LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Goethe International Charter

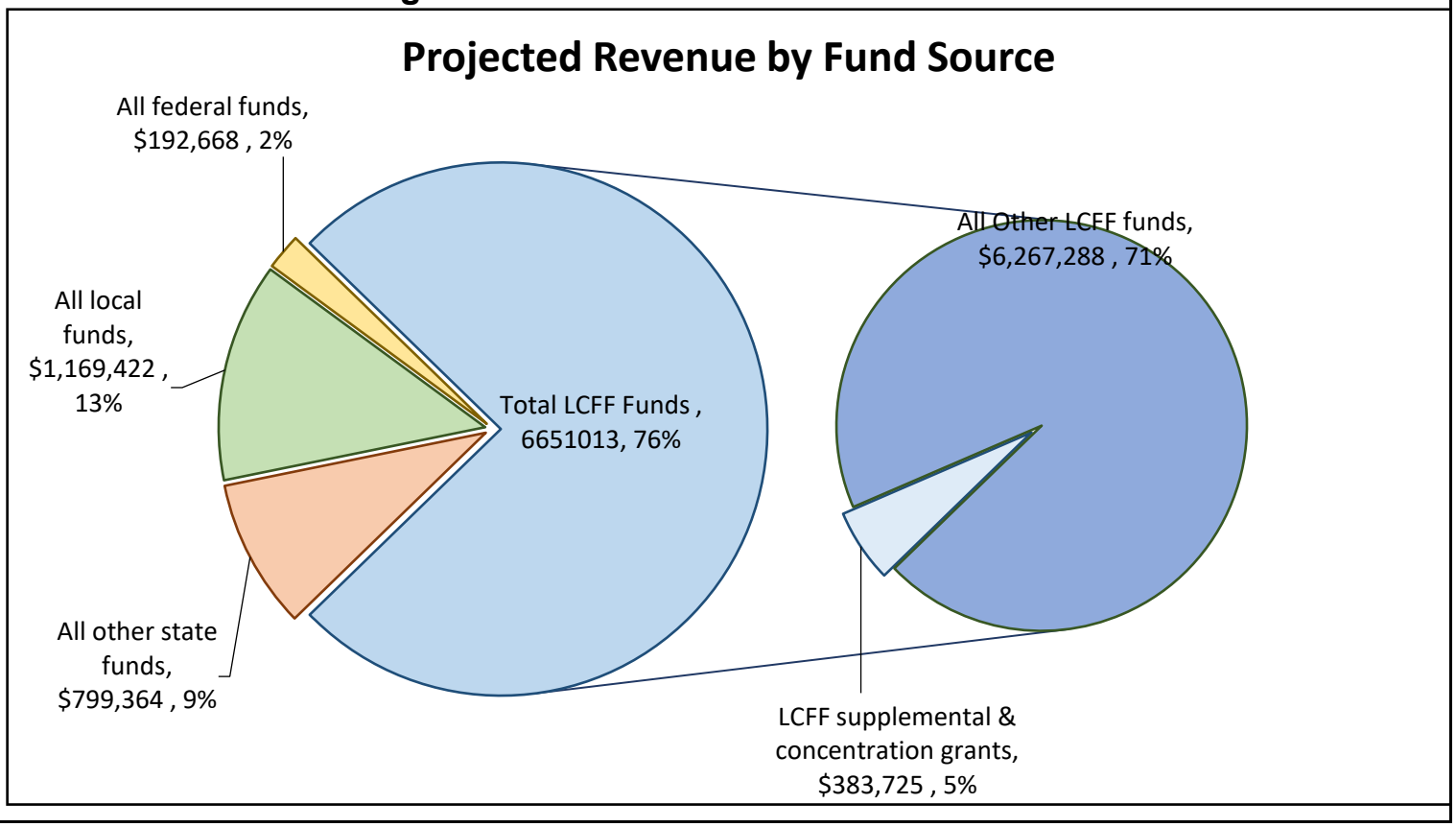
CDS Code: 19647330117978

School Year: 2026-27

LEA contact information: Rasheed Khan, 310-306-3484, r.khan@goethecharterschool.org

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

Budget Overview for the 2026-27 School Year

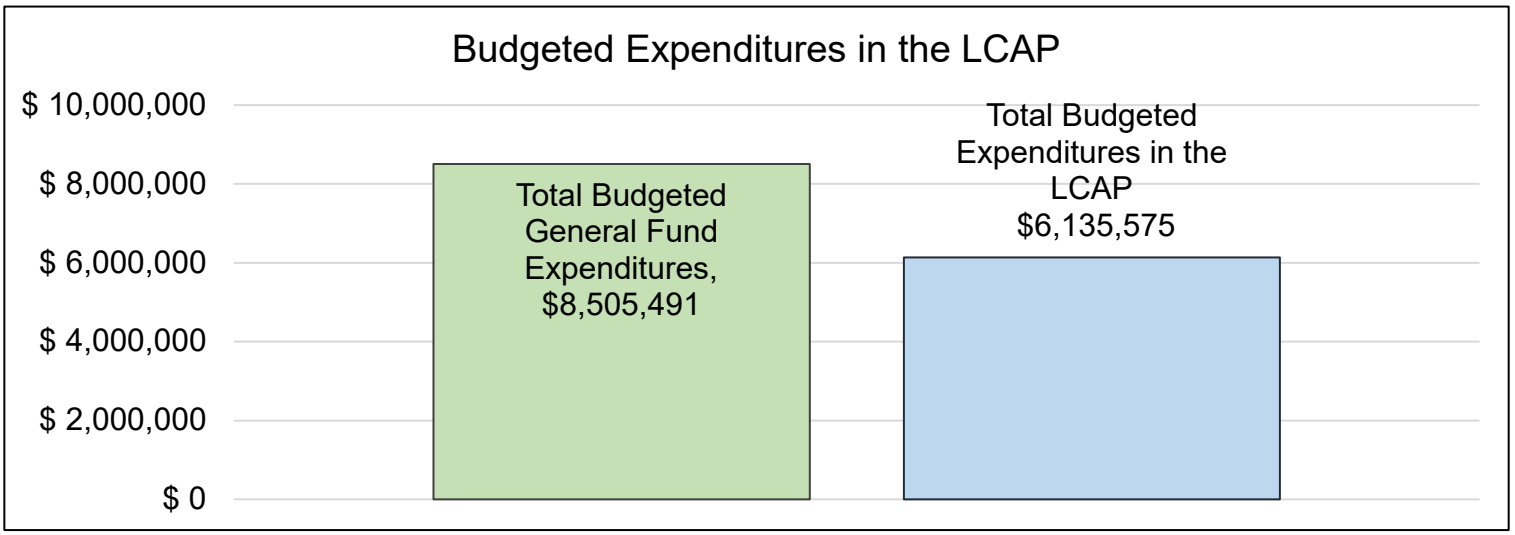


This chart shows the total general purpose revenue Goethe International Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Goethe International Charter is $8,812,466.40, of which $6,651,013.00 is Local Control Funding Formula (LCFF), $799,363.61 is other state funds, $1,169,422.00 is local funds, and $192,667.79 is federal funds. Of the $6,651,013.00 in LCFF Funds, $383,725.00 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 Goethe International Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Goethe International Charter plans to spend $8,505,490.59 for the 2026-27 school year. Of that amount, $6,135,574.53 is tied to actions/services in the LCAP and $2,369,916.06 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

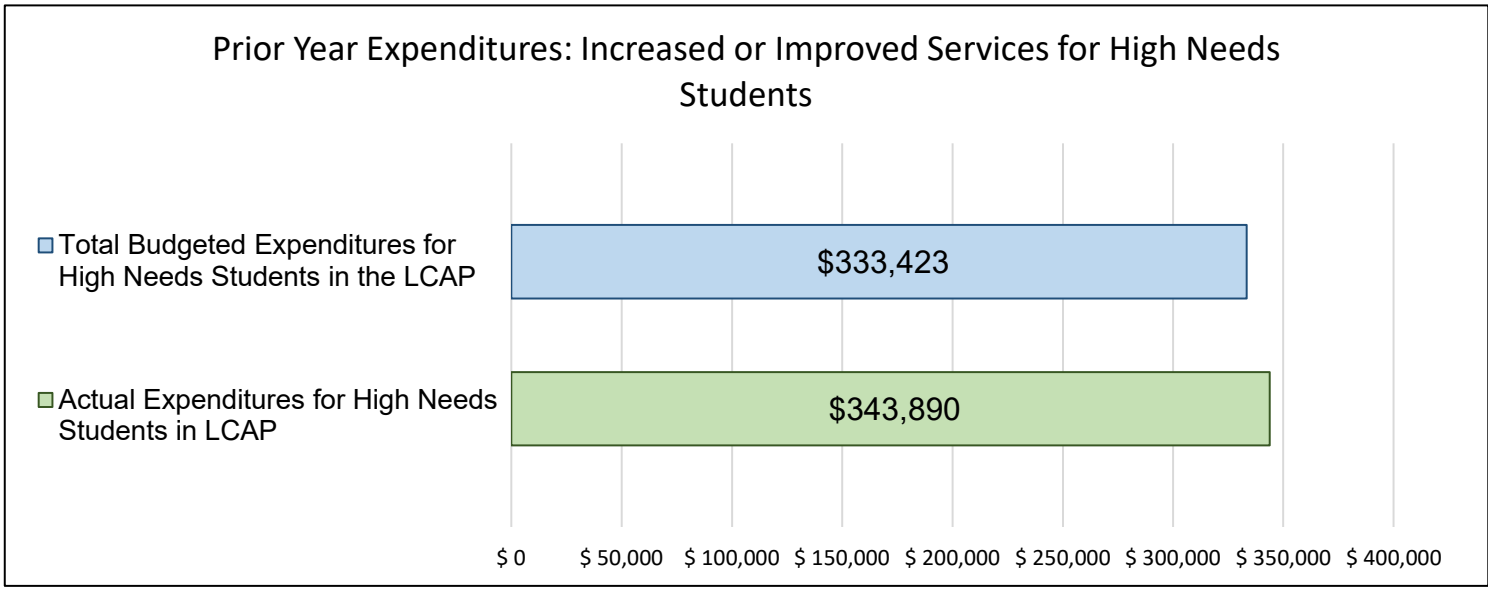
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later

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

In 2026-27, Goethe International Charter is projecting it will receive $383,725.00 based on the enrollment of foster youth, English learner, and low-income students. Goethe International Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Goethe International Charter plans to spend $383,725.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Goethe International Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Goethe International 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 2025-26, Goethe International Charter's LCAP budgeted $333,422.70 for planned actions to increase or improve services for high needs students. Goethe International Charter actually spent $343,890.37 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Goethe International Charter School	Rasheed Khan, Executive Director	r.khan@goethecharterschool.org 310.306.3484

Plan Summary 2026-27

General Information

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

Goethe International Charter School (GICS) is a WASC-accredited, tuition-free public charter school serving approximately 479 students in grades TK-8. GICS was founded on the premise of the International Baccalaureate (IB) Programme with a focus on German language immersion, and its mission is to create a multilingual and international educational environment that advances the knowledge, critical thinking, and personal development of its students and prepares them to be self-motivated citizens who will thrive in a global world. GICS aspires to be the benchmark institution for multilingual, IB, TK-8 education of future global citizens.

Students We Serve

The GICS student population reflects the diversity of its community, with 31% White, 31% Hispanic, 19% African American, 15% Two or More Races, 4% Asian, and smaller representation across remaining ethnic categories. Unduplicated student groups include 27% Socioeconomically Disadvantaged, 8% English Learners, and 8% Students with Disabilities. More than 40 students are currently waitlisted for the 2026-27 school year, reflecting strong community demand for the GICS program.

Signature Programs

GICS operates three distinctive, integrated programs that together define the school's educational model.

The *International Baccalaureate Programme* is delivered through the Primary Years Programme (PYP) in grades TK-5 and the Middle Years Programme (MYP) in grades 6-8. The PYP is in its fifteenth year of implementation, having achieved authorization as an IB World School in 2014. The MYP began in 2019 and is in its fifth year of IB candidacy/authorization *[confirm status]*.

The *German Language Immersion (GLI) program* is available to students in grades TK-5 and follows a dual language model in which students access standards-based core content in English for half of the instructional day and in German for the other half *[confirm 50/50 vs. 90/10]*.

The *German Language Acquisition (GLA) program* is available to students in grades 3-5 and delivers all core subject instruction in English, with German language classes integrated into the weekly schedule *[confirm frequency]*.

Supporting the Whole Child

Consistent with IB philosophy, GICS supports the whole child through Specials Classes in elementary and Exploratory Classes in middle school. Elementary Specials include Spanish, Physical Education, and Visual Arts. Middle School Exploratories include Language Acquisition (German or Spanish), Physical Education, Visual Arts, Performing Arts, and Design. Social-Emotional Learning is delivered across TK-8 using Caring School Community and Be Good People, reinforced by the Panorama universal SEL screener, PBIS, and restorative practices.

Diversity, Equity, and Inclusion Through the IB Framework

The IB framework at GICS advances diversity, equity, and inclusion through a global perspective embedded in the curriculum; an inclusive curriculum that accommodates diverse interests and learning styles; a language policy that promotes multilingualism, including German Language Immersion, German Language Acquisition, Spanish language classes, and recognition of students' home languages; an assessment model that uses varied methods (examinations, coursework, projects, portfolios, and performance-based tasks) to allow students to demonstrate understanding in multiple ways; and the IB Learner Profile attributes of inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced, and reflective, which guide student growth and community behavior.

LCAP, SPSA, and WASC Alignment

Goethe International Charter School (GICS) has developed a one-year LCAP that also serves as the WASC Action Plan, and School Plan for Student Achievement (SPSA), consistent with California Education Code Section 64001(j), which allows a charter school to use its LCAP, with the inclusion of Title I, Part A funded expenditures, to meet School Plan for Student Achievement requirements provided that the LCAP meets the educational partner engagement requirements in EC Section 52062(a).

Goethe International Charter School has fulfilled the EC 52062(a) educational partner engagement requirements applicable to charter schools using the LCAP as the SPSA, as well as the Student Advisory Committee requirement applicable to schools serving middle and high school grades.

The school presented the LCAP to the Parent Advisory Committee (PAC) for review and comment per EC 52062(a)(1), presented the LCAP to the English Learner Parent Advisory Committee (ELPAC) for review and comment per EC 52062(a)(2), and consulted with the Special Education Local Plan Area (SELPA) to ensure that specific actions for Students with Disabilities are included in the plan per EC 52062(a)(5). Written responses to each committee regarding their comments and recommendations have been provided.

Because Goethe International Charter School serves students in middle school grades, the school has also engaged students through a Student Advisory Committee in accordance with the requirement added to EC 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), which applies to local educational agencies operating one or more middle schools or high schools and is effective for the 2024-25 LCAP and subsequent LCAPs. The Student Advisory Committee provides students with the opportunity to review and comment on the LCAP prior to adoption by the governing body. The school has documented the Student Advisory Committee's review of the 2026-27 LCAP and has incorporated student input alongside the input received from the PAC, ELPAC, and SELPA. As with the PAC and ELPAC, a written response to Student Advisory Committee comments and recommendations has been provided.

Charter Renewal and 2026-27 Priorities

GICS's charter was recently renewed, providing continued authorization to serve the school community through the current renewal term. This LCAP aligns with the goals, actions, and measurable outcomes established in the approved renewal petition, and responds directly to the 2025 California School Dashboard results, including the decline in the Mathematics Academic Indicator overall and for the English Learner student group, and to the 2024-25 increase in chronic absenteeism among EL, SED, SWD, and Hispanic students.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Goethe International Charter School has $84,405.59 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be partially expended during the 2026-27 school year; and the remaining $28,645.59 will be expended in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Goethe International Charter School is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

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

The following table presents Goethe International Charter School's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science
All Students	--	Orange	Green	N/A	Green	Yellow	Green
English Learners	--	Orange	Blue	N/A	Green	Yellow	--
Long-Term English Learners	--	--	--	N/A	--	--	--
Socioeconomically Disadvantaged	N/A	Red	Green	N/A	Yellow	Orange	--
Students with Disabilities	N/A	Orange	Blue	N/A	Orange	Orange	--
Black or African American	N/A	Green	Green	N/A	Green	Orange	--
Asian	N/A	--	--	N/A	--	--	--
Filipino	N/A	--	--	N/A	--	--	--
Hispanic or Latino	N/A	Red	Green	N/A	Green	Orange	--
White	N/A	Yellow	Blue	N/A	Green	Green	--
Two or More Races	N/A	Blue	Blue	N/A	Green	Green	--

Identified Areas of Strong Performance: Goethe International Charter School (GICS) demonstrated strong performance across multiple indicators on the 2025 California School Dashboard, reflecting the effectiveness of its educational program and the positive outcomes achieved across multiple student groups.

Suspension Rate Indicator: On the 2025 Dashboard, the Suspension Rate Indicator received a Green performance level for the All Students group, Socioeconomically Disadvantaged students, African American students, and Hispanic students, and a Blue performance level for English Learners, Students with Disabilities, White students, and Students of Two or More Races. The schoolwide suspension rate declined from 1.2% in 2023-24 to 0.8% in 2024-25, contributing to this stellar performance and reflecting the effectiveness of the school's Positive Behavioral Interventions and Supports (PBIS), restorative practices, and Tier 2 and Tier 3 social-emotional interventions.

Chronic Absenteeism Indicator: Areas of Strength: While the Chronic Absenteeism Indicator identified Socioeconomically Disadvantaged and Hispanic students as priority groups, two student groups demonstrated notable improvement on the 2025 Dashboard. The Students of Two or More Races group received a Blue performance level, reflecting a decline in chronic absenteeism from 6.5% in 2023-24 to 1.5% in 2024-25.

The African American student group showed a 3.2 percentage point decline, from 10.4% in 2023-24 to 7.2% in 2024-25. These results reflect the effectiveness of the school's attendance monitoring, family communication, and intervention practices for these student groups.

English Language Arts Academic Indicator: On the 2025 Dashboard, the English Language Arts Academic Indicator received a Green performance level for the All Students group, English Learners, African American students, Hispanic students, White students, and Students of Two or More Races. This broad pattern of strong performance across six student groups reflects the effectiveness of the school's literacy curriculum, instructional coaching, ongoing investment in teacher professional development, and the integration of California academic standards with the inquiry-based pedagogy of the International Baccalaureate Programme.

Mathematics Academic Indicator: On the 2025 Dashboard, the Mathematics Academic Indicator received a Green performance level for the White student group and the Students of Two or More Races student group, reflecting strong mathematics outcomes within these populations.

Science Academic Indicator: On the 2025 Dashboard, the Science Academic Indicator received a Green performance level for the All Students group. This indicator was newly added to the 2025 California School Dashboard, and GICS's Green performance level on its initial reporting cycle reflects the strength of the school's science instruction across grade levels.

Comprehensive Needs Assessment

As a Title I school, Goethe International Charter School (GICS) conducts an annual comprehensive needs assessment to evaluate the effectiveness of its language immersion, International Baccalaureate educational program, guide resource allocation, direct the use of federal Title funds and Learning Recovery Emergency Block Grant (LREBG) funds, and ensure that the school's Multi-Tiered System of Support (MTSS) is fully leveraged to improve student outcomes. The annual cycle reflects the school's data-driven approach to instructional and operational decision-making.

As a WASC-accredited school, GICS draws on multiple sources of local, internal, and California School Dashboard data, together with feedback gathered from educational partners, to inform the contents of the LCAP. For the 2026-27 school year, GICS conducted a focused comprehensive needs assessment in three priority areas identified through the 2025 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics.

Chronic Absenteeism Indicator: On the 2025 Dashboard, the Chronic Absenteeism Indicator showed a Red performance level for the Socioeconomically Disadvantaged and Hispanic student groups, and an Orange performance level for the All Students group, English Learners, and Students with Disabilities. These performance levels reflect year-over-year increases in chronic absenteeism and identified this indicator as a top priority for the 2026-27 LCAP.

English Language Arts Academic Indicator: On the 2025 Dashboard, the ELA Academic Indicator showed a Green performance level for the All Students group, English Learners, African American students, Hispanic students, White students, and Students of Two or More Races. The Socioeconomically Disadvantaged student group received a Yellow performance level, and the Students with Disabilities student group received an Orange performance level. While schoolwide ELA performance is strong, these two student-group results signaled the need for continued targeted intervention to close persistent gaps.

Mathematics Academic Indicator: On the 2025 Dashboard, the Mathematics Academic Indicator showed an Orange performance level for the Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic student groups. The pattern of underperformance across these four student groups, together with within-year i-Ready Mathematics benchmark data, established Mathematics as a focused area of need for the 2026-27 LCAP.

Components of the Comprehensive Needs Assessment: For each of these three indicators, the comprehensive needs assessment included an analysis of local data drawn from PowerSchool attendance records, i-Ready diagnostic results, CAASPP claim-level and item-level data, classroom assessments, and family communication logs. The needs assessment identified specific needs disaggregated by student group and grade level, documented areas of strength including within-year progress and effective practices to sustain, and surfaced resource inequities affecting access to attendance support, academic intervention, and out-of-school academic support. Each component informed the development of an action plan responsive to the identified needs and embedded within the goals, actions, services, and metrics of the 2026-27 LCAP.

The findings of the comprehensive needs assessment are documented in the Plan Summary and are embedded throughout the goals, actions, services, and metrics adopted in this LCAP.

Chronic Absenteeism: Needs Assessment

The 2025 California School Dashboard reflects chronic absenteeism rates for the 2024-25 school year. Schoolwide, GICS reported a chronic absenteeism rate of 9.9%, substantially below the statewide rate of 17.1%, and received an Orange performance level on the indicator for All Students. Disaggregated by numerically significant student group, GICS rates and Dashboard performance levels were as follows: English Learners 14.9% (State 18.1%) with an Orange performance level, Socioeconomically Disadvantaged students 21.0% (State 21.7%) with a Red performance level, Students with Disabilities 20.0% (State 24.9%) with an Orange performance level, African American students 7.2% (State 29.8%), Hispanic students 23.3% (State 20.1%) with a Red performance level, Students of Two or More Races 1.5% (State 14.9%), and White students 4.2% (State 12.2%). The Red performance levels for Socioeconomically Disadvantaged and Hispanic student groups, and the Orange performance levels for the All Students group, English Learners, and Students with Disabilities reflect year-over-year increases in chronic absenteeism from the prior Dashboard cycle. These performance levels are the central finding driving the focused action plan for 2026-27.

Data Analyzed: Quantitative and qualitative data sources included PowerSchool attendance records, the attendance tracking and communication log maintained between families and the school, 2025 California School Dashboard results and corresponding performance levels, and 2024-25 end-of-year attendance data. Mid-year review data from the 2025-26 school year were also incorporated to evaluate the effectiveness of current monitoring and intervention practices. In December 2025, 45 of 525 enrolled students (8.5%) were identified as chronically absent. By March 2026, 13 of those 45 students (29%) had improved their attendance and were no longer categorized as chronically absent. As of March 2026, the within-year chronic absenteeism rate stood at 6.3% of the 505 currently enrolled students. In parallel, 113 students were identified for monitoring in December 2025, of whom 61 were determined to be at-risk for chronic absenteeism and received formal notification from the school. Of those 61 students, 49 (80%) moved out of the at-risk category and accrued no further absences. Three students continued to accrue absences and transitioned into chronic absenteeism status, and these three are included in the 6.3 percent March figure.

Educational Partners Engaged in the Analysis: Analysis of the chronic absenteeism indicator engaged multiple educational partners in alignment with LCAP requirements. Attendance clerks and front office staff contributed day-to-day attendance patterns, family communication records, and knowledge of common absence reasons. The Elementary School (PYP) Principal and Middle School (MYP) Principal participated in data review and strategy development. Parents and guardians, including those whose students were identified as chronically absent or at-risk, provided qualitative input on the barriers their families face and on the effectiveness of school communication. The school counselor and SEL consultant contributed perspectives on attendance-related social-emotional concerns observed through Tier 2 and Tier 3 interventions. The Governing

Board, Parent Advisory Committee, and English Learner Advisory Committee received data updates as part of ongoing governance and engagement cycles.

Identified Strengths: GICS has demonstrated measurable progress within the 2025-26 school year on the chronic absenteeism indicator. Current within-year rates for Hispanic students and Students with Disabilities are lower than the 2024-25 Dashboard rates for those groups, suggesting that the attendance monitoring and intervention structure implemented at the start of the 2025-26 school year is producing early positive results. The 29% rate of chronically absent students who moved out of that status between December 2025 and March 2026, and the 80% rate of at-risk students who discontinued absences following school notification, indicate that systematic identification, family communication, and follow-up protocols are effective when implemented consistently. Schoolwide, GICS continues to report chronic absenteeism rates below state averages for every numerically significant student group except Hispanic students. The structured attendance plan currently in place includes regular review of attendance data, biweekly meetings between the attendance office and principals, targeted family communication via letters, emails, and principal phone calls, Independent Study Contract review and support, and recognition of excellent and perfect attendance through awards ceremonies throughout the year.

Greatest Need: The student groups with the greatest identified need on the chronic absenteeism indicator are Socioeconomically Disadvantaged students and Hispanic students, both of which received a Red performance level on the 2025 Dashboard. Hispanic students currently account for 40% of the school's chronically absent students and 29% of students identified as at-risk, while representing approximately 31.6% of total enrollment per October 2025 CALPADS data. Socioeconomically Disadvantaged students, at a 21.0% chronic absenteeism rate, fall within the range where continued year-over-year increases would move the group further from the state average, and the Red performance level signals that the trajectory of change, not only the absolute rate, requires urgent corrective action. Secondary areas of need include English Learners and Students with Disabilities, both of which received an Orange performance level on the 2025 Dashboard, indicating year-over-year deterioration despite rates that remain below the state average. The All Students group also received an Orange performance level, reflecting an overall upward trend in chronic absenteeism that warrants a schoolwide response alongside subgroup-targeted strategies. Students of Two or More Races have shown a within-year increase above the 2024-25 Dashboard rate of 1.5% and will be monitored closely, although the group did not receive a color performance level tied to this indicator at the subgroup level.

Identified Issues This Year: Analysis of family communication records and attendance office conversations surfaced several recurring issues during the 2025-26 school year. A notable number of families were unaware that an Independent Study Contract could be requested for single-day absences, which resulted in absences being recorded as unexcused that might otherwise have been covered under an ISC arrangement. Illness, particularly during seasonal periods, continues to drive a measurable portion of absences across all student groups. Transportation and parent or guardian work schedules emerged as common barriers, particularly for families residing at greater distances from the school or working nontraditional hours. Additionally, some families operated under the assumption that excused absences did not affect their child's attendance record for state and local reporting purposes, which contributed to reduced urgency around consistent attendance.

Resource Inequity: The primary resource inequity identified in relation to chronic absenteeism is transportation. As a choice school operating under LAUSD's SELPA as an Option 3 charter, GICS enrolls students from across Los Angeles County. Families do not have access to district-operated school bus service, and the school is not positioned to operate a comprehensive transportation program. This creates an uneven burden on families whose work schedules, vehicle access, or proximity to the school present logistical barriers to regular attendance. The transportation

inequity falls disproportionately on Socioeconomically Disadvantaged and Hispanic families, the two groups that received a Red performance level on the 2025 Dashboard, whose geographic distribution and access to private transportation options vary substantially across the enrollment area.

Root Cause Analysis: Three interrelated root causes drive the chronic absenteeism patterns observed at GICS. First, transportation and carpool logistics present a structural barrier for a student population distributed across Los Angeles County, with particular impact on families without consistent access to private vehicles or carpool networks. This barrier disproportionately affects Socioeconomically Disadvantaged and Hispanic families, consistent with the Red performance levels assigned to these groups. Second, limited family awareness of Independent Study Contract availability and procedures results in absences that might have been supported through an ISC being recorded as unexcused or unplanned, which in turn contributes to the chronic absenteeism count. Third, parent and guardian understanding of how excused and unexcused absences are counted in a student's cumulative attendance record is inconsistent, leading some families to underestimate the cumulative effect of absences they consider justified. These root causes intersect most acutely for Hispanic and Socioeconomically Disadvantaged families, for whom language access, cultural context, and work schedule variability compound the effect of the underlying structural issues.

