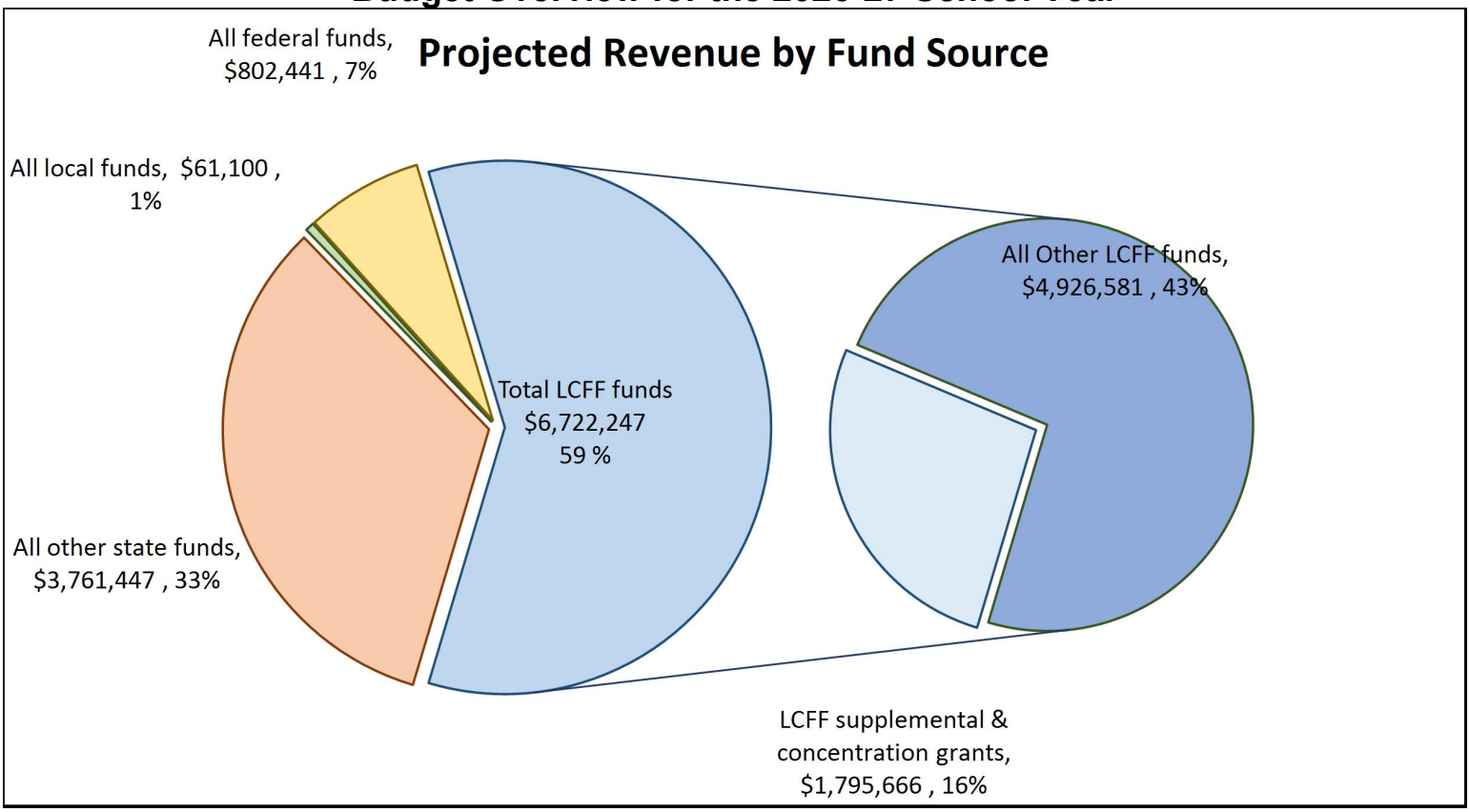
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: TEAM Charter School
CDS Code: 39103970124958
School Year: 2026-27
LEA contact information:
Angela Phillips
Executive Director
aphillips@team-charter.org
209-462-2282

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 TEAM Charter School 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 TEAM Charter School is $11,347,235, of which $6722247.00 is Local Control Funding Formula (LCFF), $3761447.00 is other state funds, $61100.00 is local funds, and $802441.00 is federal funds. Of the $6722247.00 in LCFF Funds, $1795666.00 is

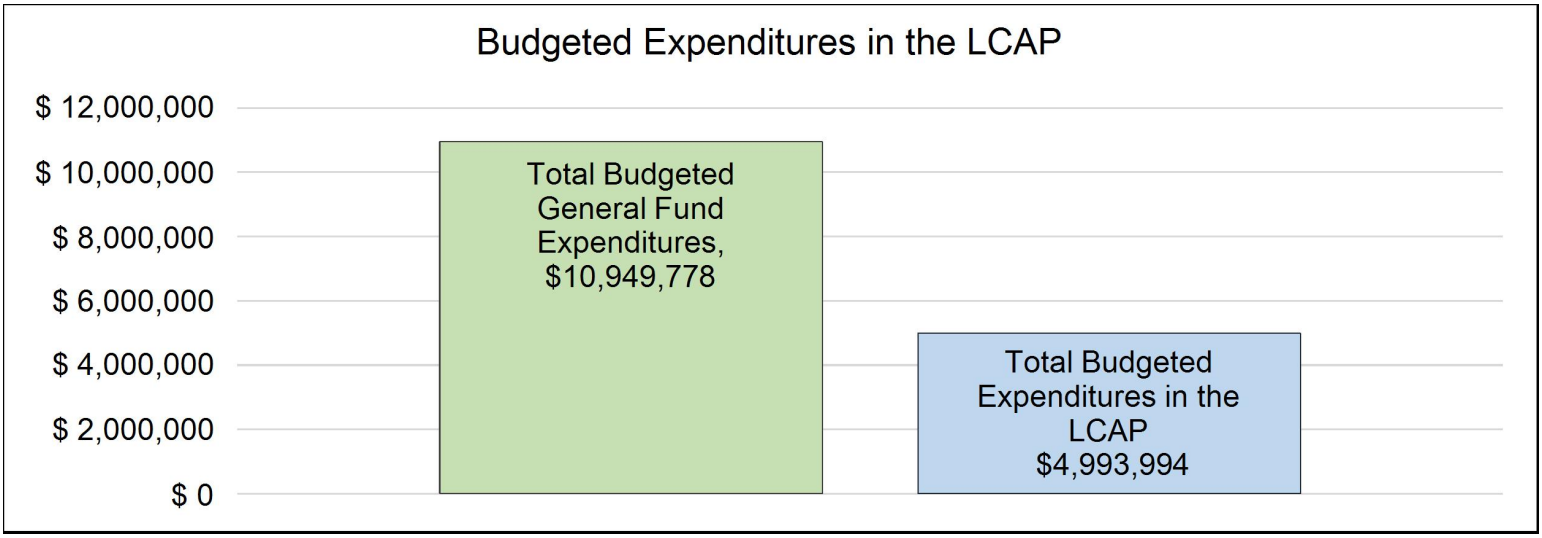
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 TEAM Charter School 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: TEAM Charter School plans to spend $10949778.00 for the 2026-27 school year. Of that amount, $4993993.53 is tied to actions/services in the LCAP and $5,955,784.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

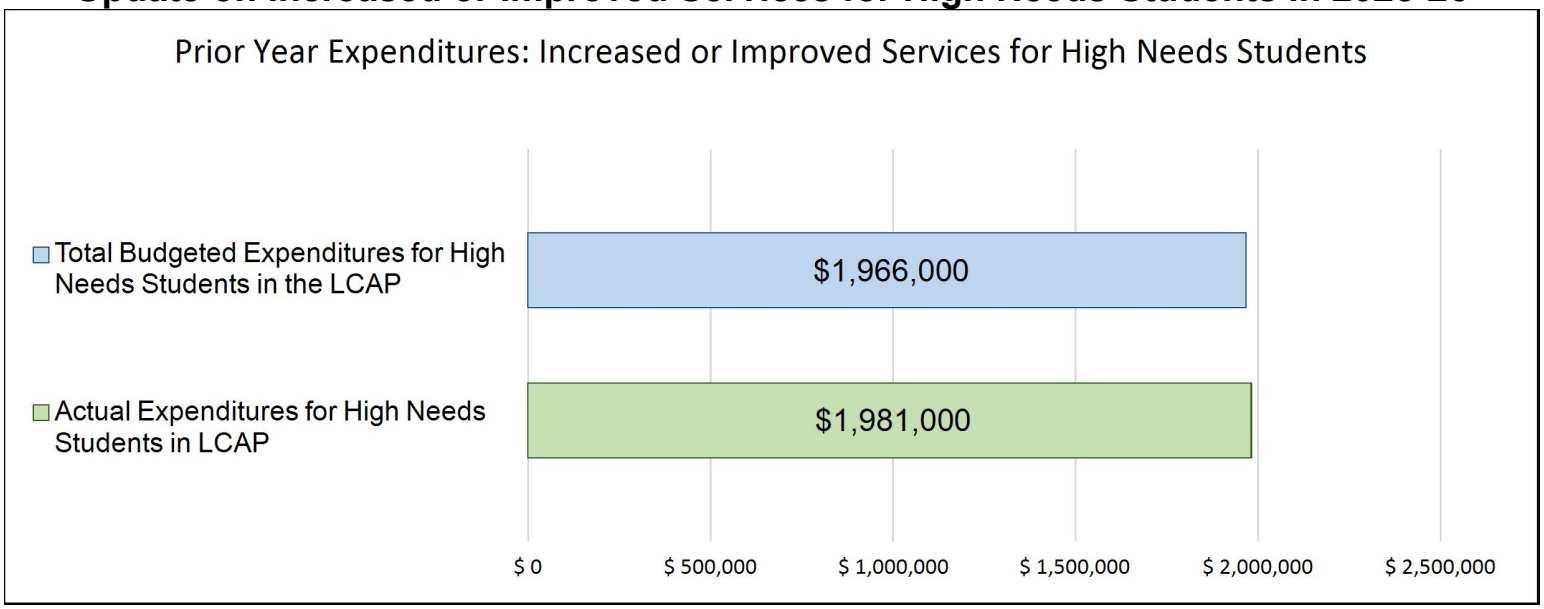
General fund budgeted expenditures that are not in the LCAP include classified salaries, employee benefits, food expenses, dues and membership, county oversight fees, audit services,operating expenses such as insurance, lease expense, utilities, accounting, and legal fees, HR expenses, printing/postage services, consultant fees, and contract labor.

