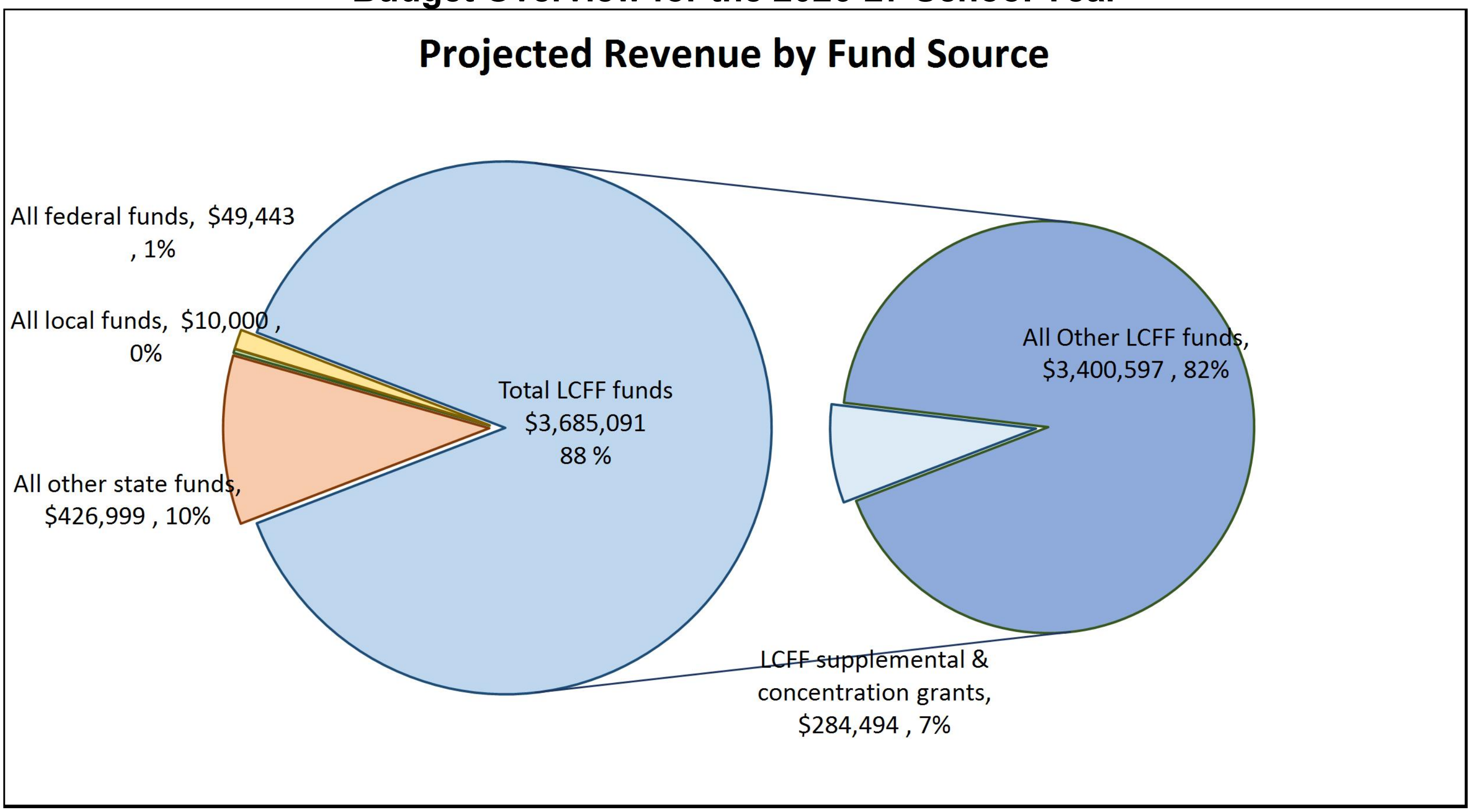
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Architecture, Construction & Engineering Charter High School (ACE)
CDS Code: 56725460120634
School Year: 2026-27
LEA contact information:
John Middleton
Principal
john.middleton@acecharterhigh.org
805-437-1410