Metrics Used to Measure Progress: Progress on the chronic absenteeism indicator will be measured through a combination of state and local data sources. PowerSchool attendance records will provide the primary source for rate calculation, disaggregated by student group and monitored monthly, with specific attention to the two Red performance level groups (Socioeconomically Disadvantaged and Hispanic students) and the three Orange performance level groups (All Students, English Learners, and Students with Disabilities). The communication log between families and the school will track outreach volume, type, and outcome, allowing the school to evaluate which communication strategies are associated with attendance improvement. California School Dashboard results will serve as the annual summative measure, with a target of raising performance levels from Red to Orange or better for Socioeconomically Disadvantaged and Hispanic students, and from Orange to Yellow or better for All Students, English Learners, and Students with Disabilities. Panorama school climate survey results will provide qualitative context on student connectedness and belonging as contributing factors to attendance patterns. Implementation metrics will include completion rates for the three-absence, five-absence, and ten-absence intervention triggers, participation in family attendance workshops, Independent Study Contract utilization, and engagement volume of the bilingual family liaison.

2026-27 Action Plan: The 2026-27 action plan builds on the identification, monitoring, and communication infrastructure established in 2025-26 and layers targeted supports responsive to the root causes identified above. GICS will continue the monthly review of attendance data, systematic family communication through follow-up calls, letters, and emails, and recognition of both improvement and sustained attendance. Schoolwide communication regarding Independent Study Contracts will be strengthened and clarified at the start of the school year and reinforced throughout, with individualized follow-up for students accruing absences. Schoolwide communication regarding the impact of both excused and unexcused absences on a student's attendance record will be delivered in multiple formats and languages to ensure family understanding.

Targeted supports for Socioeconomically Disadvantaged and Hispanic students, the two groups that received a Red performance level on the 2025 Dashboard, will include culturally and linguistically responsive outreach, Spanish-language communication across all attendance touchpoints, and a bilingual family liaison focused on attendance outreach and barrier identification. Outreach for Socioeconomically Disadvantaged students will connect families to wraparound services and prioritize access to afterschool and extended learning programs that strengthen school connection. Monthly family attendance workshops will address common barriers including transportation, work schedules,

and healthcare access, with childcare provided to ensure accessibility. For English Learners, communication will continue to be translated into Spanish with interpreter services available for attendance conferences, and culturally responsive attendance materials will be developed in collaboration with community-based organizations serving immigrant families to address the Orange performance level trajectory. For Students with Disabilities, attendance accommodation plans will be integrated into the IEP process in coordination with the Special Populations Services Administrator, outside service providers, and families, with flexible scheduling for medical and therapeutic appointments.

Consistent with LCAP Goal 1, Action 3, an automated early warning system within the Unified Insights platform will identify students showing at-promise attendance patterns before chronic absenteeism develops. Standardized tiered intervention triggers will include phone calls to families after three absences, family conferences after five absences, and comprehensive attendance support plans after ten absences. A dedicated attendance intervention team consisting of the counselor, social worker, and a family liaison will coordinate this work, with weekly team meetings to review individual student cases and monthly data reviews disaggregated by grade level and subgroup. School climate and connection supports, including the expansion of the Where Everybody Belongs (WEB) program to include attendance mentoring components, middle school athletics, and two sixth-grade transition events, will strengthen student engagement as a protective factor against chronic absenteeism.

Math Academic Indicator: Needs Assessment

The 2025 California School Dashboard reports Mathematics Academic Indicator results for the 2024-25 school year using Distance from Standard (DFS), measured in points above or below grade-level standard. Schoolwide, GICS reported a DFS of 7.7 points below standard, substantially stronger than the statewide DFS of 42.4 points below standard. Disaggregated by numerically significant student group, GICS DFS results were as follows: Students with Disabilities 73.2 points below standard (State 120.7 below), Socioeconomically Disadvantaged students 62.2 points below standard (State 72.9 below), African American students 42.8 points below standard (State 95.8 below), English Learners 17.2 points below standard (State 86.1 below), Hispanic students 51.9 points below standard (State 73.6 below), Students of Two or More Races 19.3 points above standard (State 0.7 below), and White students 34.2 points above standard (State 6.2 below). While GICS performed above the state average for every numerically significant student group, the LCAP Goal 1, Action 2 narrative identifies a decline in the Mathematics Academic Indicator on the 2025 Dashboard as the central driver of this action, reflecting year-over-year movement in the wrong direction on the growth component of the indicator despite absolute rates that remain stronger than state comparisons.

Data Analyzed: Quantitative and qualitative data sources included 2025 California School Dashboard Mathematics results, CAASPP claim-level and item-level mathematics data from 2024-25, i-Ready Mathematics diagnostic data across the three 2025-26 benchmark windows (August, December, and March), enVision Math classroom assessments at the elementary level, Big Ideas classroom assessments at the middle school level, PDSA cycle analyses conducted following each benchmark window, and teacher observations. By the March 2026 i-Ready benchmark, 35% of students had met their typical growth goal, and the median progress toward the growth goal across the tested population was 73%. The percentage of students performing on or above grade level in Mathematics as of the March 2026 benchmark was 54% for All Students, 43% for English Learners, 36% for Socioeconomically Disadvantaged students, 32% for Students with Disabilities, 54% for African American students, 35% for Hispanic students, 67% for White students, and 63% for Students of Two or More Races.

Educational Partners Engaged in the Analysis: Analysis of the Mathematics Academic Indicator engaged multiple educational partners in alignment with LCAP requirements. Classroom teachers across TK-8 contributed i-Ready and classroom assessment data, observations of student engagement during mathematics instruction, and insight into the specific conceptual and procedural gaps observed in their students. The Elementary School (PYP) Principal, Middle School (MYP) Principal, and IB Coordinator participated in data review, strategy development, and curriculum alignment discussions. The dedicated intervention teacher contributed data on Tier 2 pull-out and push-in intervention caseloads and progress. Students provided input through the Middle School Student Advisory Council, which recommended the establishment of a peer tutoring center. Parents and guardians contributed feedback regarding access to homework support and after-school academic resources. The Governing Board, Parent Advisory Committee, and English Learner Advisory Committee received data updates as part of ongoing governance and engagement cycles.

Identified Strengths: GICS has demonstrated substantial measurable progress within the 2025-26 school year on the Mathematics Academic Indicator. Between the August 2025 and March 2026 i-Ready benchmarks, the schoolwide percentage of students performing two or more grade levels below standard decreased from 20% to 9%, while the schoolwide percentage of students performing on or above grade level increased from 34% to 55%. By March 2026, Kindergarten, second grade, fourth grade, and fifth grade each had more than 60%of students performing on or above grade level, with fifth grade reaching 82%. Third grade showed particularly strong within-year growth, increasing from 10% of students on or above grade level in August to 54% in March. Sixth grade increased from 42% to 59% on or above grade level, and eighth grade increased from 23% to 42%. Eighth grade also showed a marked reduction in the percentage of students two or more grade levels below standard, from 42% to 21%, and sixth grade showed a reduction from 24% to 6%. Within-year subgroup growth on the "two or more grade levels below" measure was evident across all student groups: Socioeconomically Disadvantaged students decreased from 37% to 16%; Hispanic students from 30% to 18%; African American students from 24% to 10%; Students of Two or More Races from 19% to 5%; White students from 13% to 4%; and Students with Disabilities from 52% to 26%. On the "on or above grade level" measure, English Learners increased from 26% to 43%; Socioeconomically Disadvantaged students from 25% to 36%; Hispanic students from 20% to 35%; African American students from 23% to 55%; Students of Two or More Races from 42% to 63%; White students from 43% to 67%; and Students with Disabilities from 14% to 33%. These within-year gains indicate that the tiered intervention structure, i-Ready implementation, and PDSA-aligned data analysis cycle are producing meaningful movement across the full range of student groups.

Greatest Need: The student groups with the greatest identified need on the Mathematics Academic Indicator are Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, which are the three groups with the lowest percentages of students performing on or above grade level in Mathematics at the March 2026 i-Ready benchmark (36%, 32%, and 35% respectively). These three groups also carry the largest DFS gaps on the 2025 Dashboard (62.2, 73.2, and 51.9 points below standard). While each group has demonstrated within-year growth, the starting position and magnitude of the gap relative to grade-level standard mean that the pace of growth must continue or accelerate in order to move these groups toward proficiency within the multi-year horizon contemplated by the LCAP. Secondary needs include English Learners, who have shown strong within-year growth (26% to 43% on or above grade level) but remain below the schoolwide on-or-above rate, and middle school students in grades 7 and 8, where the proportion of students performing below grade level, although improving, remains higher than in the elementary grades.

Identified Issues This Year: Analysis of 2025 CAASPP data in combination with 2025-26 i-Ready benchmark results surfaced two interrelated issues. First, teacher and administrator review of CAASPP response patterns and corresponding i-Ready benchmark performance indicated that a

portion of students did not fully understand the importance of the CAASPP assessment and therefore did not put forth their best effort, which compressed the assessment's ability to accurately reflect what students know and can do. Second, teachers reported a wide range of mathematics skill and conceptual understanding within classrooms, particularly in the upper grades where foundational mathematics gaps from earlier grades compounded the challenge of differentiating instruction effectively for the full range of learners in a single classroom. These two issues together constrain both the accuracy of summative measurement and the efficiency of Tier 1 instruction.

Resource Inequity: The primary resource inequity identified in relation to the Mathematics Academic Indicator is differential access to academic support outside of school hours. Families with financial means are able to secure private tutoring, paid homework support, enrichment programs, and supplemental mathematics curriculum at home, while families without those resources rely almost entirely on the school to provide all mathematics instruction, intervention, and enrichment. This inequity falls disproportionately on Socioeconomically Disadvantaged and Hispanic students, who are also among the groups with the lowest percentages of students on or above grade level in Mathematics at the March 2026 benchmark. The inequity is structural rather than incidental, and closing it requires the school to expand the volume and reach of its own academic support offerings, particularly in mathematics.

Root Cause Analysis: Two root causes drive the mathematics performance patterns observed at GICS. First, the availability of resources for in-classroom differentiation is insufficient to meet the range of student needs within a single heterogeneous classroom, particularly in upper elementary and middle school grades where foundational mathematics gaps vary widely across students. Teachers report that without additional standards-aligned supplemental materials, diagnostic tools, and release time for targeted planning, the practical capacity to differentiate effectively for all learners is constrained. Second, dedicated time within the school day for mathematics intervention is limited, which means that many students who need targeted Tier 2 or Tier 3 support receive that support only through pull-out or push-in sessions that must compete with core instructional time. Together, these two root causes concentrate the greatest impact of underperformance on the students with the largest preexisting gaps, which are the same students whose families generally have the least access to external academic support, compounding the resource inequity identified above.

Metrics Used to Measure Progress: Progress on the Mathematics Academic Indicator will be measured through a combination of state accountability data and local growth and implementation measures. The Mathematics Academic Indicator on the California School Dashboard, including both the current-year DFS and the growth component of the indicator, will serve as the annual summative measure, disaggregated by student group with specific attention to Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.

2026-27 Action Plan: The 2026-27 action plan builds on the tiered intervention structure, middle school redesign, digital learning platforms, and expanded learning opportunities established in 2025-26 and layers targeted supports responsive to the root causes identified above. Tier 1 instruction will continue to be supported by Instructional Assistants in TK-1 English Language Arts and Mathematics, extending early intervention into the grades where foundational skills are formed. A dedicated intervention teacher will continue to deliver Tier 2 pull-out and push-in support across elementary grades for students identified through universal screeners, benchmark assessments, and classroom data, with Tier 3 intensive, individualized support coordinated through the Student Support and Progress Team and, where appropriate, aligned with Individualized Education Programs or Section 504 plans.

To address the root cause of insufficient in-classroom differentiation resources, supplemental curriculum resources for intervention and differentiation will be adopted, including standards-aligned tools that support targeted standards assessment and instruction. To address the root

cause of limited dedicated mathematics intervention time, the middle school schedule will include dedicated intervention and enrichment courses, and the elementary intervention teacher model will continue to support small-group pull-out sessions aligned with i-Ready data. The middle school program will continue its transition to Single Subject Credentialed teachers in order to build specialized mathematics instructional expertise, and middle school students will be served through two mathematics pathways: a Grade-Level Path sequenced 6-8 and an Accelerated Path that compresses the 6-8 standards across two years to prepare students for Algebra 1 in 8th grade. Placement in the Accelerated Path will use a holistic review of prior grades, i-Ready diagnostic results, CAASPP mathematics performance, and teacher observations, with intentional efforts to ensure equitable access for students demonstrating readiness regardless of prior advanced placement history, which directly responds to the gap in access for historically underserved student groups. A preparatory Mathematics summer bridge course will support students entering the Accelerated Path. In response to recommendations from the Middle School Student Advisory Council, a peer tutoring center will be established to provide student-to-student academic support across core subjects.

To close the resource inequity in out-of-school academic support, expanded learning opportunities will extend the instructional day and year. After school tutoring will provide academic support beyond regular school hours with a particular focus on mathematics. Intersession Camps, funded through the Expanded Learning Opportunities Program (ELO-P), will provide 30 additional instructional days beyond the regular school calendar for students in grades TK-8, integrating academic reinforcement, physical education and wellness, and social-emotional learning. Summer programming will maintain learning momentum and prevent summer learning loss, with dedicated mathematics programming for students flagged by i-Ready or CAASPP data as needing additional support to reach grade-level proficiency.

To address the issue of student effort and engagement on summative assessment, practice with CAASPP-aligned items and Interim Assessment Blocks (IABs) will be built into the school year so that students are familiar with the assessment format and expectations, and classroom messaging about the purpose of the assessment will be strengthened across grades. The i-Ready Learning Platform will continue to serve as the comprehensive assessment and personalized instruction system for ELA and Mathematics in grades K-8. Teacher capacity will be built through ongoing professional learning focused on data analysis, differentiation, and mathematics instruction. Following each benchmark window, teachers, intervention specialists, and administrators will engage in facilitated data chats organized around a Plan-Do-Study-Act cycle to interpret i-Ready, ELPAC, and classroom assessment results, diagnose root causes of underperformance within specific mathematics strands, and co-design targeted instructional responses with support from instructional coaches.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

Goethe International Charter School (GICS) holds $84,405.59 in unexpended LREBG funds. Of that amount, GICS will expend **$55,350** during the 2026-27 school year across three LCAP actions, with the remaining $28,645.59 carried forward for expenditure during the 2027-28 school year [verification needed: confirm that the 2026-27 expenditure totals $55,350, given that $84,405.59 minus $28,645.59 equals $55,760, leaving a $410 difference that may require reconciliation in either the 2026-27 or 2027-28 figure].

Needs Assessment

GICS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), and in collaboration with educational partners through the 2026-27 LCAP engagement process, identified three priority learning recovery focus areas based on 2025 California School Dashboard results: Chronic Absenteeism, English Language Arts, and Mathematics. On the Chronic Absenteeism Indicator, the Socioeconomically Disadvantaged and Hispanic student groups received a Red performance level, and the All Students group, English Learners, and Students with Disabilities received an Orange performance level. On the English Language Arts Academic Indicator, the Socioeconomically Disadvantaged student group received a Yellow performance level and the Students with Disabilities student group received an Orange performance level, while the All Students group and other numerically significant student groups received Green. On the Mathematics Academic Indicator, the Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic student groups received an Orange performance level, reflecting year-over-year decline. Within-year 2025-26 i-Ready Mathematics benchmark data identified Socioeconomically Disadvantaged students (36% on or above grade level at the March 2026 benchmark), Students with Disabilities (32%), and Hispanic students (35%) as the three groups furthest from grade-level proficiency. The needs assessment identified the absence of consistent, data-driven universal assessment, insufficient Tier 2 intervention capacity, and the need for sustained, content-specific instructional coaching as root causes requiring continued learning recovery investment.

Expenditure 1: i-Ready Diagnostic Assessment Platform

Position (LCAP Goal and Action): i-Ready Diagnostic Assessment Platform (Goal 1, Action 1: Assessment and Data Monitoring)

Amount of LREBG Funds: $20,350

Rationale: The i-Ready Diagnostic Assessment Platform serves as GICS's comprehensive universal assessment and personalized instruction system for English Language Arts and Mathematics in grades K-8. The platform generates diagnostic data three times annually (August, December, and March) and delivers individualized online instruction pathways calibrated to each student's current performance level. i-Ready data drives the schoolwide Plan-Do-Study-Act (PDSA) cycle data chats following each benchmark window and is the primary tool used to identify students requiring Tier 2 and Tier 3 intervention within the school's Multi-Tiered System of Support (MTSS). During the 2025-26 school year, participation increased from 93% in August to 100% in December and 99% in March, and the platform documented schoolwide growth from 34% to 55% of students on or above grade level in Mathematics between August 2025 and March 2026, with corresponding growth across all numerically significant student groups. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches, including the use of diagnostic assessments and adaptive personalized instruction to accelerate learning recovery.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that adaptive diagnostic assessment systems integrated with personalized online instruction pathways produce measurable gains in student achievement when implemented consistently and used to drive teacher instructional decision-making. Studies meeting ESSA Tier 2 evidence standards support the use of i-Ready as an effective universal screener and personalized learning tool, particularly when paired with structured data review cycles.

Metric(s): i-Ready Mathematics and ELA diagnostic growth across the three annual benchmark windows, disaggregated by student group; using Typical growth and Stretch Growth.

Expenditure 2: Elementary Intervention Teacher (Interventionist)

Position (LCAP Goal and Action): Elementary Intervention Teacher (Goal 1, Action 2: Academic Intervention and Mathematics Acceleration)

Amount of LREBG Funds: $27,000 (LREBG portion of the position cost; the position is co-funded with federal Title I funds)

Rationale: The Elementary Intervention Teacher delivers Tier 2 pull-out and push-in academic intervention services across the elementary grades in English Language Arts and Mathematics for students identified through i-Ready universal screening, classroom assessment data, and the Student Support and Progress Team (SSPT) referral process. The Interventionist supports students experiencing pandemic-related and other learning gaps through structured, evidence-based, standards-aligned small-group instruction in foundational literacy and mathematics, with particular focus on the Socioeconomically Disadvantaged, English Learner, Students with Disabilities, and Hispanic student groups identified through the needs assessment as having the greatest learning recovery needs. The Interventionist's caseload prioritizes unduplicated students and coordinates closely with classroom teachers, the SEL consultant, and the school counselor through the school's intervention and support cycle. The LREBG-funded portion of the Interventionist's compensation supplements federal Title I funding to sustain the position at the full-time level required to meet identified student need. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches, including the use of credentialed intervention personnel to deliver small-group instruction.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted instruction delivered by credentialed intervention specialists produces significant academic gains for students performing below grade level, particularly in reading and mathematics. Pull-out and push-in intervention models that maintain student access to grade-level core instruction while providing additional adult-guided instruction are supported by studies meeting ESSA Tier 2 evidence standards.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by English Learner, Students with Disabilities, and Socioeconomically Disadvantaged student groups as reported on the CA School Dashboard; i-Ready ELA and Mathematics universal screening data disaggregated by student group across the three annual benchmark windows.

Expenditure 3: Instructional Coach

Position (LCAP Goal and Action): Instructional Coach (Goal 2, Action 2: Professional Development)

Amount of LREBG Funds: $8,000 (LREBG portion of the position cost; the position is co-funded through additional LCFF and Title funding sources)

Rationale: The Instructional Coach provides classroom-embedded coaching for teachers in English Language Arts and Mathematics aligned to the California Academic Content Standards and the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) frameworks. The Coach conducts regular classroom observations with targeted feedback cycles, models best practices and new strategies, co-plans lessons with grade-level and content-area teams and uses both observational and assessment data to drive coaching priorities. The Instructional Coach directly addresses the instructional capacity needs identified in the 2026-27 comprehensive needs assessment, including insufficient in-classroom differentiation resources, the wide range of mathematics skill and conceptual understanding observed within classrooms (particularly in the upper grades), and the strand-level mathematics instructional response required to reverse the 2025 Mathematics Dashboard decline. The Coach supports post-benchmark Plan-Do-Study-Act data chats following each i-Ready administration window, building teacher capacity to interpret CAASPP claim-level and item-level data, ELPAC data, and classroom assessment results, and to co-design targeted instructional

responses. The Coach also supports the implementation of the literacy and mathematics curriculum frameworks adopted under Goal 2, Action 2 (including Really Great Reading, Fountas and Pinnell, Lucy Calkins Units of Study, EnVision Math, and California Math & You). The LREBG-funded portion supplements other funding sources sustaining the position at the level required to meet identified instructional capacity needs. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for classified staff, teachers, and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs that include observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement. Coaching is consistently identified in the research as the most effective mechanism for translating professional development into sustained classroom practice, with the strongest effects observed when coaching is content-specific (ELA and mathematics), ongoing, and responsive to individual teacher needs.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by English Learner, Students with Disabilities, and Socioeconomically Disadvantaged student groups as reported on the California School Dashboard performance levels for ELA, Mathematics, and Science Academic Indicators and Priority 2 Self-Reflection Tool ratings for state standards implementation; professional development attendance and implementation data.

LCAP Alignment

All three expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Diagnostic Assessment Platform is included under Goal 1, Action 1 (Assessment and Data Monitoring). The Elementary Intervention Teacher is included under Goal 1, Action 2 (Academic Intervention and Mathematics Acceleration). The Instructional Coach is included under Goal 2, Action 2 (Professional Development). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, federal Title I funds, and other applicable funding sources.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the 2026-27 LCAP engagement process. The Administrative Leadership Team identified the continued need for the Elementary Intervention Teacher and confirmed the importance of sustaining the i-Ready platform and the instructional coaching infrastructure as core learning recovery investments. Teachers, through weekly Tuesday staff meetings and the March 2026 teacher survey, emphasized the need to continue intervention teacher staffing and requested a more focused, sustained professional development approach supported by classroom-embedded coaching. Classified staff identified the need for professional development on academic and behavioral support strategies, reinforcing the value of the Instructional Coach in supporting Instructional Assistants alongside teachers. The Parent Advisory Committee (PAC) emphasized the importance of evaluating supplemental academic supports and ensuring that students who fall behind receive timely academic intervention. The English Learner Advisory Committee (ELAC) emphasized the expansion of EL tutoring and continued investment in standards-aligned curriculum and coaching. The Student Advisory Committee provided input on the academic intervention experience of middle school students, including the value of intervention courses and tutoring. The needs assessment and expenditure plan were reviewed through the PAC, ELAC, and Student Advisory Committee advisory processes prior to LCAP adoption.

Reflections: Technical Assistance

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

Goethe International Charter Schools is not eligible for Technical Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Goethe International Charter School is not eligible 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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators **(Administrative Leadership Team)**	**Dates:** August 2025 – May 2026. The Executive Director and administrators met weekly, and the administrative team held its own weekly meetings throughout the school year. **Topics Discussed:** The Administrative Leadership Team engaged in ongoing review of the 2025-26 LCAP Midyear Update, which was subsequently presented to the GICS governing board. The team analyzed the 2025 California School Dashboard indicators and used those results to revise the 2026-27 LCAP goals, actions, and metrics, ensuring alignment with WASC Action Plan findings, the IB Primary Years Programme (PYP) and Middle Years Programme (MYP), and schoolwide initiatives. The team also conducted a comprehensive needs assessment and discussed the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support the actions and services identified through that assessment. **Feedback Provided:** • *Staffing and Support Services:* The team confirmed the continued need for a full-time counselor to better serve students' mental health and academic counseling needs, as well as the continued need for the elementary intervention teacher to provide targeted academic support for students experiencing learning gaps. The team also affirmed the importance of sustaining English Learner instruction through the E.L. Achieve curriculum. • *Middle School Program Development:* The team emphasized the need to continue departmentalization of the middle school program in order to provide more specialized instruction and better prepare students for high school coursework. After reviewing the accelerated mathematics track, the team determined that this pathway should continue in order to support high-achieving students.
Teachers	**Dates:** Weekly staff meetings on Tuesdays, August 2025 – May 2026; teacher survey administered March 2026. **Topics Discussed:** Teachers engaged in discussions about elements of the 2025-26 LCAP Midyear Update and contributed to the development of the revised 2026-27 LCAP goals. The team reviewed 2025 California School Dashboard data and provided input on teacher needs and professional development requirements. Teachers also participated in the comprehensive needs assessment and discussed the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support identified instructional and intervention priorities. Key discussion topics included CAASPP and i-Ready student data analysis and intervention strategies to support academic growth for all students.

	Feedback Provided: • *Professional Development:* Teachers identified the need for a more focused professional development schedule that provides greater depth on key aspects of learning and instruction rather than covering a broad range of topics. Teachers also emphasized the need for increased collaborative planning time. The Panorama survey revealed a positive increase in teachers' perceptions of the amount and quality of feedback they receive, up 18% from 2024-25. • *Staffing Needs:* Teachers emphasized the need to continue staffing intervention teachers for targeted academic support and requested increased counseling support to address broader student mental health and academic counseling needs. • *School Climate and Relationships:* The Panorama survey revealed a positive increase in teachers' perceptions of school climate, with 100% of teachers reporting that they feel trusted to do their work and that they have a sense of belonging to the school.
Classified Staff	**Dates:** Instructional Assistant meetings (8/8/25 and 8/15/25); Tuesday staff meetings, August 2025 – May 2026. **Topics Discussed:** Classified staff engaged in discussion about the 2025-26 LCAP Midyear Update and contributed to the development of the revised 2026-27 LCAP goals. Staff also participated in the comprehensive needs assessment, reviewed student data, and discussed the assessment of support staff needs, including the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support identified priorities. **Feedback Provided:** Classified staff identified the need for professional development that includes strategies to support students with behavioral challenges, as well as academic support strategies to use within the classroom. Staff provided positive feedback during meetings about their sense of belonging at the school and their collaboration with grade-level teams and teachers.
Students	**Dates:** Spring 2026 Panorama Survey. **Topics Discussed:** School safety, school climate, teacher-student relationships, grit, and school belonging. **Feedback Provided:** Elementary school students reported positive feelings about teacher-student relationships, school belonging, school safety, and school climate, with scores in the 80th-99th percentile when compared nationally. While lower than the elementary responses, middle school students also reported positive feelings about school safety and grit.
Student Advisory Committee	**Dates:** 4/9/26, 4/16/26, 4/23/26, and 5/6/26. **Topics Discussed:** The Student Advisory Committee engaged in comprehensive discussions about classroom learning, support systems for academic achievement, and overall school culture and sense of belonging. Students identified areas of strength and areas of growth within each of these areas. The Committee also participated in the comprehensive needs assessment and discussed the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support identified priorities. **Feedback Provided:**

	• *Academic Support Systems:* For LCAP Goal 1, Action 2, the Middle School Student Advisory Council noted that intervention classes and afterschool tutoring help students and further recommended establishing a peer tutoring and homework center to support students struggling with core subjects. The Council also recommended that teachers reach out to students with low grades and provide additional in-classroom support. • *Social-Emotional Learning:* For LCAP Goal 1, Action 3, the Council suggested a more explicit introduction for the entire student body to the support services available at the school, noting that a number of students were unclear about the roles of the SEL consultant and the counselor. The Council also suggested regularly scheduled lunch meetings for boys and girls with the SEL consultant, expressed a desire for more teacher check-ins at the beginning of lessons, and asked that teachers be more attuned to students' feelings. • *School Climate:* For LCAP Goal 1, Action 3, students in the 6th grade Student Advisory Council in particular highlighted the need for more intentional community-building within classrooms between students new to GICS in 6th grade and those returning from 5th grade.
Parents	**Dates:** Monthly Coffee Chat with the Principals, August 2025 – May 2026; Spring 2026 Panorama Survey. **Topics Discussed:** School safety, barriers to engagement, school climate, and school fit. Families also participated in the comprehensive needs assessment and discussed the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support identified priorities. **Feedback Provided:** On the Panorama survey, families reported positive feelings about school safety and school climate, and a high percentage of families indicated that the school values the diversity of children's backgrounds. Families also noted the positive community and school culture, with many sharing that they were warmly welcomed when enrolling at GICS. Families identified the need for refined and streamlined communications to ensure that important information is easily accessible.
Parent Advisory Committee	**Dates:** 11/13/25, 12/8/25, 1/26/26, 3/3/26, 3/16/26, 4/20/26, and 6/1/26. **Topics Discussed:** The PAC reviewed the 2025-26 LCAP goals and actions, analyzed 2025 CAASPP data and i-Ready benchmark assessment data across three testing periods, discussed the importance of attendance, and provided input on the 2026-27 LCAP. The PAC also participated in the comprehensive needs assessment and discussed the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support identified priorities. Additional discussions centered on student engagement strategies, attendance concerns, and academic intervention needs. **Feedback Provided:** • *Communication:* The PAC identified the importance of establishing clear, consistent systems and protocols across staff, Goethe Parent Association (GPA) representatives, room parents, and volunteers. Members emphasized that families benefit most when communication expectations and responsibilities are well-defined and consistently implemented from year to year. To support this consistency, the PAC discussed the potential value of designating a lead staff member responsible for training and supporting parent volunteers, GPA representatives, and room parents, and for clarifying who is responsible for communicating each type of information to families. • *Assessment:* The PAC identified assessment practices and testing balance as an area for continued attention, emphasizing the importance of minimizing assessment fatigue when scheduling internal assessments

	alongside CAASPP testing. Members noted that assessments are currently distributed throughout the year, with i-Ready administered in August, December, and March, followed by CAASPP testing in May. The PAC also discussed supplemental academic supports, including the Spring 2026 pilot of the NextGen Math program, and the importance of evaluating additional resources and interventions to support student achievement. • *Curriculum and Instruction:* The PAC identified curriculum and instructional supports as a continued priority, including reviewing elementary mathematics curriculum options and strengthening writing intervention supports. Members also emphasized the importance of expanding afterschool tutoring connected to student goal setting and ensuring that students who are falling behind receive timely academic intervention and support. The 2026-27 LCAP was reviewed and approved by the PAC on June 1, 2026, for submission to Goethe International Charter School (GICS) governing board.
English Language Advisory Committee	**Dates:** 12/12/25, 01/29/26, 03/18/26, and 05/07/26. **Topics Discussed:** The ELAC reviewed the 2025-26 LCAP goals and actions, i-Ready data, English Learner Progress Indicator (ELPI) scores, and ELPAC scores, discussed English Learner attendance and the EL Master Plan, and provided input on the 2026-27 LCAP. The ELAC also participated in the comprehensive needs assessment and discussed the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds to support identified priorities. **Feedback Provided:** • *Family Communication and Engagement:* The ELAC suggested increasing direct communication with families of English Learners. In addition to the initial ELPAC parent information night held at the beginning of the year, the ELAC recommended that the school host regular information nights on best practices for supporting students at home, along with a monthly EL newsletter providing families with resources to practice and develop English at home. The ELAC also suggested highlighting English Learner achievements through shoutouts, assemblies, and awards to celebrate student success. • *EL Tutoring:* The ELAC recommended providing EL tutoring, which was implemented immediately during the 2025-26 school year in February. This tutoring was initially offered to students in grades 3-5 performing at ELPAC level 3. The ELAC suggested extending the tutoring across additional grade levels and offering it three times per week. • *Attendance:* To increase attendance among English Learners, the ELAC suggested raising greater awareness of Independent Study procedures and making Independent Study more accessible, for example by providing printed work for students who do not have access to technology at home.
SELPA	**Dates:** 05/18/26 and 05/21/26. **Topics Discussed:** Review of the 2025-26 and 2026-27 LCAP actions for Students with Disabilities. **Feedback Provided:** The GICS SELPA representative suggested that the LCAP elaborate on the pull-out learning center model used to address specific foundational skills, in response to the decline in academic performance for Students with Disabilities. In addition, because the mid-year special education parent survey produced feedback requesting

	increased communication between the school and parents of Students with Disabilities, the SELPA representative recommended that the LCAP specify what that improved communication would look like.

