and systems we have implemented to create a welcoming, safe, and inclusive environment. By enhancing these systems with restorative practices, we reinforce our commitment to equity and student well-being, ensuring that every student has the opportunity to thrive academically and socially. Through this comprehensive approach, we aim to foster a school culture that values restorative justice and the holistic development of all students.	Metric 1.6: Surveys of pupil safety Metric 1.7: Surveys of pupil connectedness
1.4	**Action:** Behavior Intervention **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher	The implementation and refinement of our behavioral intervention system, focused on the GCS Core Values, are essential to addressing the higher rates of suspension among our unduplicated students. By incorporating trauma-informed practices, Conscious Discipline, and tools like Deanslist, we aim to create a supportive	Metric 1.1: Average Daily Attendance Metric 1.2: Chronic Absenteeism Metric 1.4: Suspension Rates

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
	than all students on the suspension rate indicators as measured by the CA School Dashboard. GCS 1: All Students: .7% EL Students: 1% SED Students: .8% **Scope:** LEA-wide	and understanding environment that reduces the likelihood of behaviors leading to suspension. This system will provide a structured approach to behavior management that is consistent, fair, and centered around positive reinforcement. Additionally, we will provide extensive training for teachers and instructional aides in processes that build community and develop student characte. These practices are designed to foster a sense of belonging and mutual respect among students, which is critical in preventing behaviors that can lead to disciplinary actions. By building strong, supportive relationships within the school community, we can create a more inclusive and respectful environment for all students. While this action is principally directed toward reducing the higher suspension rates among our unduplicated students, it will also benefit all students by promoting a positive and inclusive school climate. Historically, we have maintained very low suspension rates thanks to the strong structures and systems we have implemented. By continuing to refine these systems with a focus on the GCS Core Values, we reinforce our commitment to creating a welcoming, safe, and inclusive environment.	Metric 1.5: Expulsion Rates Metric 1.6: Surveys of pupil safety Metric 1.7: Surveys of pupil connectedness
1.5	**Action:** SEL Development **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently	The implementation of our SEL (Social and Emotional Learning) action is designed to effectively address the higher rates of suspension among our unduplicated students by focusing on their socio-emotional well-being. By identifying the socio-emotional needs of students, we can	Metric 1.1: Average Daily Attendance Metric 1.2: Chronic Absenteeism Metric 1.4: Suspension Rates

