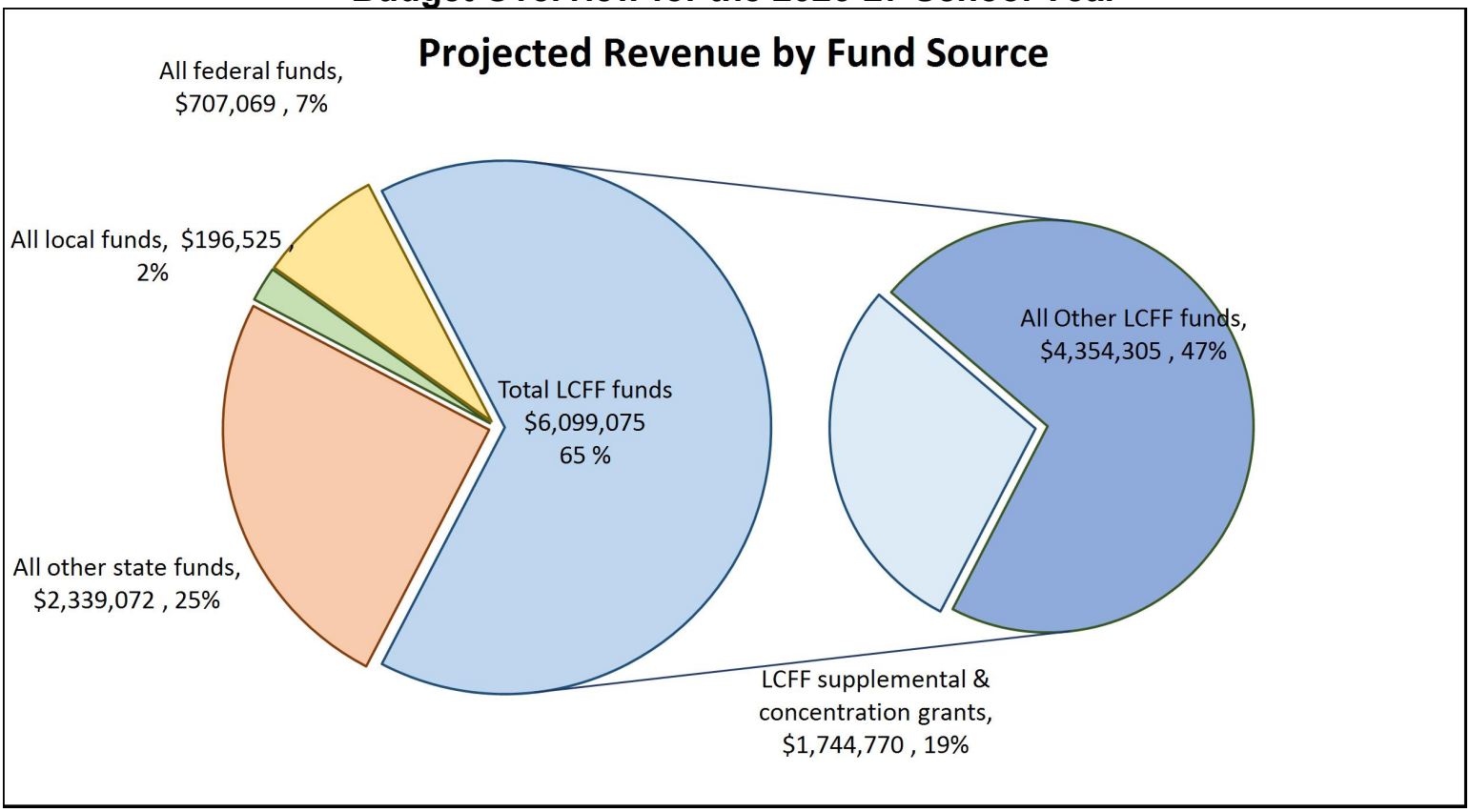
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEACH Academy of Technologies
CDS Code: 19647330122242
School Year: 2026-27
LEA contact information:
Christian Gomez
Principal