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

Feedback gathered across the educational partner engagement process directly shaped the goals, actions, metrics, and resource decisions in the adopted 2026-27 LCAP. The following describes the specific connections between partner input and the adopted plan.

Academic Intervention and Mathematics Acceleration (Goal 1, Action 2): The Administrative Leadership Team, Teachers, the Parent Advisory Committee (PAC), and the Middle School Student Advisory Council each identified academic intervention and mathematics acceleration as priority areas, and their feedback shaped the design of LCAP Goal 1, Action 2 in several specific ways. The administrators' confirmation of the continued need for the elementary intervention teacher and the Teachers' emphasis on continued intervention staffing led to the retention of the dedicated elementary intervention teacher position and the continuation of Tier 2 pull-out and push-in services in the adopted action. The administrators' affirmation that the accelerated mathematics track should continue resulted in the adopted plan retaining the two middle school mathematics pathways (Grade-Level Path and Accelerated Path) with equitable placement criteria. The Middle School Student Advisory Council's recommendation for a peer tutoring and homework center, paired with the PAC's recommendation that afterschool tutoring be expanded and tied to student goal setting, is reflected in the adopted action's inclusion of a peer tutoring center and dedicated mathematics-focused afterschool tutoring. The PAC's identification of supplemental academic supports, including the Spring 2026 pilot of the NextGen Math program, is reflected in the adopted plan's commitment to adopt supplemental, standards-aligned curriculum resources for intervention and differentiation. The PAC's input on assessment fatigue informed the adopted plan's continuation of the existing three-window i-Ready schedule rather than expansion to additional benchmark windows.

Social-Emotional Learning, School Climate, and Chronic Absenteeism (Goal 1, Action 3): Feedback from the Student Advisory Committee, Teachers, Parents, the Administrative Leadership Team, and the ELAC shaped multiple components of LCAP Goal 1, Action 3. The Student Advisory Council's observation that students were unclear about the roles of the SEL consultant and counselor is reflected in the adopted plan's commitment to a more explicit schoolwide introduction of student support services and in the design of the multi-tiered SEL and mental health support structure. The Council's request for more frequent teacher check-ins, greater attention to students' feelings, and regularly scheduled lunch meetings with the SEL consultant is reflected in the adopted plan's expansion of structured SEL touchpoints, including middle school Advisory and small-group SEL intervention. The Council's input on the need for intentional community-building between students new to GICS in 6th grade and students returning from 5th grade is reflected in the adopted plan's two sixth-grade transition events organized by Where Everybody Belongs (WEB) leaders and the expansion of WEB to include attendance mentoring components. The Administrative Leadership Team's confirmation of the continued need for a full-time counselor, paired with Teachers' request for increased counseling support, resulted in the adopted plan retaining the full-time counselor position and the contracted SEL consultant. The ELAC's recommendation to raise awareness of Independent Study procedures and make Independent Study more accessible is reflected in the adopted plan's commitment to multilingual schoolwide communication regarding Independent Study Contract availability and the cumulative impact of excused and unexcused absences.

English Learner Programming: Feedback from the ELAC and the Administrative Leadership Team shaped the English Learner components of the adopted LCAP. The administrators' affirmation of the importance of sustaining the E.L. Achieve curriculum is reflected in the continued investment in E.L. Achieve teacher training and curriculum implementation. The ELAC's recommendation to expand EL tutoring beyond the grade 3-5, ELPAC level 3 population that was served beginning in February 2026 is reflected in the adopted plan's commitment to extend EL tutoring across additional grade levels and increase the frequency of sessions. The ELAC's request for regular information nights, a monthly EL newsletter, and recognition of English Learner achievements is reflected in the adopted plan's family engagement structures for EL families, including culturally responsive attendance materials, monthly EL family attendance workshops, and the bilingual family liaison role focused on attendance outreach and barrier identification.

Students with Disabilities: Feedback from the SELPA representative shaped the Students with Disabilities components of the adopted LCAP. The SELPA representative's recommendation to elaborate on the pull-out learning center model used to address foundational skills is reflected in the adopted plan's

detailed description of Tier 2 and Tier 3 intervention services, including coordination through the Student Support and Progress Team (SSPT) and alignment with Individualized Education Programs and Section 504 plans. The SELPA representative's recommendation, informed by the mid-year special education parent survey, that the LCAP specify what improved communication between the school and parents of Students with Disabilities will look like is reflected in the adopted plan's specification of attendance accommodation plans integrated into the IEP process, coordination between the Special Populations Services Administrator, outside service providers, and families, and flexible scheduling for medical and therapeutic appointments.

Family Communication and Engagement: Feedback from Parents, the PAC, and the ELAC converged on the need for refined and streamlined family communication. Parents' identification on the Panorama survey of the need for clearer and more accessible communication, paired with the PAC's recommendation to establish clear, consistent communication systems and protocols across staff, Goethe Parent Association representatives, room parents, and volunteers, is reflected in the adopted plan's commitment to multilingual, multi-format communication regarding attendance procedures, support services, and academic programming. The ELAC's recommendation for direct, regular communication with English Learner families is reflected in the adopted family engagement actions described above.

Professional Learning and Staffing: Feedback from Teachers and Classified Staff shaped the professional learning components of the adopted LCAP. Teachers' identification of the need for a more focused professional development schedule with greater depth, and their request for increased collaborative planning time, is reflected in the adopted plan's professional learning structure, which prioritizes sustained, focused work on data analysis, differentiation, and mathematics instruction through PDSA-cycle data chats following each benchmark window. Classified Staff's identification of the need for professional development on strategies to support students with behavioral challenges and academic support strategies for the classroom is reflected in the adopted plan's professional development scope, which includes effective classroom management, conflict resolution and de-escalation, restorative practices, trauma-informed instruction, and culturally responsive engagement.

Resource Allocation, Title Funding, and LREBG: The Administrative Leadership Team, Teachers, Classified Staff, Parents, the PAC, the Student Advisory Committee, and the ELAC each participated in the comprehensive needs assessment and contributed input on the use of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) funds. The resulting resource decisions reflected in the adopted LCAP include the continuation of intervention staffing, supplemental curriculum resources for differentiation, expanded learning opportunities through afterschool tutoring and Intersession Camps, EL tutoring expansion, and the family engagement supports described above. These resource decisions are documented in the corresponding action budgets and contributing services determinations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to build a cohesive and thriving International Baccalaureate and dual-immersion program that integrates an infrastructure for ongoing analysis and monitoring of local and state data including student achievement data used to measure program effectiveness and seamlessly provide integrated student supports to ensure equitable services for all students that supports academic excellence schoolwide.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Goethe International Charter School (GICS) developed this broad goal to establish a unified framework that connects its three defining program elements (the International Baccalaureate Programme, the German Language Immersion and German Language Acquisition programs, and a Multi-Tiered System of Support) into a single coherent system grounded in ongoing data analysis and equitable student supports. The goal reflects the school's recognition that academic excellence at GICS depends on the integration of these elements rather than their parallel operation, and that data-informed continuous improvement is the mechanism through which that integration produces equitable outcomes for every student group.

Response to 2025 California School Dashboard Result: The 2025 California School Dashboard results identified specific areas of focused need within an otherwise strong overall performance profile, including a Red performance level on the Chronic Absenteeism Indicator for Socioeconomically Disadvantaged and Hispanic students, an Orange performance level on the same indicator for the All Students group, English Learners, and Students with Disabilities, and a decline in the Mathematics Academic Indicator that affected multiple student groups. These results signaled that the school's data and intervention infrastructure must be strengthened in order to identify, respond to, and reverse emerging patterns before they widen into sustained gaps.

Response to Educational Partner Feedback: Educational partner feedback gathered across the engagement process consistently identified the need for coherent, data-driven systems rather than isolated programs. The Administrative Leadership Team confirmed the continued need for intervention staffing, counseling support, and English Learner curriculum sustained through E.L. Achieve. Teachers requested focused professional development, increased collaborative planning, and continued investment in intervention teachers. The Parent Advisory Committee identified the importance of evaluating supplemental academic supports and ensuring that students who fall behind receive timely intervention. The English Learner Advisory Committee identified the need for expanded EL tutoring, stronger family communication, and targeted attendance supports. The Student Advisory Committee requested clearer access to support services and stronger relationships between students and the adults who serve them. The SELPA representative recommended greater specificity in describing pull-out learning center supports and family communication for Students with Disabilities. The breadth of this input made clear that a single, integrated goal anchored in data analysis and equitable student supports would more effectively coordinate the actions and services needed than would multiple disconnected goals.

Alignment with Accountability and Authorization Frameworks: The goal aligns with the requirements and expectations of the multiple accountability and authorization frameworks within which GICS operates. As a charter authorized by LAUSD and recently renewed, GICS is accountable to the goals, actions, and measurable outcomes established in its renewal petition. As a WASC-accredited school, GICS is implementing the recommendations of its WASC Action Plan. As an authorized IB World School for the Primary Years Programme and an IB candidate school for the Middle Years Programme, GICS is held to the IB Programme Standards and Practices, which emphasize coherent curriculum, ongoing assessment, and inclusive education. As an LEA receiving Learning Recovery Emergency Block Grant funds, GICS is required to develop a needs assessment in collaboration with educational partners and to direct expenditures toward identified student needs. By developing a broad goal that integrates these frameworks, GICS positions itself to meet all applicable requirements through a single, coherent system of work rather than through parallel efforts.

Commitment to Equitable Services for All Students; The goal supports the school's commitment to equitable services for all students. The disaggregated 2025 Dashboard results, the disaggregated 2025-26 i-Ready benchmark data, and the within-year chronic absenteeism data each indicate that progress at GICS has not been uniform across student groups. Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities populations remain the furthest from grade-level proficiency in Mathematics and the most affected by rising chronic absenteeism, and English Learners have shown both strong within-year growth and a continued need for targeted support. A goal anchored in data analysis and integrated student supports is the most direct mechanism through which GICS can identify which student group is experiencing which need at which point in the year and respond accordingly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +39.4 EL +17.4 SED -3.7 African American +19 Hispanic -4.7 White +69 Two or More Races +71.4	2023-24 ELA CAASPP DFS All Students +32.3 EL -8.1 SED -23.4 SWD -8.8 African American +4.5 Hispanic -8.2 White +73.8 Two or More Races +54.8	2024-25 ELA CAASPP DFS All Students +27.8 EL 0 SED -18.6 SWD -15.6 African American +14.4 Hispanic -3.7 White +57.9 Two or More Races +39.5	2025-26 ELA CAASPP DFS All Students +27.8 EL -10 SED -20 SWD -10 African American +14.4 Hispanic -3 White +57.9 Two or More Races +30	All Students: -11.6 EL: -17.4 SED: -14.9 *SWD: N/A AA: -4.6 Hispanic: +1.0 White: -11.1 Two or More: -32 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +23.6 EL +4.1 SED -19 African American -22.2 Hispanic -23.7 White +72.7 Two or More Races +42	2023-24 Math CAASPP DFS All Students +16 EL +0.6 SED -38.4 SWD -49.6 African American -19 Hispanic -28.4 White +57.6 Two or More Races +43.4	2024-25 Math CAASPP DFS All Students -7.7 EL -17.2 SED -62.2 SWD -73.2 African American -42.8 Hispanic -51.9 White +34.2 Two or More Races +19.3	2025-26 Math CAASPP DFS All Students 0 EL -10 SED -50 SWD -73.2 African American -42.8 Hispanic -52 White +35 Two or More Races +17	All Students: -31.2 EL: -21.3 SED: -43.2 *SWD: N/A AA: -20.6 Hispanic: -28.2 White: -38.5 Two or More: -22.7 *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	CA Science Test (CAST)	2022-23: 56.34% Met or exceeded Standard Source: CAASPP website	2023-24: 48.61% Met or exceeded Standard Source: CAASPP website	2024-25: 50.98% Met or exceeded Standard Source: CAASPP website 2024-25: 61.5 SP Source: CA Dashboard	2025-26: 63 SP	-5.36%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	72.4% Source: 2023 Dashboard	65.6% Source: 2024 Dashboard	50% Source: 2025 Dashboard	2025-26: 52%	-22.4%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 60.3%	2023-24: 46.94%	2024-25: 22.5%	2025-26: 30%	-37.8%
6	Reclassification Rate Source: CALPADS	2022-23: 34.92%	2023-24: 42.9%	2024-25: 12%	2025-26: 10%	-22.92%
7	Attendance Rate Source: CALPADS	2022-23: 95.6%	2023-24: 95.9%	2024-25: 96.8%	2025-26: 96%	+1.2%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 9.4% EL 10.8% SED 19.2% SWD 11.1% African American 14.9% Hispanic 18.4% White 2.9% Two or More Races 6.3%	2023-24: Chronic Absenteeism Rate All Students 7.6% EL 12.9% SED 19.0% SWD 11.8% African American 10.4% Hispanic 15.2% White 1.8% Two or More Races 6.5%	2024-25: Chronic Absenteeism Rate All Students 9.9% EL 14.9% SED 21.0% SWD 20.0% African American 7.2% Hispanic 23.3% White 4.2% Two or More Races 1.5%	2025-26 Chronic Absenteeism Rate All Students 9.0% EL 12.0% SED 12.0% SWD 16.0% African American 9.0% Hispanic 14.0% White 5.0% Two or More Races 5.0%	All Students: +0.5% EL: +4.1% SED: +1.8% SWD: +8.9% AA: -7.7% Hispanic: +4.9% White: +1.3% Two or More: -4.8%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 1.0% EL 1.5% SED 0.8% SWD 0.0% African American 4.2% Hispanic 0.0% White 0.0% Two or More Races 1.6%	2023-24: Suspension Rate All Students 1.8% EL 1.6% SED 2.5% SWD 0.0% African American 2.9% Hispanic 3.1% White 1.2% Two or More Races 0.0%	2024-25: Suspension Rate All Students 0.8% EL 0.0% SED 0.7% SWD 0.0% African American 1.2% Hispanic 2.0% White 0.0% Two or More Races 0.0%	2025-26 Suspension Rate All Students 0.5% EL 0.0% SED 0.0% SWD 4.0% African American 1.0% Hispanic 0.0% White 0.6% Two or More Races 0.0%	All Students: -0.2% EL: -1.5% SED: -0.1% SWD: 0% AA: -3% Hispanic: +2% White: 0% Two or More: -1.6%
11	Expulsion Rate Source: Dataquest	2022-23:0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	+5%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 95%	2023-24: 100%	2024-25: 98%	2025-26: 100%	+3%

NOTE: Goethe International Charter School currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE

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

- % of pupils who pass AP exams with a score of 3 or higher.
- % of pupils prepared for college by the EAP (gr 11 SBAC)

- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2025-26

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

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

Action 1: Goethe International Charter School administered multiple types of assessments to monitor student academic progress, identify individual strengths and areas for growth, inform instructional modifications, provide targeted academic interventions, and ensure continuous academic challenge for each student. This action was fully implemented with systems in place for ongoing analysis of local and state assessment data to monitor program effectiveness and support equitable services. All assessments have been scheduled and are on track for the 2025–26 school year.

i-Ready Diagnostic Assessments: i-Ready assessments in ELA and Mathematics for grades K–8 were administered three times this year. The first diagnostic was administered in August, and the second was completed in December 2025, and third in March 2026. The school adjusted the timing of the second administration to December this year, which was well received by both teachers and students. To increase student motivation, GICS implemented awards recognizing both i-Ready achievement and academic growth. The impact of these incentives was reflected in improved participation rates, rising from 93% completion during the August administration to 100% completion in December. In March 2026, the completion rate was 99%.

CAASPP: The California Assessment of Student Performance and Progress (CAASPP) was administered in May 2026.

Mathematics Assessments: At the elementary level, Envision Math assessments are used consistently throughout the year to monitor student progress. At the middle school level, the school transitioned from Illustrative Mathematics assessments to Big Ideas Math assessments after the publisher discontinued IM Math assessments. During this transition, teachers developed supplemental lessons and drew on prior materials to address instructional gaps and ensure continuity of rigorous mathematics instruction.

English Language Arts Assessments: Curriculum-embedded assessments are used consistently across all grade levels in English Language Arts, providing teachers with ongoing data to inform instruction and monitor student progress.

World Language Assessments: German World Language Proficiency Exams were administered in Spring 2026 (April-May) for students in Grades 3, 5, and 8 at the A1–B1 proficiency levels. The school is also exploring a collaboration with Instituto Cervantes for Spanish language assessment at the middle school level. New Spanish curriculum has been developed in alignment with the German program to support A1, A2, and B1 proficiency targets, and corresponding assessments will support the monitoring of student progress across both language programs.

Successes: Assessment scheduling has gone well overall, and the remaining assessments for the year have been scheduled. The adjustment to a December window for the second round of i-Ready diagnostics was well liked by teachers and students. The introduction of i-Ready awards for achievement and

academic growth contributed to increased student motivation, as evidenced by the improvement from 93% participation and completion in August to 100% in December.

Challenges and Next Steps: Ensuring sufficient technology for all students during assessment windows remains a challenge. Devices occasionally break and are difficult to replace, as the school does not maintain a stock of additional computers. However, iPads have been ordered for Middle School and delivered to the school, which will allow some Chromebooks to be passed down to the elementary school and should alleviate this concern.

Scheduling sufficient time slots for RSP teachers to accommodate students who require testing in a small group setting has also been a challenge. The school will continue to work on optimizing assessment scheduling to ensure that all students with accommodations receive appropriate testing environments.

Action 2: To address learning loss and accelerate student achievement, Goethe International Charter School implemented comprehensive interventions and support services designed to close achievement gaps and ensure all students progress toward grade-level mastery and beyond.

GICS has fully implemented a multi-tiered intervention system at both the elementary and middle school levels, with placement driven by assessment data and ongoing monitoring of student progress. While certain originally planned components—specifically the summer bridge course and peer tutoring center—were not established due to staffing and logistical constraints, the school has implemented alternative structures that effectively address student needs.

Tiered Intervention Support: Instructional Assistants provide Tier 1 intervention support in Math and ELA within the lower elementary grades. Each TK and Kindergarten classroom is staffed with one Instructional Assistant per class, while grades 1 through 3 have one Instructional Assistant per grade level. This staffing model ensures that the youngest learners receive consistent, embedded support during core academic instruction.

A dedicated Intervention Teacher delivers pull-out and push-in support services based on a needs analysis conducted at select grade levels. At the elementary level, placement decisions are informed by i-Ready assessments as well as classroom assessments including math topic tests, running records, and writing assignments. At the middle school level, students are placed in intervention or enrichment classes after each administration of i-Ready assessments. Assessment data is used to inform small-group instruction, intervention, and enrichment at all grade levels, and i-Ready is available to students throughout the school day and school year to support ongoing skill development.

Middle School Instructional Structure

The Middle School has transitioned to predominantly single-subject teaching to strengthen content expertise and instructional quality. Two teachers remain multiple-subject credentialed, with a full transition to single-subject instruction planned by the 2026–27 school year.

An accelerated Grade 6 math track has been established, as well as an accelerated math group for 8th grade students completing Algebra 1. Intervention classes have been integrated into the master schedule, with placement based on i-Ready data and classroom performance. Rather than establishing a separate peer tutoring center, the school chose to embed intervention directly into the daily schedule, ensuring that all students identified for additional support receive services within the regular school day.

Shift in Math Instructional Focus: Upon analyzing Math CAASPP results from Spring 2025, which showed a decline in math performance across all student groups, GICS shifted its focus for the 2025–26 school year to strengthen math instruction. The originally planned summer bridge course (Accelerated Math) was not implemented due to staffing challenges; and it was no longer a priority. During the summer, the priority was onboarding Middle School teachers, approximately two-thirds of whom were newly hired, and ensuring they received professional development to prepare for the school year.

Extended Learning Opportunities: In addition to the intervention structures described above, GICS has instituted intensive, short-term i-Ready preparatory sessions for students in grades 6–8. These targeted sessions have proven to have a significant impact for most participating students.

Challenges and Next Steps: Communication between core teachers and intervention teachers remains challenging due to time constraints and competing responsibilities. Professional development days are already dedicated to other areas of focus including literacy and math instruction, making it difficult to carve out additional collaborative planning time.

The peer tutoring center has not been established as originally planned. This is logistically challenging as the school does not have a dedicated space nor the staff to supervise during lunch time or after school. The integration of intervention classes into the master schedule has served as an effective alternative, providing structured support within the school day.

GICS will continue to monitor student growth data and refine intervention placement and instructional strategies to maximize academic progress for all students.

Action 3: GICS recognizes that students' social-emotional well-being is fundamental to their academic success and overall development. The school has implemented a comprehensive approach to support students' behavioral and mental health needs across all grade levels.

GICS has partially implemented its social-emotional learning programs and student support systems, with SEL curricula in place at both the elementary and middle school levels and dedicated staff providing targeted interventions for students requiring additional support.

Student Behavioral and Mental Health Supports: A school counselor was hired in January to support student needs across the school. The School Counselor provides Tier 2 and Tier 3 interventions at both elementary and middle school levels, ensuring that students with more intensive needs receive appropriate support. Additionally, an SEL consultant works with teachers and students to support conflict resolution, model the use of strategies within the SEL program for emotional regulation, and provide resources for families. The Social Worker position was not filled. Based on the needs of our students the need for a Counselor superseded the need for a Social Worker.

This is the second year that GICS partnered with NAMI to present their End The Silence (ETS) program to Middle School students. This program informs students about mental health, teaches them how to support each other, and helps them understand how to receive support from adults.

It should be noted that the Assistant Social Worker position was discontinued due to budget constraints. However, the combination of the school counselor and SEL consultant has provided continuity of support for students.

Social-Emotional Learning and Professional Development: Professional development and staff capacity were built during beginning-of-year training. A comprehensive training for all teachers and Instructional Assistants addressed behavioral expectations, creating a positive and culturally inclusive climate, and successful classroom management strategies.

Middle School Social-Emotional Learning Program: In the Middle School, advisory teachers are implementing SEL and Digital Life Skills curricula with pacing guide support. Advisory classes are held once a week for 45 minutes, providing dedicated time for social-emotional instruction. Students who demonstrate a need for more support meet with the SEL consultant or counselor for more direct, targeted intervention. The SEL consultant has also been working with small groups of students in Middle School grades on SEL and self-management intervention.

Elementary School Social-Emotional Learning Program: Classroom teachers deliver the Caring School Community and Sanford Harmony SEL curricula as part of regular instruction. These research-based programs support students in developing social-emotional competencies within the classroom environment.

Student-Centered Environmental Enhancements: Student-centered environmental enhancements have not yet been fully put into place due to space constraints. However, stress relief and fidget tools are available in classroom spaces to support student self-regulation.

Attendance Support and Family Engagement: Attendance is monitored regularly with consistent family communication and school-wide messaging to promote attendance. The school conducts meetings every two weeks with office staff and administration to review attendance data and ensure that no additional students have become chronically absent or fallen below 96% attendance.

For chronically absent students, the school sends letters, emails, and text messages with phone call follow-up if there is no response. For students at risk of chronic absenteeism, letters and emails are sent to families alerting them to the concern. Awards ceremonies recognize students for attendance and punctuality, and the recognition of perfect and excellent attendance at assemblies in both Elementary and Middle School promotes motivation for consistent attendance.

The school is using self-created statistical evaluations of attendance patterns, absences, and potential truancy concerns rather than the Unified Insights portal, which was discontinued because only some data updated automatically from PowerSchool while other data points were cumbersome to maintain.

Communications are typically sent in English, with important updates and information translated to Spanish. The school website includes an integrated translation tool supporting many different languages.

Challenges and Next Steps: There are teachers that have not implement the SEL curriculum with complete fidelity, as they determined other needs to be more primary, such as developing self-management skills. GICS will continue to support teachers in balancing curricular implementation with responsive instruction. Staffing changes and the need for training with PowerSchool resulted in a late start for sending individualized attendance notices to families. GICS is committed to reducing chronic absenteeism rates and has implemented numerous strategies this school year to address attendance concerns. The school will continue refining its attendance monitoring and family communication systems.

Action 4: GICS continues its commitment to providing comprehensive English Language Development (ELD) services that support all English Learners in achieving academic success while maintaining their cultural and linguistic identities. The school implements both designated and integrated ELD instruction to ensure systematic language acquisition support across all academic areas.

Most actions within this initiative have been implemented. Designated and integrated ELD instruction is in place, data-driven monitoring systems are functioning, and new parent engagement efforts have been launched. The action is considered partially implemented due to the phased rollout of the E.L. Achieve curriculum, which has not been fully implemented across all grade levels, and the milestone celebration component, which has been planned but not yet executed.

Strengthened Math Instruction for English Learners: EL student performance on the Math CAASPP declined, prompting GICS this school year to strengthen and increase math professional development, particularly with primary grade teachers through Cognitively Guided Instruction (CGI) Math training. In addition, the school uses internal and local assessments to identify students for additional academic intervention as part of the school's Plan, Do, Study, Act (PDSA) Cycle. This systematic approach ensures that EL students who are struggling in mathematics receive timely and targeted support.