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

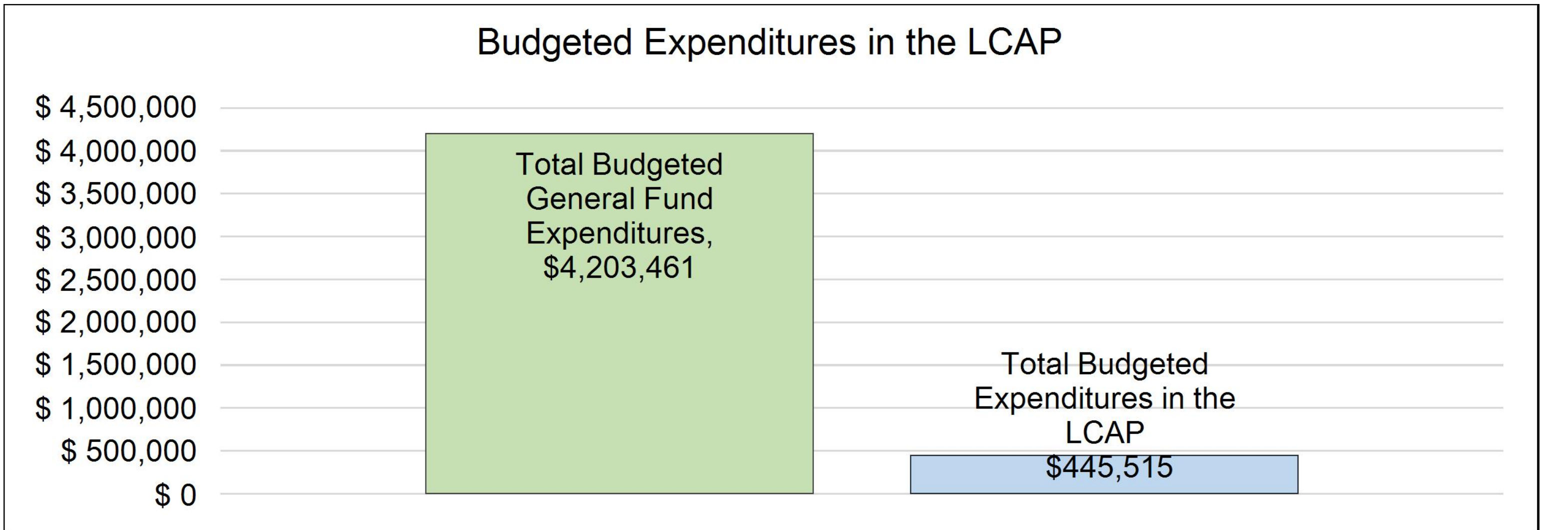


This chart shows the total general purpose revenue Architecture, Construction & Engineering Charter High School (ACE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Architecture, Construction & Engineering Charter High School (ACE) is $4,171,533, of which $3,685,091 is Local Control Funding Formula (LCFF), $426,999 is other state funds, $10,000 is local funds, and $49,443 is federal funds. Of the $3,685,091 in LCFF Funds, $284,494 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Architecture, Construction & Engineering Charter High School (ACE) 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: Architecture, Construction & Engineering Charter High School (ACE) plans to spend $4,203,461 for the 2026-27 school year. Of that amount, $445,515 is tied to actions/services in the LCAP and $3,757,946 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

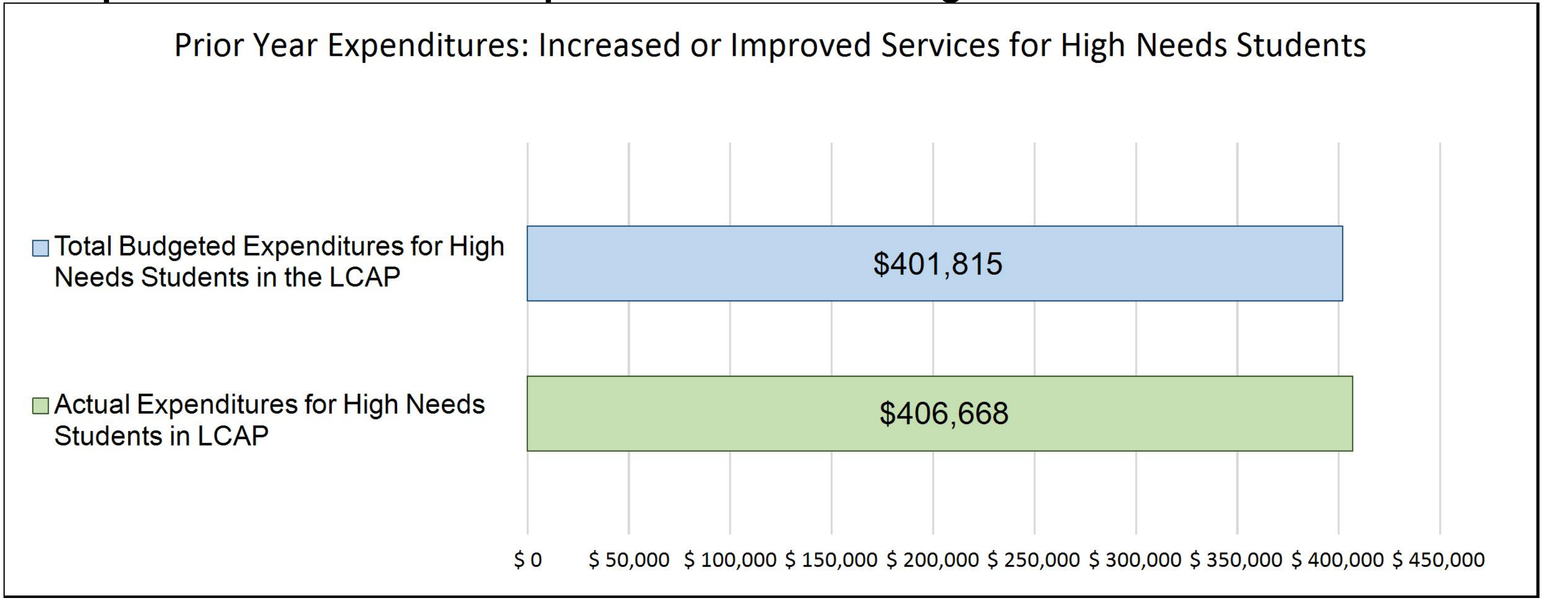
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services

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

In 2026-27, Architecture, Construction & Engineering Charter High School (ACE) is projecting it will receive $284,494 based on the enrollment of Foster Youth, English learner, and low-income students. Architecture, Construction & Engineering Charter High School (ACE) must describe how it intends to increase or improve services for high needs students in the LCAP. Architecture, Construction & Engineering Charter High School (ACE) plans to spend $399,490 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 Architecture, Construction & Engineering Charter High School (ACE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Architecture, Construction & Engineering Charter High School (ACE) 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, Architecture, Construction & Engineering Charter High School (ACE)'s LCAP budgeted $401,815 for planned actions to increase or improve services for high needs students. Architecture, Construction & Engineering Charter High School (ACE) actually spent $406,668 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Architecture, Construction & Engineering Charter High School (ACE)	John Middleton Principal	john.middleton@acecharterhigh.org 805-437-1410

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.

2025/2026 school year marked Architecture, Construction, and Engineering (ACE) Charter High School's 16th year of operations. As a single-school LEA and the only traditional day (classroom-based) public charter high school in Ventura County, ACE provides an inclusive and safe school environment for students seeking a 4-year high school experience infused with specialized career technical education.

Our Mission & Vision

Mission: To provide a scientific, technical, analytical, and liberal arts-based high school experience from a contextually global mindset and through progressive and collaborative teaching practices.

Vision: Inventing the future while honoring the past since 2010.