323-872-0809

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

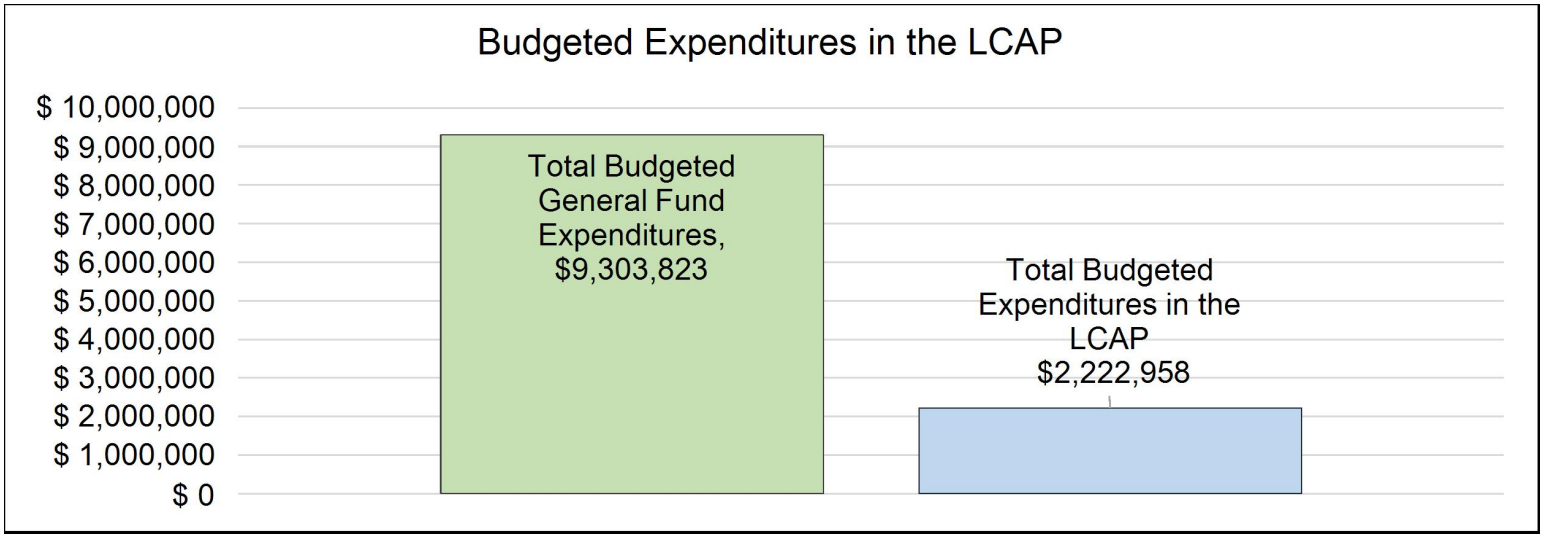


This chart shows the total general purpose revenue TEACH Academy of Technologies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for TEACH Academy of Technologies is $9,341,741, of which $6,099,075 is Local Control Funding Formula (LCFF), $2,339,072 is other state funds, $196,525 is local funds, and $707,069 is federal funds. Of the $6,099,075 in LCFF Funds, $1,744,770 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 TEACH Academy of Technologies 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: TEACH Academy of Technologies plans to spend $9,303,823 for the 2026-27 school year. Of that amount, $2,222,958 is tied to actions/services in the LCAP and $7,080,865 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

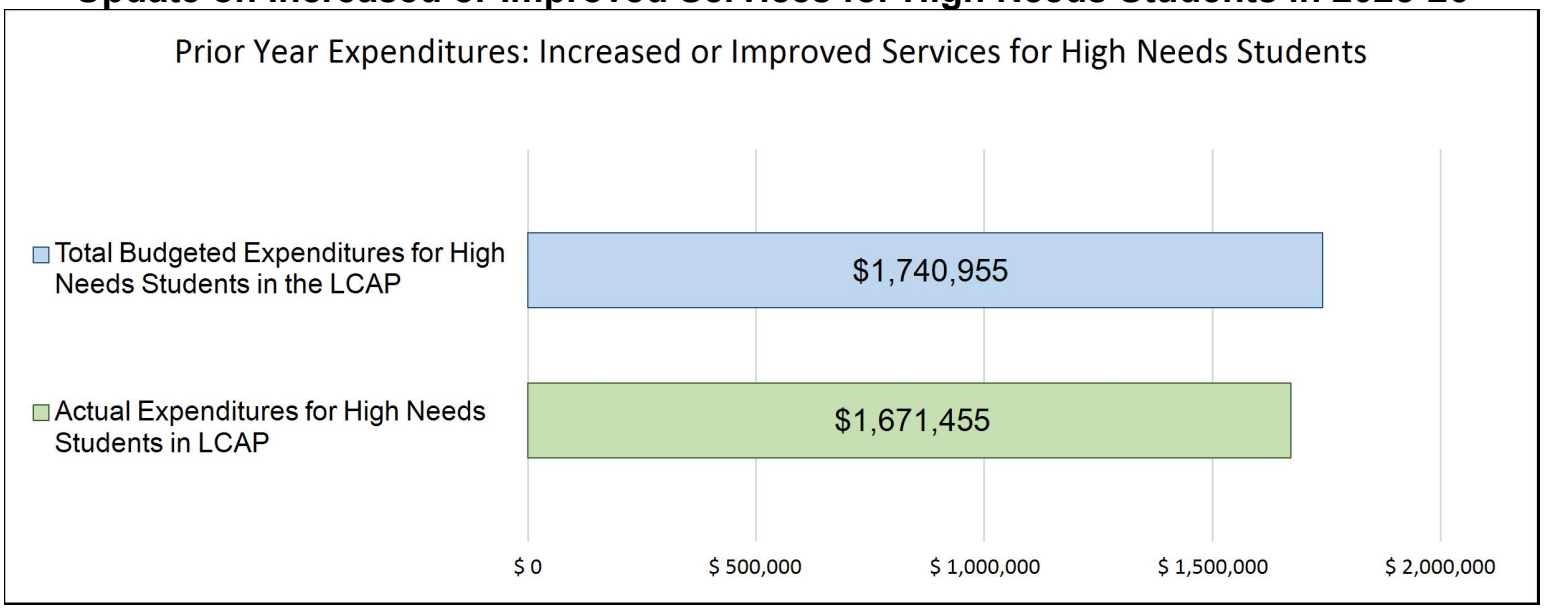
Funds not included in the LCAP include 85% of teacher salaries, some Instructional Aide salaries, facility related salaries and supply costs. Utilities, after school program salaries and supply costs. Legal fees, contracted services, educational consulting, Special Education salaries, consulting, and supply costs. Transportation costs, office supplies, food service salaries, vendor, and supply costs.

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

In 2026-27, TEACH Academy of Technologies is projecting it will receive $1,744,770 based on the enrollment of foster youth, English learner, and low-income students. TEACH Academy of Technologies must describe how it intends to increase or improve services for high needs students in the LCAP. TEACH Academy of Technologies plans to spend $1,744,770 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 TEACH Academy of Technologies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEACH Academy of Technologies 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, TEACH Academy of Technologies's LCAP budgeted $1,740,955 for planned actions to increase or improve services for high needs students. TEACH Academy of Technologies actually spent $1,671,455 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $69,500 had the following impact on TEACH Academy of Technologies’s ability to increase or improve services for high needs students:

There was no negative impact as the drop in expenses was due primarily to a decrease in actual ADA from budgeted ADA. The per pupil ADA projected expenditure is higher than budgeted.

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
TEACH Academy of Technologies	Christian Gomez Principal	CGomez@teachps.org 323-872-0809

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.