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

In 2026-27, TEAM Charter School is projecting it will receive $1795666.00 based on the enrollment of foster youth, English learner, and low-income students. TEAM Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. TEAM Charter School plans to spend $1795666.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what TEAM Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what TEAM Charter School 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, TEAM Charter School's LCAP budgeted $1966000 for planned actions to increase or improve services for high needs students. TEAM Charter School actually spent $1,981,000 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $15,000 had the following impact on TEAM Charter School’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
TEAM Charter School	Angela Phillips Executive Director	aphillips@team-charter.org 209-462-2282

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.

TEAM (Transformational Education Academy Members), an Independent, direct funded Public Charter School, originally opened its doors in August 2011. TEAM started as a TK-5 school in downtown Stockton. In 2017 we opened our second campus in North Stockton on Bianchi Rd. Both schools are located in highly impacted areas of the community. Our goal is to create a transformative space where traditionally underserved students thrive academically, socially, physically and mentally. At TEAM academic excellence is not just a goal; it's a commitment. We are dedicated to providing a rigorous and comprehensive educational experience that empowers students to achieve their highest potential. We believe in cultivating a love for learning, fostering critical thinking skills, and preparing students to become confident leaders in an ever-evolving world. At TEAM, we embrace a holistic approach to education. Our curriculum is designed to go beyond traditional academics, incorporating character development, leadership skills, and real-world applications. We believe that a well-rounded education not only equips students with the knowledge they need but also instills the values and skills necessary for success in life. TEAM Charter is a Leader in Me Lighthouse School. The Leader in Me framework is rooted in the timeless principles of The 7 Habits of Highly Effective People® and The 4 Disciplines of Execution®. Leader in Me transforms classrooms by fostering a culture of school-wide leadership.

Vision:
The TEAM Charter School students, parents, staff, and community are passionately committed to providing a nurturing, loving, educational environment serving Pre-kindergarten through 5th grade children. The TEAM mission is "To cultivate healthy bodies, minds, and spirits based on compassion and love for all humanity." The academy is committed to achieving individual and community success and teamwork

by bridging cultural norms from a variety of diverse and often misunderstood settings. Emphasis will be on integrating into all subject matter, a non-biased, multicultural, socially just, quality environment embracing the rich cultural diversity of our county, leading to successful student learning outcomes.

With a focus on social justice and equity, we create a vibrant and inclusive educational community where every student is valued and respected. We are dedicated to promoting academic excellence, social-emotional learning, community engagement, and preparing our students to become responsible, engaged, and compassionate citizens who positively impact their communities and the world.

Motto
Build Community

Our Why
Educating Hearts. Empowering Minds. Building Leaders.

Student Demographics:

Ethnicities*

American Indian - 1.6%
Asian - 0.6%
Native Hawaiian/Pacific Islander - 0.40%
Hispanics/Latinos - 70.6%
Black or African Americans - 20.2%
Two or More Races - 3.9%
White - 2.0%
Filipino - 0.8%

Programs*

Multilingual Students/English Learners - 23.67%
Foster Youth - 0.97%,
Homeless - 0.78%
Students with Disabilities - 7.6%
Socioeconomically Disadvantaged - 87.08%
Migrant Education - 0%

Enrollment: 465
* SEIS, CALPADS, PowerSchool (Local data), DataQuest

Reflections: Annual Performance

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

Review of the Fall 2025 CA School Dashboard data for TEAM Charter is below.

Academic Performance:

English Learner Progress Indicator: 41.2% maintained

Math:

Meet or Exceed
ALL - 10.55%
AA - 7.14%
HI - 11.25%
SED - 10.83%
SWD - 3.33%
EL - 5.8 %

ELA:

Meet or Exceed
ALL - 21.09%
AA - 16.66%
HI - 21.31%
SED - 21.68%
SWD - 3.33%
EL - 2.9%

Notable growth was observed among Socio-economically Disadvantaged (moved from Red to Yellow), Hispanic, and English Learner student groups in both ELA (moving from Red to Orange on the Dashboard), and Math (moving from Red to Yellow on the Dashboard)

TEAM continues to incorporate the recently adopted math program to help with student academic performance in math. TEAM continues to incorporate small group differentiated reading instruction to help with student academic performance in ELA. Additionally, TEAM offers intervention for low performing students for ELA and Math during the school year.

Academic Engagement:
Chronic Absenteeism: TEAM Charter decreased by 1.6% - from 31.8% to 33.5%
TEAM has identified multiple student groups with needs specific to chronic absenteeism (African American, Hispanic, English learner, low-income, and students with disabilities). To address these identified needs among these student groups in particular, and all students generally, TEAM is focused on deepening implementation of the attendance improvement program. The attendance improvement program is focused on: 1. Identifying students and families at risk for chronic absenteeism 2. Intervening in a timely manner 3. Providing supportive messaging, resources, and incentives to address the circumstances for each student and family

Conditions and Climate:
TEAM Charter's Suspension Rate is 0.4%, which is lower than the state average, and a decline of 0.5% from last year.*

Learning Recovery and Emergency Block Grant:
TEAM has unexpended LREBG funds for the 2026-27 school year in the amount of $522,685.24 (as of 6/30/26). Additional funds may be received in the fall of 2026.
LREBG funded actions may be found in Goal 1, Actions 12 and 13.

TEAM's needs assessment confirmed the findings from the 2024 California School Dashboard, which highlighted low academic performance in Math—particularly among African American, Hispanic, low-income, and English Learner (EL) student groups. In response to these identified needs, TEAM will use the remaining LREBG funds to support Goal 1, Actions 12 and 13 of our LCAP. These actions are focused on providing targeted professional development and dedicated planning time for teachers to strengthen the delivery and rigor of math instruction. Additionally, funds will support efforts to increase student engagement and motivation in math, with the goal of improving outcomes for the identified student groups. Pursuant to EC Section 32526(c)(2)(A-F), LREBG funds may be used for accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports (Action1.12); and Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.(Action1.13)
Action 2.8 was moved to Goal 1 and renumbered as Action 1.13 in response to feedback from educational partners, to better align the action with the outcomes and priorities supported by the Learning Recovery Emergency Block Grant (LREBG).

2023 Dashboard Data

TEAM Charter performed at the lowest level on the California Dashboard in Math and ELA.

The following student groups performed at the lowest level on the California Dashboard in Math and ELA
African American, Hispanic, Socioeconomically disadvantaged, and English Learners
These needs are addressed in Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 2.6, 2.8, and 2.14.

The following student group was identified as having the greatest need in Suspensions.
African American
These needs are addressed in Actions 1.1, 1.7, 2.1, 2.2, 2.3, 2.4, 2.13, 2.14, 3.1,3.2, 3.3, 3.4, and 3.5.

Reflections: Technical Assistance

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

Not Eligible

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents Families Community Members	Monthly Parent Teacher Organization meetings Parent Advisory Committee Meetings: 9/18/2025, 11/20/2025, 2/19/2026, 05/21/2026 Coffee with the Principal Dates: 8/7/2025, 9/3/2025, 10/3/2025, 11/6/2025, 12/12/2025, 1/8/2026, 2/5/2026, 3/12/2026, 04/02/2026, 05/07/2026 District English Language Advisory Council meetings: 09/09/2025, 11/04/2025, 01/20/2026, 03/24/2026, 05/19/2026 Hispanic Heritage Club Meetings: 9/26/205, 10/14/2025, 12/12/2025, 2/10/2026 African American Parent Engagement Council: 10/1/2025, 11/5/2025, 12/12/2025, 2/4/2026, 3/4/2026 4/1/2026, 5/6/2026 Monthly Board meetings MRA Electronic Survey (January, 2026)
Principals Administrators	Cabinet meetings: (Weekly) MRA Electronic survey(January, 2026) Monthly Management meetings
Teachers other school personnel	Monthly Staff meetings Dashboard Data meetings: 12/3/25, 1/5/26 MRA Electronic survey (January, 2026)
Students	Student Leadership: March 2026 MRA Electronic survey classroom feedback - throughout the school year

Educational Partner(s)	Process for Engagement
SELPA	Meeting with El Dorado County Office of Education SELPA: May 13, 2026
TEAM Governing Board	LCAP Mid-Year Report: February 25, 2026 LCAP Public Hearing: June 22, 2026 LCAP Adoption: June 24, 2026
San Joaquin County Office of Education	November 19, 2025; January 26, 2026; March 10, 2026; April 7, 2026; April 13, 2026; May 12, 2026; June 10, 2026

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

The adopted Local Control and Accountability Plan (LCAP) is significantly influenced by feedback from educational partners, ensuring that the plan addresses key needs and priorities for our school.