Academic Pathways & IB Integration
ACE features 4 major pathways—Construction, Engineering, Architecture, and Computer Science—each structured as a 4-year sequence of classes. ACE is proud to be authorized as an International Baccalaureate Career-related Studies Programme, making it the first in California and the second in the United States to earn this recognition. We offer 5 IB Diploma courses integrated into a core curriculum of Math, Science, Social Science, and Spanish.

2025/2026 General Information:

ACE currently has 280 students enrolled, and employs 13 full-time teachers, 2 administrative assistants, 4 campus supervisors, 1 guidance counselor, and 1 principal. ACE works in conjunction with its authorizer, the Oxnard Union High School District, to provide special education services, which equal 2.5 full-time teachers and 3 full-time paraprofessionals.

ACE's last reported (2024/2025) student population from the CA School's Dashboard notes that the student demographics breakdown consisted of 70.3% Hispanic, 18% White, 5.3% two or more races, 1.9% Filipino, 2.3% Black/African American, 1.1% American Indian, and the remaining are spread over several demographic groups. ACE has 40.6% of our student population eligible for Free/Reduced-price foods, 12% are EL students, and 19.5% are special education students.

Staffing & Partnerships
To support our vision, ACE employs 13 full-time teachers, 1 principal, 1 guidance counselor, 4 campus supervisors, and 2 administrative assistants. In conjunction with our authorizer, the Oxnard Union High School District, we provide dedicated special education services utilizing 2.5 full-time teachers and 3 full-time paraprofessionals. ACE is an independent public charter school whose teachers are represented by the Oxnard Federation of Teachers, Local 1273, and whose parents are active members of the Ventura County PTA.

Reflections: Annual Performance

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

Enrollment

ACE Students represent diverse communities, histories, experiences, and ethnicities. The school’s 2024/2025 California Dashboard Data shows that the school has 266 students, 40.6% of whom are socioeconomically disadvantaged. ACE students come from several feeder K-8 districts across the greater Oxnard area. As nearly 90% of the school students are from Oxnard Union High School District schools, ACE’s students come mainly from the Rio School District, Ocean View School District, Oxnard Elementary School District, Hueneme School District, and the Pleasant Valley School District.

CTE Indicators

The focus of ACE Charter High School’s program is Career and Technical Education. Beginning in 2019/2020, ACE’s program established a 4-year course sequence based on 4 CTE pathways. Additionally, with this program shift, ACE moved from allowing students to take different pathways in their junior and senior years to requiring them to select a pathway at the beginning of their junior year. This has allowed ACE to increase its CTE completion rate across the 3-year span required by the CDE. According to the State School Dashboard, 39%% of ACE Students are listed as prepared on the College and Career Readiness Indicator, and 27.1% are listed as Approaching Prepared. cass

A-G Completion Rate

ACE has focused on developing a universal A-G program since 2015. This began with a focus on writing and approving courses on UC Doorways. The next step in the process was to build out, over several years, a master course sequence around A-G level work. With the adoption of the IBCP in 2018, ACE added additional courses across a program-wide model. This allowed ACE to further stress the importance of A-G completion for every student. As a small school, course sequence changes and their effects on A-G completion rates play out over several years. Since 2019/2020, ACE has had essentially the same master schedule sequence. The data indicate that, out of ACE's graduating class of 53, 15 students completed and passed the coursework required to be fully A-G approved. As all ACE students travel through a course sequence from 9th to 12th grade that allows them to complete A-G certification, this data shows that 6 students missed certification by one class, and an additional 6 by two classes. This could mean that those students earned a D in one or both courses. If that is correct, ACE could improve its students' success rate by 12 students by better assisting D/C students before the end of a semester. Additionally, because ACE receives a number of transfer students annually, this data could indicate that a student took the wrong courses before attending ACE. Beginning in 2021/22, ACE implemented a career plan for every student that includes annual tracking of A-G completion. With this tool, ACE hopes to better address these gaps in knowledge and student performance.

Summative ELA, Math, and Science Data

ACE students have demonstrated a 32.26% standard met-or-exceeded score on the ELA CAASPP exam in 2025. This data, when looked at over the last 8 testing years, shows a 10% decline from the historical mean average of around 50% of ACE students scoring at or above standard. ACE Students had one subgroup, Hispanic students, who scored in the "red" category, 69.9 points below the standard.

The Math data, compared with ELA results, show that ACE's students continue to struggle to meet standards. This is the historical trendline for the school post-pandemic. ACE went from 12% at met or exceeded standard in 2016/17 to 28% in 2018/19. The last six testing cycles demonstrate the totality of the drop in math from where ACE students were to where they are now. The 2025 results show only 11.29% met the standard. ACE Students, again, had one subgroup, Hispanic students, that scored in the red category. Overall, ACE students' performance was nearly 135.6 points below standard. ACE is committed to addressing our students' performance gaps in math. Several LCAP goals are written to address these challenges.

Analyzing the mean scale score allows ACE to monitor student success across the percentiles. The sum of the scale scores divided by the number of students tested demonstrates that ACE students to have achieved the following in 2025:

ACE students performed on the ELA CAASPP assessment in 2025 at the following rate:
ACE students scored at a mean scale score of 2515.7; with 32% scoring at standard nearly met and above.
ACE students performed on the Math CAASPP assessment in 2025 at the following rate:
ACE students scored at a mean scale score of 2492.9; with 11% scoring at standard nearly met and above.
Historically, these results demonstrate that ACE's students are performing at similar levels to prior ACE classes across the last six years.

ACE students are not zoned-schooled like OUHSD students are. Additionally, as a Career and Technical Education (CTE) & Project-Based Learning (PBL) school, ACE's program offers a unique approach to education within Ventura County. Therefore, a general comparison with other OUHSD schools should be taken in the context of the types of programs offered at each school.