TEACH Academy of Technologies (TEACH Academy) is an independent public charter school located in South Los Angeles, California, at 10616 S. Western Ave. The school is nestled in a neighborhood surrounded by residential homes, small businesses, and is close to Los Angeles Southwest College. TEACH Academy serves approximately 469 students in grades 5-8. The student demographics include: 11.09% Students with Special Needs, 28.78% English Language Learners, 1% Foster Youth, and 98.29% Socioeconomically Disadvantaged.

TEACH Academy's mission is to create a high-quality, innovative teaching and learning environment focused on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. The school's vision is to establish a state-of-the-art community school in South Los Angeles that equips students with the skills and habits of mind needed to compete in the 21st century. TEACH Academy aims to reach students of all backgrounds by addressing their social, physical, emotional, moral, ethical, and intellectual needs, ensuring that the knowledge and experiences gained can be effectively applied to their daily lives upon graduation.

Founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, TEACH Academy was created to address the needs of the whole child, build character, and integrate advanced technology into instruction. The staff at TEACH focus on forging deep, lasting connections with students. In 2010, Cunningham and Morris established the middle school, TEACH Academy of Technologies, and expanded it into a high school in 2014. Their goal was to provide quality education for students in the historically disenfranchised community of South Los Angeles, preparing them to enter college and the workforce by creating an environment that nurtures both the hearts and minds of students. Teachers are encouraged to build positive relationships with students to foster a sense of safety and security, promoting individual growth and flourishing.

Reflections: Annual Performance

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

Based on TEACH Academy of Technologies 2024 and 2025 dashboard results, the school's results reflect meaningful progress, while also highlighting several urgent areas that must remain central to improvement planning. Overall, TEACH Academy demonstrated positive movement across most academic and climate indicators. English Language Arts and Mathematics both remained below standard, but the school moved in the right direction, with ELA improving from 118.2 points below standard in 2024 to 108.6 points below standard in 2025, and Math improving from 163.3 to 158.7 points below standard. Most notably, nearly all student groups moved from Red to Orange in both ELA and Math, showing that improvement was not limited to one subgroup but reflected broader schoo-lwide academic gains.

The strongest evidence of progress appears in English Learner outcomes. English Learners improved in ELA by 22.1 points, and Long-Term English Learners improved by 31.8 points. English Learner Progress also increased from 10.8% to 15.3%, moving from Red to Orange, while Long-Term English Learner Progress rose from 12.7% to 25.0%, moving to Yellow. These results suggest that the school's instructional supports for language development are beginning to produce measurable impact. At the same time, EL progress remains far below the state average, which means the school should continue strengthening designated and integrated ELD, academic vocabulary development, language-rich instruction, and progress monitoring for English Learners.

The data also shows important improvement in school climate, particularly in suspension rates. The overall suspension rate decreased from 6.9% to 4.5%, moving from Orange to Green. English Learner suspensions dropped from 3.5% to 0.7%, Hispanic student suspensions dropped from 3.9% to 1.7%, and Long-Term English Learner suspensions reached 0.0%, earning a Blue rating. This indicates that the school made progress in reducing exclusionary discipline and may be building stronger systems for student behavior support, intervention, and relationship-based practices. These gains should be protected and deepened through continued implementation of PBIS, restorative practices, counseling supports, and consistent adult responses to student behavior.

Despite these gains, chronic absenteeism remains the school's most urgent concern. The rate worsened from 44.5% in 2024 to 48.3% in 2025, meaning nearly half of students were chronically absent. Absenteeism increased across most subgroups, including African American students, whose rate rose from 50.2% to 55.4%. This level of absenteeism limits the school's ability to accelerate academic recovery because students cannot benefit from improved instruction if they are not consistently present. Addressing attendance must therefore be treated as both an operational and instructional priority, with targeted outreach, family engagement, student connection strategies, attendance teams, early warning systems, and subgroup-specific interventions.

Math also remains a critical area for improvement. Although overall math performance improved modestly, the school continues to be far below standard, and Hispanic students, the largest subgroup, showed no improvement, remaining at 154.7 points below standard and staying in Red. This suggests a need for a more focused math improvement strategy that includes diagnostic assessment, targeted intervention, small-group instruction, grade-level standards alignment, and consistent monitoring of subgroup growth. The improvement

among Students with Disabilities in math, who gained 17.4 points, is encouraging and should be studied to identify practices that can be expanded across other student groups.

The local indicator data also reflects both progress and continuing need. Instructional materials access improved dramatically, with the percentage of students without their own standards-aligned materials dropping from 100% to 0%. This is a major systems improvement that supports stronger instruction. However, the percentage of teachers with clear credentials increased from 26.0% to only 37.6%, which remains far below the state average. This staffing challenge is significant because sustained academic improvement depends on stable, well-prepared, and fully credentialed teachers, especially in math, science, and intervention roles.

In reflection, the 2025 results show that TEACH Academy is making measurable progress and that several improvement efforts are beginning to take hold. The school improved academic performance for many subgroups, strengthened English Learner outcomes, reduced suspensions, improved access to instructional materials, and moved ELA and Math growth from Below Typical to Moderate. At the same time, the data makes clear that the school's work is not yet complete. Chronic absenteeism, low academic proficiency, math performance for Hispanic students, teacher credentialing, student safety perceptions, and science performance must remain priorities for 2025–26. The next phase of improvement should focus on sustaining the strategies that produced growth while building stronger attendance, math, staffing, and school climate systems so that progress becomes deeper, faster, and more consistent across all student groups.

Reflections: Technical Assistance

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

NA

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.

TEACH Academy of Technologies had been identified as CSI, and exited out of CSI status at the beginning of the 25-26 SY.

Support for Identified Schools

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

How the LEA supported or will support the development of the school's CSI plan based on a needs assessment and types of data to be reviewed:

The LEA has been supporting TEACH Academy of Technologies through a comprehensive needs assessment process. This assessment is based on multiple data sources, including student academic performance on state assessments, chronic absenteeism rates, English learner

progress, suspension rates, and stakeholder feedback gathered from staff, parents, and students. The needs assessment also involved a detailed analysis of trends over time and comparison to state benchmarks. Using these data points, root cause analyses were conducted to identify underlying issues impacting student outcomes. These analyses formed the foundation of the school's CSI plan, which focuses on targeted interventions designed to address the specific needs revealed by the data.