We will enhance after-school programs to better serve student needs (Action 1.1) and implement comprehensive anti-bullying measures to address concerns about bully awareness and increased security in outside play areas (Action 2.3). Additionally, we are improving after-school childcare services to better support working families (Action 1.1).

To foster greater involvement, we are expanding activities for parents to participate in class (Action 3.3) and organizing various events for parents and children, such as games, crafts, and cultural/talent competitions (Action 3.3). Community tournaments in sports, culture, and arts are being established to promote community engagement (Action 3.3). We are scheduling virtual parent meetings at more convenient times to increase participation (Action 3.2) and developing better parent-teacher communication channels (Action 3.2). Efforts are underway to increase parental involvement with staff members (Action 3.3). Additionally, we are organizing more field trips to enhance experiential learning (Action 2.14) and establishing achievement goals with corresponding awards to motivate students (Action 1.10).

Feedback from staff emphasizes the need for more curricular activities, leading to the addition of music, arts, clubs, and sports (Action 1.1). We are prioritizing increased engagement with the SPED Department (Action 2.5) and implementing more intervention programs (Action 2.2). Consistent behavior management policies are being established to ensure clear and equitable behavior consequence procedures schoolwide (Action 2.2). We are incorporating culturally relevant teaching and training into the curriculum (Action 1.9), investing in paraprofessionals and instructional aides for targeted learning needs (Action 1.13), and expanding small group instruction across all subjects (Action 1.3). Celebrations of all cultures are included to promote diversity (Action 3.3).

Students' concerns about safety and the need for varied teaching methods are being addressed through measures to create a safer school environment (Action 2.1) and by developing personalized learning plans to address varied learning needs (Action 1.3). Anti-bullying initiatives are being strengthened in response to their feedback (Action 2.3), and more recreational activities, including music, are being added (Action 1.1).

Educational partner feedback indicated strong support for maintaining the current LCAP goals and actions; however, partners emphasized the need to refine expected outcomes to better reflect student performance trends. In response, the LEA adjusted outcome projections to ensure they are realistic, data-informed, and aligned with the school's demonstrated progress, supporting more accurate monitoring and continuous improvement. These adjustments are seen in the expected outcomes of metrics in Goal 1 and Goal 2.

Additionally, teachers and principals expressed through the LREBG needs assessment more PD and coaching support needed for Mathematics. This is addressed in Actions 1.1, 1.2,1.9 and 2.8.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	TEAM Charter will develop, sustain and enhance quality instructional programs to raise student academic achievement.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

After consulting with our educational partners and analyzing the data from the Fall 2023 Dashboard, it has become clear that there is a critical need to enhance Math and ELA instruction across all student groups. Currently, performance in these areas is below the required standards. Notably, for the second consecutive year, the African American Student Group has recorded lower performance levels compared to other student groups.
Upon reviewing our latest data, all educational partners concur that our priority should be to increase the percentage of students achieving grade-level expectations in Math and ELA. Additionally, our administrators are emphasizing the importance of reducing the number of students who are classified under Level 1, indicating that the standard has not been met. This dual focus on improvement and support is aimed at elevating educational outcomes for all students.
This goal was developed to ensure students are provided with the needed support and services to access the educational program in order to make progress toward meeting and or/exceeding grade-level standards.
The actions are designed to increase student achievement by providing access to standards-based curricula taught by staff who receive professional development and the necessary resources to integrate effective instructional strategies to meet each student where they are in their individual educational journey. We will monitor and evaluate the actions by reviewing specific data, including local assessment and CAASPP data, and English Learner progress. In addition, we will solicit feedback from educational partners throughout the year that will provide evidence of the impact of the actions on student progress toward academic proficiency.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD - Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: - Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Teachers Credentialing and Assignment Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	53.57% 2023-24 HR Certificated Personnel Report	56% 2024-2025 HR Certificated Personnel Report	73% 2025-2026 HR Certificated Personnel Report	80%	+ 21.43%
1B	Materials and Supplies Percentage of students who have sufficient access to the standards-aligned instructional materials	100% Williams Act, 2023-24	100% Williams Act, 2024-25	100% Williams Act, 2025-26	100%	No Change
2A 2B	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest):	Q1: Rating for Professional Learning or teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Math: 5 HSS: 3 NGSS: 3 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught.	Q1: Rating for Professional Learning or teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Math: 5 HSS: 3 NGSS: 3 Q2: Rating for instructional materials	Q1: Rating for Professional Learning or teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Math: 5 HSS: 3 NGSS: 3 Q2: Rating for instructional materials	Q1: Rating for Professional Learning or teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Math: 5 HSS: 3 NGSS: 3 Q2: Rating for instructional materials	Q1: no change Q2: HSS: +1 NGSS:+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	ELA: 5 ELD: 5 Math: 5 HSS: 4 NGSS: 4 2024 Local Indicator, Priority 2 Reflection Tool	aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5 HSS: 4 NGSS: 4 2025 Local Indicator, Priority 2 Reflection Tool	aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5 HSS: 5 NGSS: 5 2026 Local Indicator, Priority 2 Reflection Tool	aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5 HSS: 5 NGSS: 5	
4A : ELA	Statewide Assessments Percentage of all students, grades 3-5 participating in the SBAC ELA assessment. Percentage of all students, grades 3-5 who meet or exceed standard on the SBAC ELA assessment. Percentage of all students, grades 3-5 who were Level 1: Standard Not Met. on the SBAC ELA assessment.	ELA Participation: 100% Meet or Exceed ALL - 18.82%% AA - 14.81% HI - 18.52% SED - 16.67% SWD - 13.05% EL - 13.33% Level 1: Standard Not Met ALL - 59.41% AA - 68.52% HI- 58.20% SED- 63.89% SWD - 73.91% EL- 66.67%	ELA Participation: 100% Meet or Exceed ALL - 18.99%% AA - 25.53% HI - 16.75% SED - 16.93% SWD - 0% EL - 4.84% Level 1: Standard Not Met ALL - 56.59% AA - 55.32% HI- 58.38% SED- 60.32% SWD - 89.29%	ELA Participation: 100% Meet or Exceed ALL - 21.09% AA - 16.66% HI - 21.31% SED - 21.68% SWD - 3.33% EL - 2.9% Level 1: Standard Not Met ALL - 56.96% AA - 50.00% HI- 58.58% SED- 57.14% SWD - 90.00%	ELA Participation: 100% Meet or Exceed ALL - 38%% AA - 34% HI - 38% SED - 36%% SWD - 33% EL - 33% Level 1: Standard Not Met ALL - 50% AA - 50% HI- 50% SED- 50% EL- 50%	Participation - 0% Meet or Exceed ALL: +2.27 AA: +1.85% HI: +2.79% SED: +4.98% SWD: -9.72% EL: -10.43% Level 1: Standard Not Met ALL: 2.45% AA: 18.52% HI: 0.38% SED: 6.75% SWD: 16.09% EL: 11.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CAASPP	EL-82.26% 2024 CAASPP	EL- 78.26% 2025 CAASPP		
4A: Math	Statewide Assessments Percentage of all students, grades 3-5 participating in the SBAC Math assessment. Percentage of all students, grades 3-5 who meet or exceed standard on the SBAC Math assessment. Percentage of all students, grades 3-5 who were Level 1: Standard Not Met. on the SBAC Math assessment.	Math Participation: 99% Meet or Exceed ALL - 5.92% AA - 7.55% HI - 5.82% SED - 5.12% SWD - 8.7% EL - 4% Level 1: Standard Not Met ALL - 70.74% AA - 67.92% HI- 72.49% SED- 73.49% SWD- 86.96% EL- 81.33% 2023 CAASPP	Math Participation: 100% Meet or Exceed ALL - 10.46% AA - 14.89% HI - 10.27% SED - 10.05% SWD - 0% EL - 3.23% Level 1: Standard Not Met ALL - 65.50% AA - 55.32% HI- 68.11% SED- 68.78% SWD - 89.29% EL- 82.26% 2024 CAASPP	Math Participation: 100% Meet or Exceed ALL - 10.55% AA - 7.14% HI - 11.25% SED - 10.83% SWD - 3.33% EL - 5.8% Level 1: Standard Not Met ALL - 61.60% AA - 57.14% HI- 62.72% SED- 62.07% SWD - 86.67% EL- 78.26% 2025 CAASPP	Math Participation: 99% Meet or Exceed ALL: 25% AA - 27% HI - 25% SED - 25% SWD - 28% EL - 24% Level 1: Standard Not Met ALL - 50% AA - 47% HI - 52% SED - 53% SWD - 57% EL -61%	Math Participation: +1% Meet or Exceed ALL: +4.63% AA: -0.41% HI: +5.43% SED: +5.71% SWD: - 5.37% EL: - 1.8% Level 1: Standard Not Met ALL: -9.14% AA: -10.78% HI: -9.77% SED: -11.42%% SWD: -0.29% EL: -3.07%
4A: Science	Statewide Assessments Percentage of all students in grade 5 participating in the CAST. Percentage of all students in grade 5 who meet or exceed standard on CAST.	Science Participation: 99% Meet or Exceed ALL - 7.78 % AA - 5.56% HI - 9.53% SED - 8.22% SWD - N/A EL - 4.17% FY - N/A	Science Participation: 100% Meet or Exceed ALL - 3.37 % AA - 0% HI - 4.55% SED - 1.49% SWD - N/A EL - 0%	Science Participation: 100% Meet or Exceed ALL - 6.76% AA - 9.09% HI - 5.77% SED - 6.56% SWD - 0% EL - 0%	Science Participation: 99% Meet or Exceed ALL: 10.5 % AA - 9% HI - 13% SED: 12 % SWD: N/A EL - 8%	Science Participation:+1% Meet or Exceed ALL: -1.02% AA: +3.53% HI: -3.76% SED: -1.66% SWD: N/A EL: +4.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students in grade 5 who were Level 1: Standard Not Met on CAST.	Leve 1: Standard Not Met ALL - 33.33% AA - 33.33% HI - 38.10% SED - 36.99% SWD - N/A EL - 41.67% 2023 CAST	FY - N/A Leve 1: Standard Not Met ALL - 37.08% AA - 43.75% HI - 37.88% SED - 41.79% SWD - N/A EL - 64.71% 2024 CAST	Level 1: Standard Not Met ALL - 43.24% AA - 27.27% HI- 46.15% SED- 44.26% SWD - 66.67% EL-73.68% 2025 CAST	Level 1: Standard Not Met ALL - 30% AA - 30% HI - 30% SED - 30% SWD - N/A EL - 30%	Level 1: Standard Not Met ALL: +9.91% AA: -6.06% HI: +7.35% SED - +7.27% SWD +66.67 EL: -32.01%
4E: Acquisition	EL Acquisition Results The percentage of current EL students who: Progress at least one ELPI level; Maintain ELPI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI Level	Progress: 50% Maintain level 4: 1.5% Maintain lower level: 34.1% Decrease: 15.9% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	Progress: 40.2% Maintain level 4: 0% Maintain lower level: 42.2% Decrease: 17.6% Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)	Progress: 41.2% Maintain level 4: 0% Maintain lower level: 44.3% Decrease: 14.4% Fall 2025 CA School Dashboard- English Learner Progress Indicator (ELPI)	Progress: >40% Maintain level >4: 0% Maintain lower level: <45% Decrease: <15%	Progress: - 8.8% Maintain level 4: - 1.5% Maintain lower level: 10.2% Decrease: -1.5%
4F	EL Reclassification Rate Percentage of English\ Learner (EL) students who meet TEAM's standards to be reclassified as Fluent English Proficient.	17.7% June 2024, SIS	5% June 2025, SIS	15% June 2026, SIS	12%	- 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7ABC	Broad Course of Study-Visual and Performing Arts Percentage of student in grades1-5 enrolled in a Visual and Performing Arts program/course.	Grades 1-5 ALL:100% AA: 100% HI: 100% EL: 100% SED: 100% SWD: 100% October 2023, SIS	Grades 1-5 ALL:100% AA: 100% HI: 100% EL: 100% SED: 100% SWD: 100% October 2024, SIS	Grades 1-5 ALL:100% AA: 100% HI: 100% EL: 100% SED: 100% SWD: 100% October 2025, SIS	Grades 1-5 ALL: 100% AA: 100% HI: 100% EL: 100% SED: 100% SWD: 100%	No change
8:Meet or Exceed Proficiency	The percentage of students grades K - 5 meeting or exceeding grade-level proficiency on the Spring i-Ready assessment for Reading and Math.	Reading ALL - 36.31% AA - 41.18% HI - 34.59% SED - 35.18% SWD - 16.67% EL - 25% Math ALL - 24.07% AA - 18.82% HI - 25.58% SED - 23.27% SWD - 12.50% EL - 19.85% Spring 2024 i-Ready	Reading ALL - 37.42% AA - 36.05% HI - 37.80% SED - 37.86% SWD - 11.11% EL - 21.09% Math ALL - 25.59% AA - 26.74% HI - 24.11% SED - 24.76% SWD - 9.26% EL - 15.63% Spring 2025 i-Ready	Reading ALL - 41.01% AA - 39.13% HI - 39.73% SED - 40.66% SWD - 10.20% EL - 20.24% Math ALL - 27.98% AA - 21.11% HI - 28.47% SED - 27.95% SWD - 4.26% EL - 15.48% Spring 2026 i-Ready	Reading ALL - 52.2% AA - 61% HI - 55% SED - 55% SWD - 40% EL - 50% Math ALL - 45% AA - 45% HI- 45% SED - 45% SWD - 45% EL - 45%	Reading ALL: +4.70% AA: -2.05% HI: +5.14% SED: +5.48% SWD: -6.47% EL: -4.76% Math ALL: +3.91% AA: +2.29% HI: +2.89% SED: +4.68% SWD: -8.24% EL: -4.37%
8: Below Proficiency	The percentage of students grades K - 5 more than one grade level below proficiency on Spring i-Ready assessment for Reading and Math.	Reading ALL - 26.76% AA - 23.53% HI - 27.91% SED - 27.98% SWD - 56.25% EL - 37.50%	Reading ALL - 24.95% AA - 19.77% HI - 25.89% SED - 24.03% SWD - 46.30% EL - 32.81%	Reading ALL - 27.58% AA - 23.91% HI - 29.11% SED - 28.28% SWD - 61.22% EL - 46.43%	Reading ALL - 15% AA - 15% HI - 15% SED - 15% SWD - 15% EL - 15%	Reading ALL: +0.82% AA: +0.38% HI: +1.20% SED: +0.30% SWD: +4.97% EL: +8.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math ALL - 27.59% AA - 22.35% HI - 28.49% SED - 29.36% SWD - 52.08% EL - 31.62% Spring 2024 i-Ready	Math ALL - 27.10% AA - 23.26% HI - 27.38% SED - 27.18% SWD - 55.56% EL - 34.38% Spring 2025 i-Ready	Math ALL - 29.20% AA - 31.11% HI - 29.17% SED - 29.49% SWD - 61.70% EL - 42.86% Spring 2026 i-Ready	Math ALL - 15% AA - 15% HI - 15% SED - 15% SWD - 15% EL - 15%	Math ALL: +1.61% AA: +8.76% HI: +0.68% SED: +0.13% SWD: +9.62% EL: +11.24%

