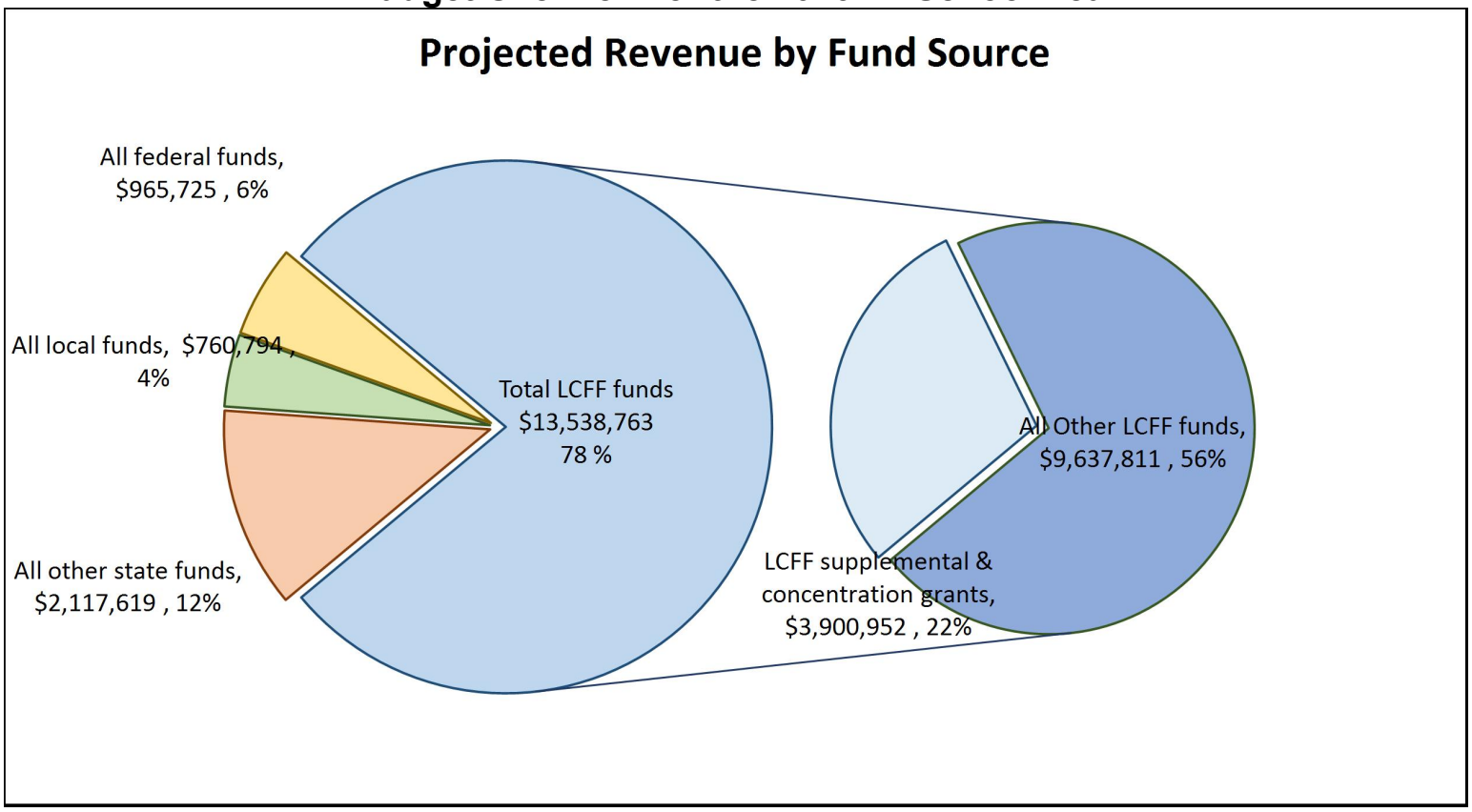
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SIATech Charter
CDS Code: 37684520106120
School Year: 2026-27
LEA contact information:
Nicole Taylor
Interim Superintendent/CEO
nicole.taylor@siatech.org
(760) 519-3351

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

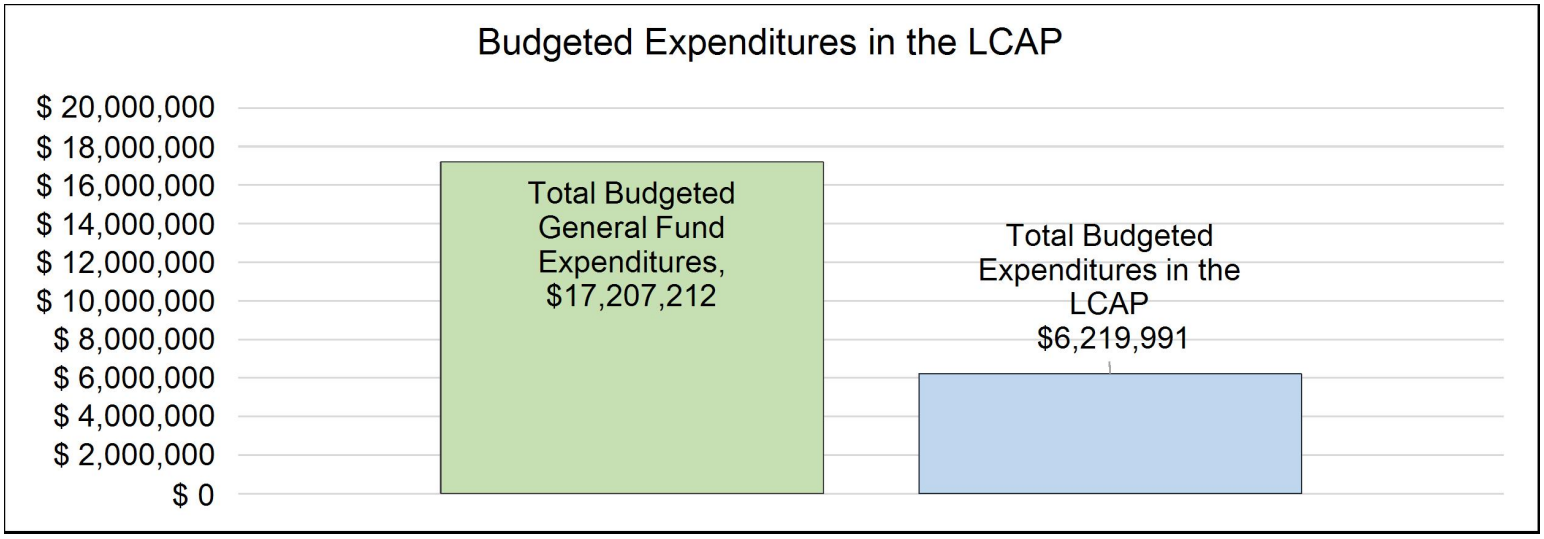


This chart shows the total general purpose revenue SIATech Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SIATech Charter is $17,382,901, of which $13538763 is Local Control Funding Formula (LCFF), $2117619 is other state funds, $760794 is local funds, and $965725 is federal funds. Of the $13538763 in LCFF Funds, $3900952 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 SIATech Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SIATech Charter plans to spend $17207212 for the 2026-27 school year. Of that amount, $6219991 is tied to actions/services in the LCAP and $10,987,221 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