How the LEA supported or will support the school's identification and selection of evidence-based practices to be included in the plan:

The LEA has provided guidance to TEACH Academy of Technologies in identifying and selecting evidence-based practices that meet the criteria outlined in the ESSA. The school leadership team, with support from the LEA, reviewed the What Works Clearinghouse and other relevant research databases to ensure that selected interventions align with Levels 1-3 evidence as defined by ESSA. These evidence-based strategies were chosen based on their proven effectiveness in similar educational contexts, focusing on improving literacy, mathematics performance, and social-emotional learning. In addition, staff participated in professional development sessions to understand the implementation and expected outcomes of these practices.

How the LEA supported or will support the school in identifying resource inequities and how those will be addressed through the CSI plan:

The LEA worked closely with the school to identify resource inequities through a detailed analysis of budget allocations, staffing levels, access to technology, and instructional materials. Key inequities included insufficient staffing ratios for specialized student support (e.g., counselors and interventionists) and limited access to high-quality instructional materials for English learners. To address these inequities, the CSI plan includes provisions for reallocating resources to high-need areas. Additionally, the school will monitor the equitable distribution of funding and materials across student subgroups to ensure all students have access to the necessary supports for academic success.

Monitoring and Evaluating Effectiveness

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

How the LEA supported or will support the school in monitoring and evaluating the implementation of the plan:

The LEA has established a structured system for monitoring the implementation of the CSI plan at TEACH Academy of Technologies. This includes regular progress checks led by a CSI coordinator who meets with the school leadership team monthly. These meetings focus on reviewing the fidelity of implementation of evidence-based interventions, tracking key performance indicators (such as student assessment data and attendance records), and adjusting strategies as needed. The LEA will provide additional support by conducting quarterly site visits to observe program implementation and ensure alignment with the school's identified goals.

How the LEA supported or will support the school in monitoring and evaluating the effectiveness of the plan:

The LEA has set up a continuous improvement framework to assess the effectiveness of the CSI plan. This framework includes the collection of both quantitative and qualitative data. Student achievement data, behavior metrics, and feedback from teachers, students, and parents will be analyzed regularly to evaluate the success of the interventions. The LEA will also utilize benchmark assessments to track student

progress and will compare results to pre-established success criteria. Based on this analysis, the LEA will work with the school to refine interventions to ensure they are having the desired impact on student outcomes.

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
Parents, students, administrators, Principals, teachers and other personnel	Participation in group analysis of data, prioritizing areas for student academic performance and identifyng strategies to improve student performance in these areas.
Community groups, education partners and the public at large	Input and feedback on discussion draft of LCAP, participation in public hearing to provide input.
Individual parents and parent groups (ELAC and SSC)	Input at early stages on goals and priorities for the school, discussions about school-wide data and dashboard indicators.

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

TEACH involved parents, students, educators, and other educational partners in a significant and purposeful way at various stages of the development of the LCAP. Specifically, TEACH included those representing each of the applicable student subgroups identified by the LCFF.

The first step in developing the LCAP was to complete a comprehensive data analysis. This stage involved administrators, teachers, parents and a representative student group.. Parents were given a primer on the various data points and then a larger group participated in a facilitated data analysis. The participating stakeholders then identified and prioritized areas for growth. The outside supporting organizations AADAP, Girls Club and After School All Stars participated in this LCAP development process.

These results were shared with a larger pool of parents during School Site Council, and Coffee with the Principal meetings. School Leadership incorporated input and feedback and shared a revised version with staff and other stakeholders. Updates were given at monthly governing board meetings and finally the school held a Public Hearing for final input and feedback.

One major example of how stakeholders influenced the final LCAP product was the emphasis on improving the academic results of Emerging Bilinguals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Reduce Chronic Absenteeism. In 22-23, 56% of students were chronically absent (missing 13 or more days per year), TEACH Academy will reduce the rate to below 50% in 24-25, below 40% in 25-26 and below 35% in 26-27.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Chronic absenteeism is TEACH Academy's most urgent challenge. Whether measured by Dashboard data or internal school tracking, a substantial portion of students miss enough school days to qualify as chronically absent — and research consistently shows that chronically absent students fall significantly behind academically, are less likely to pass their courses, and face greater barriers to long-term success. For a CSI school working to accelerate improvement across all indicators, attendance is not just an operational metric; it is a prerequisite for everything else the school is trying to accomplish.
The school has implemented a coordinated, multi-role approach to attendance improvement, and prior results demonstrate that this approach can produce meaningful reductions when implemented with consistency. In 2026-27, TEACH Academy will formalize and strengthen this work by establishing a Chronic Absenteeism Committee — a network-wide initiative supported by the TEACH Public Schools CMO and implemented across all three TEACH schools.

The Chronic Absenteeism Committee will meet weekly and will operate under high standards of accountability for the timeliness and quality of interventions and supports provided to students and families. Committee membership will include the principal, counselors, office staff, the coaching position, and a CMO representative. At each meeting, the committee will review current attendance data, assign outreach responsibilities for students identified as at-risk or chronically absent, track follow-through on intervention plans, troubleshoot barriers for individual students, and escalate cases requiring additional support.

The committee will use a tiered intervention framework: Tier 1 strategies focus on universal prevention — positive school climate, attendance celebrations, and regular family communication. Tier 2 targets students who have missed five or more days with individualized attendance plans and direct family outreach. Tier 3 provides intensive case management for the most severely or persistently absent students, including home

visits and referrals to external agencies for families facing housing instability, mental health challenges, or other barriers the school cannot resolve alone.