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.

12 out of 13 actions were implemented as planned. Action 1.8 was partially implemented.

Implementation of Goal 1 during the 2025–26 school year focused on strengthening consistent Tier I instruction through TEAM's existing instructional systems rather than through major new curriculum adoptions. The school maintained full staffing for certificated and key support positions, preserved full student and staff access to technology throughout the year, and continued to provide standards-aligned instructional materials and supports. Weekly Wednesday collaboration functioned as mini planning days centered on reading rotations, allowing grade-level teams to gather regularly to review student needs, adjust grouping and instructional plans, and strengthen implementation of small-group instruction. In addition, each grade level participated in one formal planning day, and grades 3–5 received support from a San Joaquin County Office of Education math coach three times during the year to strengthen mathematics instruction. Overall, implementation emphasized coherence, protected instructional systems, and consistent support for teachers, administrators, English Learners, and students with disabilities.

Reading rotations and small-group instruction were fully implemented schoolwide and were regularly observed through walkthroughs and coaching cycles. These structures were strengthened by ongoing Wednesday planning support, classroom feedback, and targeted instructional aide support during rotations. One notable refinement this year was the use of a traveling instructional aide model to support foundational skills for Level 1 English Learners during reading rotations across school sites. This strengthened the school's ability to connect small-group instruction to the needs of students requiring the greatest language and literacy support. English Learner services were also implemented more consistently than in the prior year. Designated ELD time was protected, classrooms were observed for implementation,

and teachers received feedback based on walkthrough notes. Teachers were trained in integrated ELD strategies and activities to support English Learners' access to grade-level content across the day.

Professional development was implemented in alignment with TEAM's Core3 and 7-Step instructional expectations. Staff received support in reading rotations, Illustrative Mathematics, rigor, ELD, classroom management, writing, and data-informed instruction. Administrators also received ongoing support through induction and credentialing programs, and the school partnered with an outside provider that gave weekly feedback on instructional implementation of reading rotations. In addition, coaching from two administrators and the Dean of Instruction was provided consistently and was differentiated by teacher need and by site. Writing curriculum implementation differed somewhat from the original action as the school is still seeking a formal writing curriculum; however, interim materials and access were provided, and the school launched a schoolwide writing competition aligned to major writing standards as an initial step in strengthening writing instruction across grade levels. No major curriculum adoptions occurred this year, though the school anticipates piloting science materials next year as part of a possible future adoption process.

Specialized education services were also implemented effectively during the year. The school maintained staffing and related services, supported IEP compliance, continued inclusive practices, and sustained collaboration between general education and special education staff. Paraprofessional and instructional aide support remained an important component of classroom implementation, particularly during reading rotations and targeted support periods. SST/MTSS responsiveness and ongoing progress monitoring also supported the school's broader effort to meet the needs of all learners through a combination of strong core instruction, differentiated support, and coordinated intervention. Overall, most actions under Goal 1 were implemented as intended, with the most substantive difference being that the writing curriculum action was addressed through interim supports rather than through adoption of a permanent writing program.

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.