With the addition of NGSS, ACE has implemented the CAST State Science exam, with last year's assessment being the third full year of assessment in a post-COVID environment. The exam was also administered to all 10th-grade students, along with any 11th or 12th-grade transfers, as ACE has made the choice to place the testing year of the exam at the conclusion of the 10th-grade year (the end of Integrated

Science 2), after which, ACE students have not been required to take a third year of science. This changed in the 25/26 testing cycle year, when ACE added a required third year of science. In 2025, ACE students scored at a mean scale score of 590.4; with 10% scoring at standard or above, and 60% scoring standard nearly met. It is important to note that these results are primarily from 10th-grade students. The mean scale score is rated as Standard Nearly Met.

Graduation Rate

ACE’s students recorded a graduation rate of 84.7% in 2024/25, a 0.1% maintained from the prior year. ACE has one student subgroup in the green: Socioeconomically disadvantaged. As a school of choice, ACE's graduation rate is largely affected by student movement between schools.

Suspension Rate

In 2025, the suspension rate is a cause for celebration for the school in its data reporting. ACE noted a 6.8% decline from the prior year, with only 5.1% of students suspended at least one day, leaving the school with an overall score of green.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA, as the school does not receive comprehensive support and improvement money

Support for Identified Schools

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

NA, as the school does not receive comprehensive support and improvement money

Monitoring and Evaluating Effectiveness

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

NA, as the school does not receive comprehensive support and improvement money

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
Teachers	Local Survey Data, staff meetings, and OFTSE weekly meetings
Administrators	Local Survey Data, staff meetings, and weekly office meetings
Parents	Local Survey Data, Coffee with Administration, PTA Meetings, school-based communication, and other informal means
Students	Local Survey Data, school leadership council, principal outreach, student teacher survey data, school-based communication, and other informal means.
ACE Board	ACE Board Meetings
Other School Personnel	Local Survey Data, staff meetings, and weekly office meetings

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

Recap of Process

ACE Charter High School worked closely with educational partner groups throughout the 2024/205 school year.

Throughout the 2025/2026 LCAP cycle, ACE worked with all LCAP educational partners. ACE created a survey for parents, students, staff, and educational partners (local bargaining unit OFTSE, OUHSD and VCOE Special Education Department, county service agencies, such as the American Indian Educational Consortium and City Impact and families representing English Language Learners at the school, to take part in and provide feedback on academics, safety, and attendance. This information was collected from school educational partners (students, staff, and parents) in the Winter of 2025, which is the basis for our progress monitoring team. Additionally, ACE engaged with educational partners to evaluate data from the last four school years, and determine areas for focus as they related to the needs of at-promise students -- English Language Learners, Special Education Students, Foster Youth, Low Income, and other categories.

ACE worked with district and county administrators, the teacher's local bargaining unit (OFTSE), and other educational professionals to ensure that the school's actions are relevant, compliant, and directly aligned to the needs across the school.

ACE Charter worked closely in 2025/2026 with its authorizing district, the Oxnard Union High School District and Ventura County SELPA, to address the needs of special education students across the school.

ACE Charter Administration worked throughout the 2025/2026 school year with the Ventura County Office of Education to support its foster youth and homeless population of students.

ACE met with the Ventura County SLEPA to address the needs of its special education students several times, including in February and March of 2026. This includes training for staff by the SELPA in April 2026.

ACE Charter Administration worked with the American Indian Education Consortium to support its American Indian population.

To achieve this outreach, ACE has focused much of its outreach via educational partner surveys throughout the 2025/2026 school year, conducted annually, ACE conducted this survey in the winter of 2025.

ACE Charter administration also met with both Spanish-speaking parents and English-speaking parents monthly during the entire 2025-26 school year, during these meetings, the school established a clear line of communication with the ACE families, disseminated regular information, and heard concerns and areas for revision or improvement.

In 2025/26, ACE's PTA contributions were received twice during the fall and winter meetings.

Student, staff, and parent survey was conducted via a biannual climate survey.

Those questions included, but not limited to:

Question: Students graduate from ACE are college and or career ready?
Question: How much does the school care about diversity of student's backgrounds?
Question: School projects at ACE are motivating to students?
Question: How helpful is the school environment to student learning at ACE?
Question: ACE Charter High School students have access to technology tools that are helpful in learning?
Question: ACE Charter High School students are provided with social and emotional
care?

Monthly board meetings are scheduled annually and include engagement related to the LCAP process, such as the February 2026 Mid-year review and ACE's board governance conference in November of 2025, as well as the public presentation of the LCAP in May 2026.

Public hearings were conducted on 05/14/2026 as part of the adoption of the 2026/2027 LCAP. The director of the charter school, Mr. John Middleton, received questions from the audience, and he included suggestions in the final draft of the LCAP prior to the June adoption.

Public board adoption date of the 2026/2027 LCAP is scheduled for June 17, 2026.

Influence of Educational Partners

Throughout the LCAP process, various educational partners have influenced the development of the school's three goals through survey results and/or direct feedback. This includes the suggestions by parents and the teaching staff for a focus on climate and conditions for learning, such as staff training and student socioemotional support or the ACE's Boards focus on student performance via State Summative Assessment results. ACE followed a collaborative process for goal creation and its goals are reflective of that.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Engagement Goal Goal 1: By the end of the 3-year (2024/2025, 2025/2026, and 2026/2027) LCAP Cycle, ACE will increase academic engagement for all of its students across its programs of study. ACE will increase student engagement to enhance graduation rates, reduce absenteeism, boost school program participation, and elevate course completion rates by students. To achieve this, ACE will work toward the following objectives: Objective 1: Implement targeted interventions and support systems to decrease absenteeism by students across each of the three academic years (2024/2025, 2025/2026, and 2026/2027), as evidenced by daily attendance rates and reports. Objective 2: Enhance student IBCP program participation and Work Base Learning by promoting the academic programs and the school's CTE pathways. The goal is to increase participation rates by the end of each academic year, as measured by student sign-up. Objective 3: Develop a comprehensive outreach plan to support disengaged students, providing resources and opportunities tailored to their interests and needs. The goal is to increase graduation rates each year across all student subgroups, as indicated by graduation statistics and tracking. ACE will specifically target on-time graduation status by at-promise students beginning at the end of each grade level, starting with the 9th-grade students. Objective 4: ACE will improve school-based data collection and student completion procedures to accurately monitor student success metrics, such as A-G Completion Rates and College and Career Readiness indicators, ensuring reliable and timely reporting for informed decision-making by the school, leading to a 100% completion rate by the end of the academic year on the ACE Student Career Plan and as evidenced by complete and updated student records.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal One serves as a measurement of the more qualitative aspects of student performance. To address the needs of ACE students, with a specific focus on student engagement, ACE has attempted to provide students with access to work-based learning and increased program participation rates, such as participation in the school's IBCP. Additionally, ACE has noticed increased student absenteeism rates across the board. To address these concerns, ACE will fund targeted interventions to address those students through various reengagement strategies written into Goal One. ACE hopes to increase access to school-related activities as well as academic programs through better student engagement. Goal One is a broad goal around all of the school's demographic groups.