A common K-12 policy across all three TEACH schools ensures consistent expectations and interventions throughout a student's entire educational journey. This consistency simplifies family communication, enables network-wide data analysis, and builds a culture of attendance that students and families carry from the elementary years through high school graduation.

Goal 1 Analysis (Reflecting on 2025-26)
In 2025-26, the school's goal of reducing chronic absenteeism was implemented through a coordinated
TEACH developed a policy for tardiness and absences among all three divisions with uniform interventions and conducted parent education sessions to emphasize the importance of school attendance. As a result, the rate of chronic absenteeism for the 24-25 SY dropped to 38%. In order to continue reducing this rate, TEACH Academy of Technologies will continue to implement the plan but with stringent accountability for all levels of interventions. In addition, a committee will be meeting weekly to ensure interventions are implemented and to trouble shoot solutions for students experiencing barriers to attending school every day.

Having a common K-12 policy and set of interventions for student absences offers numerous benefits:
Consistency Across Grades: A unified policy ensures that students and parents understand the expectations and consequences of absences from the early years through high school. This consistency helps in establishing routines and habits that support regular attendance.
Clear Communication: With a common policy, communication about attendance expectations and interventions is straightforward and clear for all stakeholders, including students, parents, teachers, and administrators. Everyone knows what to expect, which can reduce confusion and misunderstandings.
Early Identification and Intervention: A consistent approach allows for early identification of attendance issues. Interventions can be applied uniformly and promptly, preventing minor attendance problems from escalating into chronic absenteeism.
Equity and Fairness: A common policy ensures that all students are held to the same standards and receive the same support and consequences, regardless of their school or grade level. This promotes fairness and equity within the education system.
Streamlined Data Collection and Analysis: Uniform policies make it easier to collect and analyze attendance data across all schools and grade levels. This data can be used to identify trends, evaluate the effectiveness of interventions, and make data-driven decisions to improve student attendance.
Effective Resource Allocation: Schools can better allocate resources, such as attendance officers, counselors, and support programs, knowing that interventions are standardized. This can lead to more efficient use of time and funding.
Improved Student Outcomes: Regular attendance is closely linked to academic success. By having a common policy and effective interventions, schools can help ensure that students are in class more consistently, which can lead to better educational outcomes.
Parental Engagement: A standardized approach to attendance can help engage parents more effectively. Clear expectations and consistent communication can encourage parents to prioritize attendance and collaborate with schools to address any barriers.
Support for At-Risk Students: Consistent interventions can be particularly beneficial for at-risk students, who may face challenges that impact their attendance. Uniform policies ensure that these students receive the support they need promptly and consistently.
Building a Culture of Attendance: A common K-12 policy helps in building a school culture that values and promotes regular attendance. This culture can influence students' attitudes toward school and reinforce the importance of being present.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rate	56% 22-23SY	24-25 SY 48.3%	25-26SY	26-27 SY 35% or lower	

Goal Analysis [2025-26]

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

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

In 2025-26, the school's goal of reducing chronic absenteeism was implemented through a coordinated approach involving counselors, office staff, coaches, and CMO personnel. These team members collaborated to monitor attendance data, identify students with high absenteeism, and provide individualized outreach and support. Staff regularly reviewed attendance data, contacted families, and implemented strategies to re-engage students with the school environment.

The planned actions were largely implemented as intended, with no major substantive changes to the strategies employed. Data monitoring allowed staff to target support more effectively and adjust strategies for individual students. Improved relationships between families and the school led to more frequent and productive communication, and increased student awareness of the importance of attendance was observed.

Challenges included some families being difficult to reach, particularly those with complex home situations, and the need for additional training and communication to coordinate effectively across multiple staff roles. Some students faced external factors — housing instability, health issues — that limited the impact of the school's direct outreach. These findings informed the 2026-27 decision to build partnerships with external agencies (social services, mental health providers) to address barriers the school cannot resolve alone.

24-25 analysis:
The school’s goal of reducing chronic absenteeism was implemented using a coordinated approach that included support from counselors, office staff, coaches, and CMO personnel. These stakeholders collaborated to monitor attendance data, identify students with high absenteeism, and provide individualized outreach and support. They regularly reviewed attendance data, contacted families, and implemented strategies to re-engage students with the school environment. Their efforts were supported by periodic data reviews and action plans tailored to student needs. Planned vs. Actual Implementation:
The planned actions—leveraging counselor support, office staff involvement, coaching support, and CMO-level oversight—were largely implemented as intended. There were no major substantive changes in the strategies employed compared to what was originally planned.

Challenges Experienced:

Some families were difficult to reach or had complex home situations, limiting the effectiveness of outreach efforts.

Coordinating across multiple roles (counselors, office staff, coaches) required additional training and communication.

Successes Experienced:

Improved relationships between families and the school, leading to more frequent and productive communication.

Increased student engagement and awareness of the importance of attendance.

Data monitoring allowed staff to target support more effectively and adjust strategies for individual students.

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

There were no major differences between budgeted and actual expenditures because the core activities (staff time, outreach materials, and data tracking efforts) were integrated into existing roles. Similarly, the percentage of improved services offered to students remained consistent with the original plan. If minor differences existed, they may have related to reallocating small amounts of funding within operational budgets to support outreach efforts (e.g., additional printing costs for family outreach materials or transportation costs for home visits).

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

Effectiveness:
The strategies were generally effective. Data trends show that the school is close to meeting its chronic absenteeism reduction goal. Key drivers of success included:

Consistent, personal outreach from multiple staff members (counselors, office staff, coaches).

Early identification of students with emerging absenteeism issues.

Frequent check-ins and tailored support plans for high-risk students.

Ineffectiveness:

Some students faced external factors (e.g., housing instability, health issues) beyond the school’s direct control, which limited the impact of these strategies on their attendance.

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 Prior Practice:

The team recognized that the core strategies (counselor, office, coach, and CMO support) were foundational and effective, so they plan to maintain these actions in the coming year.