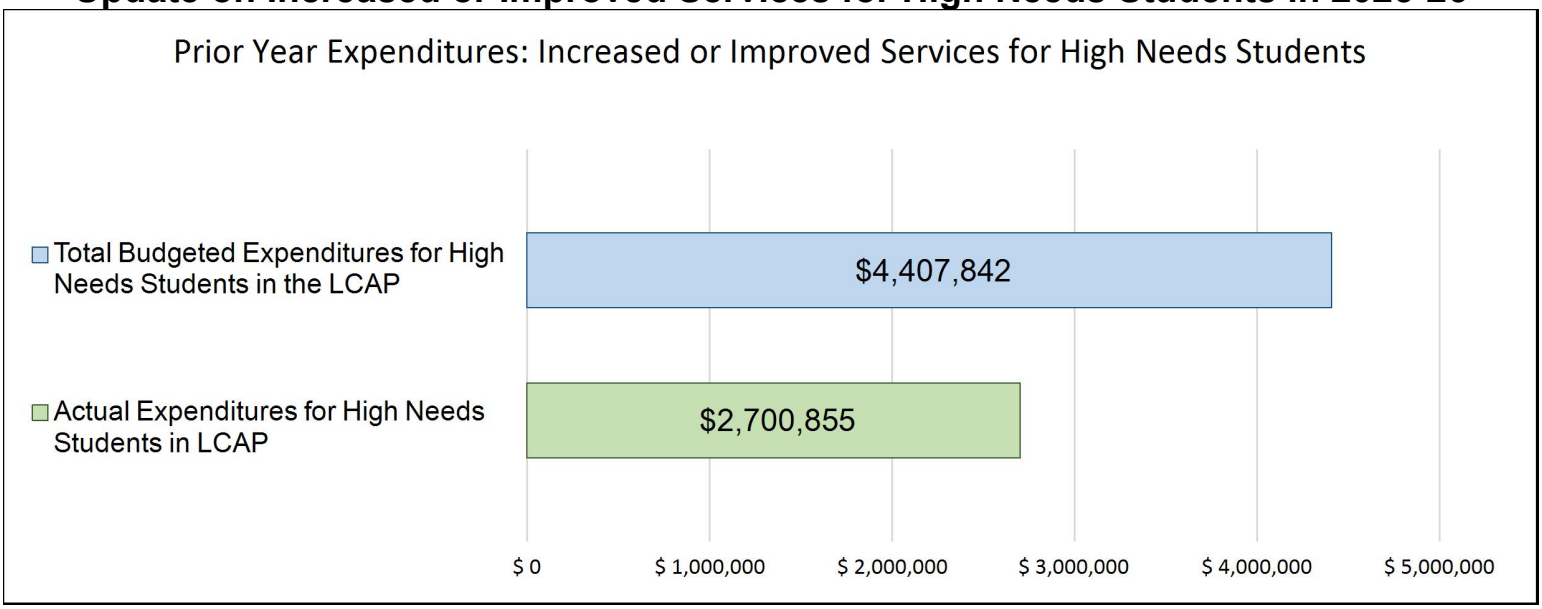
The difference primarily represents routine operational and administrative expenditures that were funded through the General Fund but were not directly tied to a specific LCAP action or service. These expenditures supported the overall operation of the school and did not negatively impact the implementation of the goals, actions, or services identified in the LCAP.

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

In 2026-27, SIATech Charter is projecting it will receive $3900952 based on the enrollment of Foster Youth, English learner, and low-income students. SIATech Charter must describe how it intends to increase or improve services for high needs students in the LCAP. SIATech Charter plans to spend $4450267 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 SIATech Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SIATech Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, SIATech Charter's LCAP budgeted $4407842 for planned actions to increase or improve services for high needs students. SIATech Charter actually spent $2700855 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,706,987 had the following impact on SIATech Charter’s ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high-needs students were lower than budgeted primarily due to lower-than-projected enrollment, which resulted in reduced LCFF Supplemental and Concentration Grant funding. The school adjusted expenditures accordingly while continuing to implement the planned actions and services. As a result, the overall impact on services for high-needs students was reduced

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
SIATech Charter	Nicole Taylor Interim Superintendent/CEO	nicole.taylor@siatech.org (760) 519-3351

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.

The School for Integrated Academics and Technologies (SIATech) is a public charter high school serving 16-24 year old 10th,11th and 12th grade students who have dropped out of school in the past and have chosen to recommit to their high school education. SIATech is a WASC- accredited high school and operates twelve sites across California in high need communities, offering two programs: independent study and classroom-based, located on federal Job Corps centers. All students are low-income and seeking to end the cycle of poverty through academic and personal growth at SIATech.

SIATech is unique in its open-entry/open-exit model, allowing youth to enroll at any time during the year. Students complete programs customized to meet their individual learning needs with an option for non-A-G or A-G curriculum and CTE curriculum accompanied by high-quality instruction and support services to meet their social, emotional and academic needs and prepare them for college, career and beyond. The school engages students through relationship-focused, high-tech, and rigorous learning experiences that include differentiated learning and activities.

Reflections: Annual Performance

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

The SIATech California School Dashboard shows all areas in red with the exception of its suspension rate. SIATech has maintained a suspension rate of 0%. SIATech maintained an exemplary 0% suspension rate, showcasing the effectiveness of our school-wide positive behavioral interventions and student engagement strategies.

Accelerated Academic Growth Metrics: While initial baseline metrics on the California School Dashboard reflect the significant historical learning gaps of our re-engaging, at-promise student population, our localized instructional interventions are yielding remarkable acceleration. On the CAASPP, SIATech achieved substantial, double-digit growth across all core academic areas. English Language Arts (ELA) performance surged by +53.8 points, moving to 125 points below standard. Mathematics performance mirrored this upward trajectory, improving by +33.2 points to 214.1 points below standard.

This academic acceleration was heavily driven by our diverse student subgroups, demonstrating that our targeted instructional models are narrowing equity gaps:
* Hispanic Student Progress (ELA): Accelerated by +52.3 points (moving to 121.6 points below standard).
* Hispanic Student Progress (Math): Accelerated by +28.1 points (moving to 213.1 points below standard).

Graduation increases were visible across all specialized student populations, reflecting comprehensive institutional growth:
* Homeless Student Cohorts: Increased by +15.1% to a 46.7% graduation rate.
* English Language Learners: Increased by +15.3% to a 38.8% graduation rate.
* African American Students: Achieved a standout 52.9% graduation rate.
* Hispanic Students (+46.4%), Students with Disabilities (+42.9%), and White Students (+43.8%) all demonstrated upward trending growth.

Language Acquisition and College/Career Readiness: In language acquisition, 46.4% of English Learners successfully progressed at least one performance level toward English language proficiency. To systematically build upon this positive momentum, the upcoming LCAP cycle includes the proactive implementation of an upgraded, modern English Language Development (ELD) curriculum paired with targeted professional development.

Finally, College and Career Preparation metrics trended upward, with 12.3% of all students successfully completing preparation pathways, representing a +2.6% increase. Strong baseline outcomes were maintained across our English Learner (9.6%), African American (13.2%), and White (12.3%) student groups. Looking ahead, LCAP Goal #2 is strategically designed to provide the localized infrastructure, expanded industry certifications, and counseling supports necessary to continuously elevate student performance in this critical postsecondary area.

Reflections: Technical Assistance

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

Successful Exit from Differentiated Assistance: Following a period of rapid institutional growth and measurable performance gains, SIATech has officially been notified by the San Diego County Office of Education (SDCOE) that the school has successfully exited Differentiated

Assistance (DA). While previously identified for monitoring under traditional graduation rate models, our accelerated outcomes—including a 13.7% increase in our dashboard graduation rate and a stellar 86.8% DASS one-year graduation rate—triggered an early release from this program.This successful exit directly validates SIATech's robust internal capacity to facilitate systemic, continuous improvement. Throughout this cycle, our internal leadership teams successfully utilized rigorous root-cause analysis tools and the Plan-Do-Study-Act (PDSA) cycle in close coordination with SDCOE team leaders. Having demonstrated sustained, data-driven improvement and stabilized performance metrics, SIATech moves forward independently, embedding these proven continuous improvement frameworks directly into our standard LCAP operational cycle.

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.