Targeted Tutoring and ELPAC Preparation: Tutoring services were implemented beginning in February as an after-school program prioritizing English Learners and focusing on preparing students for the ELPAC assessment. This additional instructional time provides EL students with focused support to strengthen their language proficiency and test readiness.

Parent Engagement and ELPAC Education: New this year, GICS launched ELPAC parent information sessions to educate families about the assessment and the reasons behind students being assessed. Sessions were held at the beginning of the year to prepare for the initial ELPAC administration and again at mid-year for the second administration. Parent information nights included practice tests that students can complete at home, and the school provided resources for parents of English Learners on how to prepare for the second ELPAC. These efforts represent a significant expansion of family engagement specific to the EL program.

Data-Driven Instruction and Monitoring: The program emphasizes continuous assessment and data analysis to ensure student progress and program effectiveness. Teachers analyze ELPAC results at the beginning of the year to inform instructional grouping of students, and they regularly review assessment data to adjust instruction and identify students requiring additional support. Teachers have been using data tracking systems consistently, which has helped maintain clear records of EL student progress. The celebration of language acquisition milestones has not yet occurred but is planned for when summative ELPAC results are received.

E.L. Achieve Curriculum Implementation: GICS is implementing the E.L. Achieve curriculum through a multi-phase, multi-year approach to build teacher capacity and ensure fidelity schoolwide. A new set of teachers has been successfully trained this year in how to implement the curriculum. Due to the high cost of purchasing the curriculum and training teachers, only a set number of staff are trained per year. This means that on some grade levels there are teachers who are not yet using the E.L. Achieve curriculum; however, those teachers are planning designated and integrated ELD time referencing California ELD Standards.

Successes: The phased training approach for E.L. Achieve is building strong instructional capacity. The Special Populations Services Administrator has been trained as a certified E.L. Achieve trainer, which enables training to happen in-house moving forward and represents significant capacity building for the school. This investment ensures that future training can be delivered with coherence and fidelity without relying on external providers.

Consistent use of data tracking systems by teachers has been another notable success, helping the school maintain clear records of EL student progress and inform instructional decisions. The new ELPAC parent information sessions and resources have expanded family engagement and equipped parents with tools to support their children's language development at home.

Challenges and Next Steps: The cost of the E.L. Achieve curriculum and associated training limits the number of teachers who can be trained each year, resulting in uneven implementation across grade levels. GICS will continue its multi-year rollout plan, leveraging the newly trained in-house administrator to expand training capacity and reduce costs in future years.

The celebration of language acquisition milestones remains outstanding and will be implemented once summative ELPAC results are available. GICS will continue to strengthen math instruction for English Learners through CGI training and intervention services while monitoring student progress through the PDSA cycle.

Action 5: Goethe International Charter School (GICS) participates in the LAUSD Special Education Local Plan Area as an Option 3 school. The primary goal for special education is to decrease the achievement gap on CAASPP results for students with exceptional needs. Teachers utilize CAASPP and i-Ready student data to identify areas of strength and growth, with Students with Disabilities serving as an ongoing focus of data analysis.

Special Education Team Structure: The Special Education Team at GICS includes a Special Populations Administrator and two Resource Specialist Program (RSP) Teachers. The team is responsible for developing assessment plans, conducting initial, annual, and triennial IEPs, and providing ongoing monitoring of service minutes and appropriate program placement for students.

This action has been fully implemented. Notably, counseling services are now provided by our in-house school counselor rather than through contracted services. This transition represents a strength for our school, ensuring continuity and high-quality services for our students.

Strategies Implemented to Address Academic Performance: To address the decline in academic performance among SWD as reported on the ELA and Math CAASPP, GICS has implemented the following strategies:

Progress Monitoring and IEP Adjustments: Progress on goals is monitored diligently. When needed, amendment IEPs are held to increase RSP support through various means, including adding services, adjusting the duration of services, or modifying the service delivery model (pull-out vs. push-in).

Collaborative Data Monitoring: Classroom and subject teachers maintain data monitoring sheets that are updated periodically. Teachers meet in grade-level teams and with RSP teachers to discuss current supports and brainstorm additional strategies. RSP teachers continuously monitor progress through performance-based assessments, while classroom teachers track progress through formal and informal assessments.

Benchmark Assessment Reviews: Following benchmark assessments such as i-Ready, RSP teachers meet with classroom teachers to review the performance of students with disabilities. These collaborative sessions have been successful in aligning support strategies.

Family Engagement Survey: New this year, GICS administered a Panorama survey mid-year exclusively to SPED families to gather information about their satisfaction with IEP implementation and school communication. Results indicated at least 90% overall satisfaction. The primary area identified for improvement is communication, with parents expressing a desire for more frequent updates on student progress.

Successes

- **In-House Support Staff:** Due to increasing counseling needs, GICS hired an in-house counselor and school psychologist mid-year (starting in January), enhancing the capacity to support student social-emotional needs.

- **Consistent Data Tracking:** Teachers have been using data tracking systems consistently, which has helped maintain clear records of SPED student progress and inform instructional decisions.
- **Effective Collaboration:** The collaborative meetings between RSP and classroom teachers following benchmark assessments have proven successful in coordinating support for students.

Challenges and Next Steps

- **Scheduling Constraints:** Coordinating collaborative meetings requires careful scheduling during Tuesday professional development time, which is already filled with other priorities. Despite this challenge, the meetings have been occurring regularly and are working well.
- **Growing Caseload Considerations:** As the SPED caseload increases, GICS is evaluating the need to expand RSP staffing. Currently, while two RSP teachers are on staff, one operates at 50% in her SPED capacity and 50% as an intervention teacher in general education. Due to consistently growing SPED enrollment, GICS is considering transitioning that teacher to function as an RSP teacher 100% of the time.

Action 6: Goethe International Charter School (GICS) fully implemented a broad course of study during the current school year, providing all students with access to a comprehensive instructional program that extends beyond core academics. In addition to maintaining core instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, GICS delivered a schoolwide enrichment and exploratory sequence that supports well-rounded development, creativity, and real-world skill building.

World Language and Cultural Education: As an IB charter school, GICS implemented robust world language programming aligned to its global citizenship mission. At the elementary level, all students participated in German immersion or German language acquisition, and students in grades 3–5 also received Spanish language acquisition. At the middle school level, all students participated in either Spanish or German across four proficiency "phases," with placement based on prior language knowledge rather than grade level. This structure ensured appropriate course access and instructional differentiation while strengthening linguistic proficiency and cultural competence.

Elementary Enrichment Program: All elementary students participated in enrichment programming integrated into the instructional program. Enrichment offerings included arts, technology, and hands-on learning experiences designed to build creativity, collaboration, problem-solving, and student engagement beyond the core content areas.

Middle School Exploratory Program
The middle school exploratory program was fully implemented for every student. Each student completed two exploratory courses in the first semester and two additional exploratory courses in the second semester, ensuring exposure to multiple disciplines. Exploratory offerings included Visual Arts, Performing Arts, Digital Design, and Product Design. These courses provided structured opportunities for creative expression, design thinking, and foundational technical skills.

Integration with Core Academics: GICS strengthened the broad course of study through interdisciplinary planning in the middle school. Interdisciplinary units were implemented (e.g., a unit connecting Language and Literature with Performing Arts), reinforcing the application of literacy skills, analysis, and communication within performance-based learning contexts.

Challenges: Implementation was successful; however, several operational constraints were identified for sustainability and growth. The physical education teacher's schedule is at capacity, and projected enrollment growth will require staffing considerations for next school year. Additionally, some middle school teachers carried multiple course preparations, increasing planning demands. Hiring and retention of German teachers remains challenging due to recent visa restrictions, and overall instructional minutes are tight given the need to fit the full course of study within the established school day.

Successes: The broad course of study expanded student learning experiences beyond core academics and increased engagement by exposing students to varied disciplines and applied learning. Students developed more well-rounded skill sets and demonstrated increased ability to transfer knowledge across subjects and to real-world contexts.

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.

The following explanation describes material differences between the budgeted expenditures and the estimated actual expenditures for each action under Goal 1 of the 2025-26 LCAP, in accordance with the requirements of California Education Code Section 52064(b)(8)(A). For actions where budgeted and estimated actual expenditures were aligned, no material differences are reported. For actions where a material difference occurred, the explanation identifies the source of the variance and confirms the extent to which the planned services were nonetheless implemented.

Action 3: Social-Emotional Learning, Behavioral Support, and Chronic Absenteeism. Estimated actual expenditures were materially less than budgeted because the social worker position remained vacant the entire school year; and the Counselor position was filled in January 2026. The reduction in personnel costs against the budgeted amount represents the material difference for this action, and the remaining components of the action, including the contracted SEL consultant, schoolwide PBIS implementation, restorative practices, the SEL curriculum delivered across TK-8, the Panorama universal SEL screener, and the attendance monitoring structure, were implemented as planned.

Action 4: English Learner Programming and GLAD Training. Estimated actual expenditures were less than budgeted because the school overestimated the cost of Guided Language Acquisition by Design (GLAD) training. The training took place as planned, with the expected number of teachers participating, but the actual cost of delivery was lower than the amount budgeted. The remaining components of the action were implemented as planned, and the variance was concentrated in the GLAD training line item.

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

Action 1: Assessment scheduling has been successful and seamless throughout the year. The adjustment to a December window for the second round of i-Ready diagnostics was strongly supported by our educational partners (teachers and students). The introduction of i-Ready awards for achievement and academic growth contributed to increased student motivation, as evidenced by the improvement from 93% participation and completion rate in August 2025 to 100% in December, and 99% March 2026.

Action 2: The intervention program at both elementary and middle school levels has been successful and highly effective, with students demonstrating measurable growth on i-Ready assessments.

- **Reading Growth (K–8, December Assessment):** Sixty percent (60%) of all students have met or exceeded their growth target for December, and 39% have already met or exceeded their growth target for the entire school year. Among student groups, 37% of Socioeconomically Disadvantaged students, 40% of Students with Disabilities, and 32% of English Learners have met their end-of-year growth targets.
- **Reading Growth (K–8, March Assessment):** Fifty-two percent (52%) of all students have met or exceeded their end of year growth target and twenty-eight percent (28%) had met their end of year stretch growth target. Among student groups, 45% of Socioeconomically Disadvantaged students, 52% of Students with Disabilities, and 30% of English Learners have met their end-of-year growth targets
- **Math Growth (K–8, December Assessment):** Fifty-three percent (53%) of all students have met or exceeded their growth target for December, and 24% have already met or exceeded their growth target for the entire school year. Among student groups, 23% of Socioeconomically Disadvantaged students, 28% of Students with Disabilities, and 27% of English Learners have met their end-of-year growth targets.
- **Math Growth (K-8, March Assessment):** Thirty-five percent (35%) of all students have met or exceeded their end of year growth target, and 15% have met or exceeded their end of year stretch growth target. Among student groups, 30% of Socioeconomically Disadvantaged students, 33% of Students with Disabilities, and 24% of English Learners have met their end-of-year growth targets
- **Middle School Math On-Grade-Level Improvement:** The percentage of students performing on grade level in math improved substantially between i-Ready Assessment 1 and Assessment 2. In 6th grade, on-grade-level performance increased from 42% to 54%, an improvement of 12%. In 7th grade,

performance increased from 30% to 39%, an improvement of 9%. In 8th grade, performance increased from 22% to 39%, an improvement of 17%. By March 2026, on-grade-level performance was 59% in 6th grade, 42% in 7th grade, and 41% in 8th grade.

- **Middle School Reading On-Grade-Level Improvement:** In 6th grade, on-grade-level reading performance improved from 43% to 59% between Assessment 1 and Assessment 2. By March 2026, on-grade-level reading performance had increased to 63%.

In Middle School, the intervention classes in Math and ELA as well as the enrichment classes are well established. Students are expressing clearly that the intervention classes are helping them better understand concepts taught in their core classes.

Action 3: This action has been highly effective. The Middle School has experienced very minimal significant behavioral issues this year, with no suspensions. The SEL curricular implementation has been successful in Middle School, as teachers have dedicated advisory time as well as a curriculum with a pacing guide to support consistent delivery.

The SEL consultant worked with select small groups of students in Middle School providing targeted intervention for students needing additional support in self-management and social-emotional skills.

In addition, continuing community messaging that focused on the importance of attendance have contributed to increased attendance and reduced tardies. While this is anecdotal data pending complete analysis, early indicators suggest positive impact from the school's attendance messaging efforts.

Action 4: Currently about 10 students look to be on track to move from level 3 to level 4 on the ELPAC. Based on the iReady diagnostic administered in March, 16% of English Learners are on or above grade level in reading, and 22% are on or above grade level in math. The iReady growth from the beginning of the year until March shows that 30% had met their typical annual growth goal in reading and 24% had met their typical annual growth goal in math. The median progress to annual typical growth in ELA was 77% and in Math was 33%.

Action 5: This action has been highly effective for our Students with Disabilities (SWD). The hiring of an in-house counselor and school psychologist mid-year has resulted in meeting the student social-emotional needs of our SWD. Our teachers are tracking data on a consistent basis, which has effectively informed instructional decision-making. We anticipate this will result in improved academic performance on state testing. Additionally, collaboration among general education and RSP teachers especially post-benchmark assessments have proven successful in coordinating identified support for SWD, both in timeliness and effectiveness. The in-house counselor has been a tremendous resource in supporting both SWD and GenEd students. It has led to more collaboration with teachers and parents. Data that has been collected on this is so far only anecdotal (i.e. student testimonies), but there are plans of creating SEL specific family and student surveys. SPED family surveys show high satisfaction rate with services and the progress their students made towards their IEP goals.

The i-Ready growth from the beginning of the year until March shows that 53% had met their typical annual growth goal in reading and 31% had met their typical annual growth goal in math. The median progress to annual typical growth in ELA was 103% and 71% for Math.

Action 6: The broad course of study expanded student learning experiences beyond core academics and increased engagement by exposing students to varied disciplines and applied learning. Students developed more well-rounded skill sets and demonstrated increased ability to transfer knowledge across subjects and to real-world contexts.

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.

Reflections on the implementation of Goal 1 during the 2025-26 school year, together with the 2025 California School Dashboard results, the 2026-27 comprehensive needs assessment, and educational partner feedback gathered across the engagement process, resulted in a series of targeted refinements to the goal, metrics, target outcomes, and actions for the 2026-27 school year. The goal description itself has been retained without substantive change because

the broad integration of the International Baccalaureate Programme, dual-immersion language programs, data-informed monitoring, and integrated student supports remains the central organizing framework for the school's work. The refinements described below sharpen the actions and metrics through which the goal is operationalized.

Annual One-Year LCAP Development Cycle: Goethe International Charter School (GICS) annually develops a one-year LCAP grounded in multiple sources of evidence, including local and internal data, state reporting data, performance on the California School Dashboard, and feedback from educational partners gathered through committee meetings, surveys, and ongoing engagement structures. These sources collectively inform any changes made to the goals, actions, metrics, and target outcomes from one LCAP cycle to the next. This annual cycle ensures that the LCAP remains responsive to the most current evidence of student needs, program effectiveness, and community priorities.

Metric Change: California Science Test (CAST) Reported in Science Points: The California State Board of Education added the Science Academic Indicator to the California School Dashboard beginning with the 2025 Dashboard, with results reported in science points consistent with the format used for other Dashboard academic indicators. To maintain alignment between the LCAP and the California School Dashboard, GICS has revised Metric 3 (California Science Test) to report results in science points rather than the prior percentage of students who met or exceeded standard. This change ensures consistent reporting across all LCAP academic metrics and the corresponding Dashboard indicators and supports clearer year-over-year tracking of science performance across LCAP cycles.

Action 3: Social-Emotional Learning, Behavioral Support, and Chronic Absenteeism: Action 3 has been refined based on the 2025 Dashboard Chronic Absenteeism performance levels, the comprehensive needs assessment findings, and educational partner feedback. An automated early warning system within the Unified Insights platform will be implemented to identify students showing at-promise attendance patterns before chronic absenteeism develops. Standardized tiered intervention triggers (phone calls after three absences, family conferences after five absences, and comprehensive attendance support plans after ten absences) have been added to ensure consistent response across grade levels and student groups. A dedicated attendance intervention team consisting of the counselor, social worker, and a family liaison will coordinate this work. Multilingual schoolwide communication regarding Independent Study Contract availability and the cumulative impact of excused and unexcused absences has been added in response to the issue, identified in 2025-26 family communication records, that many families were unaware of ISC availability for single-day absences and that some families believed excused absences did not affect their child's attendance record. A bilingual family liaison focused on attendance outreach and barrier identification has been added to address language access and family engagement barriers, particularly for the Socioeconomically Disadvantaged and Hispanic student groups that received Red performance levels. Attendance accommodation plans integrated into the IEP process have been added in response to SELPA feedback and the Orange performance level for Students with Disabilities. The Where Everybody Belongs (WEB) program has been expanded to include attendance mentoring components, and two sixth-grade transition events organized by WEB leaders have been added to support student connection during the critical middle school transition year, responsive to feedback from the Student Advisory Committee regarding the need for more intentional community-building between students new to GICS in sixth grade and students returning from fifth grade.

Reflections on Continued Practices: Practices that were highly effective during 2025-26 have been retained without substantive change. These include the multi-tiered intervention structure across TK-8, the tiered staffing model in which Instructional Assistants support TK-1 Tier 1 instruction in ELA and Mathematics and a dedicated intervention teacher delivers Tier 2 pull-out and push-in services in elementary grades, the i-Ready three-window benchmark schedule, the PDSA-cycle data chats following each benchmark window, the suspension prevention practices that produced a decline from 1.2% in 2023-24 to 0.8% in 2024-25, and the attendance monitoring and family communication structure that contributed to the 29% rate of students who moved out of chronic absenteeism status and the 80% rate of at-risk students who discontinued absences between December 2025 and March 2026.

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	Goethe International Charter School (GICS) will implement a comprehensive, multi-layered assessment system designed to monitor student academic progress, identify individual strengths and areas for growth, inform instructional modifications, provide targeted academic interventions, and ensure continuous academic challenge for every student across its German Language Immersion (GLI), German Language Acquisition (GLA), and Spanish Language Acquisition (SLA) programs. **Key Components** The assessment system integrates state-mandated measures, universal screening and benchmark tools, curriculum-embedded assessments, world language proficiency assessments, and a social-emotional learning screener, each serving a distinct function within an aligned framework. State-mandated assessments form the accountability foundation and include the California Assessment of Student Performance and Progress (CAASPP) in ELA and Mathematics for grades 3-8, the California Science Test (CAST) for grades 5 and 8, the English Language Proficiency Assessments for California (ELPAC) administered as the Initial ELPAC within 30 days of enrollment for students whose Home Language Survey indicates a language other than English and the Summative ELPAC annually for all identified English Learners between February 1 and May 31, and the Physical Fitness Test (PFT) for applicable grade levels. These measures are administered in accordance with Education Code sections 60605, 60800, and 60851. Universal screening and benchmark assessments are administered three times per year for all students in grades K-8. The i-Ready Diagnostic (LREBG funded $20,350) in ELA and Mathematics functions as the primary universal screener and growth measure, informing MTSS tier identification, intervention placement, and RFEP reclassification decisions. The Multitudes Reading Screening Tool is administered in grades K-2 to enable early identification of students at promise and to guide Tier 2 and Tier 3 reading intervention. Panorama surveys serve as the universal social-emotional learning screener, assessing school climate, student connectedness, and individual SEL needs, and are recognized as evidence-based under ESSA. Curriculum-embedded assessments provide ongoing, content-specific measures of standards mastery. In English Language Arts, Really Great Reading assessments are used in grades TK-5, supplemented by Fountas and Pinnell running records, which also serve as an English proficiency benchmark within the reclassification	$23,000	N

criteria. In Mathematics, EnVision Math assessments are administered in grades K-5 and McGraw-Hill Illustrative Mathematics assessments in grades 6-8 across both the Grade-Level and Accelerated math pathways.

World language proficiency assessments measure multilingual growth, which is central to the GICS program model. German proficiency is assessed through the Deutsches Sprachdiplom (DSD I), aligned to the Common European Framework of Reference. Level A1 is administered to grade 3 GLI and grade 5 GLA students demonstrating adequate German language and literacy progress, Level A2 is administered to grade 5 GLI students and grade 8 MYP Phase 3 students based on proficiency; Level B1 is administered to MYP Phase 4 middle school students based on proficiency. Spanish proficiency is assessed through the IB MYP Language Acquisition Phase framework in grades 6-8. In middle school, on-entry placement assessments in German and Spanish are administered for students new to the program. In Spanish ongoing assessment against Phase descriptors permits reclassification to a higher phase once all current-phase descriptors have been met.

Purpose of the Assessments

Collectively, these assessments serve five interrelated purposes: (1) to verify progress toward mastery of California State Standards and the school's multilingual learning outcomes; (2) to identify individual student strengths and areas of need early enough to drive timely intervention and enrichment; (3) to inform instructional planning, differentiation, grouping, and pacing at the classroom, grade, and program level; (4) to evaluate the effectiveness of curriculum, programs, and intervention structures over time; and (5) to generate verified data supporting accountability obligations under Education Code section 47607.2, including the State Board of Education's approval of i-Ready as a verified data source for charter renewal.

How Progress Will Be Measured

Progress will be measured through a structured cycle of administration, analysis, and response. Following each benchmark window, teachers, intervention specialists, and administrators participate in facilitated "data chats" organized around a Plan-Do-Study-Act (PDSA) cycle to interpret individual and cohort-level results, identify students requiring Tier 2 or Tier 3 support, evaluate response to previously assigned interventions, and adjust instruction accordingly. Longitudinal indicators tracked across years include growth on the CAASPP ELA and Mathematics indicators, CAST performance for grades 5 and 8, English Learner Progress Indicator (ELPI) outcomes on the California School Dashboard, i-Ready typical and stretch growth measures, reclassification rates for English Learners, DSD pass rates at each level, and progression through MYP Language Acquisition Phases. Results are reviewed regularly by the Administration and presented to GICS's Governing Board, at defined benchmark intervals, and

		communicated to families through parent-teacher conferences, semester report cards with teacher narratives, and summative results letters, ensuring that assessment data informs governance decisions, instructional practice, and family engagement in a coordinated and transparent manner.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	To address learning loss, accelerate student achievement, and respond to the decline in the Mathematics Academic Indicator reported on the 2025 California School Dashboard, Goethe International Charter School (GICS) will implement a coordinated system of interventions and support services designed to close achievement gaps, strengthen mathematics outcomes across all student groups, and ensure all students progress toward grade-level mastery and beyond. The 2025 Dashboard reported a schoolwide Mathematics Distance from Standard of 7.7 points below standard, with the largest gaps among Students with Disabilities (73.2 points below), Socioeconomically Disadvantaged students (62.2 points below), and Hispanic students (51.9 points below). Mid-year 2025-26 i-Ready Mathematics benchmark data indicate that these three groups remain the furthest from grade-level proficiency, with 32%, 36%, and 35% respectively performing on or above grade level as of the March 2026 benchmark. The action is organized within the school's Multi-Tiered System of Support (MTSS) and integrates universal instruction, targeted intervention, intensive support, expanded learning, and data-driven progress monitoring. **Tiered Intervention Structure** At the core of the action is a tiered intervention structure that differentiates the level and intensity of support based on demonstrated student need. Within Tier 1, all students receive high-quality, differentiated core instruction in the general education classroom, supported by ongoing formative assessment, teacher checks for understanding, and re-teaching built into the instructional cycle. At the elementary level in TK-1st grade, Instructional Assistants will provide supplemental Tier 1 support in English Language Arts and Mathematics to strengthen foundational skills in the earliest grades. **Tier 2 Intervention**: The Interventionist (Title I funded: $60,401; LREBG funded: $27,410), a credentialed teacher, will provide Tier 2 intervention, through small-group instruction, in ELA/Reading and mathematics for grades K-5, in approximately eight-week cycles to align with i-Ready assessment reporting. As a member of the MTSS team, the Interventionist will utilize academic universal screeners, benchmark assessments, and classroom data. Supplemental curriculum resources for intervention and differentiation, including standards-aligned tools that support targeted standards assessment and instruction, will be adopted to expand teacher capacity to meet the wide range of mathematics skill and conceptual understanding observed within classrooms, particularly in the upper grades. Students with significant or persistent learning gaps will receive Tier 3	$506,085	Y

intensive, individualized support coordinated through the Student Support and Progress Team (SSPT) and, where appropriate, aligned with Individualized Education Programs or Section 504 plans.

Middle School Redesign and Mathematics Pathways

The middle school program (grades 6-8) will continue its transition toward Single Subject Credentialed teachers, moving away from Multiple Subject Credentialed positions in order to build specialized instructional expertise in core academic areas, with particular emphasis on Mathematics given the 2025 Dashboard results. Dedicated intervention and enrichment courses will be embedded within the middle school master schedule to provide protected time for targeted mathematics support without compromising core instructional minutes. Students will be served through two mathematics pathways using the Big Ideas Mathematics curriculum, adopted following the publisher discontinuation of the prior Illustrative Mathematics program: a Grade-Level Path sequenced 6-8, and an Accelerated Path that compresses the 6-8 standards across two years to prepare students for Algebra 1 in 8th grade. Placement in the Accelerated Path will use a holistic review of prior grades, i-Ready diagnostic results, CAASPP mathematics performance, and teacher observations, with intentional efforts to ensure equitable access for students demonstrating readiness regardless of prior advanced placement history. In response to recommendations from the Middle School Student Advisory Council, a peer tutoring center will be established to provide student-to-student academic support across core subjects.

Evidence-Based Digital Learning Platforms

Evidence-based digital learning platforms will be embedded into the instructional day. The i-Ready Learning Platform will serve as the comprehensive assessment and personalized instruction system for ELA and Mathematics in grades K-8, generating diagnostic data three times per year and delivering individualized online instruction pathways calibrated to each student's current performance level. The Really Great Reading Program will continue to provide targeted literacy intervention and enrichment in grades TK-5. The NextGen Math program will be implemented to provide supplemental support and assessment for grades 3-8.