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
	being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the CA School Dashboard. GCS 1: All Students: .7% EL Students: 1% SED Students: .8% **Scope:** LEA-wide	specifically target the needs of low-income and English Learner students who may face additional challenges that impact their behavior and academic performance. This targeted approach ensures that our interventions are tailored to the unique circumstances of our students, providing them with the support they need to succeed. In addition, we will provide explicit social and emotional instruction to students with special needs who are also low-income. This instruction is crucial for helping develop the skills necessary to manage their emotions, build healthy relationships, and make responsible decisions. By addressing the social and emotional aspects of their development, we can prevent behaviors that might lead to suspensions and create a more supportive and understanding school environment. While this action is principally directed toward supporting low-income students, English Learners, and low-income students with special needs, it will also benefit all students by fostering a positive and inclusive school climate. Explicit SEL instruction helps all students develop critical life skills that contribute to their overall well-being and academic success. This comprehensive approach not only reduces the risk of suspension but also promotes a culture of empathy, respect, and cooperation within the school.	Metric 1.5: Expulsion Rates Metric 1.6: Surveys of pupil safety Metric 1.7: Surveys of pupil connectedness
2.2	**Action:** Instructional Materials and Supplemental Learning Opportunities **Need:**	The provision of CCSS and NGSS aligned instructional materials, including programs like Illustrative Math, iReady ELA/Math, Amplify, Phonics, and Calkins Units of Study, is designed to address the academic needs of our	Metric 2.1: Sufficient Access to Standard-Aligned Materials Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below SED Students: 13.8 pts below Math All Students: 59.7 pts below EL Students: 88 pts below SED Students: 63.5 pts below **Scope:** LEA-wide	unduplicated students who historically perform lower in ELA and Math. These high-quality materials, with embedded assessments, ensure that instruction is aligned with rigorous standards, helping to close the achievement gap by providing consistent, high-level education. Additionally, expanding learning opportunities through before, during, and after-school interventions, enrichment programs, and summer programs offers students the extra time and support they need to master core concepts. This is particularly beneficial for unduplicated students who may require additional assistance to keep up with their peers. Moreover, providing enrichment experiences and high school preparation assistance to middle school students is crucial for expanding their educational opportunities. These initiatives are directed toward enhancing the academic readiness of low-income and English Learner students, ensuring they have access to high-quality high school options. While these actions are principally aimed at supporting our unduplicated students, they also benefit all students by raising the overall quality of education and providing diverse learning opportunities. This comprehensive approach not only aims to improve performance in ELA and Math but also fosters a more inclusive and enriching educational environment for the entire student body.	
2.3	**Action:** Well Rounded Academic Program with a Focus on Dance Instruction **Need:**	The implementation of a well-rounded academic program is crucial in addressing the academic needs of our unduplicated students, who historically have underperformed in ELA and Math. By engaging students in frequent dance	Metric 2.1: Sufficient Access to Standard-Aligned Materials Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below SED Students: 13.8 pts below Math All Students: 59.7 pts below EL Students: 88 pts below SED Students: 63.5 pts below **Scope:** LEA-wide	instruction, we aim to foster a stronger sense of community, promote kinesthetic proficiency, and enhance self-esteem—qualities that are closely linked to academic success. Additionally, staff support for the well-rounded program ensures that students benefit from longer blocks of core instructional programming, various arts offerings, and differentiated instructional blocks. These elements provide enriched learning experiences and allow for targeted interventions. The inclusion of differentiated dance, art, and music instruction specifically aims to meet the needs of low-income and English Learner students, offering them opportunities to excel in non-traditional academic areas, which can boost their overall engagement and performance in ELA and Math. While these actions are principally directed toward supporting our unduplicated students, they also provide significant benefits for all students by creating a more dynamic and inclusive educational environment.	Metric 2.5: Mastery of Dance Skills
2.4	**Action:** Intervention Program and Instructional Aide Support **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below	The implementation of an intervention program is designed to effectively address the academic needs of our unduplicated students, who have historically underperformed in ELA and Math. By providing a variety of learning supports, including differentiated instruction and targeted interventions, we can tailor our approach to meet the specific needs of each student. This flexibility ensures that those in need of additional support receive the necessary resources and assistance, thereby improving their academic outcomes. Additionally, by allocating more staff and staff time to focus on enhancing ELA and Math results, we	Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL Students: 52.2 pts below SED Students: 13.8 pts below Math All Students: 59.7 pts below EL Students: 88 pts below SED Students: 63.5 pts below **Scope:** LEA-wide	can provide more personalized and intensive support. This focused effort is particularly beneficial for unduplicated students, offering them the extra attention required to bridge the performance gap. While this action is principally directed toward supporting unduplicated students, it will also benefit all students by creating a more responsive and supportive learning environment. The provision of differentiated instruction and targeted interventions ensures that every student, regardless of their starting point, receives the personalized support they need to excel.	
2.5	**Action:** Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below SED Students: 13.8 pts below Math All Students: 59.7 pts below EL Students: 88 pts below SED Students: 63.5 pts below **Scope:**	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. We will ensure that all students have access to technology and technology-based activities,, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.	Metric 2.3: SBAC ELA Metric 2.4: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Tier 1 Investment **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below SED Students: 13.8 pts below Math All Students: 59.7 pts below EL Students: 88 pts below SED Students: 63.5 pts below **Scope:** LEA-wide	The enhancement of our Tier 1 strategy aims to address the academic needs of our unduplicated students, who historically have performed lower in ELA and Math compared to the general student population. By focusing on systemic improvements in instructional support and focused alignment of our curricula with Common Core standards, we ensure that all students have access to high-quality, rigorous educational materials. Strengthening the overall instructional framework guarantees that instruction and observation are aligned with these standards, as evidenced by student work, thus promoting consistency and excellence in teaching. Implementing targeted small group instruction sessions is a critical component of this initiative. These sessions are designed to provide tailored support that meets the specific academic needs of each student, thereby helping unduplicated students to catch up and excel in their studies. Additionally, the use of various means, such as team meetings, to continuously assess and refine teaching strategies ensures that our approaches remain effective and inclusive for all student groups.	Metric 2.3: SBAC ELA Metric 2.4: SBAC Math
3.4	**Action:** MTSS Development **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and	The continuous refinement of our Multi-Tiered System of Supports (MTSS) framework over the next LCAP cycle is essential for improving the academic and behavioral outcomes of our English Learners. By developing a comprehensive, tiered approach, the MTSS framework ensures that all students receive timely and appropriate	Metric 3.2: EL Progress Metric 3.3: Reclassification Rates Metric 3.4: SBAC ELA Metric 3.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below SED Students: 13.8 pts below Math All Students: 59.7 pts below EL Students: 88 pts below SED Students: 63.5 pts below **Scope:** LEA-wide	interventions based on their individual needs. This systematic support helps identify and address the unique challenges faced by English Learners and socio-economically disadvantaged students, providing them with the necessary resources to achieve language proficiency and academic success. The MTSS framework's emphasis on data-driven decision-making and regular progress monitoring allows us to tailor interventions more effectively, ensuring that each student receives the precise level of support they need. As we refine this framework, the benefits will not only affect our English Learners, and socio-economically disadvantaged students, but all students. By ensuring timely and targeted interventions, we can help every student reach their full potential, fostering a school culture of continuous improvement and academic excellence.	
4.2	**Action:** Teacher and Staff Coaching, Recruitment, Retention, and Development **Need:** The need for a teacher coaching action is critical to improving outcomes for our unduplicated students, as it provides educators with targeted support and professional development tailored to their unique instructional challenges. This action is driven by continuous feedback from educational partners, underscoring the importance of ongoing teacher coaching to	Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	Metric 4.3: Staff connectedness Metric 3.4: SBAC ELA Metric 3.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enhance instructional practices and better meet the diverse needs of our students. **Scope:** LEA-wide		
4.3	**Action:** School Facility Management **Need:** Creating actions focused on facilities management and ensuring a clean and safe school environment is crucial, particularly for our low-income and English Learner students. By maintaining high standards of cleanliness and safety, we can provide a stable and supportive atmosphere that promotes the well-being and academic achievement of all students. **Scope:** LEA-wide	Ensuring a clean and organized environment conducive to learning and wellbeing will be highly effective in meeting the needs of our unduplicated students, while also benefiting all students. Regular cleaning schedules and efficient waste management systems create a healthy and safe space, which is particularly important for unduplicated students who may face additional challenges outside of school. A well-maintained environment helps to reduce health-related absences, allowing these students to attend school consistently and focus on their studies. Additionally, organizational protocols contribute to a structured and supportive atmosphere, enhancing the overall learning experience for every student. By fostering a clean, safe, and organized setting, we promote the wellbeing and academic success of all students.	Metric 4.4: School facility in good repair
5.2	**Action:** Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students **Need:** Creating actions centered on family engagement is essential to maintaining the positive relationships and satisfaction levels we currently have with our families. We have heard from families that they are overall	We have created specific school-wide actions related to low-income and English Learners that have allowed us to better partner with parents/guardians and create a more supportive organization for parent/guardian involvement in their student's education. Studies have shown that parent involvement is a crucial component of student school success. Given our high % of low-income and EL students, both populations that face barriers to school participation, Goal 5 actions are crucial for allowing our unduplicated families to	Metric 5.1: Efforts we make to seek parent input on making decisions Metric 5.2: How we will promote participation from parents of EL, FRL, Foster Youth, and SWD Metric 5.5: Percent of parents attended conferences.