One adjustment under consideration is to strengthen family engagement strategies further by partnering with external agencies (e.g., social services or mental health providers) to address barriers to attendance that the school cannot resolve alone.

Metrics and Target Outcomes:

There are no plans to change the core metrics (e.g., chronic absenteeism rate) or target outcomes.

However, the school may track additional data on the reasons for absenteeism to better tailor future interventions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counselor	Counselor will support communication to families and support students with strategies that improve attendance.	$131,794.00	Yes
1.2	Office Personnel	Support communication and notification to parents when students are absent.	$467,284.00	Yes
1.3	Coaching	By focusing on developing teacher capacity for classroom management and to provide engaging lessons, the coaching positions improves the	$267,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school culture and climate and reduces barriers that keep students from coming to school.		
1.4	CMO support	CMO resources to develop and implement a policy and set of interventions for students who are chronically absent.	$285,572.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement in English Language Arts.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

ELA proficiency at TEACH Academy dropped from 23% in 2021-22 to 15% in 2022-23, establishing an urgent baseline for improvement. The 2025 Dashboard data shows the school has reversed this trend — ELA DFS improved from -118.2 to -108.6 points — and nearly all student subgroups moved from Red to Orange. This progress demonstrates that the school's instructional improvement strategies are working. In 2026-27, the goal is to sustain and accelerate this trajectory by deepening implementation fidelity and adding structured peer learning to the improvement system.

The school's theory of action for ELA improvement rests on three interlocking strategies: culturally relevant teaching, teacher coaching, and strong instructional leadership. Culturally relevant teaching engages students by connecting learning to their lived experiences and cultural backgrounds. When students see their cultures reflected in texts and writing assignments, engagement, comprehension, and critical thinking improve — all of which are foundational to ELA achievement.

The AP-led coaching model provides teachers with regular, personalized support — including lesson observation, feedback, and collaborative planning — that improves instructional quality and builds teacher confidence. The principal reinforces these efforts through classroom observations, lesson plan feedback, and schoolwide professional development, ensuring that ELA instruction remains aligned with school goals and that a culture of continuous improvement is sustained across classrooms.

In 2026-27, the school will add teacher looping and peer-to-peer mentoring as a new strategy to accelerate instructional quality improvement. Teacher looping allows teachers to advance with their students across consecutive grade levels, building multi-year relationships that enable more personalized instruction, reduce transition time at the start of each year, and allow teachers to begin the year with deep knowledge of each student's strengths and needs. Peer-to-peer mentoring pairs newer teachers with more experienced colleagues, distributing instructional expertise across the school and building a collaborative professional culture.

TEACH Academy proficiency rates in ELA have decreased from 23% in the 2021-2022 school year to 15% in the 2022-2023 school year. This goal was developed to reduce this downward trend. 1. Increasing Culturally Relevant Teaching Practices
Explanation:

Culturally relevant teaching involves incorporating students' cultural references in all aspects of learning. This approach respects and values students' cultural backgrounds and connects learning to their lived experiences.
Impact on ELA Achievement:

Engagement and Motivation: Students are more likely to engage with texts and writing assignments that reflect their cultural experiences and perspectives. This increased engagement leads to a deeper interest in ELA activities.
Comprehension and Connection: When students see their cultures reflected in the curriculum, they are better able to relate to and understand the material, enhancing their comprehension skills.
Critical Thinking: Exposure to diverse perspectives helps students develop critical thinking and analytical skills, which are crucial for interpreting and analyzing texts.
2. Teacher Coaching - Planning and Delivering Instruction
Explanation:

Teacher coaching involves providing teachers with regular, personalized support to improve their instructional strategies. This can include modeling lessons, offering feedback, and collaboratively planning lessons.
Impact on ELA Achievement:

Improved Instructional Quality: Teachers receive guidance on effective ELA teaching strategies, which improves the overall quality of instruction.
Targeted Support: Coaches can help teachers identify and address specific areas where students are struggling, leading to more targeted and effective interventions.
Confidence and Skill Development: Continuous coaching helps teachers develop confidence and refine their skills, leading to more effective and innovative teaching practices.
3. Principals Providing PD and Instructional Leadership - Teacher Observations, Lesson Plan Feedback
Explanation:

Instructional leadership by principals includes conducting teacher observations, providing feedback on lesson plans, and leading professional development sessions to enhance teaching practices.
Impact on ELA Achievement:

Consistency and Alignment: Principals ensure that ELA instruction aligns with school-wide goals and standards, promoting consistency across classrooms.
Professional Growth: Regular feedback and PD opportunities help teachers continuously improve their instructional techniques, stay updated with best practices, and incorporate new strategies into their teaching.

Supportive Environment: Principals who actively engage in instructional leadership create a culture of continuous improvement and support, fostering a positive environment for both teachers and students.
Combined Impact
When these strategies are implemented together, they create a comprehensive support system that enhances teaching and learning in ELA. Culturally relevant teaching practices engage and motivate students, teacher coaching improves instructional quality, and strong instructional leadership ensures alignment and continuous professional growth. This holistic approach leads to increased student achievement in ELA by making learning more relevant, instruction more effective, and professional development more meaningful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP	22-23SY- 15%	24-25SY -108.6 DFS	25-26SY Pending	26-27SY 0 DFS	

Goal Analysis [2025-26]

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

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

In 2025-26, the school's ELA improvement goal was addressed through a multipronged approach. Teachers implemented relevant, standards-aligned curriculum with instructional strategies designed to boost comprehension and literacy skills. The Assistant Principal provided coaching support focused on lesson planning, instructional delivery, and data-driven decision-making. The Principal reinforced these efforts through classroom observations, structured feedback, and a schoolwide culture of continuous improvement. The planned actions were implemented with fidelity. Curriculum updates and instructional planning were executed as intended. AP coaching cycles were consistent and targeted specific instructional practices. The Principal maintained regular observation and feedback routines with no significant deviations from the original plan. Teachers reported higher confidence and demonstrated improved instructional practices during classroom observations, and student performance data showed growth trends aligned with the ELA improvement goal.