Expanded Learning Opportunities

Expanded learning opportunities will extend the instructional day and year, with particular attention to closing the resource inequity in out-of-school academic support that disproportionately affects Socioeconomically Disadvantaged and Hispanic students. Afterschool tutoring sessions will offer academic and social enrichment beyond regular school hours, with dedicated mathematics support for students flagged through i-Ready or classroom data along with English Language tutoring for identified EL students. Intersession Camps, funded through the

		Expanded Learning Opportunities Program (ELO-P) grant, will provide 30 additional instructional days beyond the regular school calendar for students in grades TK-8, integrating academic reinforcement and acceleration, physical education and wellness activities, and social-emotional learning development. Summer programming will provide extended academic and enrichment opportunities during summer months to maintain learning momentum and prevent summer learning loss. **Professional Learning and Data-Driven Instruction** Teacher capacity will be built through ongoing professional learning focused on data analysis, differentiation, and mathematics instruction. Following each benchmark window, teachers, intervention specialists, and administrators will engage in facilitated data chats organized around a Plan-Do-Study-Act (PDSA) cycle to interpret i-Ready, ELPAC, and classroom assessment results, diagnose root causes of underperformance within mathematics strands identified as areas of decline, and co-design targeted instructional responses with support from instructional coaches. To address the issue of student effort and engagement on summative assessment identified through analysis of 2025 CAASPP data, practice with CAASPP-aligned items and Interim Assessment Blocks (IABs) will be built into the school year so that students are familiar with the assessment format and expectations, and classroom messaging about the purpose of the assessment will be strengthened across grades. **Responding to the 2025 Mathematics Dashboard Decline** Addressing the Mathematics Academic Indicator decline is a central driver of this action. Pairing universal high-quality core instruction with timely, data-driven intervention positions GICS to reverse the downward trend while maintaining and extending challenge for high-achieving students through the Accelerated Mathematics pathway. Every student group identified in the LCAP, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, foster and homeless youth, and Hispanic students, will receive appropriately matched support aligned with identified needs, with particular focus on the three student groups with the largest DFS gaps on the 2025 Dashboard: Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Adding early intervention in TK-1st grade strengthens the pipeline from elementary to middle school so that students enter later grades with stronger foundational skills in ELA and mathematics, and the entire system operates within a continuous improvement cycle in which assessment data drives instruction, intervention, professional development, and program-level decision making. **Measuring Progress**		

		Progress will be measured through a combination of state accountability indicators, internal growth measures, and implementation metrics, with specific attention to mathematics outcomes in response to the 2025 Dashboard decline. On the California School Dashboard, progress will be tracked through the Mathematics Academic Indicator, including both the current-year Distance from Standard and the growth model performance-level growth score, the ELA Academic Indicator, the English Learner Progress Indicator, and the College/Career Indicator where applicable, with specific targets for year-over-year gap reduction for Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. At the school level, progress will be tracked through i-Ready diagnostic growth in mathematics and ELA across the three annual benchmark windows, measured against typical and stretch growth targets, percentage of students at or above grade level by window, and percentage of students two or more grade levels below standard by window, with the 2025-26 baseline of 35% of students meeting their typical growth goal and 73% median progress toward the growth goal serving as the point of reference for 2026-27 targets. CAASPP claim-level and item-level mathematics results will be analyzed annually to identify specific standards and mathematical practices requiring targeted instructional response, with findings incorporated into the subsequent year's PDSA planning cycle.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Goethe International Charter School (GICS) recognizes that students' social-emotional well-being is fundamental to academic success and overall development. This action implements a comprehensive, multi-tiered approach to support the behavioral, mental health, and attendance needs of all students, with targeted emphasis on reversing the notable increase in chronic absenteeism observed in the 2024-25 school year. The 2025 California School Dashboard assigned a Red performance level for the Chronic Absenteeism Indicator to Socioeconomically Disadvantaged (SED) students and Hispanic students, and an Orange performance level for the same indicator to the 'All Students' group, English Learners (EL), and Students with Disabilities (SWD). These performance levels indicate a schoolwide upward trend in chronic absenteeism that was most acute among SED and Hispanic students. This action integrates Positive Behavioral Interventions and Supports (PBIS), schoolwide restorative practices, a structured SEL curriculum, universal SEL screening, and an expanded attendance intervention system operating within the school's Multi-Tiered System of Support (MTSS). **Multi-Tiered System of Behavioral and Mental Health Support** GICS delivers behavioral and mental health supports across three tiers of intensity. Tier 1 universal supports include schoolwide PBIS expectations, daily SEL instruction during the first two weeks of school, ongoing SEL lessons throughout the year, and behavioral expectations assembly that establish	$216,775	Y

consistent norms across all grade levels. Tier 2 targeted supports include small-group SEL intervention, conflict resolution and peer mediation, and short-term counseling for students experiencing social or emotional difficulties that affect school engagement. Tier 3 intensive supports include individualized counseling, mental health referrals, and coordinated case management for students with significant needs. Staffing to support this structure includes a contracted SEL consultant who provides individual, small-group, and classroom-based services for students, staff, and families through classroom push-in lessons and targeted intervention, and a dedicated school counselor who delivers Tier 2 and Tier 3 interventions for middle school students while ensuring access to mental health support for elementary students. The SEL consultant, counselor, and both the elementary and middle school principals meet in coordination to align social-emotional and behavioral supports across grade levels.

PBIS, Restorative Practices, and SEL Curriculum

A consistent SEL curriculum is delivered across TK-8, reinforced daily in the opening weeks of school and revisited throughout the year. Middle school students participate in weekly Advisory classes that provide structured opportunities for social-emotional skill development, community building, and relationship-building with a consistent adult. Middle school SEL is delivered by existing middle school staff as part of the transition to departmentalization, with lessons led by teachers who also work with students in core subjects or exploratory courses to strengthen relationships. Digital citizenship instruction in grades 6-8 uses the Common Sense Media curriculum to address online behavior and digital responsibility. Restorative practices replace punitive discipline wherever appropriate, with the goal of addressing root causes of behavior, repairing relationships, and reducing suspensions while building student responsibility and voice.

Universal SEL Screening with Panorama

Panorama surveys serve as the universal SEL screener, providing comprehensive assessment of school climate, student connectedness, and individual social-emotional learning needs. The platform is recognized as evidence-based under the Every Student Succeeds Act (ESSA) and integrates social-emotional learning data with the school's MTSS and response-to-intervention frameworks. Panorama data is reviewed by administrators, the counselor, the SEL consultant, and teacher teams to identify individual students needing Tier 2 or Tier 3 support, to surface grade-level and subgroup climate trends, and to inform targeted interventions. Panorama is also administered to staff to assess adult well-being and social-emotional capacity, ensuring that the adults supporting students are themselves equipped and supported.

Responding to the 2024-25 Chronic Absenteeism Increase

		To reverse the 2024-25 chronic absenteeism increase reflected in the Red performance levels assigned to SED and Hispanic students and the Orange performance levels assigned to the All Students group, EL, and SWD, and to return to GICS's historical performance on this indicator, the school will implement an automated early warning system within the Unified Insights platform to identify students showing at-promise attendance patterns before chronic absenteeism develops. Tiered intervention triggers will be standardized across the school: email notifications after a single absence, formal letters sent home for students at risk for chronic absenteeism (less than 97% attendance rates) as well as those that are chronically absent (less than 90% attendance rate). For students who are or at risk of being chronically absent, additional phone calls and meetings to determine attendance support plans will be made. A dedicated attendance intervention team will coordinate this work, which includes daily monitoring led by the Enrollment and Attendance Officer and regular attendance team meetings with administrators. to review individual student cases and plan next steps, while Monthly data reviews disaggregated by grade level and subgroup will track whether interventions are moving students off of chronic absenteeism status. To address gaps in family awareness identified through 2025-26 family communication records, the school will deliver clear, multilingual schoolwide communication at the start of the year and at regular intervals throughout the year regarding the availability and proper use of Independent Study Contracts for single-day and multi-day absences, and regarding the cumulative impact of both excused and unexcused absences on a student's attendance record for state and local reporting purposes. **Targeted Strategies for EL, SED, SWD, and Hispanic Student Groups** Because the 2024-25 increase resulted in Red performance levels for SED and Hispanic students and Orange performance levels for EL and SWD, additional targeted supports will be layered onto the universal structure. English Learner support will be strengthened through a bilingual family liaison focused specifically on attendance outreach and barrier identification, culturally responsive attendance materials developed in collaboration with community-based organizations serving immigrant families, and monthly EL family attendance workshops that explain attendance expectations and address barriers such as transportation, work schedules, and healthcare access. Interpreter services will continue to be used for attendance conversations with Spanish-speaking families, and all family correspondence will be translated into Spanish. For Students with Disabilities, attendance accommodation plans will be integrated into the IEP process, with coordination between the Special Populations Services Administrator, outside service providers, and families to balance medical and therapeutic needs with attendance requirements, including		

flexible scheduling for medical appointments. For Socioeconomically Disadvantaged students, outreach will address commonly identified barriers to regular attendance, including connection to wraparound services, exploration of transportation support alternatives for school events, and prioritized access to afterschool and extended learning programs that strengthen school connection. For Hispanic students, culturally responsive outreach and communication will be delivered in Spanish, peer family mentorship will connect families of similar backgrounds to provide support and guidance, and home visits will be conducted for students with sustained chronic attendance challenges. Across all groups, targeted SEL interventions will be provided for students experiencing attendance-related anxiety or school avoidance, with mental health screening and referral pathways available for students whose attendance patterns signal underlying emotional needs.

School Climate, Connection, and Engagement

Because chronic absenteeism is closely tied to student connection, school climate supports will be strengthened alongside attendance-specific interventions. Classroom attendance recognition and celebration will create positive motivation, while enhanced extracurricular offerings, including middle school athletics (Track, Flag Football, Volleyball, Soccer, and Cross Country), will increase overall school connection and engagement. Two sixth-grade transition events, organized and facilitated by WEB leaders, will support the critical middle school transition year. Family engagement will be strengthened through attendance recognition and incentive programs celebrating improvement and sustained attendance.

Professional Learning and Staff Capacity

Staff capacity to deliver behavioral, SEL, and attendance supports will be developed through ongoing professional development focused on effective classroom management strategies, active student behavior monitoring, conflict resolution and de-escalation, restorative practices, trauma-informed instruction, and culturally responsive engagement. Professional learning will include specific sessions on interpreting Panorama data, identifying early indicators of disengagement, and responding to attendance concerns in culturally and linguistically responsive ways, with particular attention to the needs of EL, SED, SWD, and Hispanic students and families.

Measuring Progress

Progress will be measured through a combination of California School Dashboard indicators and implementation metrics. Dashboard measures will include the Chronic Absenteeism Indicator disaggregated by student group, with a specific target of moving the Red performance levels assigned to SED and Hispanic students to Orange or better and moving the Orange performance levels assigned

		to the All Students group, EL, and SWD to Yellow or better, by the 2026-27 Dashboard cycle. Additional Dashboard measures will include the Suspension Rate Indicator and the School Climate local indicator. Internal measures will include Panorama survey results in school climate, sense of belonging, and student-teacher relationships. Implementation metrics will include completion of the single-day, 97% or less, and 90% or less, attendance intervention triggers, participation rates in EL family attendance workshops and other subgroup-targeted supports, IEP-integrated attendance accommodation plans for SWD, home visit completion, utilization of the bilingual family liaison, and Independent Study Contract utilization rates. Regular attendance team meetings will review case-level progress, monthly leadership reporting will provide strategic oversight, and annual LCAP reporting will track progress toward outcome targets and inform the next year's action planning.		
4	STRENGTHENING EL PROGRAM & SERVICES	Goethe International Charter School (GICS) is committed to providing comprehensive English Language Development (ELD) services that support all English Learners (ELs) in achieving academic success while maintaining their cultural and linguistic identities. This action implements both Designated and Integrated ELD instruction, embedded within the school's Multi-Tiered System of Support (MTSS), and includes a specific focus on reversing the notable decline in EL mathematics performance on the California School Dashboard, which fell from +0.6 Distance from Standard (DFS) on the 2024 Dashboard to -17.2 DFS on the 2025 Dashboard. Recognizing that EL academic progress depends on both language acquisition and equitable access to rigorous content, the action pairs strengthened ELD instruction with targeted mathematics acceleration strategies specifically designed for English Learners. **Comprehensive ELD Instruction Model** GICS's ELD program operates through a dual-approach framework that addresses both explicit language instruction and content-integrated language development. Designated ELD is delivered daily to all identified EL students, either during time allocated for German or Spanish study or during the school's intervention block, with small group pull-out Designated ELD prioritized for students at ELPAC Levels 1 and 2 in middle school. Instruction is delivered by credentialed teachers holding CLAD or BCLAD credentials, with additional support from instructional aides or volunteers in the student's primary language when feasible. The E.L. Achieve curriculum will anchor Designated ELD, providing a structured, systematic progression through the California ELD Standards. Students are grouped by ELPAC proficiency level so that instruction is targeted to each learner's language development stage. Integrated ELD occurs throughout the curriculum, ensuring that all content instruction supports language acquisition. Teachers embed Guided Language	$6,500	N

Acquisition by Design (GLAD) strategies and Specially Designed Academic Instruction in English (SDAIE) practices across subject areas, including content and language objectives in every lesson, pre-teaching vocabulary, using visuals, gestures, sentence frames, cooperative grouping, and authentic opportunities for students to practice language in context. Instruction follows the Sheltered Instruction Observation Protocol (SIOP) to ensure comprehensible input for English Learners at every proficiency level.

Addressing the 2025 Mathematics Decline for English Learners

The 17.8-point decline in EL mathematics performance on the 2025 Dashboard requires a direct, math-specific response within the EL program. Beginning in 2026-27, GICS will strengthen Integrated ELD within mathematics instruction so that the academic language of mathematics is explicitly taught alongside mathematical concepts. Within the McGraw-Hill Illustrative Mathematics program used in grades 6-8 and EnVision Math used in grades K-5, teachers will embed language objectives alongside content objectives in every lesson, pre-teach mathematical vocabulary, and use sentence frames, math talk routines, and structured discourse protocols to support EL participation in mathematical reasoning and problem solving. Cross-linguistic transfer will be intentionally leveraged by connecting mathematical concepts and vocabulary across English, German, and Spanish, so that EL students in the GLI, GLA, and SLA programs can draw on their home language and second language foundations to strengthen mathematical understanding.

Small group Designated ELD instruction will include targeted lessons on the language demands of mathematics, including comparative structures, conditional language, mathematical definitions, and the syntax of word problems. For EL students flagged by i-Ready or CAASPP mathematics data as performing below grade level, Tier 2 intervention will pair mathematics support with embedded language scaffolds, and Tier 3 supports will be coordinated through the Student Support and Progress Team (SSPT). ELs identified for the Accelerated Mathematics pathway in middle school will receive explicit support in accessing the mathematical language and discourse demands of accelerated content, ensuring that placement decisions remain equitable and that no EL student is excluded from advanced coursework due to language rather than mathematical readiness.

Supplemental Supports and Tiered Intervention

English Learners receive prioritized access to additional language and academic support across multiple avenues. English Learners are prioritized for tutoring services through the Expanded Learning Opportunities Program (ELO-P), ensuring extended learning time that accelerates both language acquisition and academic achievement, with specific emphasis on mathematics for ELs performing below grade level. Students not making adequate progress receive targeted small-group or one-on-one support, and instructional practices are adjusted accordingly to

accelerate growth. EL students with disabilities receive coordinated supports that address both language acquisition and IEP-identified needs, with collaboration between the ELD teacher, classroom teacher, Special Populations Services Administrator, and service providers.

Leveraging GICS's Multilingual Assets

As a multilingual immersion school, GICS treats its multilingual program as an asset for EL development rather than a competing priority. Explicit instruction in phonology, morphology, syntax, and pragmatics across English, German, and Spanish strengthens EL students' metalinguistic awareness and improves their control over language use across contexts. Instruction emphasizes transfer between languages, recognizing similarities and contrasts that support literacy development and cognitive growth. Because it may take three to seven years or longer for a student to reach academic English proficiency comparable to native speakers, the program supports ELs at their own pace, with flexibility and personalization built into the curriculum.

Professional Learning and Capacity Building

The Special Populations Services Administrator will coordinate comprehensive professional development to build staff capacity in EL instruction. Training will include the E.L. Achieve curriculum to ensure consistent, high-quality Designated ELD; GLAD methodology for Integrated ELD; and SIOP for sheltered content instruction across all subject areas. Given the mathematics decline, an additional strand of professional development will focus specifically on the academic language of mathematics, sheltered mathematics instruction for English Learners, math discourse routines, and scaffolding strategies appropriate to each ELPAC proficiency level. Teachers will also receive training in analyzing Initial and Summative ELPAC data, i-Ready diagnostic data disaggregated for EL students, CAASPP mathematics results, classroom assessments, and report card data to inform differentiated grouping and design targeted intervention or enrichment. Structured data chats following each benchmark window will build teacher capacity to interpret EL performance patterns and co-design instructional responses within a Plan-Do-Study-Act (PDSA) cycle.

Data-Driven Monitoring and Reclassification

The progress of all English Learners is monitored closely. Teachers use a range of assessments including formative measures, benchmark tests, i-Ready diagnostics, and ELPAC results to evaluate growth and refine instruction. Data is analyzed regularly in Professional Learning Community (PLC) meetings through an ongoing PDSA cycle to ensure students are on track toward mastery of the ELD Standards and grade-level content standards. Reclassification to Reclassified Fluent English Proficient (RFEP) status is based on multiple criteria including an overall proficiency level of 4 on the ELPAC with subscores of 3 or higher, evidence of

		basic skills in English as demonstrated by grade-level performance on standardized benchmarks such as i-Ready or Fountas and Pinnell, teacher evaluation of academic performance, and parent consultation. Once reclassified, student progress continues to be monitored for a minimum of two years, with targeted interventions put in place if a student begins to regress. **Family Engagement and Communication** Family engagement is essential to EL student success and is strengthened through translated communication, interpreter services for all attendance and academic conversations, and culturally responsive outreach. When applicable, the English Learner Advisory Committee (ELAC) will be established to provide specialized input on programs and services for English Learners, ensuring that families of students developing English proficiency have meaningful opportunities to participate in decisions affecting their children's education, including input on the development and annual update of the LCAP. A bilingual family liaison will support outreach to EL families regarding academic progress, ELPAC results, reclassification, and opportunities to access mathematics and ELD tutoring and extended learning programs. In the 2026-27 school year, the Special Populations Services Administrator will, in collaboration with the ELAC committee, send out monthly EL newsletters to families with English learners, that will include resources for families to support their children with their English language development at home. **Measuring Progress:** Progress will be measured through a combination of California School Dashboard indicators, internal growth measures, and implementation metrics, with specific attention to EL mathematics outcomes in response to the 2025 decline. Dashboard measures will include the English Learner Progress Indicator (ELPI), the Mathematics Academic Indicator for the EL student group (tracking year-over-year DFS recovery toward and beyond pre-decline performance), and the ELA Academic Indicator for the EL student group. Internal measures will include i-Ready mathematics and ELA diagnostic growth disaggregated for EL students across the three annual benchmark windows.		
5	SERVICES TO SUPPORT SWD	Goethe International Charter School (GICS) is committed to ensuring that all Students with Disabilities (SWD) receive a Free and Appropriate Public Education (FAPE) in the least restrictive environment and experience meaningful academic, social-emotional, and behavioral progress alongside their peers. As a member of the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) operating under Option 3, GICS is responsible for all special education requirements, including services, placement, due process, related services, special education classes, and special education supports. This action describes how the school identifies, serves, monitors, and engages with SWD and their families, with the goal of closing the achievement gap for students with	$763,807	N

exceptional needs on CAASPP and internal assessments while supporting each student's IEP goals and overall well-being.

Special Education Team Structure and Responsibilities

The GICS Special Education Team is led by the Special Populations Services Administrator and includes two Resource Specialist Program (RSP) Teachers, an in-house school Counselor and school Psychologist, in-house Behavior Intervention Implementation Specialists, and contracted service providers for Speech and Language Services, Occupational Therapy, Behavior Intervention Development, and other related services aligned to individual student IEPs. Current contracted agencies include Total Education Solutions and SLEA Therapies, among others. The team is responsible for developing assessment plans, conducting psycho-educational evaluations, conducting initial, annual, and triennial IEPs, ensuring timely delivery of service minutes, monitoring appropriate program placement, and overseeing compliance with state and federal special education requirements. During weekly team meetings, the Special Education Team reviews the Welligent Master Calendar, the 300 Service Delivery Report, and individual student progress, and coordinates with classroom teachers, related service providers, families, and, when appropriate, outside agencies to ensure that each student's program is being implemented with fidelity.

Instruction, Accommodations, and Inclusive Practice

RSP Teachers provide instructional services for students on their caseload in both push-in and pull-out models, delivering specialized academic instruction aligned with IEP goals while preserving access to the general education curriculum whenever appropriate. To address the declining academic performance for SWD as measured on the 2025 CA School Dashboard, all instruction at GICS is designed to be accessible to students with disabilities through differentiated Tier 1 instruction, SDAIE and SIOP strategies, sheltered instruction for SWD who dually-identified as English Learners, scaffolds, assistive technology, and accommodations or modifications as specified in each student's IEP. Classroom teachers and RSP teachers collaborate in monthly meetings to discuss student progress, implementation of accommodations, instructional strategies, and IEP-related matters, fostering a consistent and supportive learning environment across general education and special education settings. For SWD identified through MTSS universal screeners and benchmark assessments as needing additional support beyond their IEP services, Tier 2 and Tier 3 intervention is coordinated with the classroom teacher, RSP teacher, and Student Support and Progress Team (SSPT) to ensure that academic intervention and IEP-driven services reinforce rather than duplicate one another.

Behavioral and Social-Emotional Support for SWD

		Behavior Intervention Plans (BIPs) are developed by the newly hired counselor/school psychologist. In-house Behavior Intervention Implementation Specialists support students with behavior goals through the direct implementation of Behavior Intervention Plans (BIPs), coaching of classroom staff. Counseling services are provided through the in-house Counselor for students whose IEPs include counseling as a designated instructional service, and students also have access to the broader GICS SEL and mental health support structure, contracted SEL consultant, Panorama universal SEL screening, PBIS, and restorative practices. For SWD whose attendance patterns indicate risk of chronic absenteeism. IEP review meetings are held, and individualized plans are developed in collaboration with families to identify barriers and implement supports that promote improved attendance and student engagement. **Identification, Child Find, and Referral** GICS implements a comprehensive Child Find process to identify students suspected of having a disability. Students identified through MTSS as having significant or persistent learning gaps despite high-quality Tier 1 and Tier 2 instruction may be referred for formal evaluation through the SSPT process. Assessment plans are developed with parent participation and input, and evaluations are completed in accordance with state and federal timelines, with collaboration from District special education staff as needed. English Learners suspected of having a disability receive assessments that distinguish language acquisition from disability-related needs, consistent with state and federal guidance. **Professional Learning and Staff Capacity** The Special Education Team provides annual training for GICS staff on working with students with exceptional needs. Training is delivered on professional development days at the start of each school year and in targeted staff meetings throughout the year, and includes the IEP process, Child Find, writing present levels of performance, interpreting IEP Snapshots, i-Ready data analysis for SWD, developing and implementing effective accommodations and modifications, understanding different categories of disability, culturally responsive practices, positive behavior support, trauma-informed instruction, and co-teaching strategies. The Special Education Team itself participates in ongoing professional learning and webinars, including Welligent training through LAUSD's MyPLN and sessions offered by special education law firms such as Procopio and YM&C, to stay current on special education laws, regulations, and compliance requirements. **Progress Monitoring and Data-Driven Instruction** Progress toward IEP goals is monitored consistently throughout the year. All service providers enter progress updates in Welligent three to four times annually,		

		and special education progress reports are sent home to families alongside report cards at the end of each semester. RSP teachers continuously monitor student progress through performance-based assessments, while classroom teachers track progress through formal and informal assessments and maintain data monitoring sheets updated on a regular cycle. Following each benchmark assessment window, RSP teachers and classroom teachers meet to review i-Ready and other benchmark performance for SWD, align support strategies, and identify students who may need adjustments to their intervention, accommodations, or IEP services. Teacher teams at each grade level also include SWD progress as a standing agenda item, ensuring that SWD performance is part of the broader data-driven instructional conversation. In response to CAASPP results, the Special Education Team works with classroom teachers to identify specific standards and skills requiring targeted instructional response for SWD, with findings incorporated into subsequent IEP planning and into the Plan-Do-Study-Act (PDSA) cycle that guides schoolwide instructional improvement. When needed, amendment IEPs are held to increase RSP support through various means, including adding services, adjusting the duration of services, or modifying the service delivery model to either a push-in or pull-out service delivery model. Push-in support allows the RSP teacher to provide specialized academic instruction within the general education classroom setting, while pull-out support provides students with targeted instruction in a learning center focused on addressing specific foundational skill deficits in a smaller, more individualized setting. **Family Engagement and Communication** Families of SWD are active partners in the IEP process and in their children's education. The Special Populations Services Administrator serves as the primary liaison between families, teachers, service providers, and outside agencies. In addition to IEP meetings, annual reviews, and triennial evaluations, GICS will continue to administer a Panorama survey at mid-year exclusively to families of students with IEPs to gather information about satisfaction with IEP implementation, communication, inclusion, and overall school experience. Results are reviewed by the Special Education Team, shared with school leadership, and used to identify areas for improvement in special education program delivery and family engagement. The Parent Advisory Committee (PAC) includes parents representing Students with Disabilities, ensuring that SWD family perspectives inform LCAP development, annual updates, and Title funding decisions. Families will be invited to SPED open house events at the beginning of the year to meet the in-house Special Education Team at GICS that includes the Special Populations Services Administrator, RSP teachers, the school counselor/psychologist and Behavior Implementation Specialists. **Measuring Progress:** Progress will be measured through a combination of IEP-level, California School Dashboard, internal, and implementation indicators.		

		Dashboard and internal academic measures will include the Mathematics Academic Indicator and ELA Academic Indicator for the SWD student group when numerically significant, CAASPP performance in ELA and mathematics for SWD, i-Ready typical and stretch growth for SWD across the three annual benchmark windows.		
6	BROAD COURSE OF STUDY	Goethe International Charter School (GICS) is committed to providing all students with a comprehensive, standards-aligned educational experience delivered through the International Baccalaureate (IB) Primary Years Programme (PYP) in grades TK-5 and the IB Middle Years Programme (MYP) in grades 6-8. The broad course of study ensures that every student, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, foster and homeless youth, and Hispanic students, has full access to all required subject areas under Education Code section 51210 (grades TK-5) and section 51220 (grades 6-8), as well as the enriched multilingual, inquiry-based, and interdisciplinary experiences that define the GICS program model. **Core Academic Subjects** Instruction in English Language Arts, Mathematics, Science, Social Studies (Individuals and Societies), and Physical and Health Education is aligned to the California State Standards, including the California Common Core State Standards and the Next Generation Science Standards. English Language Arts in grades TK-5 draws on Really Great Reading, Lucy Calkins Units of Study (Readers and Writers Workshop), and Fountas and Pinnell, along with nonfiction, fiction, and other literature. In grades 6-8, Language and Literature aligns to the MYP Language and Literature framework. Mathematics is delivered through EnVision Math in grades K-5 and California Math & You Mathematics in grades 6-8, with both a Grade-Level Path and an Accelerated Path in middle school that prepares students for Algebra 1 in 8th grade. Science instruction follows NGSS and is integrated into PYP Units of Inquiry in the elementary grades and the MYP Sciences framework in middle school. Individuals and Societies (Social Studies) is taught through inquiry-based units in both programs, with MYP students analyzing complex issues through multiple perspectives and IB Global Contexts. Physical and Health Education provides regular instruction in movement, wellness, and lifelong health habits aligned to the California Physical Fitness Test requirements at applicable grade levels. **Multilingual Program and World Language Instruction** As an international charter school, GICS delivers a robust multilingual program that develops bilingual and biliterate skills alongside high academic achievement. The elementary program offers three pathways: German Language Immersion (GLI) using a 50/50 model in TK-2, and a 30/70 model in G3-5, German Language Acquisition (GLA), and Spanish Language Acquisition (SLA). Regardless	$398,943	N

		of pathway, mastery of California State Standards is the expectation for every student. Spanish Language Acquisition classes begin in third grade for all GICS students in both the GLI and GLA programs, introducing linguistic structures, building oral fluency, and exposing students to the history, traditions, and arts of Spanish-speaking countries. In the middle school MYP, students continue Language Acquisition in either German or Spanish through Phases 1-4, aligned with the IB framework and the California State Standards for World Languages. Incoming students from outside the program are assessed on entry to determine placement, with students indicating no prior target language skills placed in Phase 1. Students matriculating from the GICS German immersion program continue in the appropriate phase of German World Language. Students may be reclassified to a higher phase following a reporting period in which they have met all descriptors of their current phase. German proficiency is further assessed through the Deutsches Sprachdiplom (DSD I), aligned to the Common European Framework of Reference, with A1, A2, and B1 levels administered at appropriate grade levels and proficiency stages. **Elementary Specials and Enrichment (TK-5)** Elementary students participate in Specials Classes that complement their core academic instruction and support whole-child development consistent with the IB Learner Profile. Elementary Specials include Spanish (beginning in third grade), Physical Education, and Visual Arts. PYP Units of Inquiry organize learning around six transdisciplinary themes and integrate arts, technology, and hands-on experiences that develop creativity, critical thinking, and collaboration. The annual 5th grade Exhibition serves as a culminating PYP experience in which students inquire into a real-world issue and take action to address it, demonstrating their ability to apply knowledge and skills to make a positive impact. **Middle School Exploratory Program (6-8)** Middle school students rotate through the IB MYP Arts (Visual Arts and Performing Arts) and Design (Product Design and Digital Design) subject groups, ensuring balanced exposure to multiple creative disciplines as required by the IB MYP framework. Visual Arts develops creative expression, aesthetic appreciation, and technical skills across varied media, with assessment following the MYP criteria of Investigating, Developing, Creating/Performing, and Evaluating. Performing Arts builds confidence, creativity, and collaboration through artistic expression and cultural appreciation. Product Design and Digital Design engage students in inquiry-based, hands-on learning that integrates engineering design principles, creative problem solving, and practical application of academic concepts. Digital citizenship instruction using the Common Sense Media		

curriculum supports responsible online behavior alongside the development of computational and digital problem-solving skills.