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
	satisfied with the school and the engagement opportunities provided, and we aim to continue fostering this supportive environment. By ensuring ongoing and meaningful engagement, we can sustain and strengthen the crucial partnership between home and school, benefiting all students. **Scope:** LEA-wide	be more involved in the GCS community and their student's education.	Metric 5.6: Percent of parents completed engagement and/or volunteer hours Metric 5.7: Hours of virtual and/or in-person engagement hours were completed.
5.3	**Action:** Family Engagement Staffing **Need:** Creating actions centered on family engagement is essential to maintaining the positive relationships and satisfaction levels we currently have with our families. We have heard from families that they are overall satisfied with the school and the engagement opportunities provided, and we aim to continue fostering this supportive environment. By ensuring ongoing and meaningful engagement, we can sustain and strengthen the crucial partnership between home and school, benefiting all students. **Scope:** LEA-wide	We have created specific school-wide actions related to low-income and English Learners that have allowed us to better partner with parents/guardians and create a more supportive organization for parent/guardian involvement in their student's education. Studies have shown that parent involvement is a crucial component of student school success. Given our high % of low-income and EL students, both populations that face barriers to school participation, Goal 5 actions are crucial for allowing our unduplicated families to be more involved in the GCS community and their student's education.	Metric 5.1: Efforts we make to seek parent input on making decisions Metric 5.2: How we will promote participation from parents of EL, FRL, Foster Youth, and SWD Metric 5.5: Percent of parents attended conferences. Metric 5.6: Percent of parents completed engagement and/or volunteer hours Metric 5.7: Hours of virtual and/or in-person engagement hours were completed.