We have established that any difference of $50,000 +/- between the budgeted expenditure and the actual estimate would be considered a material difference. There are no actions that fall in that category.

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

Action 1.1 Core Services is intended to provide students with fully credentialed teachers to implement the base instructional program. The percentage of fully credentialed and appropriately assigned teachers increased 21.43% (Metric 1A). This also resulted in improvement in Math and ELA outcomes with a 4.63% increase in Math and a slight increase of 2.27% in ELA. (Metric 4A Math, Metric 4A ELA)

Action 1.2 Curriculum Planning Days, Action 1.3 ELA small group instruction, Action 1.4 Core and Supplement Curriculum, Action 1.5, Action 1.6 English Learner Services, Action 1.7 Coaching and support for administrators, Action1.8 Writing Curriculum , Action 1.9 Professional Development, Action 1.10 Continuum of services for Special Education, and Action 1.11 Paraprofessionals and Instructional Aides are intended to provide students with standards aligned curriculum to improve student achievement, and provide students with highly qualified staff members to provide grade level instruction. These actions were effective as 100% of students had access to standards aligned

curriculum (Metric 1B) , there was an increase in the percentage of teachers appropriately assigned and fully credentialed (Metric1A), and there was improvement in Math and ELA outcomes with a 4.63% increase in Math and a slight increase of 2.27% in ELA. All student groups showed an increase in performance in either Math or ELA. (Metric 4A Math, Metric 4A ELA). SED and Hispanic student groups students also saw an increase of students meeting or exceeding grade level proficiency on spring i-Ready reading and math assessments (Metric 8 Meet or Exceed Proficiency). In addition, there was a 0.82% increase in the percentage of students proficient in Reading and a 1.6% increase in students proficient in Math, (Metric 8 Below Proficiency), which supports the effectiveness of the actions. We saw growth by +3.53% in AA and 4.92% by EL so 4A (CAST) was effective.

Action 1.6 English Learner Services, was effective as we saw 15% students reclassified.(Metric 4F) This is a 10% improvement from last year.

Action 1.12 and 1.13 were effective as we moved from Red to Yellow in the Math on the California Dashboard.

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
No changes were made to the expected outcomes, as current targets remain appropriate.

Educational partner feedback indicated strong support for maintaining the current LCAP goals and actions; however, partners emphasized the need to refine expected outcomes to better reflect student performance trends. In response, the LEA adjusted outcome projections to ensure they are realistic, data-informed, and aligned with the school's demonstrated progress, supporting more accurate monitoring and continuous improvement. We made changes to the target outcomes for EL Acquisitions Results (Metric 4E), and The Rating for Professional Learning or teaching to the academic standards and curriculum frameworks for Social Studies and Science.

We have updated the LREBG funds for 2027-2028 in action 1.12 and 1.13.

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	Core Services	Recruit, hire, and maintain highly-qualified teachers, coaches, and administrators	$1,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Curriculum Planning Days	Teachers will have allocated common curriculum planning time each trimester to ensure they are using student data to inform their instruction and planning.	$5,000.00	Yes
1.3	ELA small group instruction	Work with internal and external trainers to provide support in preparing teachers for Small Group Instruction. Teachers will lead groups during reading rotation for all classes, with the support of an instructional aide.	$2,000.00	Yes
1.4	Core and Supplement Curriculum; Program/license Subscriptions	Purchase core and supplemental curriculum and renew subscriptions as data indicates. Ensure that new classrooms, to accommodate growth, are set up and equipped with grade appropriate instructional materials	$300,000.00	Yes
1.5	School Technology (Student devices, Classroom, Teacher, Office & Campus)	Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed. Maintain classroom technology, updates as needed (to include the installation of new boards and professional development for staff use) including Teacher technology. office/admin staff technology; campus wide technology	$90,000.00	No
1.6	English Learner Services	Continued Professional Development and Coaching to assist with implementation of research based effective instruction to English Learners. Coordination of annual assessments, staff: student support/services.	$96,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Coaching and support for administrators	Internal and external support for our administrators in implementing new strategies for success	$10,000.00	Yes
1.8	Writing Curriculum	Incorporate a writing curriculum/program for all grade levels into the ELA block of instruction, and provide training for teachers.	$1,000.00	Yes
1.9	Professional Development	Mathematics and English Language Arts training specific to instructional needs identified for teachers and instructional	$10,000.00	Yes
1.10	Continuum of Services for Specialized Education	Provide appropriate staff including (administrator, certificated, classified), tools, training, partnerships, and programs to address the needs of all students with exceptional needs.	$884,058.00	No
1.11	Paraprofessionals and Instructional Aides	Classroom paraprofessionals and instructional aides to support classrooms and school programs, as needed. To include training and materials. (salaries & benefits)	$61,666.00	Yes
1.12	Instructional Coach/Consultant	LREBG Goal In addition to employing a Dean of Instruction, we will contract with a qualified math consultant or instructional coach to strengthen mathematics instruction and increase academic rigor across grade levels. The consultant will provide targeted professional development, model effective instructional strategies, analyze student data with teachers, and support implementation of the adopted math curriculum. This action is designed to improve student achievement in mathematics, with a focus on addressing the needs of all learners, including English Learners, Students with Disabilities, and students performing below grade level. Research consistently supports the positive impact of instructional coaching on teacher practice and student outcomes.	$230,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds used: 25-26: $191,000 26-27: $230,000 27-28: $200,000 Metric being used to monitor the action: 4A Math		
1.13	Release Time for Professional Development	Provide substitutes for release time for teachers as needed to participate in Planning Days, Observations, and Professional Learning Community Opportunities in the all curricular areas Research consistently supports the positive impact of instructional coaching, and planning time on teacher practice and student outcomes. LREBG Funds used: 25-26: $68,769.53 26-27: $68,769.53 27-28: $23,915.68 Metric being used to monitor the action: 4A Math	$68,769.53	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	TEAM Charter will Implement a Multi-Tiered System of Supports (MTSS) framework with fidelity to build positive relationships, enhance academic achievement and effectively address behavioral challenges, by providing students personalized interventions and support at various tiers of intensity based on individual needs and progress monitoring.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We developed Goal #2, "Implement Multi-Tiered Systems of Supports (MTSS) with fidelity to enhance school climate and academics, and reduce suspension rates," in response to comprehensive feedback from educational partners and a clear need for a structured framework to support all students effectively. Feedback from parents, staff, and students highlighted critical areas requiring improvement, such as school safety, bullying prevention, equitable behavior management, and the need for more inclusive and culturally relevant education practices.

Parents emphasized the importance of bully awareness, increased security, and improved after-school programs, all of which contribute to a safer and more supportive school environment. Staff called for clear and equitable behavior procedures and culturally relevant teaching, underscoring the necessity for a consistent approach to student behavior and inclusivity. Students expressed concerns about safety and bullying, highlighting the need for a secure and supportive school climate.

Implementing MTSS provides a comprehensive, data-driven framework that addresses these concerns by offering tiered levels of support based on student needs, promoting positive behavior, and ensuring equitable access to resources and interventions. This goal is crucial for creating a positive school climate, enhancing academic support, and reducing suspension rates, ultimately fostering an environment where all students can thrive academically and socially.

Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Percentage of teachers appropriately assigned and fully credentialed in the subject areas and for the students they are teaching	53.57% HR Personnel Certificated, 2023	56% HR Personnel Certificated, 2024	73%	100%	+ 21.43%
1B	Percentage of students who have sufficient access to standards-aligned instructional materials	100% SARC, 2023	100% SARC, 2024	100% SARC, 2025	100%	no change
1C	Percentage of school facilities maintained in good repair	100% SARC, 2023	100% SARC, 2024	100% SARC, 2025	100%	no change
5A	School Attendance Rate- the percentage of pupils attending school daily on average.	92% 2023-24 PowerSchool Student Information System Annual Report	86.85% 2024-25 PowerSchool Student Information System Annual Report	90.9% 2025-26 PowerSchool Student Information System Annual Report	85%	- 1.1%
5B	Percentage of students identified as chronically absent- pupils who are absent from school 10% or more for the total number of days that they are enrolled in school.	43.3% Fall 2023 Dashboard	31.8% Fall 2024 Dashboard	33.5% Fall 2025 Dashboard	33%	+ 9.8%
6A	Pupil suspension rate- the percentage of pupils who are suspended at	2.5% AA - 6.1%	0.9% AA - 0.9%	0.4% AA - 0%	<3%	-2.1% AA - 6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	least once during the academic year.	HI - 1.4% SED - 2.2% SWD - 3.4% EL- 2.3% Fall 2023 CA School Dashboard	HI - 0.8% SED - 1.2 % SWD - 0% EL- 0.7% Fall 2024 CA School Dashboard	HI - 0.3% SED - 0.4 % SWD - 0% EL- 0% Fall 2025 CA School Dashboard		HI: - 1.1% SED - 1.8% SWD - 3.4% EL: - 2.3%
6B	Pupil expulsion rate- the percentage of pupils who are expelled from the district during the academic year	0% Fall 2023 CA School Dashboard	0% Fall 2024 CA School Dashboard	0% Fall 2025 CA Dashboard	<1%	no change
6C	Percentage of students, and teachers who feel the school is safe based on survey results Percentage of students, parents and teachers who feel connected to school based on survey results	Feel School is Safe Students: 78% Teachers: 82% Feel Connected to School Students: 85% Parents: 85% Teachers. 86% 2023-24 MRA Survey	Feel School is Safe Students: 80% Teachers: 80% Feel Connected to School Students: 86% Parents: 84% Teachers. 82% 2024-25 MRA Survey	Feel School is Safe Students: 80% Teachers: 77% Feel Connected to School Students:86% Parents: 79% Teachers. 83% 2025-26 MRA Survey	Feel School is Safe Students: 80% Teachers: 85% Feel Connected to School Students: 80% Parents: 85% Teachers. 80%	Feel School is Safe Students: +2% Teachers: -5% Feel Connected to School Students:+1 % Parents: -6% Teachers. -3%
6C	Percentage of Parents who feel the school is safe based on survey results	91% local parent survey, Spring 2024	84% local parent survey, Spring 2025	79% local parent survey, Spring 2026	90%	-12%
8	The percentage of student grades K - 5	Reading ALL - 26.76%	Reading ALL - 24.95%	Reading ALL - 27.58%	Reading ALL - 15%	Reading ALL: +0.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more than one grade level below proficiency on Spring i-Ready assessment for Reading and Math.	AA - 23.53% HI - 27.91% SED - 27.98% SWD - 56.25% EL - 37.50% Math ALL - 27.59% AA - 22.35% HI - 28.49% SED - 29.36% SWD - 52.08% EL - 31.62% Spring 2024 i-Ready	AA - 19.77% HI - 25.89% SED - 24.03% SWD - 46.30% EL - 32.81% Math ALL - 27.10% AA - 23.26% HI - 27.38% SED - 27.18% SWD -55.56% EL - 34.38% Spring 2025 i-Ready	AA - 23.91% HI - 29.11% SED - 28.28% SWD - 61.22% EL - 46.43% Math ALL - 29.20% AA - 31.11% HI - 29.17% SED - 29.49% SWD - 61.70% EL - 42.86% Spring 2026 i-Ready	AA - 15% HI - 15% SED - 15% SWD - 15% EL - 15% Math ALL - 15% AA - 15% HI - 15% SED - 15% SWD - 15% EL - 15%	AA: +0.38% HI: +1.20% SED: +0.30% SWD: +4.97% EL: +8.93% Math ALL: +1.61% AA: +8.76% HI: +0.68% SED: +0.13% SWD: +9.62% EL: +11.24%
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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.