SIATech

Support for Identified Schools

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

Support for Identified Schools: SIATech supports its eligible school sites in the comprehensive development, implementation, and refinement of their Comprehensive Support and Improvement (CSI) plans through a structured, multi-layered LEA governance framework. The LEA's support strategy is delivered across four core operational pillars:

* Data Disaggregation & Root Cause Analysis: To inform the development of the CSI plan, the LEA facilitates continuous, quarterly data-driven cycles with school leadership teams and educational partners. The LEA provides technical assistance and analytical tools to evaluate multiple measures, specifically tracking graduation rates, STAR literacy and numeracy scores, and course completion rates. Through structured root-cause analysis protocols, the LEA assists the school in identifying specific student subgroups achieving below average in literacy and numeracy to target academic interventions effectively.

* Resource Inequity Assessments: The LEA's Instructional Leadership Team, in tandem with the School Improvement Committee and the Differentiated Assistance Team, guides the eligible school through rigorous resource equity assessments. This collaborative process systematically identifies and addresses potential disparities in funding allocations, staffing models, curriculum access, and technological infrastructure, ensuring resources are distributed equitably to bridge learning gaps.

* Evidence-Based Intervention Selection: The LEA actively directs and supports the school in selecting and embedding evidence-based strategies tailored to its unique demographics. This includes operationalizing The SIATech Way—a comprehensive Multi-Tiered System of Supports (MTSS) framework—and integrating the Edgenuity curriculum alongside modern, culturally relevant educational resources. Furthermore, the LEA supports the implementation of Accelerated Learning Sessions designed to target foundational gaps in literacy, numeracy, executive functioning, and social-emotional wellness.

Capacity Building & Professional Learning: To guarantee high-quality instruction and plan sustainability, the LEA provides an infrastructure for continuous professional growth. This includes coordinating organization-wide Professional Learning Communities (PLCs) centered on district priority standards and common assessments, embedding mandatory principal participation, and securing specialized external professional development (PD) support. Additionally, the LEA assists the school in building strategic partnerships with community organizations to expand counseling, therapy, and mental health resources embedded within the CSI design.

Through this coordinated oversight, resource allocation, and continuous technical support, SIATech ensures that the eligible school's CSI plan is robust, evidence-backed, fully aligned with the broader LCAP strategic goals, and strictly focused on improving long-term academic outcomes and graduation rates.

Monitoring and Evaluating Effectiveness

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

To guarantee that the school-level improvement plan drives meaningful growth, SIATech utilizes a centralized, data-driven continuous improvement cycle. The LEA aligns the school's localized goals with CA Dashboard performance metrics, local indicators, and our organization-wide Strategic Plan. This ensures that the implementation of The SIATech Way and our Multi-Tiered System of Supports (MTSS) framework is monitored for both operational compliance and overall effectiveness

SIATech monitors and evaluates the plan through a structured, multi-tiered oversight process:

* Quarterly Progress Monitoring and Governance: The School Improvement Committee meets quarterly to schedule to review student data, including course completion rates, attendance patterns, and social-emotional learning (SEL) survey results. Members of the Instructional Leadership Team review this data against established school goals, ensuring that any lagging indicators are met with adjusted resources and intervention supports.

* PLCs: SIATech actively builds site-level capacity by deploying the Professional Learning Community (PLC) . Site leadership is structured to facilitate bimonthly PLC team meetings and works with other site staff to share in the design work of professional learning topics grounded directly in student outcomes, staff input, and organizational priorities. The PLC teams utilize structured data protocols to analyze district priority standards and common assessments, allowing for quick, data-informed adjustments to classroom instruction.

* Administrative Support: Site leadership works with The Executive Director of Schools and other various members of the central office to evaluate administrative progress toward milestones. This regular coaching and evaluation cycle ensures that the site leadership has the technical support necessary to execute the plan effectively and that school-wide improvements remain on track.

* Qualitative Field Evaluation and Feedback: To evaluate the qualitative health of the improvement strategies, SIATech continuously gathers feedback directly from the school site. This is accomplished through feedback loops via monthly principal meetings, regular all staff meetings, and site visits that observe the real-time application of instructional strategies.

By continuously synthesizing PLC data protocols, professional development outcomes, and state dashboard metrics, SIATech ensures a transparent, responsive system that supports school sites while providing the necessary resources to maximize student and school-wide improvement.

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
School Improvement Committee	The School Improvement Committee regularly analyzes LCAP data and surveys for each goal to determine impact and next steps throughout the entire LCAP cycle. The School Improvement Committee also disaggregated the Year 3 LCAP data and the Extended Cabinet survey using a data protocol to determine goal, metric, and action item revision for the new LCAP cycle. Sessions are structured to encourage open dialogue and collaboration.
Extended Cabinet Team	Overview of LCAP cycle presented; survey administered regarding goals, metrics, and action items and any additional needs based on current school year and/or LCAP cycle
Instruction and Student Support Services Team	The Instruction & Student Support Services Team helps develop the LCAP by providing data to analyze and drive continuous improvement. Each person works closely with the goal that falls within their department or team. The Instruction and Student Support Services Team analyzed the Extended Cabinet Team survey results as well as the School Improvement Committee data protocol results. Sessions are structured to encourage open dialogue and collaboration. The LCAP Coordinator, works directly with each person or team on the revision of goals, metrics, and/or action items.
Students | Staff | Guardians	LCAP Community Survey is sent out via SchoolMessenger, Edgenuity platform, and/or All Staff meetings

Educational Partner(s)	Process for Engagement
SIATech Board	Overview of Annual Update and new LCAP will be presented to the Board for input and approval.
Monthly Principal Meetings (MPM)	Monthly, SIATech principals meet to provide professional development and plan for the implementation of the action items within Goals 1, 2, and 3. MPM is facilitated through a cycle of inquiry model while sharing best practices in instructional leadership.

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

Based on several discussions with our educational partners, we will continue to focus on the same three goals as the previous cycle. Goal 1 will focus on high-quality Instruction. Goal 2 will continue to focus on CTE and will target only independent study students. Goal 3 will now focus on both school climate and student, staff, and family wellness.

Within Goal 1, we identified new metrics to include STAR Reading and Math participation, EL Reclassification, and Accelerated Learning Sessions (ALS) participation. New action steps were also identified. These include the following: develop org-wide expectations for student engagement such as required time in the classroom; develop and implement the Early Warning System to identify student interventions; professional learning on new LCAP goals and action items; develop guidance documents for Stages 2 - 4 of the ILP process; PD on building student relationships to increase engagement, instructional strategies, and coaching; and including principals in the PLCs.

For Goal 2, all educational partners agreed to narrow the goal to independent study students as the CTE program is not applicable to those students in the classroom-based Job Corps centers. These Job Corps centers provide students with a vocational trade and consequently do not need the CTE courses or pathway. New metrics will include the following: Increase the percent of CTE enrollment by 10% annually, increase college field trips | guest speakers | WBL options, and increase Industry Recognized Credentials awarded. Two metrics will be removed including the CTE Exploratory course and the development of additional certifications for students. New action items include the following: internal and external marketing of CTE programs; increase contacts and connections with college, industry, and community members within offered pathways; and explore additional grad pathways for CTE completion.

For Goal 3, school climate and wellness continue to be an area of focus for our at-promise students. New metrics will include the following: identification of specific Panorama survey metrics/questions, requests for and participation in Wellness Together counseling sessions, and independent study student in-person attendance. New action steps will include the following: creating and implementing Student and Parent Advisory Committees, providing PD on suicide prevention and mental health, PD on social and emotional learning integration with ALS, implementation of empathy surveys in the ILP process, and increase community engagement and partnerships by hosting community events and workshops.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The school will provide high-quality instruction that is based on equity-focused, student-centered learning through a culturally relevant curriculum and instructional framework that results in higher rates of graduation and academic achievement for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Building upon the strategic plan established by the Executive Cabinet, Strategic Goal 1: High-Quality Instruction and Programs remains a driving priority . Through the continuous refinement and mature implementation of our Multi-Tiered System of Supports (MTSS) framework, Professional Learning Communities (PLCs), updated curriculum, and targeted Accelerated Learning Sessions, we actively deliver real-time, data-driven interventions. Recognizing that current student performance data reflects a critical need for enhanced literacy and numeracy support across multiple subgroups, our day-to-day educational model is intentionally designed around four core pillars:

High-Quality Instruction: We maintain rigorous teaching standards across all classrooms by utilizing evidence-backed instructional methods, leveraging the Edgenuity platform alongside modern educational resources, and cultivating highly collaborative learning environments.