Monitoring and Evaluation: Throughout the 3-year LCAP cycle from 2024/2025 to 2026/2027, ACE will employ a robust system of monitoring and evaluation to track progress towards achieving Goal 1. ACE will regularly review graduation rates to determine if a positive trend indicates increased academic engagement and successful progression toward completing high school. Monitor quarterly absenteeism rates to identify any changes and implement targeted interventions to address factors contributing to student disengagement. Track participation rates in extracurricular activities, clubs, and academic support programs to gauge student involvement and interest in school-related activities outside of core academics. Analyze course completion data to assess whether students successfully complete required coursework and advance academically. In addition to quantitative data, qualitative feedback will be collected from students, parents, teachers, and staff through surveys, focus groups, and individual interviews to gain insights into the quality of engagement and identify areas for improvement. Evaluation will occur annually at the end of each academic year to review progress toward meeting the established targets and milestones. Data will be disaggregated by student demographics (e.g., race/ethnicity, socioeconomic status, English language proficiency) to ensure equitable outcomes for all student groups.

Based on the findings from the monitoring and evaluation process, adjustments to strategies and interventions will be made as necessary to optimize student engagement and enhance overall academic success. The ultimate goal is to create a learning environment where all students are actively engaged, motivated, and empowered to achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Daily Attendance Rates (ADA) average each month	Total ADA Rate Percentage By Student and By Student Group School-wide ADA Rate: 90.55%	As of 05/01/2025 Total ADA Rate Percentage By	As of 06/01/2026 Total ADA Rate Percentage By	To achieve a 94% overall ADA Rate across the total student population, with an equal	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th Grade: 91.90 10th Grade: 88.61 11th Grade: 89.84 12th Grade: 91.40 By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: Hispanic:	Student and By Student Group School-wide ADA Rate: 92.99% 9th Grade: 94.13 10th Grade: 92.26 11th Grade: 93.03 12th Grade: 92.27 By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: Hispanic:	Student and By Student Group School-wide ADA Rate: % 9th Grade: 10th Grade: 11th Grade: 12th Grade: By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: Hispanic:	growth across the 3 year cycle within key student subgroups: socioeconomic disadvantaged, SPED, and Hispanic. ACE aims to achieve a grade level ADA increase of 10% across all 4 grades annually, for a total of 30% across 3 years.	
1.2	Student Absenteeism Rate	Total Percentage of Students Labeled Absentee or At-Risk: 14% By Subgroup of total number labeled absentee (43 students): Socioeconomic Disadvantaged: To be updated later SPED: 11% Hispanic: 90%	2024/2025 School Year Information as of 05/01/2025 Total Percentage of Students Labeled Absentee or At-Risk: 18% By Subgroup of total number labeled Chronic Absentee (39 students or 13% of total student): Socioeconomic Disadvantaged: To be updated later SPED: 13%	2025/2026 School Year Information as of 06/01/2026 Total Percentage of Students Labeled Absentee or At-Risk: 18% By Subgroup of total number labeled Chronic Absentee (39 students or 13% of total student): Socioeconomic Disadvantaged: To be updated later SPED: 13%	To achieve a 10% reduction in students who are labeled as absentee, with a specific focus on students who are absent 10 or more days per-semester. ACE will achieve an equal decrease across the 3 year cycle within key student subgroups: socioeconomic disadvantaged, SPED, and Hispanic.	
1.3	Student Work based Learning participation rate	Total Student Participation Rate in the 11th and 12th Grade:	Total Student Participation Rate in the 11th and	Total Student Participation Rate	ACE will achieve a 75% work-based learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline data to be added during the 2024/2025 school year as this is a new program for the school. Total Pathway Participation (Class of 2024): Architecture: 12 Construction: 20 Engineering: 11 Computer Programming: 6	12th Grade: Baseline data to be added during the 2024/2025 school year as this is a new program for the school. Total Pathway Participation (Class of 2025): Architecture: 7 Construction: 26 Engineering: 8 Computer Programming: 8	in the 11th and 12th Grade. Total Pathway Participation (Class of 2026 & Class of 2027): Architecture: 7 Construction: 26 Engineering: 8 Computer Programming: 8	participation rate across its 12th grade class by the end of the 3 year cycle.	
1.4	Student IBCP Participation Rate	IBCP Student Participation Rate in the 11th and 12th Grade Total Student (Class of 2024 and Class of 2025): 11th Grade: 100% 12th Grade: 100%	IBCP Student Participation Rate in the 11th and 12th Grade Total Student (Class of 2024 and Class of 2025): 11th Grade: 100% 12th Grade: 100%	IBCP Student Participation Rate in the 11th and 12th Grade Total Student (Class of 2026 and Class of 2027): 11th Grade: 100% 12th Grade: 100%	ACE will achieve a 30% increase in total student IBCP participation rates across the entire scope of the program. This includes specific student participation rate increases across at-promise student populations.	