We fully implemented all actions.

The LEA implemented the planned actions for this goal by contracting for a tele-nursing services and hiring an in-person health technician to meet the physical health needs of all students, and to examine students as needed.
We retained our school clinician and counselor for student support.
We retained our tele-nurse, and in person health technician.
We use RCA and the Leader in Me to help with sense of belonging, and school pride.
We were fully staffed for all of special education needs.
We continued to use Clever- online virtual system where all students can access curriculum.
We had field trips for every grade level.
We reviewed and assessed our policies and overall structure to ensure we are meeting he needs of all students by meeting with a team lead for MTSS and UDL.

Success:
One of our most significant operational successes was being fully staffed in special education. This allowed for more consistent implementation of IEPs, timely assessments, and better service delivery for our students with disabilities.
Retaining our full-time school clinician and counselor ensured consistent access to mental health support for students, which was especially important as students navigated ongoing social and emotional needs. Additionally, continued implementation of RCA (Ron Clark Academy strategies) and Leader in Me contributed to stronger school pride and a greater sense of belonging, as observed in classroom climate and student surveys.

Challenges:
Time constraints for systemic work were evident. Although we initiated important work on MTSS and UDL alignment, competing priorities limited the time available for all staff to fully engage in training and implementation. This will remain a focus area moving forward as we deepen inclusive and tiered support practices.

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.

We have established that any difference of $50,000 +/- between the budgeted expenditure and the actual estimate would be considered a material difference.
All of the actions in Goal 2 were implemented and provided within the range set for material difference

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

Actions 2.1, 2.2, and 2.10 are designed to help with students sense of belonging, and interest in attending school. These actions resulted in a decline in our suspension rate by 2.1% (Metric 6A), 0% expulsions (Metric 6B), and 100% of students had access to standards-aligned curriculum (Metric 1B). There was an increase in our chronic absenteeism rate by 1.7% from last year, however it is still approximately 10% lower than our base, and the daily attendance rate was 90.9%, which is an increase of 4.05% from last year's data. (5A). Chronic Absenteeism has improved by 9.8%. Effective

Actions 2.5 - 2.10 , 2.12 - 2.14 are designed to ensure we had support for all students to be successful especially our our most vulnerable students and ensuring we are fulfilling our mandate to create an equitable learning environment. These actions resulted in 100% of our facilities in good repair (metric 1C), 100% of our students have access to standard aligned materials (Metric1B), 0.4% suspension (Metric 6A), and 0% pupil expulsion (6B).

Actions 2.3 and 2.4 are designed to help us align our systems with our practices resulting in 86% of students who feel a sense of belonging at school(Metric 6C), this exceeds our goal of 80%. Effective

Action 2.11 is designed to encourage students to comes to school - our attendance rate is 90.9% and our chronic absenteeism rate declined 9.8% (Metrics 5A&5B)

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.

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs. No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Based on input from educational partners, the LEA revised its chronic absenteeism and attendance rate targets to better reflect current conditions and realistic outcomes. Educational partners noted a significant shift in attendance patterns following the COVID-19 pandemic, including changes in priorities, increased frequency of student illness (particularly respiratory-related), and competing obligations such as medical appointments and family travel.

In response to this feedback, the LEA adjusted its chronic absenteeism target from 15% to a more attainable level aligned with current trends. Similarly, the overall attendance rate target was revised from 94% to 85%. These adjustments are intended to establish meaningful and achievable benchmarks while maintaining a strong commitment to improving student attendance.

The LEA will continue to implement strategies that promote the importance of regular school attendance and engage families in supporting consistent student participation.

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	Character Education Program	Character education program with all staff participating in recognizing students good character. Instructional materials will be purchased for staff, as needed. Teachers will provide instructional time for character education on a daily or weekly basis. Prizes for good character recognition will be given. "Brag Tags" will be used schoolwide, to recognize good student behavior/character within classroom or on the school grounds on an on-going monthly basis. Assemblies to support the Character program will be scheduled. Track instances of students referred for support. Analyze and respond to trends and data. Consider purchasing or developing for tracking behaviors	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Positive Behavior and Intervention System (PBIS)	Training for all staff members and implementation of framework to create a safe and effective learning environment for all students by establishing a positive school culture and individualized behavior supports. PBIS will focus on prevention over punishment, to improve outcomes for all students.	$70,000.00	No
2.3	Fidelity Integrity Assessment	Complete the FIA three times a year with administrative team. The FIA is used to discuss the school's performance and progress toward MTSS implementation as well as plan next steps as needed.	$0.00	No
2.4	Social Emotional Learning Data	Use SEL data collection system to provide feedback on student and staff well-being which will development of systems, services, and actions that support students' and staff's social-emotional wellbeing and development.	$0.00	No
2.5	Staffing and services for Special Education	Clinician, School Psychologist, Resource Specialist, Special Education Administrator, Paraprofessionals, and necessary contractors for required student services	$1,100,000.00	No
2.6	Student Awards, Incentives, and Recognition	Provide opportunities to acknowledge/reward student success in academics and extracurricular activities. Expenses for student incentive programs and events (i-Ready goals, attendance and behavior incentives)	$1,000.00	No
2.7	Conference Expenses	Teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Instructional Materials and Supplies	Consumable materials for classroom and school wide events/projects.	$150,000.00	No
2.10	Virtual Student management systems	Expenses for virtual platforms for digital learning and classroom management.	$14,000.00	No
2.11	Field Trips & Student Camps	Expenses for grade level field trips: transportation, admission fees, and supplies.	$10,000.00	Yes
2.12	School Nurse and Health Technician	Hire school Nurse and Health Technician to address the health needs of students, create medical plans as needed and train staff members as needed.	$150,000.00	No
2.13	Counseling & Therapy	Support students social and emotional well-being with individual, small group counseling and individual therapy.	$120,000.00	No
2.14	College Bound	Continue to support a school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.	$12,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	TEAM Charter staff members will develop meaningful partnerships with parents and the community to promote the academic achievement and well-being of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

TEAM understands the importance of partnering with parents and community partners for the success of all students. We want to involve parents in decision making and the community in activities to support the well-being of all students.

We developed Goal #3, "TEAM Charter staff members will continue to develop meaningful partnerships with parents and the community to promote the academic achievement and well-being of all students," to build on our current progress and further strengthen these vital relationships. Feedback from parents emphasized the need for increased parental involvement, more communication with teachers, and opportunities for family engagement, such as events and activities. Staff echoed these sentiments, highlighting the importance of community engagement and celebrating cultural diversity, which are crucial for fostering an inclusive and supportive school environment.

To maintain and increase progress, we will implement several strategies. Regular family engagement events, such as cultural nights, parent-child activities, and virtual meetings at convenient times, will ensure ongoing and active participation. We will also enhance communication channels between parents and teachers through regular updates, meetings, and collaborative platforms. By continuing professional development for staff on effective family and community engagement practices, we will ensure that these partnerships remain strong and focused on student success. These efforts will help sustain and deepen our connections with parents and the community, ultimately supporting the academic achievement and well-being of all students.

Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A 3B 3C	Parent Involvement Number of parent responses to the district LCAP Survey Self reflection on Parent and Family Engagement: Building Relationships (Question #4) Seeking Input for Decision Making (Question #9 and #11) Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Survey Responses: 28 2024 TEAM LCAP Survey Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making: 5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with	Survey Responses: 13 January 2025 Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2- way communication between families and educators using language that is understandable and accessible to families: 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making:	Survey Responses: 50 January 2026 Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2- way communication between families and educators using language that is understandable and accessible to families: 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making:	Survey Responses: 50 Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making	increased by 22 Q4 - no changes Q9 - no changes Q11 - increased by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Implementation (Local Indicator, Priority 3 Reflection Tool) Spring 2024	5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Implementation (Local Indicator, Priority 3 Reflection Tool) Spring 2025	5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5 - Full Implementation and Sustainability (Local Indicator, Priority 3 Reflection Tool) Spring 2026	5 - Full Implementation and Sustainability Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5 - Full Implementation and Sustainability	
3A Local	Percentage of seats filled on the Districtwide Parent Advisory Committee	100% 2023-2024 Participation	100% 2024-2025 Participation	100% 2025-2026 Participation	100%	no change

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.

We fully implemented actions

We employed a full time parent and community outreach position.
TEAM continued to use the ParentSquare communication system and PowerSchool student information system to communicate with parents regarding student progress and needs. TEAM will use our website and social media sites to keep parents informed of school events and updates

We Provided parent education opportunities to families in the areas of curriculum, technology, social-emotional well-being, and language development (EL) throughout the year at our Coffee with the Principal monthly gatherings, PTO meetings, Affinity group club meetings, and teacher- parent conferences. During parent-teacher conferences and in individual meetings we provided parents with information on how to best support their children and how to engage with the school as partners in education. We also provided translators, supplies, and other resources as needed for meetings, and individual family needs through our parent and community outreach coordinator.
TEAM also hosted Back to School Night, Open House, and 2 parent conferences.

We had an appreciation lunch for our parent volunteers. Parents were provided the opportunity to attend conferences this year - CABE regional conference, and 2025 Black Family Conference: The Power of Us.
While we continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism, we planned to have a formal training provided by an online company but due to time constraints we were not able to do it.

Successes:
Actions 3.3 and 3.4 were implemented by offering educational opportunities to parents. the following conferences and workshops were offered this year:
Emergency Food Bank Nutrition Education Program (9 weeks)
Parent Cafe (24 weeks)
Coffee with the Principal (monthly)
Parent Teacher Organization (monthly)
Parent Advisory Council (4 times)
Cultural Festivals in the community (monthly)
District English Learning Advisory Committee (bi-monthly)
Hispanic Heritage Club (monthly)
African American Parent Engagement Committee (monthly)
Parent Ambassadors Leadership group formed

Action 3.1 and 3.2 were implemented by:

All parent learning activities, school events, meetings and updates were sent to families through our 2-way communication system - ParentSquare. Teachers also communicate with parents via email, phone, and Class Dojo. Class Dojo is a schoolwide communication system as well.
Our full-time Parent and Community outreach coordinator uses ParentSquare, email, and phone calls to communicate with our parents and communities. She visits local events and connect with local organizations to help educate our parents on various topics.

Action 3.5 was implemented through targeted efforts by administrative staff to strengthen school climate and parent engagement. School administrators met with front office personnel to provide guidance on public relations strategies and fostering a welcoming and inclusive environment for all parents and visitors. As part of this effort, front office staff were also trained on the updated volunteer packet and equipped with the tools necessary to effectively assist parents interested in volunteering. Additionally, front office staff maintained regular communication with the central office to stay informed of current school policies and updates relevant to parents, visitors, and volunteers, ensuring consistent and accurate information is provided to all stakeholders. A training on customer service for all office staff was originally planned to be delivered via webinar as part of our efforts to improve school climate and stakeholder engagement. However, due to scheduling conflicts, we were unable to implement this component during the current cycle. We remain committed to providing this training in a future implementation period to support our goal of enhancing communication and service to students, families, and the broader school community. Our Senior Office Staff member provided training and coaching to support staff on front office etiquette, with a focus on professional communication, customer service, and creating a welcoming environment for students, families, and community members. This training helped strengthen staff capacity to deliver consistent, positive interactions and support a culture of professionalism and responsiveness in the school office.
Action 3.6 was implemented by students and staff celebrating parents with a Drive-up for Donuts during morning drop-off, and the school having a special recognition and celebration for parents at the end of year.

CHALLENGES:
While parent engagement increased significantly this year, we continue to work toward deeper involvement, particularly in developing parent leadership capacity within the school community. We also continue to focus on getting parents to attendance meetings.

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.

We have established that any difference of $50,000 +/- between the budgeted expenditure and the actual estimate would be considered a material difference. There are no actions that fall in that category:

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

Actions 3.1 - 3.6 resulted 100% in of seats filled on the Districtwide Parent Advisory Committee. (Metric 3A Local)

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.

No changes were made to the actions, as they remain aligned with the goal and target outcomes.
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.
No changes were made to expected outcomes, as current targets remain appropriate.

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	Parent and Community Outreach Coordinator	Parent and Community Outreach Coordinator will support the development of parent engagement activities, strategies, and events.	$90,000.00	No
3.2	Two-Way communication Systems	TEAM will continue to use Parent Square communication system and PowerSchool student information system to communicate with parents regarding student progress and needs. TEAM will use our website and social media sites to keep parents informed of school events and updates.	$5,000.00	No
3.3	Parental Engagement and Education	Provide parent education opportunities to families in the areas of curriculum, technology, social-emotional well-being, and language development (EL), through workshops/speakers who will provide parents with information on how to best support their children and how to engage with the school as partners in education. The school will also provide translators, supplies, and other resource as needed. TEAM will host Back to School Night, Open House, and 2 parent conferences.	$65,000.00	No
3.4	Conferences	Parents will attend conferences, workshops and training to increase knowledge and skills in engaging in their students' education and working with the school staff.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Office Staff Professional Development	Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.	$103,000.00	No
3.6	Parent Volunteer Appreciation	Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration.	$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,795,666	$211,131

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.954%	0.000%	$0.00	37.954%

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:** Core Services **Need:** Unduplicated student groups have a greater chance at proficiency in all subject areas if they have a highly qualified teacher. ELA CAASPP ALL - 21.09%	Unduplicated student groups have greater needs, and can benefit from a teacher who is fully credentialed because they are more adept at meeting the unduplicated students needs, which will improve student achievement and outcomes. This action will benefit all students.	4A:ELA , 4A: Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED - 21.68% EL - 2.9% Math CAASPP ALL - 10.55% SED - 10.83% EL - 5.8% **Scope:** LEA-wide		
1.2	**Action:** Curriculum Planning Days **Need:** Unduplicated student groups show a need to increase ELA and Math proficiency. ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% Math CAASPP ALL - 10.55% SED - 10.83% EL - 5.8% **Scope:** LEA-wide	Unduplicated students benefit from teachers who have more time to plan and properly prepare for their lessons. By using unit planning days for collaborative curriculum design and resource sharing, teachers can more effectively tailor their instruction to respond to the needs of unduplicated student groups. All students benefit from this action.	4A: Math, 4A: ELA,
1.3	**Action:** ELA small group instruction	This strategy will support teachers in maximizing instructional time so that all students will have an opportunity to access the curriculum at their level	4A: ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated student groups show a need to increase ELA proficiency. ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% **Scope:** LEA-wide	and excel. This strategy will help close the opportunity gap. EL, foster youth, and SED student groups benefit from more targeted instruction. All students can benefit from a structured classroom with targeted instruction.	
1.4	**Action:** Core and Supplement Curriculum; Program/license Subscriptions **Need:** Unduplicated student groups show a need to increase ELA and Math proficiency. Students will need access to standards-aligned curriculum to aide in their learning for this year. We need to provide curriculum that will aide students in accessing the knowledge they will need in order to become proficient or exceed the proficiency level at their grade level. ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% Math CAASPP ALL - 10.55% SED - 10.83%	Unduplicated students benefit when they have access to standards-aligned curriculum to aide in their learning there is an increase in their achievement and outcomes. All students will benefit form this action.	4A: Math, 4A: ELA,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL - 5.8% **Scope:** LEA-wide		
1.7	**Action:** Coaching and support for administrators **Need:** Unduplicated student groups show a need for increased support from school administrators to effectively address academic challenges. ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% Math CAASPP ALL - 10.55% SED - 10.83% EL - 5.8% **Scope:** LEA-wide	Unduplicated students achieve at higher rates when principals are the instructional leaders of the school. As such, their success directly impacts the academic success of students. All students can benefit from a strong instructional leader.	4A:ELA, 4A:Math,
1.8	**Action:** Writing Curriculum **Need:** Unduplicated student groups show a need to increase proficiency in writing across grade levels.	Incorporating a structured writing curriculum will help unduplicated students develop stronger writing skills, which are essential for academic success in all subject areas. Training for teachers will ensure effective implementation. This action benefits all students.	4A: ELA,

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
	ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% **Scope:** LEA-wide		
1.9	**Action:** Professional Development **Need:** Unduplicated student groups show a need to increase ELA and Math proficiency. Teachers and instructional aides need ongoing professional development to implement effective instructional strategies that address identified student needs. ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% Math CAASPP ALL - 10.55% SED - 10.83% EL - 5.8% **Scope:** LEA-wide	Unduplicated students will benefit from..... Professional development in Mathematics and English Language Arts tailored to identified needs will equip teachers and aides with the skills to support student achievement. This action addresses the specific instructional needs of unduplicated student groups. All students benefit from teachers who are well-trained and equipped with effective instructional strategies.	4A: Math, 4A: ELA