Challenges included variability in teachers' comfort levels with new curriculum materials and pedagogical approaches, requiring differentiated coaching support. Balancing daily operational demands with intensive coaching was at times challenging for the AP and Principal. Some students with specific learning needs did not show as much growth, pointing to a need for more differentiated instructional approaches for certain subgroups — an area that peer observations and teacher looping will address in 2026-27.

Action 2.1: Culturally Relevant Curriculum and Instructional Practices

Teachers will be provided with curriculum, professional development, and resources to deliver engaging, culturally relevant lessons that connect ELA content to students' lived experiences and cultural backgrounds. PD will continue to focus on techniques for increasing student engagement, building academic vocabulary, and developing critical literacy skills.

Action 2.2: Assistant Principal — Instructional Coaching
The Assistant Principal will provide coaching, classroom observations, and targeted feedback to develop teacher capacity in ELA instruction. Coaching cycles will be differentiated to meet teachers' varying needs and will include collaborative lesson planning, modeling of instructional strategies, and structured follow-up to monitor implementation of feedback.

Action 2.3: Principal — Instructional Leadership
The Principal will provide instructional leadership schoolwide, support teachers with lesson planning and assessment development, and maintain regular classroom observation routines. The Principal will also lead or support professional development sessions and foster a schoolwide culture focused on developing optimal conditions for learning.

24-25 analysis
The goal of improving ELA scores was addressed through a multipronged approach:

Teachers implemented relevant, standards-aligned curriculum and engaged students with instructional strategies aimed at boosting comprehension and literacy skills.

The Assistant Principal (AP) provided coaching support to teachers, focusing on lesson planning, instructional delivery, and data-driven decision-making.

The Principal reinforced these efforts by modeling instructional leadership—conducting classroom observations, giving feedback, and fostering a culture of continuous improvement.

The collaboration between instructional leaders and teachers ensured that the initiatives were aligned with the broader school goals.

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.

Planned vs. Actual Implementation:
The planned actions were implemented with fidelity:

Curriculum updates and instructional planning were executed as intended.

The AP’s coaching cycles were consistent and targeted specific instructional practices.

The Principal maintained regular observation and feedback routines, creating a supportive environment for instructional growth.

There were no significant deviations from the original plan.

Challenges Experienced:

Variability in teachers’ comfort levels with new curriculum materials or pedagogical approaches, requiring differentiated coaching support.

Balancing the demands of daily operations with intensive coaching and instructional leadership tasks for the AP and Principal.

Successes Experienced:

Increased teacher confidence and skill in using ELA resources and instructional strategies.

More consistent instructional practices across classrooms.

Positive feedback from teachers about the usefulness of coaching and leadership support.

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

Based on 2025-26 implementation, the following practices showed positive impact on ELA student outcomes:

The AP coaching model demonstrated that sustained, personalized instructional coaching is among the highest-leverage investments the school can make in teacher quality. Teachers who received consistent, targeted coaching showed greater growth in instructional skill than those receiving only periodic feedback. The consistency of the AP's coaching cycles was a key success factor.

Culturally relevant instructional practices increased student engagement, particularly for students who had previously been disconnected from ELA content. When students encountered texts and writing prompts that reflected their own experiences and communities, participation increased and comprehension improved. Principal-led instructional leadership created the accountability and support structures needed to sustain improvement. Regular observations and structured feedback from the principal reinforced the coaching work done by the AP and signaled that instructional quality is a shared schoolwide priority.

24-25:There were no significant material differences between budgeted and actual expenditures. Most actions relied on staff time (the AP and Principal's roles) and existing curriculum resources. Minor adjustments may have occurred if additional instructional materials were purchased or if professional development costs shifted (e.g., a workshop or vendor session was rescheduled or canceled). Overall, any differences were likely minor reallocations rather than major deviations from the budget.

Likewise, the percentage of improved services offered to students remained consistent with original expectations, with no notable differences between the planned and actual percentages of improved services. Effectiveness:

Data indicates the school is close to meeting its ELA improvement goal, demonstrating the effectiveness of the coaching and leadership approach.

Teachers reported higher confidence and demonstrated improved instructional practices during classroom observations.

Student performance data showed growth trends aligned with the goal of improving ELA outcomes.

Ineffectiveness:

Some students with specific learning needs may not have shown as much growth, suggesting a potential need to tailor instructional approaches further for certain subgroups.

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

Reflections and Adjustments:
The school plans to continue the same actions next year: curriculum-based instruction, AP coaching, and Principal instructional leadership and has added the action of implementing teacher looping and peer to peer observation in order to accelerate the improvement of instructional quality.
While the core actions remain the same, the team will explore ways to refine coaching cycles to address teachers' differentiated needs even more precisely—perhaps by introducing peer observations or focusing on subgroup achievement gaps.

Metrics and Target Outcomes:

The metrics (ELA assessment data) and target outcomes will remain the same because they are seen as appropriate and effective measures of progress.

The team may add a focus on subgroup data to ensure that all student groups benefit equitably from the implemented strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally relevant curriculum and instructional practices	Provide teachers with curriculum, PD, resources, and Instructional Aides (Using LREBG Revenue for the Aides) to provide engaging lessons.	$417,564.00	Yes
2.2	Assistant Principal Position	Assistant Principal will provide coaching, observations, feedback, and support to develop teacher capacity.	$159,810.00	Yes
2.3	Principal	Principal to provide instructional leadership school-wide, support teachers with lesson-planning and the development of assessments.	$179,156.00	Yes
2.4		Counselors support a healthy school culture, provide students with coping skills and focus on student social-emotional well-being. Improved school culture alllows for more productive learning time and improved student outcomes.		Yes
2.5	Teacher looping and peer-to-peer mentoring	Teacher looping and peer-to-peer mentoring pairs new teachers with more experienced teachers for support and capacity building. Looping teachers provides multiple benefits described above .	$313,963.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,744,770.00	$