1.5	Student IBCP Certificate Rate	IBCP Student Success Rate Across the Full Certificate Total Student: 12th Grade Eligible for Certificate: 31 Students at 56% of total 12th grade (Class of 2024)	IBCP Student Success Rate Across the Full Certificate Total Student: 12th Grade Eligible for Certificate: 32 Students at 70% of	IBCP Student Success Rate Across the Full Certificate Total Student: 12th Grade Eligible for Certificate: 32 Students at 70% of	ACE will achieve a 20% total increase in student success across the full scope of the IBCP.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: Hispanic:	total 12th grade (Class of 2025) By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: 3 Hispanic: 20 Black/African American: 1 White: 9 Filipino: 2	total 12th grade (Class of 2026) By subgroup to be updated and reported later for: Socioeconomic Disadvantaged: SPED: 3 Hispanic: 20 Black/African American: 1 White: 9 Filipino: 2		
1.6	Student Graduation Rate	Total 12th Grade Graduation Rate: 5 Year Graduation Rate: 88.4 (2023 Dashboard Data) Socioeconomic Disadvantaged: 87.8% SPED: 100% Hispanic: 87.2%	Total 12th Grade Graduation Rate: 5 Year Graduation Rate: 84.6 (2024 Dashboard Data) Socioeconomic Disadvantaged: 94.3% SPED: 100% Hispanic: 94.3%	Total 12th Grade Graduation Rate: 5 Year Graduation Rate: 84.7 (2025 Dashboard Data) Socioeconomic Disadvantaged: 93.8% SPED: 100% Hispanic: 89.7%	To achieve a 5 Year Graduation Rate of 95%, with equal growth across the 3 year cycle within key student subgroups: socioeconomic disadvantaged, SPED, and Hispanic.	
1.7	Annual On-track Rate, across 9th, 10th, and 11th grades	Data to be added and updated during the 2024/2025 School Year as this is a new monitoring report for the school. Total Percentage of Students Labeled As On-Track to Graduate 9th Grade: 10th Grade:	2024/2025 School Year Information as of 05/01/2025 Total Percentage of Students Labeled As On-Track to Graduate 9th Grade: 52 of 81 (39%) 10th Grade: 55 of 78 (70%)	2024/2025 School Year Information as of 06/01/2026 Total Percentage of Students Labeled As On-Track to Graduate 9th Grade: 52 of 81 (39%) 10th Grade: 55 of 78 (70%)	10% annual increase across each lower grade (9th, 10th, and 11th), for a total of 100% by the 12th grade year labeled as on-track to graduate. This includes an equal percentage of growth across key	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th Grade: 12th Grade: By Subgroup Socioeconomic Disadvantaged: SPED: Hispanic:	11th Grade: 40 of 58 (68%) 12th Grade: 50 of 50 (100%) By Subgroup Socioeconomic Disadvantaged: SPED: Hispanic:	11th Grade: 40 of 58 (68%) 12th Grade: 50 of 50 (100%) By Subgroup Socioeconomic Disadvantaged: SPED: Hispanic:	student subgroups: socioeconomic disadvantaged, SPED, and Hispanic.	
1.8	A to G Completion Rate	Total Percentage of Students Labeled As A-G Ready: 19 students for a total of 34.5%	Total Percentage of Students Labeled As A-G Ready: 19 students for a total of 34.5%	Total Percentage of Students Labeled As A-G Ready: 19 students for a total of 34.5% for the class of 2026	20% Total Increase in students being labeled as A-G Ready.	
1.9	Career and College Readiness Indicator	Percentage of Students Labeled Ready: 39% Percentage of Students Labeled Approaching Ready: 40% Percentage of Students Labeled Not Ready or Approaching: 21% (2023 CA Dashboard Data)	Percentage of Students Labeled Ready: 50.08% Percentage of Students Labeled Approaching Ready: 31.7% Percentage of Students Labeled Not Ready or Approaching: 17.5% (2024 CA Dashboard Data)	Percentage of Students Labeled Ready: 39.9% Percentage of Students Labeled Approaching Ready: 27.1% Percentage of Students Labeled Not Ready or Approaching: 33.9% (2025 CA Dashboard Data)	30% Total Increase in students being labeled as career and college ready	
1.10	Student Career Planning Meeting, across 9th, 10th, 11th, and 12th Grades	Annual Career Planning Meetings: 9th Grade: 17 out of 79 10th Grade: 9 out of 65 11th Grade: 14 out of 56	2024/2025 School Year Information as of 05/01/2025 Annual Career Planning Meetings:	2025/2026 School Year Information as of 06/01/2026 Annual Career Planning Meetings:	Annual Career Planning Meetings: 9th Grade: 100% Completed 10th Grade: 100% Completed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12th Grade: 44 out of 55	9th Grade: 25 out of 81 10th Grade: 12 out of 78 11th Grade: 21 out of 58 12th Grade: 50 out of 50	9th Grade: 25 out of 81 10th Grade: 12 out of 78 11th Grade: 21 out of 58 12th Grade: 50 out of 50	11th Grade: 100% Completed 12th Grade 100% Completed	

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.

Overall, the substance and direction of Goal 1 remain unchanged again from its original writing in the Spring of 2024. The focus of Goal 1 is to address student programmatic participation and performance across various school programs, such as IBCP, attendance, career planning, work-based learning, college and career readiness, and graduation status. Changes to this goal between the Spring of 2025 and 2024 relate to shifts in the implementation of various actions, state budget changes, or regulatory changes that were not finalized during the Spring of 2024. For example, ACE established Action 1.2 to address student attendance and ADA recovery under the provisions allowed by the State's attendance recovery actions. Additionally, ACE made vendor changes toward actions outlined within Goal 1. In the fall of 2024, ACE partnered with Earn & Learn to implement work-based learning. ACE continued with Earn & Learn through June 2026. This agreement altered the school's original plan to hire a CTE coordinator position (Action 1.4), however, ACE secured a grant to make that position actionable in 2026/2027. Lastly, due to budget challenges, ACE chose not to explore the use of a grant writer consultant or a student data consultant (Action 1.5 and Action 1.6). In conclusion, in the first year of Goal 1, ACE is making progress toward the actions outlined in Goal 1. Career planning meetings with the school counselor have shown an increase from the prior year. Professional development and staff task alignment have improved the school's career and college readiness indicator and IBCP participation rates. A focus on subgroup identification has led the school to make progress toward more equitable outcomes across various student demographic groups. Overall, no major changes occurred during the 2025/2026 school year.