Equity-Focused Access: Guided by The SIATech Way, we operationalize fairness and inclusivity. We meet students exactly where they are, strategically allocating resources and specialized support to guarantee equal opportunities for academic success, regardless of background or socioeconomic status.

Student-Centered Learning: We prioritize individual student needs, interests, and distinct learning styles at the center of our instructional design, ensuring a personalized pathway to graduation.

Culturally Relevant Curriculum: We actively integrate our students' diverse cultural backgrounds, identities, and lived experiences into daily learning, boosting academic motivation and fostering a deep sense of belonging.

Ultimately, these ongoing efforts are hardwired to elevate student outcomes today—steadily increasing graduation rates, closing achievement gaps, and ensuring every student possesses the tools to unlock their full academic potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	DASS Graduation Rate	All students: 67.3% SED: 69.6% Hispanic: 67% White: 58.8% SWD: 67.7% African American: 72.7% EL: 52.4%	All Students: 74.1% SED: 73.2% Hispanic: 69.9% White: 82% SWD: 77.4% African American: 87.9% EL: 63.8%	All Students: 86.8% SED: 86.5% Hispanic: 85.4% White: 92.5% SWD: 83.5% African American: 87.1% EL: 84.3%	75% Overall Grad Rate 5% increase for all other subgroups	All Students: 19.5% SED: 16.9% Hispanic: 18.4% White: 33.7% SWD: 15.8% African American: 14.4% EL: 31.9%
1.2	Renaissance STAR Reading & Math Participation	STAR Reading: 58% STAR Math: 54%	STAR Reading Q1: 61.7% Q2: 56.4% Q3: 59.9% Q4: 62.3% STAR Math Q1: 60.4% Q2: 56.9% Q3: 61.2% Q4: 67.1%	STAR Reading: Q1: 85.6% Q2: 76.7% Q3: 83.9% Q4: 82.5% STAR Math: Q1: 83.7% Q2: 71.4% Q3: 78.1% Q4: 78.4%	70% student participation in reading & math	STAR Reading: 24.5% STAR Math: 24.4%
1.3	Renaissance STAR Reading Assessment	Overall: Met expected growth 50% EL: 30% SED: 63% SWD: 45% African American: 55% Hispanic: 47% White: 61 %	Overall: met expected growth 50.2% EL: 48.6% SED: 47.6% SWD: 50.8% African American: 55% Hispanic: 48.7% White: 50%	Overall: met expected growth 42% EL: 41% SED: 39% SWD: 36% African American: 35% Hispanic: 39% White: 56%	Overall: Met expected growth 70% EL: 50% 5% increase for all other subgroups annually	Overall: met expected growth 8% EL: 11% SED: 15.4% SWD: 5.8% African American: 20% Hispanic: 8% White: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Renaissance STAR Math Assessment	Overall: Met expected growth 48% EL: 48% SED: 51% African American: 37% Hispanic: 49% White: 58%	Overall: met expected growth 58.4% EL: 58.5% SED: 57.7% African American:63.2% Hispanic: 56.6% White: 70%	Overall: Met expected growth 25% EL: 24% SED: 27% SWD: 13% African American: 29% Hispanic: 24% White: 22%	Overall: Met expected growth 70% EL: 60% SWD: 50% 5% increase for all other subgroups annually	Overall: Met expected growth 23% EL: 24% SED: 24% SWD: 13% African American: 8% Hispanic: 25% White: 36%
1.5	EL Reclassfication Rate	Students eligible for reclassification: 10 Students reclassified: 3	Students eligible for reclassification: 8 Students reclassified: 4	Students eligible for reclassification: 20 Students reclassified: 11	80% Reclassification Rate	Students eligible for reclassification: 10 Students reclassified: 8
1.6	Accelerated Learning Sessions	50%	80%	100%	100% of sites hosting accelerated learning sessions. twice a week	50%
1.7	Course Progress and Proficiency (70%)	On Track: 24% (170) Behind but Passing: 55% (394) On Pace but Failing: 3% (21) Off Track/Failing and Behind: 18% (127)	On Track: 27% Behind but Passing: 66% On Pace but Failing: 5% Off Track/Failing and Behind: 5%	On Track: 25.8% Behind But Passing: 63.7% On Pace But Failing: 0 Off Track/Failing and Behind: .063%	On Track: >50% Behind but Passing: <35% On Pace but Failing: <5% Off Track/Failing and Behind: <10%	On Track: 1.8% Behind But Passing: 8.7% On Pace But Failing: 3% Off Track/Failing and Behind: .17.37%
1.9	CAASPP ELA & Math	ELA : 270.3 points below standard	ELA : 178.8 points below standard	ELA : 125 points below standard	ELA: 100 points below standard	ELA : 145.3 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 304.8 point below standard	Math: 247.3 point below standard	Math: 214.1 point below standard	Math: 200 points below standard	Math: 90.7 point below standard
1.10	TABE Reading & Math	Literacy EFL: 46% Numeracy EFL: 35%	Literacy EFL: 46% Numeracy EFL: 35%	N/A	Literacy EFL: 54% (increase 3%/year) Numeracy EFL: 44% (increase 3%/year)	Literacy EFL: 0% Numeracy EFL: 0%

Goal Analysis [2025-26]

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

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

The implementation of our core instructional initiatives successfully followed our planned actions, with strategic adjustments made to optimize student outcomes. A primary driver of our recent increases in literacy, numeracy, and graduation rates is the deeper institutional practice of our Accelerated Learning Sessions (ALS). ALS was systematically refined to group students into targeted, data-driven cohorts. This structural success was heavily reinforced by the collaborative work of our instructional staff within their Professional Learning Communities (PLCs). Teachers engaged in "data dives," utilizing their time together to critically reflect on student metrics and adjust their teaching to address learning gaps. To support this growth, the Instructional Services team visits sites to provide demonstration lessons and coaching, enabling teachers to implement teaching strategies aligned with our Portrait of a Graduate. Furthermore, the seamless integration of ALS with our digital curriculum platforms created a cohesive learning experience. This framework provides highly personalized learning pathways based on STAR assessment data, supported by ongoing progress monitoring through mentor meetings and Student Intervention Team processes.

Implementation Challenges and Adjustments: While core academic metrics experienced significant acceleration, our continuous improvement process identified specific operational areas for optimization. A primary implementation challenge included the need for expanded professional development to support teachers in executing culturally responsive teaching practices within ALS sessions, ensuring maximum engagement for our diverse student demographic. Additionally, the platform migration from Edgenuity to EdgeEx through Imagine Learning required more extensive technical training and systemic configuration support than initially anticipated. Finally, our localized monitoring processes identified resource limitations within the legacy English Language Development (ELD) curriculum. To ensure compliance and support student growth, we are actively leveraging this transition period to explore alternative, modern curriculum resources that better serve our English Language Learners moving into the next LCAP cycle.

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

Currently at this time there are no material differences between the budgeted expenditures and the estimated actual expenditures with this goal.

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

The implementation of Accelerated Learning Sessions has shown promising effectiveness in supporting student literacy and numeracy development. Site-based data indicates increased student engagement during these sessions, with evidence of learning demonstrating progress toward targeted skills. The structured approach to literacy and numeracy instruction, focused on specific learning targets during each learning period, has provided a coherent framework for skill development reflected in our ongoing progress with student performance metrics, particularly as it relates to academic improvement in goal 1. The MyPath intervention curriculum has been particularly effective in providing personalized learning pathways based on STAR assessment data. The adaptive nature of this platform allows for targeted intervention in specific skill areas, with progress monitoring indicating growth in fundamental literacy and numeracy skills for participating students.