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
3.2	**Action:** Instruction and Curriculum Development **Need:** Our English learner students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard. GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below Math All Students: 59.7 pts below EL Students: 88 pts below **Scope:** Limited to Unduplicated Student Group(s)	The dedicated instructional and curriculum development action is strategically designed to enhance the academic outcomes of our English Learners (ELs), who require tailored support to achieve language proficiency and academic success. By providing dedicated English Language Development (ELD) instruction from a credentialed instructor, alongside additional support from an ELD instructional aide, we ensure that EL students receive specialized attention that addresses their unique learning needs. Professional development for teachers is another critical component of this action. Training in EL instruction and curriculum development, including programs like EL Achieve and Link to Literacy, equips our educators with the skills and knowledge necessary to effectively support EL students in the classroom. This professional growth enables teachers to create a more inclusive and supportive learning environment that fosters the academic progress of ELs.	Metric 3.2: EL Progress Metric 3.3: Reclassification Rates Metric 3.4: SBAC ELA Metric 3.5: SBAC Math
3.3	**Action:** Staffing and ELD Development **Need:** Our English learner students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.	The Staffing and ELD Development action is crucial for improving the academic outcomes of our Multi-Language Learner (MLL) students, who need specialized support to access and succeed in the core curriculum. By providing additional staff time, including an ELD specialist, we can focus on the specific needs of MLL students, ensuring they receive tailored instruction and support.	Metric 3.2: EL Progress Metric 3.3: Reclassification Rates Metric 3.4: SBAC ELA Metric 3.5: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	GCS 1 ELA All Students: 8.1 pts below EL Students: 52.2 pts below Math All Students: 59.7 pts below EL Students: 88 pts below **Scope:** Limited to Unduplicated Student Group(s)	Professional development for teachers will increase their understanding of ELD standards, enabling them to better support MLL students in accessing Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). In-class support from bilingual instructional aides and collaborative teaching environments, where EL specialists work alongside content teachers, ensure that language support is seamlessly integrated into content lessons. This collaborative approach enhances both language proficiency and academic achievement. Regular data talks among educational stakeholders allow for continuous assessment and targeted interventions, addressing learning gaps and setting realistic goals for MLL students. Supplemental pullout sessions for English acquisition and core instruction, along with co-planning and coaching for classroom teachers, further strengthen designated and integrated ELD instruction.	