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
40.070%	0.000%	$0.00	40.070%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Counselor **Need:** **Scope:** Schoolwide	Counselors will support student and family engagement to increase attendance, provide students and families for strategies for academic success.	Reduction in chronic absenteeism; implementation of intervention plan.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Office Personnel **Need:** **Scope:** Schoolwide	Office staff will support families and students with outreach and support when students are absent; support attendance and engagement efforts.	Increased academic performance; reduced chronic absenteeism
1.3	**Action:** Coaching **Need:** **Scope:** Schoolwide	Coaching will help build capacity in teachers to plan, deliver and assess effective and engaging lessons.	Increased academic proficiency rates
1.4	**Action:** CMO support **Need:** **Scope:** Schoolwide	CMO will support strategic planning, development and implementation of systems and structures to support student learning.	Improved academic proficiency rates, reduced chronic absenteeism.
2.1	**Action:** Culturally relevant curriculum and instructional practices **Need:**	Increase student engagement with academic material	Improved academic outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** Assistant Principal Position **Need:** **Scope:** Schoolwide	Support the development of teachers to deliver engaging and effective lessons; develop a school culture conducive to academic achievement.	Improved academic achievement
2.3	**Action:** Principal **Need:** **Scope:** Schoolwide	The Principal provides educational leadership, directs school operations and leads staff in creating a culture focused on developing optimal conditions for learning.	Improved academic outcomes, reduced chronic absenteeism.
2.4	**Action:** **Need:** Students have been identified as needing to build coping skills. **Scope:** Schoolwide	The school is sitewide Title I. Students will more productive learning time leading to improved outcomes.	Outcomes will be measured with benchmarking against the standards and overall growth.
2.5	**Action:** Teacher looping and peer-to-peer mentoring	Less experienced teachers will enhance their capacity with peer-to-peer mentoring.	Student outcomes will be compared at benchmarked

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The need to improve achievement has been identified. **Scope:** Schoolwide		intervals to determine growth.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

The above concentration grant funding will be used to fund 3.0 FTE's that will be able to provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:78
Staff-to-student ratio of certificated staff providing direct services to students		1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,354,305.00	$1,744,770.00	40.070%	0.000%	40.070%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,744,770.00	$175,964.00	$0.00	$302,224.00	$2,222,958.00	$1,519,822.00	$703,136.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$131,794.00	$0.00	$131,794.00				$131,794.00	
1	1.2	Office Personnel	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$467,284.00	$0.00	$322,737.00			$144,547.00	$467,284.00	
1	1.3	Coaching	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$267,815.00	$0.00	$232,699.00			$35,116.00	$267,815.00	
1	1.4	CMO support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$285,572.00	$285,572.00				$285,572.00	
2	2.1	Culturally relevant curriculum and instructional practices	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$417,564.00	$206,935.00	$175,964.00		$34,665.00	$417,564.00	
2	2.2	Assistant Principal Position	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$159,810.00	$0.00	$71,914.00			$87,896.00	$159,810.00	
2	2.3	Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$179,156.00	$0.00	$179,156.00				$179,156.00	
2	2.4		English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income										
2	2.5	Teacher looping and peer-to-peer mentoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$313,963.00	$0.00	$313,963.00				$313,963.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,354,305.00	$1,744,770.00	40.070%	0.000%	40.070%	$1,744,770.00	0.000%	40.070 %	**Total:**	$1,744,770.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,744,770.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income		$131,794.00	
1	**1.2**	Office Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income		$322,737.00	
1	**1.3**	Coaching	Yes	Schoolwide	English Learners Foster Youth Low Income		$232,699.00	
1	**1.4**	CMO support	Yes	Schoolwide	English Learners Foster Youth Low Income		$285,572.00	
2	**2.1**	Culturally relevant curriculum and instructional practices	Yes	Schoolwide	English Learners Foster Youth Low Income		$206,935.00	
2	**2.2**	Assistant Principal Position	Yes	Schoolwide	English Learners Foster Youth Low Income		$71,914.00	
2	**2.3**	Principal	Yes	Schoolwide	English Learners Foster Youth		$179,156.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.4**		Yes	Schoolwide	English Learners Foster Youth Low Income			
2	**2.5**	Teacher looping and peer-to-peer mentoring	Yes	Schoolwide	English Learners Foster Youth Low Income		$313,963.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,001,835.00	$1,927,076.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Counselor	No Yes	$122,242.00	$125,802.00
1	**1.2**	Office Personnel	No Yes	$419,466.00	$418,632.00
1	**1.3**	Coaching Position	No Yes	$260,880.00	$255,621.00
1	**1.4**	CMO support	No Yes	$305,776.00	$305,776.00
2	**2.1**	Culturally relevant curriculum and instructional practices	No Yes	$243,300.00	$235,322.00
2	**2.2**	Assistant Principal Position	No Yes	$157,299.00	$161,032.00
2	**2.3**	Principal	No Yes	$193,309.00	$189,188.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**		No		
2	**2.5**	Teacher looping and peer-to-peer mentoring	No Yes	$299,563.00	$235,703.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,664,305.00	$1,740,955.00	$1,671,455.00	$69,500.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counselor	Yes	$122,242.00	$125,802.00		
1	1.2	Office Personnel	Yes	$419,466.00	$418,632.00		
1	1.3	Coaching Position	Yes				
1	1.4	CMO support	Yes	$305,776.00	$305,776.00		
2	2.1	Culturally relevant curriculum and instructional practices	Yes	$243,300.00	$235,322.00		
2	2.2	Assistant Principal Position	Yes	$157,299.00	$161,032.00		
2	2.3	Principal	Yes	$193,309.00	$189,188.00		
2	2.5	Teacher looping and peer-to-peer mentoring	Yes	$299,563.00	$235,703.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,155,775.00	1,664,305.00	0.00	40.048%	$1,671,455.00	0.000%	40.220%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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