Middle school students also participate in weekly Advisory, which provides structured opportunities for social-emotional skill development, community building, and relationship-building with a consistent adult. In 8th grade, students complete the MYP Community Project, a culminating experience in which they identify a real need within the school community or beyond and take action to address it, framed through at least one IB Global Context such as Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, or Fairness and Development.

Athletics and Extracurricular Engagement

Middle school athletics provide opportunities for students to develop physical fitness, teamwork, and school pride through competitive sports including Track, Flag Football, Volleyball, Soccer, and Cross Country. The Where Everybody Belongs (WEB) program supports the transition to middle school through peer mentorship, and a peer tutoring/homework center established in response to Middle School Student Advisory Council recommendations provides student-to-student academic support across core subjects. Afterschool programming and Expanded Learning Opportunities Program (ELO-P) Intersession Camps extend the learning day and year for students in grades TK-8, integrating academic reinforcement, physical activity and wellness, and social-emotional development.

Technology Integration

Technology is integrated across the broad course of study as a tool for inquiry, creativity, and collaboration rather than as a standalone subject. Students use digital tools to research, create, and refine work across disciplines, publish writing, design presentations, and produce multimedia projects. School-wide and state assessments are administered on computers and tablets, with teachers ensuring consistent opportunities to practice keyboarding and digital fluency so that students are comfortable and proficient in demonstrating their learning across platforms.

Integration Across the Program

Consistent with the IB PYP and MYP frameworks, the broad course of study is designed as an interconnected whole rather than a collection of isolated subjects. PYP transdisciplinary Units of Inquiry and MYP interdisciplinary units intentionally integrate skills from reading, writing, mathematics, science, social studies, and the arts, so that students see the relevance and interconnectedness of their learning and develop the ability to analyze and synthesize across domains. This integrated approach prepares students for the complex, multifaceted

		problems they will encounter in high school, postsecondary learning, and the broader world. **Access and Equity** All students have full access to the broad course of study regardless of program placement, language proficiency, disability status, or socioeconomic status. Placement in the Accelerated Mathematics Path uses a holistic review that intentionally ensures equitable access for students demonstrating readiness, including English Learners, SED students, and students without a history of advanced placement. English Learners are supported through Designated and Integrated ELD within all content areas. Students with Disabilities receive accommodations, modifications, and related services as specified in their IEPs across all subjects, including the arts, world languages, and physical education. Sheltered instruction, SDAIE, and SIOP practices ensure that English Learners access grade-level content in every subject area.		

Goal

Goal #	Description	Type of Goal
2	Provide educators and instructional support staff with robust professional learning opportunities to include the CA academic standards and in alignment with IB Programme standards that encompasses relevant learning experiences, and instructional coaching to build growth, capacity, expertise and educator retention.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Goethe International Charter School (GICS) developed this goal in recognition that the quality of instruction delivered to students is directly tied to the quality, depth, and coherence of the professional learning provided to the educators and instructional support staff who serve them. The goal reflects the school's understanding that a multilingual International Baccalaureate program operating at the intersection of California academic standards, the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) frameworks, and a dual-language immersion model requires a specialized and sustained professional learning system that builds expertise across multiple frameworks simultaneously.

Alignment with the Dual Demands of California Standards and the IB Programme: GICS operates under two complementary but distinct sets of instructional expectations. California academic standards establish what students are expected to know and be able to do across grade levels and content areas, and the IB Programme Standards and Practices establish the instructional approach, inquiry-based pedagogy, transdisciplinary learning structures, and approaches to learning skills through which IB schools deliver curriculum. Educators at GICS must be fluent in both. The goal was developed to ensure that professional learning is intentionally designed to integrate California standards instruction with IB pedagogy rather than treating them as separate streams, recognizing that the integration is what allows GICS students to meet state proficiency expectations while also developing as IB learners.

Response to 2025 California School Dashboard Results and Within-Year Data: The 2025 California School Dashboard identified a decline in the Mathematics Academic Indicator and the English Learner Progress Indicator, and rising chronic absenteeism among multiple student groups. Within-year 2025-26 i-Ready data and 2025 CAASPP data further surfaced specific areas where teacher capacity must be strengthened, including differentiation strategies for the wide range of mathematics skill and conceptual understanding observed within classrooms, instructional response to specific mathematics strands identified as areas of decline, and culturally and linguistically responsive engagement with English Learners and their families. The goal was developed to ensure that the professional learning system is designed to respond directly to data, with facilitated Plan-Do-Study-Act data chats following each benchmark window serving as the mechanism through which assessment results translate into targeted instructional improvement.

Response to Educational Partner Feedback: Educational partner feedback gathered across the engagement process consistently identified professional learning as a priority. Teachers identified the need for a more focused professional development schedule that provides greater depth on key aspects of learning and instruction rather than covering a broad range of topics and emphasized the need for increased collaborative planning time. Classified Staff identified the need for professional development that includes strategies to support students with behavioral challenges and academic support strategies to use within the classroom. The Administrative Leadership Team confirmed the importance of continued investment in the E.L. Achieve curriculum and the professional development required to implement it with fidelity. The SELPA representative emphasized the importance of staff capacity to deliver the pull-out learning center model and to communicate effectively with families of Students with Disabilities. The breadth of this input made clear that a dedicated goal organized around professional learning, instructional coaching, and educator retention was needed to coordinate the multiple capacity-building investments across the LCAP.

IB Authorization and Programme Standards: GICS is an authorized IB World School for the Primary Years Programme and is progressing through the application phase for Middle Years Programme authorization. IB authorization and ongoing programme evaluation require evidence that all teaching staff are engaged in continuous IB-aligned professional learning, that programme leaders participate in IB leadership training, and that the school invests in subject-specific professional development for MYP teachers. The goal was developed to ensure that the school's investment in PYP and MYP professional development, attendance at IB workshops, IB Coordinator support, and consultant collaboration is sustained and accountable as a core LCAP commitment rather than treated as a discretionary expense.

Instructional Coaching and Educator Retention: The goal explicitly addresses both instructional coaching and educator retention because the two are interdependent. Educators who receive sustained coaching, are part of strong collaborative teams, and see clear pathways for professional growth are more likely to remain at the school, and the continuity of staff is itself a driver of program coherence and student outcomes. GICS has established specialized roles, including a Teacher Development Coach, an Administrator Development Coach, an IB Coordinator, and a Testing Coordinator, to provide the layered coaching and leadership development infrastructure that supports both growth and retention. The goal was developed to ensure that these roles, the systems they support, and the conditions they create are sustained and refined across the LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.8%	2022-23: 72.1%	2023-24: 48.3%	2024-25: 84.8%	-41.5%
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
17	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning	2023-24 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A	2024-25 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	Health: 5 PE: 5 VAPA: 5 World Language: 5	Health: 4 PE: 5 VAPA: 5 World Language: 5	Health: 5 PE: 5 VAPA: 5 World Language: 5	Health: 5 PE: 5 VAPA: 5 World Language: 5	Health: 0 PE: 0 VAPA: 0 World Language:0

Goal Analysis for 2025-26

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

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

Action 1: GICS fully implemented this action by maintaining a strong leadership structure, staffing the instructional program with appropriately credentialed educators, providing enhanced learning time, and delivering a coherent professional development system to support high-quality instruction aligned to the school's rigorous, internationally focused model.

GICS fully implemented a dual-principal administrative structure, with dedicated leadership for both the elementary and middle school programs. The Elementary School Principal and Middle School Principal provide targeted instructional leadership aligned to the developmental and academic needs of each grade span, strengthening program coherence, improving responsiveness to student needs, and ensuring that instructional priorities are implemented consistently across TK–8. This leadership structure has supported clear systems for instructional planning, program oversight, and continuous improvement, resulting in coherent routines that reinforce effective teaching and student learning.

The school also fully implemented staffing and credentialing expectations by employing appropriately credentialed teachers across grades TK–8. This ensures that core content areas are taught by qualified professionals and that instructional delivery remains aligned to state requirements and the school's academic program. Staffing systems and instructional supports have functioned effectively overall, with consistent implementation across classrooms.

GICS fully implemented enhanced learning time through both an extended school day and an extended school year. The school operates on a 180-instructional-day calendar, exceeding the California charter school minimum of 175 instructional days. This additional time strengthens access to core instruction, intervention, enrichment, and the internationally oriented program elements that define the GICS educational experience.

Professional development has also been fully implemented as a yearlong system of capacity building. Teachers and Instructional Assistants participated in intensive summer training, ongoing professional learning days, and weekly PD sessions designed to strengthen instructional practice, collaboration, and staff effectiveness. Designated ELD training has been completed for five teachers, and GLAD training is scheduled later in the year as part of the school's planned rollout of language development strategies. The PD system has provided structured learning for both new and returning staff and has supported implementation fidelity across key instructional priorities during the 2025–26 school year.

Challenges: The primary staffing challenge this year was an unexpected teacher departure in August, resulting in one vacancy in German (1st grade). Despite this disruption, the school maintained overall staffing stability and continued implementation of core instructional and leadership systems.

Action 2: GICS is currently fully implementing its 2025–26 professional development (PD) action, with structured learning opportunities delivered consistently for new and returning staff and implementation remaining on track. Summer training dedicated professional learning days, and weekly Tuesday PD sessions have provided ongoing cycles of learning, practice, and collaboration to strengthen instruction and increase staff capacity to accelerate student achievement. Professional learning has been intentionally aligned to instructional priorities, LCAP needs, and compliance requirements, with a particular focus on language development, inquiry-based instruction, special education implementation, and social-emotional learning.

A key component of this year's PD has been strengthening instructional practices for multilingual learners. Designated ELD training has been completed for five teachers, and GLAD training is being delivered on a rotating schedule to expand staff capacity in research-based language strategies. To date, all TK–5 teachers have received GLAD training, and administrators have observed GLAD-aligned strategies being implemented within ELD lessons and classroom instruction. Teacher participation and follow-through have been strong, with evidence of transfer into lesson design and instructional routines.

In parallel, GICS advanced International Baccalaureate (IB) programme development through targeted training and leadership development. Six teachers completed Primary Years Programme (PYP) professional development, and nine subject-specific Middle Years Programme (MYP) trainings were completed to strengthen unit planning, assessment design, and instructional coherence. The Middle School Principal and Executive Director also participated in a three-day IB leadership training, reinforcing systemwide alignment and readiness. The IB Coordinator and Middle School Principal continue to collaborate with an IB consultant to support implementation fidelity and the school's ongoing work to move the middle school from IB candidacy toward authorization as an IB World School. These efforts have resulted in completed MYP units and strengthened capacity for IB-aligned planners, assessments, and the community project.

Collaborative structures have been fully implemented and are functioning as designed. GICS protects common planning time and dedicates weekly Tuesday afternoons to collaborative planning and professional learning. Grade-level and language teams regularly analyze student data, coordinate instruction, and apply PD learning to refine lessons and units of inquiry. Teams have also implemented Plan-Do-Study-Act (PDSA) cycles to adjust instruction and provide targeted support for students who require additional intervention, reinforcing continuous improvement as a routine practice.

Targeted instructional and compliance training has also been implemented to ensure staff are equipped to meet diverse student needs and legal requirements. Professional learning has included special education training on IEP development and implementation, accommodations and modifications, and Child Find responsibilities. Additional PD strands have supported literacy and language development and instructional consistency, including training and/or support connected to Really Great Reading, Fountas & Pinnell, Designated ELD, Caring School Community, and other SEL curricula and routines.

Challenges: While PD implementation remains effective and on track, GLAD training for middle school staff has been postponed. This adjustment was necessary due to significant middle school staffing changes (a predominantly new teaching team), and the increased intensity of IB-focused work required this year, including IB unit development, planners, assessments, and community project preparation tied to the authorization goal.

Action 3: GICS has fully implemented its technology action to ensure equitable access to digital tools and safe, consistent use of online resources across grade levels. The school's technology program is designed to remove barriers related to socioeconomic status, expand access to curriculum-aligned digital learning, and build students' technology skills in support of 21st-century learning expectations.

Device Access and Equity (Fully Implemented): GICS has fully implemented a device access model that aligns technology tools to student age and instructional needs. The school maintains a 1:1 Chromebook program for students in grades 2–8, ensuring each student has consistent access to a device for daily instruction, intervention platforms, and digital learning tasks. For TK and kindergarten, GICS has implemented a small-group iPad model that supports developmentally appropriate technology use and instructional rotation stations. To better align with middle school instructional demands, additional iPads were purchased for MYP use, reducing reliance on Chromebooks and supporting specialized applications and classroom workflows.

To extend equitable access beyond the school day, GICS also makes devices available for family checkout for home use. This system supports students who may not have reliable technology at home and ensures they can fully participate in homework, research, and extended learning activities. Device distribution and support processes are implemented in a structured manner to ensure consistency and timely access for students with the highest need.

Technology Support (Fully Implemented): Technology support is available throughout the year to maintain device functionality and continuity of instruction. DelTech provides ongoing device support as needed, including troubleshooting, maintenance, and resolution of device issues so that instructional disruption is minimized and students can remain engaged in digital learning routines.

Digital Safety and Monitoring (Fully Implemented): GICS has fully implemented digital monitoring and safety systems to promote responsible use and protect students while using school devices and the internet. GoGuardian is in place to monitor internet activity and support device-use safety, reinforcing appropriate digital behavior and providing staff with a consistent tool for oversight during instructional time.

Challenges: Implementation is strong, but operational constraints remain. When devices break, the school does not always have a sufficient spare pool to immediately replace devices, which can temporarily limit access while repairs are completed. Additionally, despite digital safeguards, there are students that attempt to circumvent monitoring systems. This requires continuous system updates, consistent supervision, and reinforcement of digital citizenship expectations to maintain effective safeguards.

Action 4: Goethe International Charter School (GICS) fully implemented its core curriculum action by ensuring that all students have consistent access to high-quality, standards-aligned curricular and instructional materials across all content areas. Core instructional resources are in place schoolwide and are used to deliver rigorous, coherent instruction that supports grade-level expectations and prepares students for success in high school and beyond.

As part of full implementation, GICS integrated International Baccalaureate (IB) frameworks into daily instruction through the Primary Years Programme (PYP) and Middle Years Programme (MYP). Teachers intentionally incorporate IB approaches into lesson design, including inquiry-based learning, conceptual understanding, and skill development. In the middle school, the curriculum implementation work has included a focused effort to refine and strengthen IB unit planners to support MYP authorization. Unit planners have been developed and revised to ensure clear alignment between IB requirements and California State Standards, including explicit learning objectives, standards-based assessments, and instructional sequences that promote depth of understanding.

GICS also strengthened world language curriculum implementation as part of a coherent, schoolwide program. The school advanced new Spanish curriculum development aligned with the established German program to support clear proficiency targets (A1, A2, and B1). This alignment supports a consistent progression of language acquisition expectations and provides students with equitable access to rigorous language learning pathways.

Challenges: Implementation has been successful; however, IB integration has required intensive capacity-building. Several MYP teachers are new to the school and new to IB, creating a steep learning curve. This challenge has been mitigated through intentional scaffolding and coaching by the IB Coordinator, resulting in increasing staff proficiency with IB planning tools, unit design expectations, and standards-aligned instructional practices.

Overall, the core curriculum action is fully implemented, with schoolwide access to core materials, consistent use of PYP and MYP frameworks in lesson planning, strengthened standards alignment through MYP unit planner refinement, and expanded, coherent world language curriculum development aligned to proficiency targets.

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.

The following explanation describes material differences between the budgeted expenditures and the estimated actual expenditures for each action under Goal 2 of the 2025-26 LCAP, in accordance with the requirements of California Education Code Section 52064(b)(8)(A). For actions where budgeted and

estimated actual expenditures were aligned, no material differences are reported. For actions where a material difference occurred, the explanation identifies the source of the variance and confirms the extent to which the planned services were nonetheless implemented.

Action 1: Leadership Structure, Staffing, and Enhanced Learning Time. Budgeted and estimated actual expenditures were aligned, with no material differences to report. The dual-principal administrative structure, the appropriately credentialed staffing model across TK-8, the longer instructional day and extended school year, and the supporting administrative roles were implemented as planned, and expenditures tracked closely with the budgeted amount.

Action 2: Professional Development. Budgeted and estimated actual expenditures were aligned, with no material differences to report. The summer training cycle, professional learning days, weekly Tuesday professional development sessions, Designated ELD training, GLAD strategy implementation, IB Programme professional learning, and instructional coaching activities were implemented as planned, and expenditures tracked closely with the budgeted amount.

Action 3: Technology. Estimated actual expenditures exceeded budgeted expenditures because the school invested in an additional 180 iPads for student use during the 2025-26 school year. The additional device investment represents the material difference for this action.

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

Action 1: GICS effectivenly implemented a dual-principal administrative structure, with dedicated leadership for both the elementary and middle school programs. The Elementary School Principal and Middle School Principal provided targeted instructional leadership aligned to the developmental and academic needs of each grade span, strengthening program coherence, improving responsiveness to student needs, and ensuring that instructional priorities are implemented consistently across TK–8. This leadership structure has supported clear systems for instructional planning, program oversight, and continuous improvement, resulting in coherent routines that reinforce effective teaching and student learning which GICS anticipates will result in improved performance on the 2026 Dashboard.

Action 2: Overall implementation is effective. Administrators have observed teachers applying PD strategies within classrooms and lesson plans, and teachers continue to participate in and implement learning from year-round PD opportunities (including IB and GLAD). Teacher feedback following PD sessions indicates positive impact on instructional practice. The completion of MYP units supports the authorization timeline, and early indicators show positive growth for English Learners on testing, consistent with the increased emphasis on high-quality ELD instruction and GLAD strategy use.

Action 3: Overall, this action was fully implemented, effectively and has strengthened equitable access to instructional technology, expanded home access options, established year-round technical support, and maintained a comprehensive monitoring system to support safe and appropriate device use.

Action 4: This action was effective in ensuring all students with access to core curriculum, supplemental instructional materials that support GICS's educational model of dual-immersion and IB.

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.

Reflections on the implementation of Goal 2 during the 2025-26 school year, together with the 2025 California School Dashboard results, the 2026-27 comprehensive needs assessment, and educational partner feedback gathered across the engagement process, resulted in a series of targeted refinements to the goal, metrics, target outcomes, and actions for the 2026-27 school year. The goal description itself has been retained without substantive change because the integration of California academic standards with the International Baccalaureate Programme Standards and Practices, sustained professional learning

instructional coaching, and educator retention remain the central organizing framework for the school's investment in staff capacity. The refinements described below sharpen the actions and metrics through which the goal is operationalized.

Annual One-Year LCAP Development Cycle: Goethe International Charter School (GICS) annually develops a one-year LCAP grounded in multiple sources of evidence, including local and internal data, state reporting data, performance on the California School Dashboard, and feedback from educational partners gathered through committee meetings, surveys, and ongoing engagement structures. These sources collectively inform any changes made to the goals, actions, metrics, and target outcomes from one LCAP cycle to the next. For Goal 2, this annual cycle ensures that the professional learning program continues to respond to current student data, evolving IB Programme requirements, and the professional development priorities identified by educators and instructional support staff.

Refinements Based on Educator Feedback: Teacher feedback gathered through the March 2026 teacher survey, weekly staff meetings, and Panorama survey results resulted in two specific refinements to the planned professional development approach. Teachers identified the need for a more focused professional development schedule that provides greater depth on key aspects of learning and instruction rather than covering a broad range of topics. In response, the 2026-27 professional development plan will narrow the range of topics addressed in any single cycle and devote more sustained time to fewer priorities, with a particular focus on data analysis, differentiation, and mathematics instruction in response to the 2025 Dashboard Mathematics decline. Teachers also emphasized the need for increased collaborative planning time. In response, the 2026-27 schedule will prioritize collaborative planning during Tuesday professional development sessions and following each i-Ready benchmark window, when teachers, intervention specialists, and administrators engage in facilitated Plan-Do-Study-Act (PDSA) cycle data chats to interpret assessment results and co-design targeted instructional responses.

Feedback from Classified Staff identified the need for professional development that includes strategies to support students with behavioral challenges, as well as academic support strategies to use within the classroom. In response, the 2026-27 professional learning plan for Instructional Assistants will include sessions on classroom management, active student behavior monitoring, conflict resolution and de-escalation, restorative practices, and instructional strategies for supporting Tier 1 and Tier 2 students during core academic instruction.

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Goethe International Charter School (GICS) recognizes that exceptional educational outcomes depend on strong leadership and highly qualified instructional staff. This action describes the administrative leadership structure, instructional staffing, recruitment and retention strategies, extended learning time, and comprehensive professional development system that together support delivery of the school's rigorous, internationally focused IB PYP and MYP academic program across grades TK-8. **Administrative Leadership Structure** GICS maintains dedicated administrative leadership for both the elementary (TK-5) and middle school (6-8) programs through separate Elementary and Middle School Principals. This dual-principal model ensures that each program receives	$3,248,695	N

focused attention and expertise appropriate to the developmental, academic, and programmatic needs of students at different grade levels, supports targeted IB PYP and MYP program development, and enables specialized instructional leadership for the distinct characteristics of elementary and middle school learning environments. The Principals work in close coordination with the Executive Director, the Special Populations Services Administrator, the Enrollment and Attendance Officer, and the school counselor to align academic, special education, attendance, and social-emotional supports across the TK-8 continuum. The Special Populations Services Administrator serves as the schoolwide lead for English Learners, Students with Disabilities, Gifted and Talented students, Socioeconomically Disadvantaged students, homeless and foster youth, and serves as the designated liaison for families in these populations.

Instructional Staffing and Credentialing

GICS employs appropriately credentialed teachers across grades TK-8, with all core subjects taught by teachers holding the appropriate California credential and English Learner authorization (CLAD or BCLAD). Consistent with the IB MYP framework and the middle school redesign, GICS is continuing its transition toward Single Subject Credentialed teachers in grades 6-8, moving away from Multiple Subject Credentialed positions in order to build specialized instructional expertise in core academic areas, with particular emphasis on Mathematics given the 2025 Dashboard results. Teachers provide instruction across all required subject areas under Education Code sections 51210 and 51220, including English Language Arts, Mathematics, Science, Social Studies (Individuals and Societies), German Language, Spanish Language Acquisition, Visual and Performing Arts, Design, and Physical and Health Education. IB PYP and MYP frameworks are embedded in daily instruction, with teachers trained in the philosophy, pedagogy, and assessment practices of each program.

Specialized instructional staff include two Resource Specialist Program (RSP) Teachers, in-house Behavior Intervention Implementation Specialists, a dedicated school counselor, a contracted Social-Emotional Learning consultant, and a dedicated intervention teacher who delivers push-in and pull-out intervention services at the elementary level. Related services including Speech and Language, Occupational Therapy, Behavior Intervention Development, and Counseling are provided through contracted agencies aligned with each student's IEP. To maintain instructional continuity, GICS employs qualified substitute teachers familiar with the school's educational philosophy and instructional approaches, ensuring that learning continues seamlessly when regular classroom teachers are unavailable.

Extended Learning Time

GICS operates on a 180 instructional day calendar, exceeding the California state requirement of 175 instructional days for charter schools. This additional learning

time supports deeper exploration of IB PYP and MYP curriculum content, more individualized attention for students, and enhanced opportunities for enrichment and intervention. Beyond the instructional day and year, students access additional learning time through afterschool programming, Expanded Learning Opportunities Program (ELO-P) Intersession Camps providing 30 additional instructional days beyond the regular school calendar, summer programming, and a peer tutoring/homework club established in response to Middle School Student Advisory Council recommendations.

Teacher Recruitment and Retention

To continuously increase the percentage of appropriately credentialed teachers and maintain high-quality instruction, GICS implements proactive recruitment and retention strategies throughout the academic year. The school initiates the application and hiring process earlier in the year to access the strongest candidate pool before other districts begin their hiring cycles. Recruitment efforts specifically target teachers with IB PYP or MYP experience, German language proficiency for the GLI and GLA programs, Spanish language proficiency for the SLA program, ELD expertise for supporting English Learners, and specialized content expertise for middle school Single Subject positions, with ongoing focus on strengthening the mathematics teaching team in response to the 2025 Dashboard decline. Retention strategies include competitive compensation, a collaborative professional culture, structured onboarding for new teachers, ongoing professional development, leadership development opportunities, and instructional coaching support.

Comprehensive Professional Development Program

GICS invests in the ongoing professional growth of all educators through a comprehensive, multi-layered professional development program. All teachers participate in intensive Summer Professional Development, with returning staff engaging in four days of training and new staff participating in five days of training and orientation to the school's IB PYP and MYP programs, multilingual program model, MTSS structures, instructional expectations, and systems and protocols. Throughout the school year, teachers engage in continuous learning through weekly professional development sessions and one additional non-instructional professional development day each semester, providing ongoing support, collaboration time, and skill-building opportunities that directly enhance classroom instruction and student outcomes.

Professional development priorities align with identified areas of student need and school improvement goals, and include IB PYP and MYP pedagogy and assessment; California State Standards and NGSS implementation; mathematics instruction, particularly sheltered mathematics instruction for English Learners and scaffolding for Students with Disabilities, in direct response to the 2025 Dashboard declines in the Mathematics Academic Indicator overall and for the

		EL student group; Designated and Integrated ELD through E.L. Achieve, GLAD, and SIOP; data analysis and the Plan-Do-Study-Act (PDSA) cycle, including structured "data chats" following each benchmark window to interpret CAASPP, i-Ready, ELPAC, and classroom assessment results; MTSS implementation, including Tier 1 differentiation, Tier 2 and Tier 3 intervention, and SSPT processes; special education, including the IEP process, Child Find, writing present levels of performance, interpreting IEP Snapshots, accommodations and modifications, and co-teaching; PBIS, restorative practices, SEL instruction, trauma-informed practice, and culturally responsive teaching; classroom management, active student behavior monitoring, conflict resolution, and de-escalation; attendance and family engagement strategies, including culturally and linguistically responsive outreach for EL, SED, SWD, and Hispanic families; and digital citizenship and technology integration.		
2	PROFESSIONAL DEVELOPMENT	Goethe International Charter School (GICS) is committed to continuous professional growth and development for all staff members as a core driver of student achievement. Based on comprehensive needs assessment data, California School Dashboard results, input from educational partners, and the school's IB PYP and MYP program requirements, this action provides targeted, data-driven professional learning opportunities that directly support student achievement and align with the school's mission and goals. Professional learning priorities respond to identified areas of need, including the 2025 Dashboard declines in the Mathematics Academic Indicator overall and for the English Learner student group, the 2024-25 chronic absenteeism increase concentrated among EL, SED, SWD, and Hispanic students, and the ongoing implementation and deepening of the IB PYP and MYP frameworks. **Teacher and Instructional Assistant Professional Development** Teachers and Instructional Assistants participate in focused professional learning addressing key areas of instructional need, supported by a dedicated instructional coach who provides classroom-embedded coaching for teachers in both English Language Arts and Mathematics aligned to the California Academic Content Standards. The instructional coach works alongside grade-level teams and individual teachers to support the implementation of curriculum, the use of formative assessment data, differentiation strategies, and the targeted instructional response to areas of decline identified through the 2025 California School Dashboard and ongoing i-Ready benchmark windows. Special Education training includes Special Education fundamentals, the Individualized Education Program (IEP) process, writing present levels of performance, interpreting IEP Snapshots, appropriate accommodations and modifications, Child Find procedures, and co-teaching strategies to ensure	$35,116	N

compliance and effective support for Students with Disabilities across general education settings.

Language development training is delivered through the newly adopted E.L. Achieve curriculum for Designated English Language Development (ELD), Guided Language Acquisition by Design (GLAD) for Integrated ELD, and the Sheltered Instruction Observation Protocol (SIOP) for sheltered content instruction. All teachers participate in training on analyzing Initial and Summative ELPAC data, reclassification criteria, and cross-linguistic transfer strategies appropriate to the GICS multilingual program. In direct response to the 2025 decline in English Learner mathematics performance, a dedicated professional learning strand focuses on the academic language of mathematics, sheltered mathematics instruction for English Learners, math discourse routines, and scaffolding strategies calibrated to each ELPAC proficiency level.