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

The attendance recovery program identified in goal 1.2 was not implemented in 2025-26, but ACE will seek to introduce this program in 2026-27 as it seeks to recover lost ADA. ACE was also able to realize savings for goal 1.5 with ACE's Principal writing grants on behalf of the school rather than hiring a consultant.

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

ACE has made progress toward the specific actions outlined in Goal 1. As this is the first year of a three-year goal, several of the specific metric target data sets will be released in the fall of 2025, at which point specific statistical markers will be analyzed. However, ACE has begun implementing all actions, except those related to attendance and ADA recovery. As noted, career planning meetings with the school counselor have increased from the previous year. Professional development and staff task alignment have improved the school's career and college readiness indicators and IBCP participation rates. A focus on subgroup identification has led the school to make progress toward more equitable outcomes across various student demographic groups. Overall program participation has increased at ACE Charter High School, marked by a rise in enrollment. ACE has also seen progress in ADA rates across the 2025/2026 school year.

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

At the conclusion of year two, no major changes are anticipated at this time between 24/25 and 26/27. Programmatic decisions related to professional development and staff task alignment will take place as needed.

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	Attendance Monitoring Support	Establish a School Attendance and Behavior Intervention Team to identify Attendance Risks and Develop PBIS supports for students	$0.00	Yes
1.2	Attendance Recovery Program	ACE will establish a Saturday and Afterschool Program to support attendance recovery	$12,000.00	Yes
1.3	IBCP Program Participation	ACE will establish supports for students who participate in the IBCP program, including tutoring, extra career guidance, and student and parent information nights.	$0.00	No
1.4	Work Base Learning Coordinator	ACE will establish a work base learning coordinator position to establish and build ACE's work base learning program	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Grant Writer Consultant	ACE will work with a grant writer consultant to ensure ACE is best prepared to access funds available across State, Federal, and Private Funding sources.	$4,500.00	No
1.6	Student Data Consultant	ACE will work with a student data consultant to ensure all student records are recorded correctly	$1,000.00	No
1.7	Maintain class sizes that foster proper attention to students.	Ensure that class sizes are conducive to maximizing individual student learning, ACE will continue to hire additional staff to maintain smaller class sizes.	$341,080.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Performance Goal Goal 2: By the end of the 3-year (2024/2025, 2025/2026, and 2026/2027) LCAP Cycle, ACE will increase the academic performance of its students as measured by formative and summative measures. Across each year, ACE will increase student proficiency and mastery in math, science, English, and on the English Language Proficiency Assessment for California (ELPAC), with a particular emphasis on improving outcomes for key student subgroups (Special Education, English Language Learners, and Hispanic Students). To achieve this goal, ACE will work toward the following objectives. Objective 1: Improve student proficiency in Math, Science, and English. To achieve this objective, ACE will increase the percentage of students scoring proficient or advanced annually in math, science, and English by 10% from the baseline data of the previous academic year. Implement targeted instructional strategies, such as differentiated instruction, small group interventions, and culturally responsive teaching practices, to address the diverse learning needs within each subject area. Provide professional development opportunities for teachers to enhance their instructional practices and content knowledge, particularly in areas that need improvement based on student performance data. Objective 2: Enhance Performance on the ELPAC. To achieve this objective, ACE will raise the overall proficiency level of English language learners (ELLs) on the ELPAC by 15% compared to the previous year's results. Develop and implement language development programs and interventions tailored to the specific linguistic needs of ELLs, including vocabulary acquisition, academic language skills, and language fluency. Foster a supportive learning environment that values linguistic diversity and promotes the integration of language development across all content areas. Objective 3: Address Disparities Among Student Subgroups. ACE will identify and analyze performance data disaggregated by student subgroups, including but not limited to socio-economic status, English language proficiency, ethnicity, and special education status. Develop targeted interventions and support services to address disparities in academic achievement among different student subgroups, ensuring equitable access to resources and opportunities for all students. Monitor progress regularly and adjust interventions as needed to ensure that all student subgroups make meaningful academic gains and close achievement gaps.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal Two addresses the qualitative needs of ACE students across key performance areas, such as math, ELA, and science results. Additionally, ACE has a high second-language population. From there, ACE attempts to address the needs of those students through targeted supports aimed at increasing English Language Learner performance, as measured on the State's ELPAC exam. ACE notes the need within the State Dashboard to address student performance in math, with a specific focus on addressing gaps by socioeconomic disadvantaged students and hispanic students. Goal Two focuses on instructional supports and data informed practices for students to address the identified disparities. To achieve this, ACE uses Goal Two to provide students with specific instructional tools and resources, as well as the support and training required by staff.