Professional development efforts have effectively increased teacher capacity to implement research-based instructional strategies within ALS sessions. Areas requiring further development include the Early Warning System, which is still in the initial stages of implementation. While progress has been made in identifying key indicators, additional work is needed to create a fully functional predictive dashboard that triggers timely interventions for struggling students.

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

There are currently no changes being made to the planned goal, metrics, or target outcomes.

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	MTSS Framework	The Instruction and Student Support Services Team will develop action plans, provide resources and guidance documents for school leaders and staff. The Instruction and Student Support Services Team will provide additional training for The SIATech Way for all staff, develop guidance documents for Stages 2-4, gather feedback on IS implementation, and	$871,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support implementation at Job Corps sites. Additionally, The Instruction and Student Support Services Team will facilitate program evaluations and utilize findings and recommendations to support the full and effective implementation of our MTSS Framework, “The SIATech Way”.		
1.2	Reading Support	Teachers will provide students literacy support to increase their STAR reading scores. This support will include Accelerated Learning Sessions with a focus on identified literacy targets, MyPath intervention curriculum, direct instruction, and tutoring.	$1,204,181.00	Yes
1.3	Literacy Professional Development	Staff will receive PD in literacy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity.	$114,326.00	Yes
1.4	Math Support	Teachers will provide students numeracy support to increase their STAR math scores. This support will include Accelerated Learning Sessions with a focus on identified numeracy targets, MyPath intervention curriculum, direct instruction, and tutoring.	$827,960.00	Yes
1.5	Numeracy Professional Development	Staff will receive PD in numeracy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity.	$83,179.00	Yes
1.6	Student Engagement	Staff will receive PD on building student relationships to increase engagement and develop org-wide expectations for IS required time in class at school and teacher hours for extended learning opportunities for students. Each IS site will develop site action plans focused on student engagement and retention.	$229,490.00	Yes
1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	SIATech will use a digital curriculum to support students' completion of courses for high school completion and college and career readiness. We will track and measure student’s progress through digital platforms. Additionally, SIATech will develop and implement the Early Warning	$46,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		System to identify timely student interventions through a predictive student dashboard.		
1.8	Training for Power BI (Data Dashboard)	Instruction and Student Support Services Team and Data Service staff will be trained to develop a Power BI Data Dashboard tool.	$413,126.00	Yes
1.9	Professional Learning Communities (PLC)	Principals will support designated PLC regions to ensure instructional alignment, coherence, and capacity to learn.	$104,722.00	Yes
1.10	Accelerated Learning Sessions (ALS)	Create a student participation tracking system to support an increase in ALS student participation	$0.00	Yes
1.11	Culturally Relevant Curriculum	Identify a tool to evaluate the cultural relevance of the Edgenuity curriculum and integrate of culturally responsive curriculum within Accelerated Learning Sessions. Additionally, vett an effective Ethnic Studies course to meet student needs.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and execute a plan to improve and enhance the CTE program for all students in the independent study program.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SIATech's model includes college and career readiness; however, data shows that students in the Independent Study program are not participating in CTE activities as much as their peers who attend classroom-based programs on the federal Job Corps centers. In order to ensure equity across all school sites and programs, the focus of this goal will be on ensuring that all students receive CTE opportunities as part of their individualized education plan. This goal was developed for several reasons:

Meeting Student Needs: The goal recognizes the importance of Career and Technical Education (CTE) in preparing students for future careers. By enhancing the CTE program, the school can better meet the needs and interests of students in the independent study program who may have diverse career aspirations and learning styles.

Increasing Relevance: Improving the CTE program ensures that it remains relevant and aligned with the current demands of the job market. This helps students acquire practical skills and knowledge that are directly applicable to their chosen career paths, enhancing their employability and readiness for the workforce.

Enhancing Engagement: A well-developed CTE program can increase student engagement by providing hands-on learning experiences and real-world applications of academic concepts. This is beneficial for students in the independent study program who may thrive in a more self-directed and experiential learning environment.

Addressing Equity: By enhancing the CTE program for all students in the independent study program, the school is working to ensure equity of access to high-quality educational opportunities. This helps level the playing field and provides all students with the opportunity to explore and pursue their interests in various career pathways.

The goal is aimed at improving student outcomes by equipping them with the skills, knowledge, and experiences necessary for success in their chosen career fields. A well-executed plan to enhance the CTE program can lead to higher graduation rates, increased post-secondary education enrollment, and better employment opportunities for students in the independent study program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CTE course enrollments	23	31	61	45	38
2.2	CTE course completions	9	19	13	35	4
2.3	Industry Recognized Certifications	35	37	45	45	10
2.4	DASS CCI Indicator	Overall Prepared: 8.9% Approaching Prepared : 3.2% Not Prepared: 87.9%	Overall Prepared: 9.8% Approaching Prepared: 9.6% Not Prepared: 80.6%	Overall Prepared: 12.3% Approaching Prepared: 13% Not Prepared: 74.7%	Overall Prepared: 18% Approaching Prepared: 17% Not Prepared: 65%	Overall Prepared: 9.1% Approaching Prepared: 9.8% Not Prepared: 13.2%
2.5	College and Career Participation (i.e. college visits, guest speakers, WBL)	New Metric(no baseline data)	1419	873	All students attend 4 College or Career Activities annually.	546

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.

There has been a focus on expanding Work-Based Learning (WBL) opportunities and increasing the attainment of Industry Recognized Credentials (IRCs). Students were encouraged to complete Work-Based Learning experiences. To continue to strengthen collaboration and alignment, we continued to have CTE staff communicate.

During this reporting period, the program experienced transitional shifts in staffing. To ensure instructional continuity for students, a collaborative cross-departmental model was utilized to maintain administrative operations, programmatic support, and ongoing communication.

As part of this strategic shift, CTE teachers were tasked with familiarizing themselves with new CTE courses provided through our learning management system, Edgenuity, ensuring students maintained uninterrupted access to high-quality, flexible pathway options while the program's long-term administrative infrastructure was being optimized.

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.

Currently at this time there are no material differences between the budgeted expenditures and the estimated actual expenditures with this goal.

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

The most effective action to date has been the implementation of regular CTE staff meetings through the CTE Professional Learning Community (PLC). This collaboration has led to the development of a College and Career tracking system across all sites, which has been instrumental in ensuring students remain on track for post-secondary preparedness. However, broader organizational integration and support remain areas for improvement. Greater effectiveness could be achieved if academic teachers actively promoted CTE pathways, certifications, and Work-Based Learning opportunities, fostering a more cohesive approach to student success.