Literacy instruction is strengthened through comprehensive training in the Really Great Reading Program, Fountas and Pinnell Benchmark Assessments and Intervention, Lucy Calkins Units of Study (Readers and Writers Workshop), and use of the Multitudes Reading Screening Tool for early identification in grades K-2. Mathematics instruction is strengthened through training on EnVision Math in grades K-5 and California Math & You in grades 6-8, with particular attention to supporting the Grade-Level and Accelerated mathematics pathways and to reversing the 2025 Mathematics Dashboard decline through research-based instructional strategies, math discourse, conceptual understanding, and strand-level response to CAASPP claim data. The instructional coach (LREBG funded $8,000) supports the implementation of these literacy and mathematics frameworks through classroom observations, modeling, co-planning, and post-benchmark Plan-Do-Study-Act data chats following each i-Ready administration window.

Additional professional development focuses on inquiry-based instruction methodologies consistent with IB PYP and MYP pedagogy, promoting critical thinking, student-directed learning, and authentic application of content. Social-emotional learning training equips staff with strategies to build positive classroom cultures and support student well-being, including PBIS, restorative practices, trauma-informed instruction, SEL delivery aligned with the school's SEL curriculum, and interpreting Panorama survey data to identify and respond to student and climate needs. Staff also receive training in attendance and family engagement strategies responsive to the 2024-25 chronic absenteeism increase, with specific focus on culturally and linguistically responsive outreach for EL, SED, SWD, and Hispanic families, early warning indicators in the Unified Insights platform, and tiered intervention protocols at three, five, and ten absences.

International Baccalaureate Programme Development

As part of GICS's commitment to IB excellence, teachers participate in specialized IB professional development including curriculum planning workshops and both Primary Years Programme (PYP) and Middle Years Programme (MYP) training sessions. This comprehensive IB preparation ensures that instruction aligns with international standards, that transdisciplinary PYP Units of Inquiry and interdisciplinary MYP units are planned collaboratively with intentional integration of content and skills, and that the program continues to develop students consistent with the IB Learner Profile. Middle school teachers receive additional training on MYP assessment criteria, the MYP Community Project, and the transition to departmentalized Single Subject instruction. PYP and MYP principals as well as the IB coordinator also attend IB workshops in order to best guide the continuous development of the program.

Collaborative Planning and Team Structures

Teachers receive dedicated collaborative planning time to meet in grade-level and language teams, facilitating data analysis and the development of differentiated lesson plans that address the diverse language learning needs of all students. Enrichment and elective teachers are provided with planning time to coordinate with grade-level teams, ensuring alignment across all subject areas. The master schedule is strategically designed to provide grade-level and/or subject-area teachers with common preparation periods, maximizing opportunities for collaborative planning, shared decision-making, and structured data chats following each benchmark window.

Collaborative planning is organized around a Plan-Do-Study-Act (PDSA) cycle in which educators plan instructional strategies based on student performance data, implement these strategies in the classroom, study results through analysis of i-Ready, CAASPP, ELPAC, and formative assessment data, and refine instruction or interventions based on what is working. Following each benchmark assessment and key formative checkpoint, teachers, intervention specialists, and administrators engage in facilitated "data chats" designed to build teacher capacity in data analysis, instructional planning, and differentiation, with particular attention to trends for EL, SED, SWD, Hispanic, and other student groups identified in the LCAP.

Support Staff Development

Principals provide supervision and instructional coaching for support staff, ensuring alignment with schoolwide goals and effective student support. Support staff, including Instructional Assistants, Behavior Intervention Implementation Specialists, and office and attendance staff, participate in professional learning focused on Multi-Tiered Systems of Support (MTSS), Tier 1 and Tier 2 instructional support strategies, conflict resolution and de-escalation, restorative practices, and culturally responsive family engagement. Monthly professional development sessions address schoolwide initiatives and respond to emerging

		student needs, ensuring that all staff members are equipped to contribute effectively to student success. **Administrative Professional Growth** The Administrative Team engages in external professional learning opportunities throughout the year, participating in conferences, workshops, and symposiums that enhance leadership capacity. These include the International Baccalaureate Conference, California Charter Schools Association (CCSA) events, and German American Business Association activities, ensuring that school leadership remains current with best practices in charter school governance, IB program implementation, special education, MTSS, and school improvement. The Executive Director, Elementary Principal, Middle School Principal, and Special Populations Services Administrator participate in targeted learning aligned with their roles, including data analysis, instructional leadership, equity-focused leadership, and compliance with state and federal special education and EL requirements. **Specialized Programme Coordination** The IB Coordinator ensures that GICS maintains fidelity to International Baccalaureate standards and practices by providing instructional and curricular coaching, curriculum coordination and documentation, and comprehensive professional development for teachers and staff across both the PYP and MYP. The IB Coordinator collaborates with the administrative leadership team to ensure alignment between IB philosophy and the school's communication and practices, supports collaborative planning across grade levels and subject groups, and leads program self-study and evaluation activities required for continued IB authorization. The Testing Coordinator oversees the comprehensive administration of state-mandated assessments, including CAASPP, ELPAC, CAST, and the California Physical Fitness Test. This role manages referrals and coordinates local assessments such as Gifted and Talented Education (GATE) testing, and the school's benchmark assessment program including i-Ready, Multitudes, Panorama, Really Great Reading, Fountas and Pinnell, DSD, and MYP Language Acquisition Phase assessments, ensuring accurate data collection, timely administration, appropriate testing accommodations for SWD and ELs, and analysis that informs instructional decision making.		
3	CLOSING THE DIGITAL DIVIDE	Goethe International Charter School (GICS) recognizes that equitable access to technology is essential for student success and for full participation in the IB PYP and MYP academic program. This action ensures that all students, regardless of socioeconomic background, language status, or disability, have the devices,	$30,000	N

		connectivity, safety protections, and technical support necessary to engage in digital learning at school and at home. **Device Access and Equity** GICS maintains a 1:1 device program across grades 2-8, with devices selected to be age-appropriate and aligned to curriculum and assessment requirements, including computer-based administration of CAASPP, ELPAC, CAST, and i-Ready. The school conducts regular inventory reviews and distributes devices through a systematic process that prioritizes students with the greatest need while protecting student privacy. Home device access is provided for students who require it, so that homework, research, digital curriculum platforms, and extended learning opportunities remain accessible beyond the school day. **Internet Connectivity and Home Access** Because device access alone is not sufficient, GICS identifies families without reliable home internet through enrollment, annual updates, and classroom-level check-ins, and works with community partners and internet service providers to connect eligible families with subsidized or no-cost internet options. Outreach is delivered in English and Spanish and coordinated by the bilingual family liaison to ensure that EL, SED, and SWD families, who are most likely to face connectivity barriers, are reached and supported. **Digital Safety and Monitoring** GoGuardian monitoring and filtering is deployed across all school-provided devices to protect students from inappropriate content, support safe internet use, and give teachers real-time visibility into student engagement during digital learning. Usage data also surfaces students who may benefit from additional digital citizenship instruction, which is delivered in grades 6-8 through the Common Sense Media curriculum and reinforced across grade levels. **Technical Support** GICS contracts with professional IT support services to maintain systems, respond to technical issues quickly, apply security and software updates, and protect student data, minimizing disruption to instruction and assessment. **Virtual Learning and Communication** Google Meet serves as the school's primary platform for virtual meetings, family engagement, professional collaboration, and remote learning when needed. This capacity supports flexible communication with families, including interpretation for Spanish-speaking families and remote IEP and SSPT participation where appropriate. **Sustainability**		

		GICS maintains device care protocols, a replacement schedule for aging equipment, and a planned upgrade cycle so that technology remains current, functional, and aligned with evolving instructional and assessment needs.		
4	CORE CURRICULAR PROGRAM NEEDS	Goethe International Charter School (GICS) provides all students in grades TK-8 with high-quality, standards-aligned curricular and instructional materials across all content areas required by Education Code sections 51210 and 51220. The curricular program ensures rigorous academic achievement, supports the school's IB PYP and MYP frameworks and multilingual program model, and prepares students for success in high school and beyond. **Standards Alignment and IB Framework** GICS's curriculum aligns to the California State Standards, including the California Common Core State Standards and the Next Generation Science Standards, and is integrated with the IB Primary Years Programme (PYP) in grades TK-5 and the IB Middle Years Programme (MYP) in grades 6-8. The PYP provides elementary students with transdisciplinary Units of Inquiry organized around six themes, while the MYP guides middle school students through eight subject groups, Approaches to Learning skills, and IB Global Contexts, culminating in the 8th grade MYP Community Project. Instruction emphasizes depth of understanding, inquiry, critical thinking, conceptual understanding, and real-world application. **Content Area Resources** English Language Arts instruction in grades TK-5 uses Really Great Reading, Lucy Calkins Units of Study (Readers and Writers Workshop), Fountas and Pinnell, and a range of nonfiction, fiction, and multicultural literature. Grades 6-8 align with the MYP Language and Literature framework. Mathematics instruction uses EnVision Math in grades K-5 and California Math & You in grades 6-8, supporting both the Grade-Level Path and the Accelerated Path that prepares students for Algebra 1 in 8th grade. In direct response to the 2025 Dashboard decline in the Mathematics Academic Indicator overall and for the English Learner student group, mathematics materials are reviewed annually to ensure alignment to identified areas of need, with supplemental resources added as needed to support sheltered mathematics instruction, math discourse, and strand-level response to CAASPP claim data. Science instruction follows NGSS through hands-on inquiry and investigation in the PYP and the MYP Sciences framework in middle school. Individuals and Societies (Social Studies) emphasizes historical thinking, geographic literacy, civic engagement, and global perspectives aligned with IB frameworks. Physical and Health Education provides regular instruction aligned with California standards and the Physical Fitness Test at applicable grade levels. **World Language Curriculum**	$49,242	N

		German curricular materials support the German Language Immersion (GLI) and German Language Acquisition (GLA) programs and align with the Deutsches Sprachdiplom (DSD I) framework, enabling students to demonstrate measurable proficiency through the internationally recognized A1, A2, and B1 assessments. Spanish curricular materials support Spanish Language Acquisition beginning in 3rd grade for all students in the GLI and GLA programs, and MYP Language Acquisition Phases 1-4 in grades 6-8. **Supplemental and Intervention Materials** To accelerate learning and address achievement gaps within the school's MTSS, GICS maintains supplemental curricular resources including the Really Great Reading Program for targeted literacy intervention and enrichment in grades TK-5, the i-Ready Learning Platform for personalized ELA and mathematics instruction in grades K-8, NextGen Math for math instruction and assessment, Multitudes Reading Screening Tool for early literacy identification in grades K-2, and the Caring School Community and Common Sense Media curricula for SEL and digital citizenship. **Responsive Implementation and Professional Support** Curricular materials are evaluated continuously for effectiveness, with adjustments and supplemental purchases made based on student needs, assessment data, and Dashboard results. Consumable materials are replenished annually. Professional development accompanies every new curriculum adoption, ensuring that teachers can implement materials with fidelity and adapt instruction for diverse learners, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, foster and homeless youth, Hispanic students, and high-achieving and GATE students. Materials are selected with attention to accessibility, equity, and representation of the linguistic and cultural diversity of the GICS community.		

Goal

Goal #	Description	Type of Goal
3	Continue to engage parents as partners through education, communication, and collaboration that fosters a positive, nurturing, and inclusive school environment. Continue our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Goethe International Charter School (GICS) developed this goal in recognition that parents and families are essential partners in student success and that the school's educational model, which integrates the International Baccalaureate Programme, German Language Immersion and Acquisition programs, and a Multi-Tiered System of Support, depends on a sustained partnership between the school and the families it serves. The goal reflects the school's longstanding commitment to shared decision-making, participatory governance, and inclusive engagement as foundational practices rather than supplemental activities, and it positions family partnership as a core driver of the positive school climate documented in the 2025-26 Panorama survey results.

Response to Educational Partner Feedback on Communication: Educational partner feedback gathered across the engagement process consistently identified family communication as both a strength and an area for continued growth. On the Spring 2026 Panorama survey, families reported positive feelings about school safety and school climate, and a high percentage of families indicated that the school values the diversity of children's backgrounds. At the same time, families identified the need for refined and streamlined communications to ensure that important information is easily accessible. The Parent Advisory Committee (PAC) reinforced this feedback by emphasizing the importance of establishing clear, consistent communication systems and protocols across staff, Goethe Parent Association (GPA) representatives, room parents, and volunteers, and recommended designating a lead staff member responsible for training and supporting parent volunteers and for clarifying who communicates each type of information to families. The English Learner Advisory Committee (ELAC) recommended increased direct communication with families of English Learners, including regular information nights on best practices for supporting students at home and a monthly EL newsletter providing resources to practice and develop English at home. The SELPA representative recommended, in response to mid-year special education parent survey feedback, that the LCAP specify what improved communication between the school and parents of Students with Disabilities will look like. The breadth of this input made clear that a dedicated goal organized around parent engagement, communication, and collaboration was needed to coordinate the multiple family partnership investments across the LCAP.

Response to Identified Engagement Needs Across Student Groups: Family engagement at GICS must be responsive to the linguistic, cultural, and socioeconomic diversity of the student population, which October 2025 CALPADS data shows includes approximately 31.6% Hispanic students, 15.8% African American students, 24.9% Socioeconomically Disadvantaged students, 7.6% English Learners, and 7.4% Students with Disabilities. The 2025 California School Dashboard results identified specific equity gaps, including Red performance levels on the Chronic Absenteeism Indicator for Socioeconomically Disadvantaged and Hispanic students and Orange performance levels for the All Students group, English Learners, and Students with Disabilities, that cannot be closed through school-side action alone and require sustained, culturally and linguistically responsive partnership with families. The goal was developed to ensure that family engagement is intentionally designed to support every student group, with particular attention to the families of students identified through the needs assessment as most in need of additional support.

Shared Decision-Making and Participatory Practices: GICS operates within a participatory governance structure that includes the Board of Trustees, the Parent Advisory Committee, the English Learner Advisory Committee, the Goethe Parent Association, the Finance Committee, the Safety Committee, the Cultural Events Coordinator role, and a range of additional volunteer and committee structures. The goal was developed to ensure that these structures remain active, are populated by diverse family representatives, and continue to provide meaningful input on school operations, curriculum decisions, budget priorities, and the development of the LCAP itself. The 2026-27 LCAP development cycle exemplifies this practice, with the PAC scheduled to review the adopted LCAP on June 1, 2026, the ELAC having met four times across the year to provide input, and the SELPA representative consulted in May 2026 prior to adoption.

Alignment with the Whole-Child IB Framework: The goal aligns with the IB Programme's recognition of parents and families as members of the learning community. Across the IB Primary Years and Middle Years Programmes, family engagement is treated as a programme requirement rather than an optional activity, with families involved in unit launches, exhibition presentations, cultural events, and ongoing communication about student learning. GICS schoolwide cultural and community events, including the Lantern Festival, Winter Concert, International Flair, Jog-a-thon, Family Fun Day, and Talent Show, reflect this whole-child approach and create regular opportunities for families to engage with the school community. The Cultural Events Coordinator role within the Goethe Parent Association supports the recognition of cultural traditions including Dia de los Muertos, Lunar New Year, Native American History Month, Hispanic Heritage Month, African American History Month, Women's History Month, and Asian Pacific American Month. The goal was developed to ensure that these structures are sustained as integral to the GICS educational model.

Response to Enrollment Growth and Community Demand: GICS enrollment has grown from 479 students in October 2024 to 526 students in October 2025, with more than 40 students currently waitlisted for the 2026-27 school year. This growth reflects strong community demand and increases the importance of sustained communication, onboarding, and engagement practices that successfully welcome new families into the GICS community. The goal was developed to ensure that the school's family engagement infrastructure scales with enrollment growth and continues to deliver the warm welcome that families described on the Panorama survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Good	2025-26: Good	2026-27: Good	Good (No Difference)
19	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial	2023-24: 9. 5 10. 5 11. 5 12. 5	2024-25: 9. 5 10. 5 11. 5 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. 0 10. 0 11. 0 12. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
20	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 5 2. 5 3. 5 4. 5	2024-25: 1. 5 2. 5 3. 5 4. 5	2025-26: 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. 0
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 67% ES; 66% MS Sense of Safety 71% ES; 51% MS School connectedness	2024-25: 67% ES: 63% MS Sense of Safety 66% ES; 44% MS School Connectedness	2025-26: 70% ES; 57% MS Sense of Safety 70% ES; 42% MS School Connectedness	2026-27: 75% ES; 62% MS Sense of Safety 75% ES; 50% MS School Connectedness	+3% ES; -9% MS Sense of Safety +1% ES; -9% MS School Connectedness
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 86% Sense of Safety 79% School connectedness	2024-25: 84% Sense of Safety 85% School Connectedness	2025-26: 84% Sense of Safety 86% School Connectedness	2026-27: 89% Sense of Safety 90% School Connectedness	-2% Sense of Safety +7% School Connectedness
23	Other Local Measure - Staff Survey: Sense	2023-24:	2024-25:	2025-26:	2026-27:	-8% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of safety & school connectedness Source: Panorama	100% Sense of Safety 89% School connectedness	76% Sense of Safety 90% School Connectedness	92% Sense of Safety 100% School Connectedness	>90% Sense of Safety >90% School Connectedness	+11% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: GICS fully implemented its action to promote a positive school climate, strengthen student engagement, and maintain a safe learning environment. Throughout the school year, Goethe has provided a comprehensive set of student-centered activities, enrichment experiences, community-building structures, and safety supports designed to ensure students feel connected, included, and supported academically, socially, and emotionally.

Student Engagement and Schoolwide Culture (Fully Implemented): GICS implemented schoolwide enrichment opportunities that extend learning beyond the classroom through field trips that connect academic content to real-world experiences. In addition, the school delivered annual cultural and community events that reinforce belonging and school pride, including the Lantern Festival and Winter Concert. These events were well attended and consistently viewed positively by students and families, contributing to a strong sense of community and shared identity.

Middle School Connection and Belonging (Fully Implemented): To strengthen middle school culture and peer connectedness, GICS launched targeted community-building activities, including quarterly socials and pep rallies. The school also implemented middle school clubs, offering a first round during first semester and launching the second round in early February. These structured opportunities for student leadership, peer connection, and interest-based engagement have increased participation and strengthened student attachment to school.

Student Leadership and Transition Supports (Fully Implemented): GICS successfully implemented the second year of its sixth-grade transition program, Where Everybody Belongs (WEB). Eighth grade student leaders served as mentors and role models, supporting sixth grade students with relationship-building and school connectedness. This year, the WEB program was expanded to include academic supports: eighth grade WEB leaders delivered two structured academic lessons focused on study skills and middle school readiness, strengthening both social and academic transition supports.

Athletics and Wellness Programming (Fully Implemented): GICS fully implemented a middle school sports program in partnership with FIYA, expanding student engagement, teamwork, and school spirit through organized athletics. Fall offerings included girls' volleyball (Division 1 and 2), boys flag football, and co-ed cross country. Beginning in February, the program continues with additional opportunities including co-ed volleyball, boys' and girls' soccer, and track and field. Student interest and participation in athletics have been high, contributing positively to student engagement and peer relationships.

Safety and Supervision (Fully Implemented): GICS maintained campus supervision and student support systems while adapting staffing structures to address hiring constraints. Due to challenges hiring Behavior Intervention Implementation (BII) staff, the school transitioned one campus monitor into a BII role and operated with three campus monitors. While the fourth campus monitor position was not replaced due to funding limitations, the school maintained necessary supervision and support coverage through strategic staffing adjustments.

Action 2: Goethe International Charter School (GICS) has implemented this action by establishing and maintaining multiple, consistent structures for meaningful parent and family engagement in school decision-making, governance, and community life. Throughout the school year, GICS has provided families with ongoing opportunities to participate in advisory committees, contribute input on school priorities, volunteer on campus, and engage in schoolwide events—ensuring that communication and engagement occur through both formal governance channels and community-building activities.

Parent Input, Decision-Making, and Governance (Implemented): GICS maintained a range of active committees that include parent representation and provide direct avenues for family input, including the Finance Committee, Safety Committee, Parent Advisory Committee, and English Learner Advisory Committee (ELAC). These committees have met multiple times during the year and have served as structured forums for parents to raise concerns, provide feedback, and contribute to school planning and oversight. Parent participation on the Safety Committee has been particularly valuable, with parents bringing forward practical insights to strengthen school safety systems and campus procedures.

To strengthen committee implementation and improve staff participation, GICS established adjunct duties for teachers, which has increased staff recruitment for committee participation and expanded the perspectives represented in committee discussions. This adjustment has supported more consistent committee functioning and strengthened collaboration between parents and staff.

Family Engagement and Participation Opportunities (Implemented): GICS implemented recurring volunteer training sessions throughout the year to ensure families are prepared to participate in school-based support roles. Volunteer opportunities have been available across the school year and in multiple capacities, supporting meaningful parent involvement in the daily life of the school.

GICS also implemented schoolwide community events as key engagement opportunities. Events held to date include the Lantern Festival and Winter Concert, with additional events scheduled for the second semester such as International Flair and the Talent Show. These events provide inclusive, relationship-building opportunities that strengthen school culture and increase family connection to the school community.

Communication Systems (Implemented): GICS implemented consistent two-way communication practices to keep families informed and engaged. The school sends a weekly newsletter to all families with timely updates, key information, and event reminders. Teachers also provide grade-level newsletters on a regular basis, strengthening communication about classroom learning, expectations, and grade-specific activities. Together, these communication systems support transparency, predictable outreach, and increased family awareness of school priorities and opportunities for participation.

Facilities Communication and Confidence (Implemented): As part of ongoing community trust and operational transparency, the school's maintenance of safe and clean facilities remains on track this year, reinforcing a positive school environment and supporting family confidence in campus conditions.

Challenges: While the engagement systems are in place and functioning, the school continues to face challenges recruiting parent representatives and ensuring that committee participation reflects diverse voices and backgrounds, despite targeted outreach efforts.

Action 3: GICS has fully implemented this action by strengthening volunteer and partnership systems, expanding family engagement in schoolwide events, and implementing a comprehensive, consistent communication strategy that supports meaningful two-way engagement with families across grade spans.

Volunteer and Partnership Opportunities (Fully Implemented)
Parent volunteer recruitment has been highly successful this year, supported by improved coordination between the GAP and school administration and a streamlined volunteer training and clearance process. Volunteer onboarding is more efficient and predictable, which has increased participation and improved the school's ability to match volunteers to meaningful roles. As a result, parent volunteers have been more consistently available to support classrooms, events, and schoolwide needs throughout the year.

School-Wide Events and Cultural Celebrations (Fully Implemented): GICS implemented schoolwide cultural celebrations and community events as designed, with strong participation and high attendance. Key events completed to date—including the Lantern Festival and Winter Concerts—demonstrated strong family engagement and community connection. Parents played an essential role in event preparation and execution, contributing across planning, set-up, coordination, and implementation. These events strengthened school culture, reinforced belonging, and expanded opportunities for families to actively contribute to the life of the school.

Comprehensive Communication Strategy (Fully Implemented): GICS implemented its communication systems with fidelity and strengthened them during the year to better meet family needs. The school's dedicated Marketing and Communications Coordinator manages communication campaigns, ensures consistent structure and quality across messaging, and has significantly increased marketing and outreach efforts. GICS uses Mailchimp and Bright Arrow to maintain reliable, timely communication with families, including a weekly schoolwide newsletter sent every Sunday evening that highlights upcoming events, programs, and student activities.

GICS also fully implemented the PowerSchool Parent Portal for all students and families. At the beginning of the year, families received login information and guidance to access real-time information such as grades, attendance, and academic updates. The portal provides families direct visibility into student progress and supports individualized communication with teachers, strengthening ongoing engagement and enabling families to better support learning at home.

To further strengthen middle school communication, GICS launched biweekly classroom academic updates for middle school families. Families have responded positively to these regular updates, and the increased frequency and specificity of communication has improved transparency around classroom learning and expectations.

Challenges: At some middle school grade levels, recruiting room parents has been difficult, and room parents have occasionally noted challenges in recruiting a broader pool of families to support events. These challenges have not prevented implementation, but they remain an area for continued improvement to broaden participation.

Action 4: GICS has fully implemented this action through its commitment in maintaining a safe, clean, and well-managed learning environment through consistent custodial services, preventive maintenance practices, and ongoing coordination with Los Angeles Unified School District (LAUSD) as the facility owner under Prop 39. The school's approach emphasizes daily cleanliness, responsive problem resolution, and routine emergency preparedness to ensure the campus remains safe and functional for students and staff.

Facility Management and LAUSD Partnership (Fully Implemented): GICS operates on an LAUSD-leased site, which requires ongoing collaboration to address maintenance needs, safety concerns, and facility-related priorities. This year, GICS maintained an effective working relationship with LAUSD facility management and the custodial service provider (MdR), supporting timely response to routine requests and emergent issues. To exceed the baseline custodial services provided through the Prop 39 agreement, GICS funded an additional half-time custodian, increasing coverage and improving the school's ability to maintain high cleanliness standards across instructional and common spaces. Custodial staff have been responsive and helpful overall, particularly when staffing levels allow for timely completion of work orders and routine cleaning tasks.

Cleanliness, Safety, and Preventive Practices (Fully Implemented): GICS implemented regular facility routines to maintain clean, safe, and well-supervised spaces. Daily custodial services and increased staffing coverage supported ongoing sanitation, upkeep of high-traffic areas, and prompt attention to campus needs. The school also maintained established safety protocols and facility coordination procedures to ensure compliance and readiness.

Emergency Preparedness and Drills (Fully Implemented): GICS fully implemented a comprehensive emergency preparedness schedule. The school conducted "Drop, Cover, and Hold On" and evacuation drills monthly to build staff and student readiness and reinforce consistent safety routines. In addition, lockdown drills and shelter-in-place drills were conducted twice per year, ensuring students and staff practiced a full range of emergency responses aligned to standard school safety expectations.

Challenges: While implementation was successful, coordinating emergency drills in a Prop 39 co-location setting remains complex. The most effective drills would be conducted collaboratively with both schools on the shared campus; however, aligning schedules—particularly during instructional blocks, nutrition, and lunch periods—has made joint drill implementation challenging.

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.

The following explanation describes material differences between the budgeted expenditures and the estimated actual expenditures for each action under Goal 3 of the 2025-26 LCAP, in accordance with the requirements of California Education Code Section 52064(b)(8)(A). For actions where budgeted and estimated actual expenditures were aligned, no material differences are reported. For actions where a material difference occurred, the explanation identifies the source of the variance and confirms the extent to which the planned services were nonetheless implemented.

Action 1: Positive School Climate, Student Engagement, and Enrichment. Estimated actual expenditures exceeded budgeted expenditures because of additional costs incurred for student field trips during the 2025-26 school year. The increased field trip costs represent the material difference for this action, and the remaining components of the action, including schoolwide cultural and community events, cultural celebration assemblies, the Where Everybody Belongs (WEB) program, middle school athletics, and the broader student engagement infrastructure, were implemented as planned. The expanded field trip activity strengthened student engagement and connection to the school community.

Action 3: Communication Systems and Family-Facing Technology. Estimated actual expenditures came in less than budgeted because the annual subscription cost for Zoom services was lower than the amount budgeted. The remaining components of the action, including the BrightArrow schoolwide text, email, and voice messaging platform, the updated school website, the GICS mobile app, and the broader communications infrastructure supported by the Communications and Marketing Coordinator role, were implemented as planned. The variance was concentrated in the Zoom subscription line item.

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

Action 1: Overall implementation has been effective. Schoolwide events, middle school clubs, quarterly socials, and the FIYA sports program have been well attended and positively received by students and families. These engagement structures—combined with transition supports through WEB and consistent safety supervision—have strengthened student belonging, improved peer relationships, and reinforced a safe, welcoming school environment.

Action 2: This action has been highly effective. A notable success has been ELAC participation, where parents of English Learners are represented with diverse multilingual backgrounds, including Spanish, German, Ukrainian, and Russian. This has strengthened the authenticity and breadth of ELAC input and improved the school's ability to reflect multilingual family perspectives in planning and discussion.

Action 3: A clear success has been the strength and reliability of the parents who are engaged—families involved in volunteering and event support have been motivated, skilled, and highly supportive. Middle school families have also responded very positively to the new biweekly academic updates, reinforcing the effectiveness of the school's improved communication approach.