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.

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.

Based on LACOE guidance, we believe this section (including the sections below re: staffing ratios) is N/A for directly funded charter schools, as the funding goes directly to the school.

Regardless if required, a few things to note:

- Similar to most schools in Los Angeles and California, GCS is experiencing a lower-than-projected (vs. a few years ago) enrollment.

There are fewer students of school age in California and Los Angeles.
Even with this additional funding due to our high unduplicated count students, the lower enrollment has GCS trending at flat or lower state and local funding level. This additional funding allows GCS to continue similar staffing levels vs. when having higher enrollment numbers.

- Staffing has been one of the biggest challenges for organizations – including schools, and we have been making adjustments to our hiring and compensation to ensure appropriate staffing.

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	Based on LACOE guidance, N/A to directly funded charter schools	Based on LACOE guidance, N/A to directly funded charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Based on LACOE guidance, N/A to directly funded charter schools	Based on LACOE guidance, N/A to directly funded charter schools

2025-26 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	3,787,249	1,419,919	37.492%	0.000%	37.492%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,419,919.00	$0.00	$0.00	$190,117.00	$1,610,036.00	$1,470,339.00	$139,697.00

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	Student Character Development	All	No			All Schools	Ongoing								
1	1.2	Comprehensive Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.3	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
1	1.4	Behavior Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$87,000.00	$3,000.00	$90,000.00				$90,000.00	
1	1.5	SEL Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.6	Community Schools	All	No			All Schools	Ongoing								
2	2.1	Instructional Support and Development	All	No			All Schools	Ongoing	$0.00	$17,697.00				$17,697.00	$17,697.00	
2	2.2	Instructional Materials and Supplemental Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	
2	2.3	Well Rounded Academic Program with a Focus on Dance Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$382,000.00	$40,000.00	$260,000.00			$162,000.00	$422,000.00	

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
2	2.4	Intervention Program and Instructional Aide Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$220,000.00	$0.00	$220,000.00				$220,000.00	
2	2.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,000.00	$0.00	$35,000.00				$35,000.00	
2	2.6	Tier 1 Investment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing								
3	3.2	Instruction and Curriculum Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$55,000.00	$10,000.00	$65,000.00				$65,000.00	
3	3.3	Staffing and ELD Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$119,420.00	$0.00	$109,000.00			$10,420.00	$119,420.00	
3	3.4	MTSS Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.1	Staffing	All	No			All Schools	Ongoing								
4	4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$127,243.00	$0.00	$127,243.00				$127,243.00	
4	4.3	School Facility Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$159,842.00	$3,000.00	$162,842.00				$162,842.00	
5	5.1	School Operations and Increased Engagement Opportunities for	All	No			All Schools	Ongoing								

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
		Families of Students with Disabilities														
5	**5.2**	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$54,248.00	$0.00	$54,248.00				$54,248.00	
5	**5.3**	Family Engagement Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,586.00	$0.00	$60,586.00				$60,586.00	

2025-26 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
3,787,249	1,419,919	37.492%	0.000%	37.492%	$1,419,919.00	0.000%	37.492 %	**Total:**	$1,419,919.00
								LEA-wide Total:	$1,245,919.00
								Limited Total:	$174,000.00
								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	1.2	Comprehensive Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	1.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.4	Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	1.5	SEL Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.2	Instructional Materials and Supplemental Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
2	2.3	Well Rounded Academic Program with a Focus on Dance Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	
2	2.4	Intervention Program and Instructional Aide Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$220,000.00	