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

At this time, the planned goal, metrics, and target outcomes remain the same for the upcoming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Program Improvement	The school will develop a plan to increase the number of independent study (IS) students to enroll and complete SIATech CTE courses and pathways. CTE teachers will deploy Accelerated Learning Sessions and PLC data analysis. Student Support Specialists will provide and document student opportunities for work-based learning, early college credit, career exploration, career pathway selection, post-secondary planning, and other college and/or career activities. The Momentum Tracker will be updated to allow additional data to be recorded and analyzed.	$184,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Industry-Recognized Certifications	The school will identify and provide opportunities for IS students to obtain industry-recognized certifications connected to career pathways. Based on student interest and/or labor market trends, IS students will benefit from increased access to industry-recognized certifications that support their post-secondary goals.	$2,000.00	Yes
2.3	CTE Marketing	The school will actively promote its CTE program both internally and externally.	$15,092.00	Yes
2.4	Community Partnerships	The school will increase contacts and connections with college, industry, and community members within offered CTE pathways.	$151,657.00	Yes
2.5	Graduation Pathways	The school will explore additional graduation pathways for CTE completion.	$0.00	No
2.6	CTE Staffing	The school will staff the CTE program to ensure students receive the support and instruction to maximize their learning in their chosen career pathway.	$850,000.00	Yes
2.7	CTE Advisory Committee	A CTE Advisory Committee will be developed and schedule quarterly meetings.	$2,500.00	No
2.8	CTE Implementation Support and Guidance	The CTE department will participate in continuous improvement science that focuses on our CTE programs. CTE staff will continue to participate in Educating for Careers, CTE Conference, all regional consortium for CTE groups, and regional college/ K12 organizations.	$18,500.00	Yes
2.9	CTE Program Evaluation	CTE will focus to evaluate the effectiveness and determine gaps in our programs and pathways. We will determine our strengths and find areas of growth for program improvement.		Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Involve students, staff, and families in equity-driven, social-emotional, wellness programs that cultivate and foster safe, positive, nurturing, learning environments that prioritize overall well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to address the holistic well-being and inclusivity of students, staff, and families within the school community.

Equity and Inclusion: By involving students, staff, and families in equity-driven programs, the goal seeks to create a sense of belonging and ensure that all members of the school community feel valued and respected regardless of their background, identity, or experiences. Equity is promoted by addressing systemic barriers and biases that may impact well-being.

Social-Emotional Wellness: By focusing on social-emotional wellness, the school will support students' emotional intelligence, resilience, and interpersonal skills. This helps create a positive school climate where students, staff, and families feel emotionally safe and supported, leading to improved mental health outcomes and overall well-being.

Cultivating Safe and Positive Learning Environments: By creating learning spaces where students feel physically and emotionally safe to learn and thrive, a culture of respect, empathy, and inclusivity is promoted.

Priority on Overall Well-Being: SIATech recognizes that academic success is closely linked to physical, mental, and emotional health. By involving students, staff, and families in wellness programs, SIATech acknowledges the importance of addressing the diverse needs of individuals beyond academic achievement alone.

SIATech is committed to creating a supportive and inclusive learning environment where all members of the community can flourish academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama SEL survey participation	student: 41% staff: 60% family: 17 replies	Student: 20.3% Staff:53.8% Families:19 replies	Students: 53.8% Staff: 79.4% Families: 8 replies	90% student participation 100% staff participation 50% family participation	Students: 12.8% Staff: 19.4% Families: 9
3.2	Panorama SEL survey	Engagement:34% Sense of Belonging: 41% School Climate: 56%	Engagement:38% Belonging:46% School Climate:63%	Engagement: 43% Sense of Belonging: 55% School Climate: 62%	80% in all identified areas for students who have been enrolled for one school year	Engagement: 9% Sense of Belonging: 14% School Climate: 6%
3.3	Staff PD for Panorama survey	70%	80%	100%	100% of staff trained on Panorama SEL survey data interpretation	30%
3.4	Suspension Rate	0%	0%	0%	Maintain less than 1%	0%

Goal Analysis [2025-26]

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

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

The 2025–26 school year presented both challenges and meaningful progress as SIATech continued to implement LCAP Goal Three, focused on fostering equity-driven, social-emotional, and wellness-centered learning environments. Increasing parent engagement remains an area of identified need, as reflected in Panorama Survey family engagement data and participation metrics. In response, SIATech facilitated financial aid and financial literacy workshops aligned to LCAP actions supporting family engagement and capacity-building. While these offerings were responsive to identified needs, attendance and participation data indicate that engagement levels remain below target, underscoring the need for continued strategic outreach and differentiated engagement approaches.

To address basic needs and support student readiness to learn—aligned to LCAP metrics related to student engagement and school climate—SIATech established community partnerships to mitigate food insecurity. These partnerships resulted in consistent food

distributions across sites, supported by the placement of refrigerators to ensure safe storage. Participation logs demonstrate that families accessed these resources on a weekly basis, reflecting strong utilization and a measurable increase in family engagement with school-based supports.

In alignment with LCAP priorities related to social-emotional learning and student well-being, SIATech continued to expand mental health supports and staff capacity. Site-based Suicide Prevention Coordinators provided ongoing professional development, as measured by staff participation rates and training completion data, to ensure staff are equipped to identify and respond to student mental health needs. Additionally, SIATech launched its first Bring Change to Mind student mental health club at the North County Independent Study site. Student participation in this initiative reflects increased opportunities for student voice, leadership, and connection—key indicators within school climate and engagement metrics—with plans to expand to additional sites in the coming year.

SIATech also maintained direct student supports aligned to LCAP measures of student connectedness and well-being through the distribution of wellness backpacks. Distribution records indicate that students received essential items, including hygiene products and laundry detergent sheets, addressing barriers to attendance and engagement. Furthermore, SIATech continued to provide wellness-focused programming and resources, including Youth Mental Health First Aid, Soluna, and Care Solace. Participation and utilization data from these programs demonstrate continued access to mental health supports for both students and staff, contributing to improvements in school climate indicators and overall wellness outcomes as measured by Panorama Survey results.

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.

Currently at this time there are no material differences between the budgeted expenditures and the estimated actual expenditures with this goal.

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

Overall, the actions associated with LCAP Goal Three have demonstrated partial effectiveness in making progress toward fostering safe, supportive, and wellness-centered school environments. Targeted student supports—such as food distribution partnerships, wellness backpacks, and expanded mental health services—have been highly effective, as evidenced by strong participation and utilization rates. These actions have directly addressed barriers to student engagement, contributing to improved access to basic needs, increased student connectedness, and strengthened school climate indicators, including student participation in wellness activities and positive trends in Panorama Survey results.

Efforts to build staff capacity through ongoing professional development, including Youth Mental Health First Aid and site-based suicide prevention training, have also been effective, as demonstrated by high staff participation rates and increased readiness to identify and respond to student mental health needs.

However, actions aimed at increasing family engagement have been less effective to date. While workshops were aligned to identified family needs based on survey data, participation rates remained low, indicating that current outreach strategies and delivery models have not yet resulted in meaningful increases in parent involvement. This suggests a need to reevaluate engagement approaches, including communication methods, scheduling, and potential barriers to participation.

In summary, while SIATech has made strong progress in student-focused and staff capacity-building actions, continued refinement is needed to improve the effectiveness of family engagement strategies to fully meet the intended outcomes of Goal Three.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. SIATech remains committed to its original goal of fostering equity-driven, social-emotional, and wellness programs. Reflections on prior practice affirmed the relevance and effectiveness of the current strategies, and as such, the school will continue to build on the existing framework without modification.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Panorama SEL Survey	The school will administer the Panorama SEL survey in the fall and spring.	$0.00	Yes
3.2	Panorama SEL Survey Data	Staff will receive training on how to access and interpret the Panorama SEL survey data to determine additional support and resources.	$0.00	Yes
3.3	SEL Student Services	Staff will identify students who need additional SEL support, including mental health services, counseling, self-care, and wellness. Staff will ensure that these interventions are available and that students know how to access them.	$1,085,718.00	Yes
3.4	SEL Professional Development	Staff will receive ongoing professional development in SEL, suicide prevention, mental health, and wellness practices as identified in the Panorama SEL survey and feedback from educational partners.	$3,250.00	Yes
3.5	Student and Parent Advisory Committees	The Community Engagement Coordinators will establish Student and Parent Advisory Committees and meet quarterly.	$800.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Empathy Surveys	Staff will receive PD and training on how to conduct and implement empathy interviews in Stage 2 of the ILP process.	$0.00	Yes
3.7	Community Engagement and Partnerships	The school will increase community engagement and partnerships by hosting and participating in community events and workshops.	$10,000.00	No

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
$3900952	$2,998,415

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
40.475%	6.796%	$541,142.00	47.271%