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
1.11	**Action:** Paraprofessionals and Instructional Aides **Need:** Unduplicated student groups show a need to increase ELA and Math proficiency. Classrooms need additional support to provide targeted instruction and meet diverse student needs. ELA CAASPP ALL - 21.09% SED - 21.68% EL - 2.9% Math CAASPP ALL - 10.55% SED - 10.83% EL - 5.8% **Scope:** LEA-wide	Hiring paraprofessionals and instructional aides provides additional instructional support for unduplicated students allowing teachers to better address the students' individual needs. All students benefit from this action.	4A: Math, 4A: ELA
2.11	**Action:** Field Trips & Student Camps **Need:** Chronic Absenteeism - 33.5% Attendance Rate - 90.9% **Scope:** LEA-wide	Field trips are an opportunity for EL, foster youth, and students from low socio-economic backgrounds to enhance their social skills while having a impact on their academic development. Offering field trips can help reduce chronic absenteeism by increasing student engagement, motivation, and connection to school. Field trips provide hands-on, real-world learning experiences that make education more exciting and meaningful. When students know that fun, enriching opportunities are part of the school	5A, 5B

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
		experience, they are more likely to feel invested in attending regularly. All students will benefit from this action.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Services **Need:** Need to increase EL proficiency. Progress: 41.2% Maintain level 4: 0% Maintain lower level: 44.3% Decrease: 14.4% Reclassification: 15% **Scope:** Limited to Unduplicated Student Group(s)	Teachers will lead designated ELD groups in addition to classroom instruction to meet the needs of all levels of EL students. The professional development will prepare teachers to meet the unique needs of English Learners. This will better prepare students for academic growth.	4E, 4F

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

N/A

Additional Concentration Grant Funding

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

The additional funding will allow us to fully implement the small group reading rotation and in-class intervention. We have nine instructional aides
who provide ongoing intervention services for students. (Actions 1.3, and 1.11)
The instructional aides will service students during the school day and offer tutoring after school. (1.11)

TEAM is a single school LEA, therefore a Staff-to Student ratio is not applicable.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,731,224	1,795,666	37.954%	0.000%	37.954%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,695,224.00	$298,769.53	$0.00	$0.00	$4,993,993.53	$3,788,769.53	$1,205,224.00

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	Core Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,300,000.00	$0.00	$1,300,000.00				$1,300,000.00	
1	1.2	Curriculum Planning Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	ELA small group instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.4	Core and Supplement Curriculum; Program/license Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$300,000.00	$300,000.00				$300,000.00	
1	1.5	School Technology (Student devices, Classroom, Teacher, Office & Campus)	All	No			All Schools	Ongoing	$60,000.00	$30,000.00	$90,000.00				$90,000.00	
1	1.6	English Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$90,000.00	$6,000.00	$96,000.00				$96,000.00	
1	1.7	Coaching and support for administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

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	1.8	Writing Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.9	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.10	Continuum of Services for Specialized Education	Students with Disabilities	No			All Schools	Ongoing	$523,334.00	$360,724.00	$884,058.00				$884,058.00	
1	1.11	Paraprofessionals and Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$61,666.00	$0.00	$61,666.00				$61,666.00	
1	1.12	Instructional Coach/Consultant	All	No			All Schools	2025-2028	$230,000.00	$0.00		$230,000.00			$230,000.00	
1	1.13	Release Time for Professional Development	All	No			All Schools	2025-2028	$68,769.53	$0.00		$68,769.53			$68,769.53	
2	2.1	Character Education Program	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.2	Positive Behavior and Intervention System (PBIS)	All	No			All Schools	Ongoing	$65,000.00	$5,000.00	$70,000.00				$70,000.00	
2	2.3	Fidelity Integrity Assessment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Social Emotional Learning Data	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Staffing and services for Special Education	Students with Disabilities	No			All Schools	Ongoing	$900,000.00	$200,000.00	$1,100,000.00				$1,100,000.00	
2	2.6	Student Awards, Incentives, and Recognition	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.7	Conference Expenses	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Instructional Materials and Supplies	All	No			All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.10	Virtual Student management systems	All	No			All Schools	Ongoing	$10,000.00	$4,000.00	$14,000.00				$14,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Field Trips & Student Camps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.12	School Nurse and Health Technician	All	No			All Schools	Ongoing	$150,000.00	$0.00	$150,000.00				$150,000.00	
2	2.13	Counseling & Therapy	All	No			All Schools	Ongoing	$100,000.00	$20,000.00	$120,000.00				$120,000.00	
2	2.14	College Bound	All	No			All Schools	Ongoing	$0.00	$12,500.00	$12,500.00				$12,500.00	
3	3.1	Parent and Community Outreach Coordinator	All	No			All Schools	Ongoing	$80,000.00	$10,000.00	$90,000.00				$90,000.00	
3	3.2	Two-Way communication Systems	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Parental Engagement and Education	All	No			All Schools	Ongoing	$50,000.00	$15,000.00	$65,000.00				$65,000.00	
3	3.4	Conferences	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.5	Office Staff Professional Development	All	No			All Schools	Ongoing	$100,000.00	$3,000.00	$103,000.00				$103,000.00	
3	3.6	Parent Volunteer Appreciation	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

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
4,731,224	1,795,666	37.954%	0.000%	37.954%	$1,795,666.00	0.000%	37.954 %	**Total:**	$1,795,666.00
								LEA-wide Total:	$1,699,666.00
								Limited Total:	$96,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Core Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,300,000.00	
1	**1.2**	Curriculum Planning Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.3**	ELA small group instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	**1.4**	Core and Supplement Curriculum; Program/license Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
1	**1.6**	English Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$96,000.00	
1	**1.7**	Coaching and support for administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Writing Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.9	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.11	Paraprofessionals and Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,666.00	
2	2.11	Field Trips & Student Camps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,142,269.53	$4,157,200.00

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**	Core Services	Yes	$1,500,000.00	1500000
1	**1.2**	Curriculum Planning Days	Yes	$2,000.00	8000
1	**1.3**	ELA small group instruction	Yes	$25,000.00	20000
1	**1.4**	Core and Supplement Curriculum; Program/license Subscriptions	Yes	$100,000.00	130000
1	**1.5**	School Technology (Student devices, Classroom, Teacher, Office & Campus)	No	$70,000.00	70000
1	**1.6**	English Learner Services	Yes	$96,000.00	96000
1	**1.7**	Coaching and support for administrators	Yes	$10,000.00	20000
1	**1.8**	Writing Curriculum	Yes	$3,000.00	3000
1	**1.9**	Professional Development	Yes	$10,000.00	10000
1	**1.10**	Continuum of Services for Specialized Education	No	$500,000.00	500000

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	1.11	Paraprofessionals and Instructional Aides	Yes	$150,000.00	150000
1	1.12	Instructional Coach/Consultant	No	$191,000.00	191000
1	1.13	Release Time for Professional Development	No	$68,769.53	68700.00
2	2.1	Character Education Program	No	$30,000.00	30000
2	2.2	Positive Behavior and Intervention System (PBIS)	No	$10,000.00	10000
2	2.3	Fidelity Integrity Assessment	No	$0.00	
2	2.4	Social Emotional Learning Data	No	$0.00	
2	2.5	Staffing and services for Special Education	No	$800,000.00	800000
2	2.6	Student Awards, Incentives, and Recognition	No	$10,000.00	10000
2	2.7	Conference Expenses	No	$40,000.00	40000
2	2.9	Instructional Materials and Supplies	No	$90,000.00	90000
2	2.10	Virtual Student management systems	No	$40,000.00	40000
2	2.11	Field Trips & Student Camps	Yes	$70,000.00	44000

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	**2.12**	School Nurse and Health Technician	No	$100,000.00	100000
2	**2.13**	Counseling & Therapy	No	$100,000.00	100000
2	**2.14**	College Bound	No	$2,500.00	2500.00
3	**3.1**	Parent and Community Outreach Coordinator	No	$90,000.00	90000
3	**3.2**	Two-Way communication Systems	No	$5,000.00	5000
3	**3.3**	Parental Engagement and Education	No	$15,000.00	15000
3	**3.4**	Conferences	No	$10,000.00	10000
3	**3.5**	Office Staff Professional Development	No	$3,000.00	3000
3	**3.6**	Parent Volunteer Appreciation	No	$1,000.00	1000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,615,517	$1,966,000.00	$1,981,000.00	($15,000.00)	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	Core Services	Yes	$1,500,000.00	1500000		
1	1.2	Curriculum Planning Days	Yes	$2,000.00	8000		
1	1.3	ELA small group instruction	Yes	$25,000.00	20000		
1	1.4	Core and Supplement Curriculum; Program/license Subscriptions	Yes	$100,000.00	130000		
1	1.6	English Learner Services	Yes	$96,000.00	96000		
1	1.7	Coaching and support for administrators	Yes	$10,000.00	20000		
1	1.8	Writing Curriculum	Yes	$3,000.00	3000		
1	1.9	Professional Development	Yes	$10,000.00	10000		
1	1.11	Paraprofessionals and Instructional Aides	Yes	$150,000.00	150000		
2	2.11	Field Trips & Student Camps	Yes	$70,000.00	44,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,441,494.00	$1,615,517	0	36.373%	$1,981,000.00	0.000%	44.602%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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