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 (%)
					Low Income			
2	2.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
2	2.6	Tier 1 Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Instruction and Curriculum Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$65,000.00	
3	3.3	Staffing and ELD Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$109,000.00	
3	3.4	MTSS Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,243.00	
4	4.3	School Facility Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,842.00	
5	5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,248.00	
5	5.3	Family Engagement Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,586.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,752,617.00	$1,648,114.00

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**	Student Character Development	No		
1	**1.2**	Comprehensive Attendance Support	Yes	$45,148.00	$45,148.00
1	**1.3**	Restorative Practices	Yes	$45,147.00	$45,147.00
1	**1.4**	Behavior Intervention	Yes	$87,076.00	$87,076.00
1	**1.5**	SEL Development	Yes	$48,228.00	$48,228.00
1	**1.6**	Community Schools	No		
2	**2.1**	Instructional Support and Development	No	$17,496.00	$17,496.00
2	**2.2**	Instructional Materials and Supplemental Learning Opportunities	Yes	$62,399.00	$62,399.00
2	**2.3**	Well Rounded Academic Program with a Focus on Dance Instruction	Yes	$470,538.00	$470,538.00
2	**2.4**	Intervention Program and Instructional Aide Support	Yes	$207,962.00	$207,962.00
2	**2.5**	Technology	Yes	$36,799.00	$36,799.00

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)
2	2.6	Tier 1 Investment	Yes	$5,000.00	$5,000.00
3	3.1	Support for Students with Disabilities	No		
3	3.2	Instruction and Curriculum Development	Yes	$132,095.00	$87,000
3	3.3	Staffing and ELD Development	Yes	$162,118.00	$102,710
3	3.4	MTSS Development	Yes	$6,000.00	$6,000
4	4.1	Staffing	No		
4	4.2	Teacher and Staff Coaching, Recruitment, Retention, and Development	Yes	$180,265.00	$180,265.00
4	4.3	School Facility Management	Yes	$143,835.00	$143,835.00
5	5.1	School Operations and Increased Engagement Opportunities for Families of Students with Disabilities	No		
5	5.2	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	Yes	$53,731.00	$53,731.00
5	5.3	Family Engagement Staffing	Yes	$48,780.00	$48,780.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,471,152.00	$1,562,530.00	$1,471,152.00	$91,378.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Comprehensive Attendance Support	Yes	$45,148.00	$45,148.00		
1	1.3	Restorative Practices	Yes	$45,147.00	$45,147.00		
1	1.4	Behavior Intervention	Yes	$87,076.00	$87,076.00		
1	1.5	SEL Development	Yes	$48,228.00	$48,228.00		
2	2.2	Instructional Materials and Supplemental Learning Opportunities	Yes	$62,399.00	$62,399.00		
2	2.3	Well Rounded Academic Program with a Focus on Dance Instruction	Yes	$311,072.00	$311,072.00		
2	2.4	Intervention Program and Instructional Aide Support	Yes	$207,962.00	$207,962.00		
2	2.5	Technology	Yes	$36,799.00	$36,799.00		
2	2.6	Tier 1 Investment	Yes	$5,000.00	$5,000.00		
3	3.2	Instruction and Curriculum Development	Yes	$132,095.00	$87,000.00		
3	3.3	Staffing and ELD Development	Yes	$148,993.00	$102,710.00		
3	3.4	MTSS Development	Yes	$6,000.00	$6,000.00		

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)
4	**4.2**	Teacher and Staff Coaching, Recruitment, Retention, and Development	Yes	$180,265.00	$180,265.00		
4	**4.3**	School Facility Management	Yes	$143,835.00	$143,835.00		
5	**5.2**	Engagement Opportunities for Families of Multi-Language Learners and Socioeconomically disadvantaged students	Yes	$53,731.00	$53,731.00		
5	**5.3**	Family Engagement Staffing	Yes	$48,780.00	$48,780.00		

2024-25 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)
$3,911,368.00	$1,471,152.00	0.000%	37.612%	$1,471,152.00	0.000%	37.612%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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