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:** MTSS Framework **Need:** Academic & wellness support **Scope:** LEA-wide	The school will provide additional training for The SIATech Way for all staff, develop guidance documents for Stages 2-4, gather feedback on IS implementation, and support implementation at Job Corps sites. This will result in academic and wellness support for all SIATech students.	Graduation Rate STAR Reading/Math Assessment Course completion Course proficiency ALS TABE Reading & Math (JC)

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:** Reading Support **Need:** Address literacy learning gaps **Scope:** LEA-wide	Teachers will provide students literacy support to increase their STAR reading scores. This support will include Accelerated Learning Sessions with a focus on identified literacy targets, MyPath intervention curriculum, direct instruction, and tutoring. This action will address the gaps in literacy and support access to all curriculum.	Graduation Rate STAR Reading Assessment EL Reclassification ALS Course completion Course proficiency TABE Reading (JC) CAASPP ELA
1.3	**Action:** Literacy Professional Development **Need:** Improve student literacy skills **Scope:** LEA-wide	Staff will receive PD in literacy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity. This will improve instructional practices and student reading outcomes.	STAR Reading Assessment EL Reclassification ALS Course completion Course proficiency TABE Reading (JC) CAASPP ELA
1.4	**Action:** Math Support **Need:** Address numeracy learning gaps **Scope:** LEA-wide	Teachers will provide students numeracy support to increase their STAR math scores. This support will include Accelerated Learning Sessions with a focus on identified numeracy targets, MyPath intervention curriculum, direct instruction, and tutoring. This action will address the gaps in numeracy and support access to all curriculum.	Graduation rate STAR Math Assessment ALS participation Course completion (math)
1.5	**Action:** Numeracy Professional Development **Need:** Improve student numeracy skills	Staff will receive PD in numeracy interventions and instructional strategies to utilize in ALS, MyPath curriculum, and Edgenuity. This will improve instructional practices and student math outcomes.	STAR Math Assessment ALS course completion Course proficiency TABE Math (JC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Student Engagement **Need:** Accelerate learning and graduation **Scope:** LEA-wide	Staff will receive PD on building student relationships to increase engagement and develop org-wide expectations for independent study required time in class at school. This will result in accelerated learning and graduation.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency P2 Attendance (ADA)
1.7	**Action:** Digital Curriculum, Progress Monitoring Tool, Student Dashboard **Need:** Identify interventions, Tier II and III support **Scope:** LEA-wide	Digital curriculum will support students' completion of courses for high school requirements, college and career readiness, and to track and measure student's progress through digital platforms. Additionally, SIATech will develop and implement the Early Warning System/Predictive Dashboard to identify timely student interventions through a predictive student dashboard.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency
1.8	**Action:** Training for Power BI (Data Dashboard) **Need:** Data dashboard needed to progress monitor and provided timely interventions **Scope:** LEA-wide	SIATech will develop and implement the Student Data Dashboard to identify student interventions for academic and well-being.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency

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
1.9	**Action:** Professional Learning Communities (PLC) **Need:** Provide teachers dedicated collaborative for student-centered data review and planning (PDSA Cycle) **Scope:** LEA-wide	Principals will support designated PLC regions to ensure instructional alignment, coherence, and capacity to learn.	Graduation Rate STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency
1.10	**Action:** Accelerated Learning Sessions (ALS) **Need:** Evaluate curriculum cultural relevance **Scope:** LEA-wide	SIATech Academy South will create a student participation tracking system to support an increase in ALS student participation	STAR Reading/Math Assessment EL Reclassification ALS Course completion Course proficiency TABE Reading (JC) CAASPP ELA/Math P2 Attendance (ADA)
2.1	**Action:** CTE Program Improvement **Need:** Increase CTE enrollments, course and pathway completions **Scope:** LEA-wide	Staff will develop a plan to provide increased access to the CTE program and opportunities for all independent study students.	CTE course enrollments CTE course completions DASS CCI Indicator Industry Recognized certification CTE opportunities
2.2	**Action:** Industry-Recognized Certifications **Need:**	Industry-recognized certifications will support students' post-secondary goals.	Industry-Recognized certifications

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
	Post-secondary support **Scope:** LEA-wide		
2.3	**Action:** CTE Marketing **Need:** **Scope:** LEA-wide		
2.4	**Action:** Community Partnerships **Need:** increase community partnerships to increase college and career opportunities for students **Scope:** LEA-wide	The school will increase contacts and connections with college, industry, and community members within offered CTE pathways to support students in their chosen pathways and career goals.	CTE course enrollments CTE course completions Industry-Recognized credentials CTE opportunities
2.6	**Action:** CTE Staffing **Need:** Maximize CTE Pathway learning **Scope:** LEA-wide	The school will staff the CTE program to ensure students receive the support and instruction to maximize their learning in their chosen career pathway.	CTE course enrollments CTE course completions Certifications obtained Industry-Recognized credentials CTE opportunities

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
2.8	**Action:** CTE Implementation Support and Guidance **Need:** CTE Program Implememtation and Improvement Efforts **Scope:** LEA-wide	The CTE department will participate in continuous improvement science to ensure systematic implementation, support, and guidance from partnerships.	CTE course enrollments CTE course completions Industry-Recognized certifications CTE opportunities
2.9	**Action:** CTE Program Evaluation **Need:** Evaluation tool to identify programs **Scope:** LEA-wide	The CTE team will identify tools and processes to identify the efficacy of the program and determine strengths and areas of growth for program improvement.	CTE course enrollments CTE course completions Industry-Recognized certifications DASS CCI Indicator CTE opportunities
3.1	**Action:** Panorama SEL Survey **Need:** Gather educational partner feedback on well-being and school culture **Scope:** LEA-wide	The school will administer the Panorama SEL survey in the fall and spring to all SIATech students to gather wellness and school climate data. The School Improvement Committee will then analyze the data to make program adjustments.	Panorama SEL survey participation Panorama SEL survey Staff PD for Panorama survey
3.2	**Action:** Panorama SEL Survey Data **Need:**	Staff will receive training on how to access and interpret the Panorama SEL survey data to determine additional support and resources.	Panorama SEL survey Staff PD for Panorama SEL survey

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
	Data-driven decision making to determine student support **Scope:** LEA-wide		
3.3	**Action:** SEL Student Services **Need:** Increase student services for well-being **Scope:** LEA-wide	Staff will identify students who need additional SEL support, including mental health services, counseling, self-care, and wellness. Staff will ensure that these interventions are available and that students know how to access them.	Panorama SEL survey Staff PD for Panorama SEL survey suspension rate
3.4	**Action:** SEL Professional Development **Need:** Increase staff's ability to support students' well-being and community services **Scope:** LEA-wide	Staff will receive ongoing professional development in SEL, suicide prevention, mental health, and wellness practices as identified in the Panorama SEL survey and feedback from educational partners. This will directly support student well-being.	Panorama SEL survey Staff PD for Panorama SEL survey
3.5	**Action:** Student and Parent Advisory Committees **Need:** Increase educational partner feedback **Scope:** LEA-wide	The Community Engagement Coordinators will establish Student and Parent Advisory Committees and meet quarterly. This collaboration will provide feedback and additional action items to support student, staff, and family wellness.	Panorama SEL survey

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
3.6	**Action:** Empathy Surveys **Need:** Evidence-based MTSS student support **Scope:** LEA-wide	Staff will receive PD and training on how to conduct and implement empathy interviews in the ILP process to provide additional insights and support to all SIATech students.	Panorama SEL survey

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.

Additional concentration grant add-on funding will be used to help add 2 teachers and an ITA.