Action 4: A key success has been the school's effective and collaborative partnership with LAUSD and MdR to support custodial services, emergency planning, and preparedness. Despite the coordination constraints inherent in a co-located environment, GICS maintained strong facility conditions and consistent safety drill implementation, reinforcing a safe, clean, and well-maintained campus for students and staff.

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.

Reflections on the implementation of Goal 3 during the 2025-26 school year, together with the 2025 California School Dashboard results, the 2026-27 comprehensive needs assessment, and educational partner feedback gathered across the engagement process, resulted in a series of targeted refinements to the goal, metrics, target outcomes, and actions for the 2026-27 school year. The goal description itself has been retained without substantive change because the commitment to engaging parents as partners through education, communication, and collaboration, and to sustaining shared decision-making and

participatory practices, remains the central organizing framework for the school's family engagement work. The refinements described below sharpen the actions and metrics through which the goal is operationalized.

Annual One-Year LCAP Development Cycle: Goethe International Charter School (GICS) annually develops a one-year LCAP grounded in multiple sources of evidence, including local and internal data, state reporting data, performance on the California School Dashboard, and feedback from educational partners gathered through committee meetings, surveys, and ongoing engagement structures. These sources collectively inform any changes made to the goals, actions, metrics, and target outcomes from one LCAP cycle to the next. For Goal 3, this annual cycle ensures that family engagement, communication, and shared decision-making practices remain responsive to current family priorities, evolving student needs, and the demographic composition of the GICS community.

Refinements Based on Family Feedback on Communication: Family feedback gathered through the Spring 2026 Panorama survey, monthly Coffee Chats with the Principals, and the Parent Advisory Committee (PAC) identified communication as both an area of strength and an area for continued growth. While families reported positive feelings about school safety, school climate, and the warmth with which they were welcomed when enrolling at GICS, families also identified the need for refined and streamlined communications to ensure that important information is easily accessible. The PAC reinforced this feedback by emphasizing the importance of establishing clear, consistent communication systems and protocols across staff, Goethe Parent Association representatives, room parents, and volunteers, and recommended designating a lead staff member responsible for training and supporting parent volunteers and for clarifying who communicates each type of information to families. In response, the 2026-27 plan includes a refined family communication structure with clearer protocols for distinguishing schoolwide, grade-level, and committee-level communications, the launch of a new school website designed to be user-friendly and easy to navigate, an updated newsletter format shared via the school website and the new GICS mobile app, and continued use of BrightArrow for schoolwide text, email, and voice messaging. These refinements draw on the Communications and Marketing Coordinator role established in Spring 2025, which has updated branding, marketing materials, and family-facing communications across multiple channels.

Refinements Based on English Learner Family Feedback: The English Learner Advisory Committee (ELAC) recommended increased direct communication with families of English Learners. In response, the 2026-27 plan adds regular information nights on best practices for supporting students at home in addition to the initial ELPAC parent information night held at the beginning of the year, and the launch of a monthly EL newsletter providing families with resources to practice and develop English at home. The ELAC also recommended highlighting English Learner achievements through shoutouts, assemblies, and awards, which has been incorporated into the schoolwide recognition structure. The ELAC recommendation that EL tutoring be expanded across additional grade levels and offered three times per week, initially implemented in February 2026 for students in grades 3 through 5 at ELPAC level 3, has been incorporated as described under Goal 1.

Refinements Based on Special Education Family Feedback: The SELPA representative noted that the mid-year special education parent survey produced feedback requesting increased communication between the school and parents of Students with Disabilities and recommended that the LCAP specify what improved communication will look like. In response, the 2026-27 plan specifies attendance accommodation plans integrated into the IEP process with coordination between the Special Populations Services Administrator, outside service providers, and families, scheduled communication touchpoints throughout the year regarding IEP progress and intervention services and continued in-house delivery of counseling services in response to the 2025-26 transition from contracted to in-house provision.

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	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Goethe International Charter School (GICS) is committed to creating a vibrant, inclusive, and safe learning environment where all students feel connected, engaged, and supported in their academic and personal growth. This action integrates schoolwide engagement and cultural enrichment, middle school community building, sixth grade transition support, comprehensive safety systems, wellness and mental health supports, and athletic programming into a coordinated approach to school climate. Strengthening student connection and belonging is also a central lever in the school's response to the 2024-25 increase in chronic absenteeism, particularly among EL, SED, SWD, and Hispanic students. **Schoolwide Engagement and Cultural Enrichment** All students participate in engaging learning experiences that extend beyond the traditional classroom, including field trips that connect academic concepts to real-world contexts and signature schoolwide events that celebrate the diverse cultural heritage of the GICS community. Signature events include International Flair, the Lantern Festival, the Jog-a-thon, the Talent Show, and the Winter Concert, each providing opportunities for students and families to build community, celebrate student achievement, and strengthen school spirit across the year. **Middle School Community Building and Leadership** Recognizing the developmental needs of middle school students, GICS provides targeted activities designed to strengthen connection to school and build positive peer relationships. Middle school students participate in quarterly social events that foster friendship and school pride, a variety of clubs that allow students to explore interests and develop leadership skills and pep rallies that celebrate achievements and build collective spirit. **Sixth Grade Transition and the WEB Program** The Where Everybody Belongs (WEB) program supports the critical transition to middle school through two dedicated sixth grade events organized and facilitated by WEB leaders, who are 8th grade student leaders serving as mentors. The program has been enhanced to include academic support components, with WEB leaders delivering two structured academic lessons to sixth grade students focused on developing study habits and academic skills essential for middle school success. WEB also includes attendance mentoring components that reinforce the importance of consistent attendance for a successful middle school transition. **Comprehensive Safety Framework** GICS maintains a proactive approach to campus safety through systematic planning, regular review, and professional oversight. The Safety Committee meets	$189,216	N

		monthly throughout the school year to review and evaluate safety practices and protocols, ensuring that procedures remain current and effective, and is responsible for reviewing and revising the Comprehensive School Safety Plan, which the leadership team presents to all staff to ensure schoolwide understanding and implementation. Campus Safety Monitors provide continuous supervision throughout the school day, monitoring hallways, common areas, and outdoor spaces; responding to and reporting suspicious behavior, conflicts, or emergencies; and providing positive adult interaction that reinforces the overall school climate. **Wellness and Mental Health Support** The school's Wellness Policy extends beyond traditional nutrition components to incorporate mental health considerations, with input from the Safety Committee ensuring that mental health is integrated into the overall safety framework. This enhanced policy reflects a holistic view of student wellness that encompasses both physical and emotional well-being, and is operationalized through the Panorama universal SEL screener, the school counselor, the contracted SEL consultant, PBIS, restorative practices, and structured SEL curriculum delivered across TK-8. **Athletic Programs and Competitive Sports** GICS offers comprehensive middle school athletics, including Track, Flag Football, Volleyball, Soccer, and Cross Country, providing diverse opportunities for student participation. GICS teachers serve as coaches during Fall and Spring seasons, strengthening connections between academic and athletic experiences and providing students with additional meaningful relationships with adults on campus. While most teams are designed for grades 6-8, select teams allow 5th grade participation to support early athletic engagement and school connection. The program operates in cooperation with the Foundation for Interscholastic Youth Athletics (FIYA), providing students with organized league competition against other member schools. **Family and Community Voice** The Parent Advisory Committee (PAC) serves as the primary forum for parent input on the LCAP and Title funding and includes parents representing Unduplicated Pupils and Students with Disabilities, ensuring that the perspectives of all student populations inform school climate and program decisions. When applicable, the English Learner Advisory Committee (ELAC) provides specialized input on programs and services for English Learners and their families, including input on the development and annual update of the LCAP. **Integrated Approach to School Climate**		

		These programs work together to create a positive school climate in which students feel safe, engaged, and connected. By combining cultural celebration, leadership and mentorship structures, safety protocols, wellness and mental health supports, athletics, and authentic family engagement, GICS ensures that every student, including EL, SED, SWD, Hispanic, foster, and homeless students, has multiple pathways to connection and success. **Measuring Progress** Progress will be tracked through the Priority 6 School Climate local indicator (CDE Self-Reflection Tool), Panorama survey results in climate, belonging, and student-teacher relationships (reviewed overall and by student group), Chronic Absenteeism and Suspension Rate Dashboard indicators disaggregated by student group, and the Priority 3 Parent Engagement local indicator (Self-Reflection Tool Questions 9-12).		
2	PARENT INPUT IN DECISION-MAKING	Goethe International Charter School (GICS) recognizes that meaningful parent and family engagement is essential for student success and effective school governance. This action establishes formal advisory structures, language access supports, and transparent communication channels so that diverse family voices, including those of Unduplicated Pupils and Students with Disabilities, are incorporated into school planning, policy development, and program evaluation. **Statutory Advisory Committees** The Parent Advisory Committee (PAC), established pursuant to California Education Code section 52062(a)(1), serves as the primary forum for parent input on the LCAP, Title funding, school policies, programs, and budget decisions. The PAC includes parents representing Unduplicated Pupils and Students with Disabilities, ensuring that the perspectives of all student populations inform advisory discussions and recommendations. When applicable, GICS will establish an English Learner Advisory Committee (ELAC) pursuant to Education Code section 52062(a)(2) to provide specialized input on programs and services for English Learners, including meaningful participation in the development and annual update of the LCAP. If enrollment thresholds are met, GICS will also establish District English Learner Advisory Committee (DELAC) or English Learner Parent Advisory Committee (EL-PAC) structures as required. **Language Access and Inclusive Participation** To ensure all families can participate meaningfully, GICS provides interpreter services for committee meetings and school events as requested, with particular attention to Spanish-speaking families. The school proactively identifies families who benefit from interpretation and translates committee communications and materials into languages spoken in the GICS community whenever possible. A	$0	N

		bilingual family liaison supports outreach to EL and Spanish-speaking families regarding advisory committee participation, LCAP consultation, and other decision-making opportunities. **Board-Established Committees** The Finance Committee, established by the Governing Board, provides advisory oversight of school financial resources and includes one parent among its five members, ensuring family representation in budget planning and fiscal stewardship. The Safety Committee meets monthly throughout the school year and includes staff and parent representatives, providing a balanced perspective on safety concerns, emergency preparedness, and review of the Comprehensive School Safety Plan. Both structures create transparency while maintaining appropriate boundaries between advisory input and Board decision-making authority. **Integrated Engagement and Continuous Feedback** Beyond formal committees, GICS gathers family input through Panorama surveys (including the mid-year survey administered exclusively to families of students with IEPs), parent-teacher conferences, family workshops (including monthly EL family attendance workshops and family attendance support groups), and ongoing communication through translated correspondence, the parent portal, and the bilingual family liaison. These channels ensure that formal advisory work is informed by continuous feedback from the broader GICS family community.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Goethe International Charter School (GICS) is committed to strong partnerships between families and the school community, recognizing that active parent engagement is fundamental to student success. This action provides all families, including those representing Unduplicated Pupils (English Learners, Socioeconomically Disadvantaged students, and foster youth) and Students with Disabilities, with diverse, accessible opportunities to participate in their children's education through volunteer roles, signature schoolwide events, and multi-platform communication. **Volunteer and Partnership Opportunities** GICS offers multiple pathways for parents to contribute time, skills, and expertise, including classroom support, reading programs, field trip chaperoning, and special programs that leverage parents' professional and cultural knowledge. Parents are invited to share their backgrounds through guest speaking, career presentations, and cultural education experiences that reinforce the school's international focus and the IB Learner Profile, providing authentic learning connections for students. **Signature Events and Cultural Celebrations**	$10,635	N

		Parents play essential roles in planning and executing signature schoolwide events, including International Flair, the Lantern Festival, the Winter Concert, the Talent Show, and the Jog-a-thon. Family involvement extends beyond attendance to planning committees, setup and coordination, cultural presentations, and post-event activities, strengthening school traditions, celebrating the diverse cultural heritage of GICS families, and building community ownership of the school experience. **Multi-Platform Communication** GICS uses a multi-platform communication strategy so that families can access information in their preferred format. The FreshSchools App enables families to send email communications to each other, MailChimp supports targeted email communication, and Bright Arrow provides automated voice and text messaging for urgent announcements and reminders. A weekly newsletter consolidates student achievements, upcoming events, volunteer opportunities, and important information in a format families can review at their convenience. The PowerSchool Parent Portal provides direct access to each student's academic progress, assignment information, and teacher communication, supporting ongoing engagement and learning at home. **Accessibility and Inclusive Participation** GICS is committed to removing barriers to participation. Communication materials are translated into languages spoken in the GICS community, with Spanish as a priority, and interpreter services are available for events and meetings. A bilingual family liaison supports outreach to EL and Spanish-speaking families regarding volunteer opportunities, events, and academic updates. Recognizing that families have varying schedules, GICS offers volunteer opportunities during the school day, from home, and in the evenings and on weekends so that work schedules, caregiving responsibilities, and transportation access do not limit participation. Home visits are available for families needing additional outreach, particularly in response to the 2024-25 chronic absenteeism increase among EL, SED, SWD, and Hispanic students. **Family Workshops and Community Building** GICS offers family workshops throughout the year, attendance recognition and incentive programs, and family attendance support groups that build peer community among families facing similar challenges. A peer family mentorship program connects families of similar backgrounds to provide support and guidance, and two dedicated sixth grade transition events, organized and facilitated by WEB leaders, help families and students navigate the move into middle school.		

4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Goethe International Charter School (GICS) is committed to providing all students and staff with a safe, clean, and well-maintained learning environment that supports the full TK-8 IB PYP and MYP academic program. This action covers facility management and the LAUSD partnership, daily operations and cleaning, annual compliance reporting, emergency preparedness, and environmental health. **Facility Management and LAUSD Partnership** GICS operates from a facility site leased from the Los Angeles Unified School District (LAUSD) and maintains ongoing coordination with LAUSD facility management to ensure that routine maintenance, emergency repairs, and facility improvements are addressed promptly and effectively and that the site meets the needs of the GICS educational program. **Daily Operations and Safety Standards** Professional custodial services maintain rigorous daily cleaning standards across classrooms, common areas, restrooms, and outdoor spaces, including floor care, surface sanitization, and waste removal consistent with health department standards. Staff follow established protocols for cleaning and disinfecting high-touch surfaces throughout the school day. Regular safety inspections identify and address potential hazards across classrooms, outdoor spaces, playground equipment, and building systems. Staff are trained to identify and report safety concerns promptly, and documentation is maintained for all inspections and corrective actions. The Safety Committee, which meets monthly and includes staff and four parent representatives, reviews facility safety practices as part of its oversight of the Comprehensive School Safety Plan, and four Campus Safety Monitors provide continuous supervision throughout the school day. **Annual FIT Reporting and Compliance** GICS completes the Facility Inspection Tool (FIT) report annually as required by state regulations, assessing structural integrity, cleanliness, heating and ventilation, electrical systems, restrooms, and overall safety conditions. FIT results are transparently reported through the School Accountability Report Card (SARC), the Priority 1 Basic Services local indicator, and the LCAP. Deficiencies are submitted promptly to LAUSD for resolution, with detailed records maintained for all findings and follow-up actions. **Emergency Preparedness** GICS maintains comprehensive emergency preparedness systems, including emergency supplies, clearly marked exits and safety equipment, and regularly scheduled safety drills. Emergency response protocols are reviewed and updated on an ongoing basis, and staff receive ongoing training on emergency procedures and facility-specific safety measures. The Comprehensive School Safety Plan is	$657,560	N

		reviewed and revised annually by the Safety Committee and presented to all staff to ensure schoolwide understanding and implementation. **Environmental Health and Sustainability** GICS prioritizes environmental health through green cleaning protocols when available, adequate ventilation throughout learning spaces, and sustainability practices including waste reduction and energy conservation. The school maintains ongoing communication with families, in English and Spanish, about facility conditions and any planned maintenance projects that may impact school operations.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$383,725	$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
6.12%	0%	$0	6.12%

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 #(s)	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
Goal 1, Action 2	The 2025 California School Dashboard, the 2026-27 comprehensive needs assessment, and within-year 2025-26 i-Ready Mathematics benchmark data identify clear and measurable needs among the unduplicated student groups served by Goethe International Charter School (GICS). On the 2025 Dashboard Mathematics Academic Indicator, Socioeconomically Disadvantaged (low-income) students received an Orange performance level with a Distance from Standard (DFS) of 62.2 points below standard, compared to 7.7 points below standard for the All Students group. English Learners on the 2025 Dashboard Mathematics Indicator were at 17.2 points below standard, with within-year i-Ready Mathematics benchmark data showing 43% of English Learners on or above grade level at the March 2026 benchmark,	The action is designed to increase services in quantity and improve services in quality for unduplicated students through a coordinated set of interventions delivered within the school's Multi-Tiered System of Support (MTSS). Services are increased through the addition of supplemental Tier 1 support delivered by Instructional Assistants in TK-1 English Language Arts and Mathematics, dedicated Tier 2 pull-out and push-in services delivered by a dedicated intervention teacher across elementary grades, Tier 3 intensive individualized support coordinated through the Student Support and Progress Team (SSPT), dedicated intervention and enrichment courses embedded within the middle school master schedule, afterschool tutoring with a focused mathematics component, Intersession Camps funded through the Expanded	The metrics that will be used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP

Goal and Action #(s)	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
	below the 54% schoolwide rate. Socioeconomically Disadvantaged students were at 36% on or above grade level at the March 2026 benchmark, also below the schoolwide rate. Although Foster Youth are not numerically significant for Dashboard reporting at GICS, this student group is included in the unduplicated population and receives the same scope of services described in this action. The needs identified through the comprehensive needs assessment for these student groups are foundational gaps in mathematics skill and conceptual understanding that compound across grade levels, limited dedicated time within the school day for targeted intervention, and unequal access to academic support outside of school hours because families without financial means cannot purchase private tutoring, supplemental curriculum, or paid homework support.	Learning Opportunities Program (ELO-P) providing 30 additional instructional days, summer programming with dedicated mathematics support for students flagged by i-Ready or CAASPP data, a Mathematics summer bridge course for students entering the Accelerated Path, and a peer tutoring and homework center. Services are improved in quality through the adoption of supplemental, standards-aligned curriculum resources for intervention and differentiation, the continuation of the i-Ready Learning Platform as the universal screener and personalized instruction system, the Really Great Reading Program for targeted literacy intervention in TK-5, the continued transition to Single Subject Credentialed middle school teachers to build specialized content expertise, the integration of CAASPP-aligned practice and Interim Assessment Blocks (IABs) into the school year, and Plan-Do-Study-Act (PDSA) cycle data chats following each benchmark window that build teacher capacity to interpret data and design targeted instructional responses. **Justification for Schoolwide Provision** Action 2 is delivered on a schoolwide basis because the universal screening, tiered intervention, and expanded learning structures through which services reach unduplicated students require a schoolwide infrastructure to operate effectively. A multi-tiered intervention system cannot identify and serve unduplicated students unless universal screening is conducted across the full student population. A dedicated intervention teacher cannot deliver Tier 2 services to unduplicated students unless those services are organized within the master schedule across grade levels. The middle school single-subject credentialed staffing model and dedicated intervention and enrichment courses cannot be limited to specific student groups within a single course period because course offerings are delivered to all students enrolled in that grade or pathway. The i-Ready Learning	

Goal and Action #(s)	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
		Platform requires schoolwide implementation to generate the diagnostic data through which unduplicated student needs are identified and progress is monitored. Although the action is delivered schoolwide, the action is principally directed toward the unduplicated student groups because the placement of students into intervention services is determined by demonstrated need as identified through i-Ready data, CAASPP performance, and classroom assessments. The students placed into the dedicated intervention teacher's caseload, the dedicated intervention and enrichment courses in middle school, the afterschool tutoring sessions, the Intersession Camps, the summer mathematics programming, and the peer tutoring center are disproportionately drawn from the Socioeconomically Disadvantaged, English Learner, and Foster Youth populations because these are the student groups with the largest gaps to grade-level proficiency in mathematics.	
Goal 1, Action 3	The 2025 California School Dashboard, the 2026-27 comprehensive needs assessment, and within-year 2025-26 attendance and family communication data identify clear and measurable needs among the unduplicated student groups served by Goethe International Charter School (GICS). On the 2025 Dashboard Chronic Absenteeism Indicator, Socioeconomically Disadvantaged (low-income) students received a Red performance level with a chronic absenteeism rate of 21.0%, and English Learners received an Orange performance level with a chronic absenteeism rate of 14.9%. Although the Hispanic student group is not part of the unduplicated count as defined in Education Code Section 42238.02, the substantial overlap between the Hispanic and Socioeconomically Disadvantaged populations means that the Red performance level for Hispanic students reflects a related pattern of need among low-income families. Although Foster Youth are not numerically significant for Dashboard reporting at GICS, this	The action is designed to increase services in quantity and improve services in quality for unduplicated students through a coordinated set of behavioral, mental health, and attendance supports delivered within the school's Multi-Tiered System of Support (MTSS). Services are increased through the addition of a dedicated attendance intervention team consisting of the counselor, social worker, and a family liaison; an automated early warning system within the Unified Insights platform that identifies students showing at-promise attendance patterns before chronic absenteeism develops; standardized tiered intervention triggers including phone calls after three absences, family conferences after five absences, and comprehensive attendance support plans after ten absences; a bilingual family liaison focused on attendance outreach and barrier identification; monthly family attendance workshops with childcare provided to ensure accessibility; multilingual schoolwide communication regarding Independent	The metrics that will be used to monitor effectiveness are: • #7: Attendance Rate • #8: Chronic Absenteeism Rate • #9: Middle School Dropout Rate • #21: School Climate Survey (students)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student group is included in the unduplicated population and receives the same scope of services described in this action. The needs identified through the comprehensive needs assessment for these student groups include transportation and carpool barriers for families distributed across Los Angeles County, limited family awareness of Independent Study Contract availability and procedures, inconsistent family understanding of how excused and unexcused absences accumulate within a student's attendance record, language access and cultural responsiveness gaps in attendance communication, and the social-emotional and mental health concerns that contribute to attendance-related anxiety, school avoidance, and disengagement among students who experience instability or trauma outside of school.	Study Contract availability and the cumulative impact of excused and unexcused absences; an expanded Where Everybody Belongs (WEB) program with attendance mentoring components; two sixth-grade transition events organized by WEB leaders; middle school athletics including Track, Flag Football, Volleyball, Soccer, and Cross Country to strengthen school connection; and culturally responsive attendance materials developed in collaboration with community-based organizations serving immigrant families. Services are improved in quality through the continued staffing of a contracted Social-Emotional Learning (SEL) consultant and a dedicated school counselor who deliver Tier 2 and Tier 3 interventions; the universal SEL screening structure using Panorama surveys, which are recognized as evidence-based under the Every Student Succeeds Act; the schoolwide Positive Behavioral Interventions and Supports (PBIS) framework, restorative practices, and structured SEL curriculum delivered across TK-8; the integration of attendance accommodation plans into the Individualized Education Program (IEP) process in coordination with the Special Populations Services Administrator, outside service providers, and families; and sustained professional development on culturally and linguistically responsive engagement, trauma-informed instruction, and early identification of disengagement. **Justification for Schoolwide Provision** Action 3 is delivered on a schoolwide basis because the multi-tiered system of behavioral, mental health, and attendance support through which services reach unduplicated students requires schoolwide infrastructure to operate effectively. Universal SEL screening through Panorama cannot identify and route unduplicated students to Tier 2 and Tier 3 supports unless screening is conducted across the full student population. The automated early warning system within the Unified Insights platform cannot identify at-promise attendance patterns unless it monitors	

Goal and Action #(s)	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
		attendance data across all students. Standardized tiered intervention triggers cannot ensure consistent response unless they are applied across the full student population at the three-, five-, and ten-absence thresholds. The schoolwide PBIS framework, restorative practices, and SEL curriculum require universal implementation to establish the consistent behavioral expectations and classroom climate within which Tier 2 and Tier 3 interventions can succeed. The contracted SEL consultant and school counselor positions are organized to serve students across grade levels rather than restricted to specific student groups, ensuring that unduplicated students have continuous access to mental health support regardless of grade. Although the action is delivered schoolwide, the action is principally directed toward the unduplicated student groups because the placement of students into Tier 2 and Tier 3 attendance, behavioral, and mental health services is determined by demonstrated need as identified through Panorama universal screening, attendance data, family communication records, and SSPT referrals. The students placed into the attendance intervention team's caseload, into Tier 2 small-group SEL intervention, into Tier 3 individualized counseling and case management, and into the targeted family engagement structures including monthly attendance workshops, bilingual family liaison outreach, home visits, and peer family mentorship are disproportionately drawn from the Socioeconomically Disadvantaged, English Learner, and Foster Youth populations because these are the student groups most affected by the attendance, behavioral, and mental health patterns identified in the comprehensive needs assessment.	

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
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

Goethe International Charter School is not eligible for additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,523,264.00	$ 4,539,684.30

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 20,350	$ 20,350
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 310,433	$ 328,128
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 103,192	$ 103,517
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 206,009	$ 73,029
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 22,990	$ 15,762
1	5	SERVICES TO SUPPORT SWD	No	$ 743,338	$ 743,038
1	6	BROAD COURSE OF STUDY	No	$ 291,631	$ 298,609
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 2,253,528	$ 2,291,528
2	2	PROFESSIONAL DEVELOPMENT	No	$ 179,403	$ 177,826
2	3	CLOSING THE DIGITAL DIVIDE	No	$ 20,000	$ 85,851
2	4	CORE CURRICULAR PROGRAM NEEDS	No	$ 47,412	$ 48,126
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 232,806	$ 266,154
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 16,020	$ 10,880
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 76,152	$ 76,886

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 343,890	$ 333,423	$ 343,890	$ (10,467)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 310,433	$ 328,128.17	0.000%	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 22,990	$ 15,762.20	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,704,602	$ 343,890	0.000%	6.028%	$ 343,890	0.000%	6.028%	$ 0.00	0.000%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 6,267,288	$ 383,725	6.123%	0.000%	6.123%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,692,037	$ 1,245,971	$ -	$ 197,567	$ 6,135,574.53	$ 4,782,321	$ 1,353,254

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				2026-27	$ -	$ 23,000	$ 2,650	$ 20,350	$ -	$ -	$ 23,000	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	Goethe	2026-27	$ 319,660	$ 4,000	$ 323,660	$ -	$ -	$ -	$ 323,660	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2026-27	$ 96,425	$ 86,000	$ 25,600	$ 96,424	$ -	$ 60,401	$ 182,425	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	Goethe	2026-27	$ 53,251	$ 16,200	$ 69,451	$ -	$ -	$ -	$ 69,451	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				2026-27	$ 131,325	$ 16,000	$ 16,000	$ 131,325	$ -	$ -	$ 147,325	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	English Learners	No				2026-27	$ -	$ 6,500	$ 6,500	$ -	$ -	$ -	$ 6,500	0.000%
1	5	SERVICES TO SUPPORT SWD	All	No				2026-27	$ 541,341	$ 222,466	$ -	$ 626,641	$ -	$ 137,166	$ 763,807	0.000%
1	6	BROAD COURSE OF STUDY	All	No				2026-27	$ 279,193	$ 119,750	$ 323,709	$ 75,234	$ -	$ -	$ 398,943	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				2026-27	$ 3,188,695	$ 60,000	$ 3,105,958	$ 142,737	$ -	$ -	$ 3,248,695	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				2026-27	$ -	$ 35,116	$ 27,116	$ 8,000	$ -	$ -	$ 35,116	0.000%
2	3	CLOSING THE DIGITAL DIVIDE	All	No				2026-27	$ -	$ 30,000	$ 10,000	$ 20,000	$ -	$ -	$ 30,000	0.000%
2	4	CORE CURRICULAR PROGRAM NEEDS	All	No				2026-27	$ -	$ 49,242	$ 49,242	$ -	$ -	$ -	$ 49,242	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				2026-27	$ 172,431	$ 16,785	$ 150,056	$ 39,160	$ -	$ -	$ 189,216	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2026-27	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No				2026-27	$ -	$ 10,635	$ 10,635	$ -	$ -	$ -	$ 10,635	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				2026-27	$ -	$ 657,560	$ 571,460	$ 86,100	$ -	$ -	$ 657,560	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,267,288	$ 383,725	6.123%	0.000%	6.123%	$ 393,111	0.000%	6.272%	**Total:**	$ 393,111
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 393,111

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	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	Goethe	$ 323,660	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	Goethe	$ 69,451	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

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).