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		45:1
Staff-to-student ratio of certificated staff providing direct services to students		15:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9637811	3900952	40.475%	6.796%	47.271%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,450,267.00	$958,249.00	$149,475.00	$662,000.00	$6,219,991.00	$4,671,567.00	$1,548,424.00

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	MTSS Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$871,954.00	$0.00	$871,954.00	$0.00	$0.00	$0.00	$871,954.00	
1	1.2	Reading Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$934,181.00	$270,000.00	$1,022,181.00	$0.00	$0.00	$182,000.00	$1,204,181.00	
1	1.3	Literacy Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$114,326.00	$39,326.00	$0.00	$0.00	$75,000.00	$114,326.00	
1	1.4	Math Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$577,960.00	$250,000.00	$657,960.00	$0.00	$0.00	$170,000.00	$827,960.00	
1	1.5	Numeracy Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$83,179.00	$38,179.00	$0.00	$0.00	$45,000.00	$83,179.00	
1	1.6	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$179,490.00	$114,490.00	$105,000.00	$0.00	$10,000.00	$229,490.00	
1	1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$46,900.00	$46,900.00	$0.00	$0.00	$0.00	$46,900.00	
1	1.8	Training for Power BI (Data Dashboard)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$407,126.00	$6,000.00	$413,126.00	$0.00	$0.00	$0.00	$413,126.00	
1	1.9	Professional Learning Communities (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$98,222.00	$6,500.00	$104,722.00	$0.00	$0.00	$0.00	$104,722.00	

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	1.10	Accelerated Learning Sessions (ALS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.11	Culturally Relevant Curriculum	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	CTE Program Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$151,136.00	$33,500.00	$151,136.00	$33,500.00	$0.00	$0.00	$184,636.00	
2	2.2	Industry-Recognized Certifications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	
2	2.3	CTE Marketing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,092.00	$0.00	$15,092.00	$0.00	$0.00	$15,092.00	
2	2.4	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$119,745.00	$31,912.00	$0.00	$151,657.00	$0.00	$0.00	$151,657.00	
2	2.5	Graduation Pathways	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	CTE Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$850,000.00	$0.00	$230,000.00	$620,000.00	$0.00	$0.00	$850,000.00	
2	2.7	CTE Advisory Committee	All	No			All Schools		$0.00	$2,500.00	$0.00	$2,500.00	$0.00	$0.00	$2,500.00	
2	2.8	CTE Implementation Support and Guidance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$18,500.00		$18,500.00			$18,500.00	
2	2.9	CTE Program Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.1	Panorama SEL Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Panorama SEL Survey Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
3	3.3	SEL Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$611,243.00	$474,475.00	$756,243.00	$0.00	$149,475.00	$180,000.00	$1,085,718.00	
3	3.4	SEL Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,250.00	$3,250.00	$0.00	$0.00	$0.00	$3,250.00	
3	3.5	Student and Parent Advisory Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$800.00	$800.00	$0.00	$0.00	$0.00	$800.00	
3	3.6	Empathy Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Community Engagement and Partnerships	All	No			All Schools		$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	

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
9637811	3900952	40.475%	6.796%	47.271%	$4,450,267.00	0.000%	46.175 %	**Total:**	$4,450,267.00
								LEA-wide Total:	$4,450,267.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	MTSS Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$871,954.00	
1	**1.2**	Reading Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,022,181.00	
1	**1.3**	Literacy Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,326.00	
1	**1.4**	Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$657,960.00	
1	**1.5**	Numeracy Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,179.00	
1	**1.6**	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,490.00	

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	1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,900.00	
1	1.8	Training for Power BI (Data Dashboard)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$413,126.00	
1	1.9	Professional Learning Communities (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,722.00	
1	1.10	Accelerated Learning Sessions (ALS)	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	
2	2.1	CTE Program Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,136.00	
2	2.2	Industry-Recognized Certifications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.3	CTE Marketing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.4	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.6	CTE Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
2	2.8	CTE Implementation Support and Guidance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	CTE Program Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Panorama SEL Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	Panorama SEL Survey Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	SEL Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$756,243.00	
3	3.4	SEL Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,250.00	
3	3.5	Student and Parent Advisory Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800.00	
3	3.6	Empathy Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,069,915.00	$4,686,678.00

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**	MTSS Framework	Yes	$726,628.00	726628
1	**1.2**	Reading Support	Yes	$1,270,450.00	1003485
1	**1.3**	Literacy Professional Development	Yes	$95,517.00	95272
1	**1.4**	Math Support	Yes	$959,201.00	689967
1	**1.5**	Numeracy Professional Development	Yes	$65,821.00	69316
1	**1.6**	Student Engagement	Yes	$212,300.00	107908
1	**1.7**	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	Yes	$39,083.00	39083
1	**1.8**	Training for Power BI (Data Dashboard)	Yes	$408,649.00	344272
1	**1.9**	Professional Learning Communities (PLC)	Yes	$48,696.00	87268
1	**1.10**	Accelerated Learning Sessions (ALS)	Yes	$0.00	0
1	**1.11**	Culturally Relevant Curriculum	No	$0.00	0

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	2.1	CTE Program Improvement	Yes	$193,991.00	153863
2	2.2	Industry-Recognized Certifications	Yes	$2,000.00	2000
2	2.3	CTE Marketing	Yes	$15,092.00	3200
2	2.4	Community Partnerships	Yes	$151,657.00	0
2	2.5	Graduation Pathways	No	$0.00	0
2	2.6	CTE Staffing	Yes	$871,903.00	424859
2	2.7	CTE Advisory Committee	No	$2,500.00	2500
2	2.8	CTE Implementation Support and Guidance	Yes	$18,242.00	18242
2	2.9	CTE Program Evaluation	Yes		
3	3.1	Panorama SEL Survey	Yes	$0.00	0
3	3.2	Panorama SEL Survey Data	Yes	$0.00	0
3	3.3	SEL Student Services	Yes	$1,974,135.00	904765
3	3.4	SEL Professional Development	Yes	$3,250.00	3250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Student and Parent Advisory Committees	Yes	$800.00	800
3	**3.6**	Empathy Surveys	Yes	$0.00	0
3	**3.7**	Community Engagement and Partnerships	No	$10,000.00	10000

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)
3241997	$4,407,842.00	$2,700,855.00	$1,706,987.00	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	MTSS Framework	Yes	$726,628.00	726628		
1	1.2	Reading Support	Yes	$1,069,900.00	801935		
1	1.3	Literacy Professional Development	Yes	$21,125.00	21125		
1	1.4	Math Support	Yes	$789,702.00	520468		
1	1.5	Numeracy Professional Development	Yes	$21,125.00	24620		
1	1.6	Student Engagement	Yes	$16,250.00	11042		
1	1.7	Digital Curriculum, Progress Monitoring Tool, Student Dashboard	Yes	$39,083.00	39083		
1	1.8	Training for Power BI (Data Dashboard)	Yes	$408,649.00	344272		
1	1.9	Professional Learning Communities (PLC)	Yes	$48,696.00	87268		
1	1.10	Accelerated Learning Sessions (ALS)	Yes	$0.00	0		
2	2.1	CTE Program Improvement	Yes	$160,491.00	120364		
2	2.2	Industry-Recognized Certifications	Yes	$0.00	0		
2	2.3	CTE Marketing	Yes	$0.00	0		

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)
2	**2.4**	Community Partnerships	Yes	$0.00	0		
2	**2.6**	CTE Staffing	Yes	$245,745.00	0		
2	**2.8**	CTE Implementation Support and Guidance	Yes				
2	**2.9**	CTE Program Evaluation	Yes				
3	**3.1**	Panorama SEL Survey	Yes	$0.00	0		
3	**3.2**	Panorama SEL Survey Data	Yes	$0.00			
3	**3.3**	SEL Student Services	Yes	$856,398.00	0		
3	**3.4**	SEL Professional Development	Yes	$3,250.00	3250		
3	**3.5**	Student and Parent Advisory Committees	Yes	$800.00	800		
3	**3.6**	Empathy Surveys	Yes	$0.00	0		

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)
7962171	3241997	0	40.718%	$2,700,855.00	0.000%	33.921%	$541,142.00	6.796%

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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