Measurement and Evaluation: To measure the effectiveness of these objectives against ACE’s goal, ACE will regularly assess student progress through formative and summative assessments aligned with Common Core State Standards, NGSS, and the ELPAC. ACE will analyze data on student performance disaggregated by key subgroups to track progress toward the established goal. ACE will review and evaluate the effectiveness of instructional strategies, interventions, and support services in improving student outcomes, making adjustments as necessary to maximize impact.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CASSPP ELA Performance Overall	Total Percentage of Students Labeled "Standard Met or Above.": 58% in 22/23	Total Percentage of Students Labeled "Standard Met or Above.": 47% in 2023/2024	Total Percentage of Students Labeled "Standard Met or Above.": 32% in 2024/2025	ACE will achieve a 30% total increase in students being labeled as either "standard met or above standard"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					across the 3 year goal cycle.	
2.2	CASSPP Math Performance Overall	Total Percentage of Students Labeled "Standard Met or Above.": 14% in 22/23	Total Percentage of Students Labeled "Standard Met or Above.": 14% in 2023/2024	Total Percentage of Students Labeled "Standard Met or Above.": 11% in 2024/2025	ACE will achieve a 30% total increase in students being labeled as either "standard met or above standard" across the 3 year goal cycle.	
2.3	CAST Science Performance Overall	Total Percentage of Students Labeled "Standard Met or Above.": 31% in 22/23	Total Percentage of Students Labeled "Standard Met or Above.": 11.27% in 2023/2024	Total Percentage of Students Labeled "Standard Met or Above" 10% in 2024/2025	ACE will achieve a 30% total increase in students being labeled as either "standard met or above standard" across the 3 year goal cycle.	
2.4	CASSPP ELA Performance By Subgroup	At-Risk By Subgroup: Socioeconomic Disadvantaged: 64% of 31 tested SPED: Number protected due to 11 or fewer students Hispanic: 56% of 34 tested	2023/2024 At-Risk By Subgroup: Socioeconomic Disadvantaged: 40.91% SPED: Number protected due to 11 or fewer students Hispanic: 45.00%	2024/2025 At-Risk By Subgroup: Socioeconomic Disadvantaged: 84.8 points below standard SPED: 139 points below standard Hispanic: 69.9 points below standard	ACE will achieve an equalized growth annually across 3 years within each student subgroup. This includes a total 3 year target of a 30% overall increase.	
2.5	CASSPP Math Performance By Subgroup	At-Risk By Subgroup: Socioeconomic Disadvantaged: 6% of 31 tested	2023/2024 At-Risk By Subgroup: Socioeconomic Disadvantaged: 4.55%	2024/2025 At-Risk By Subgroup: Socioeconomic Disadvantaged:	ACE will achieve an equalized growth annually across 3 years within each student subgroup.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED: Number protected due to 11 or fewer students Hispanic: 5% of 43	SPED: Number protected due to 11 or fewer students Hispanic: 10.26%	140 points below standard SPED: 202 points below standard Hispanic: 148.7 points below standard	This includes a total 3 year target of a 30% overall increase.	
2.6	CAST Science Performance By Subgroup	At-Risk By Subgroup: Socioeconomic Disadvantaged: 17% SPED: 9% Hispanic: 21%	2023/2024 At-Risk By Subgroup: Socioeconomic Disadvantaged: 6.06% SPED: Number protected due to 11 or fewer students Hispanic: 9.62%	2024/2025 At-Risk By Subgroup: Socioeconomic Disadvantaged: 39 points below standard SPED: 32.7 points below standard Hispanic: 34.3 points below standard	ACE will achieve an equalized growth annually across 3 years within each student subgroup. This includes a total 3 year target of a 30% overall increase.	
2.7	ELPAC Student Performance	Baseline Data using 2022/2023 Test Results for 14 Total Students. Level 4 - 28% at 4 students Level 3 - 35% at 5 students Level 2 - 28% at 4 students Level 1 - 7% at 1 student	Data using 2023/2024 Test Results for 19 Total Students. Level 4 - 10.53% at 2 students Level 3 - 31.58% at 6 students Level 2 - 42.11% at 8 students Level 1 - 15.79% at 3 student	Data using 2024/2025 Test Results for 31 Total Students. Level 4 - 25.81% Level 3 - 32.26% Level 2 - 29.03% Level 1 - 12.90%	ACE will achieve a 50% increase total students across 3 years who advance either 2 ELPI levels or who are reclassified as English Language Proficient.	

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.

Goal 2 serves as ACE’s student academic performance goal. After the 2025/2026 school year, no significant substantive differences have occurred between planned and actual implemented actions. Changes related to vendor alignment on professional development or curriculum are noted; however, they do not represent changes to the scope or intent of the goal. Goal 2 outlines actions to increase student achievement on State summative assessments, explicitly focusing on student subgroup equity. Since most metrics for Goal 2 are measured by student performance on State exams, student progress will be noted in October of the follow school years, when student score reports are released.

Since the establishment of Goal 2, ACE has worked with various partners to implement its intended actions. For example, ACE partnered with the Oxnard Union High School District to implement the ELPAC exam, which allowed ACE to apply better practices across the assessment's scope. ACE has collaborated with both the Oxnard Union High School District and the Ventura County Office of Education to adopt best practices for student data metrics and record keeping to identify student subgroups on a more granular level. ACE has also made progress with various embedded assessment vendors, such as i-ready and CommonLit 360. ACE has noted improvement in ELPAC scores since this MOU was signed in 2024/2025.

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

There were no expenses recorded for goal 2.4 for since ACE was able to leverage materials and tools collected over the last few years to continue to provide support for student learning without incurring additional costs in 2025-26.

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

ACE has made progress toward the specific actions outlined in Goal 2. Since this is a student performance goal largely linked to student outcomes on state-level summative assessments, several specific metric target data sets will be released in the fall of 2026, at which point specific statistical markers will be analyzed. However, ACE has begun implementing all actions related to this goal.

In connection with the various objectives for Goal 2, ACE is collaborating with several professional development vendors, including Organized Binder, i-Ready, and CommonLit 360, to enhance student proficiency in math and English. The school has invested in professional development so that its science department can focus on student performance related to the CAST exam.

ACE is partnering with VCOE and the OUHSD to enhance direct services to specific student subgroups. Much of the work in 2024/2025 has focused on analyzing student data to identify these specific subgroups more effectively. With 2025/2026 results, ACE's 11th grade students will demonstrate the full scope of this goal.

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

At the conclusion of year one, no major changes are noted between between 24/25 and 25/26. Programmatic decisions related to professional development and staff task alignment will take place as needed.

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	Student Portfolios	Establish ELA and Math Portfolios for Each Student to increase targeted intervention supports for all students.	$6,000.00	Yes
2.2	Parent Outreach on Assessments and Learning Trends	Establish a system to better teach parents about the importance of State and School-Based Summative Assessments in the hopes that they can better support those aims at home through increased understanding of its value to their students in the future.	$0.00	No
2.3	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	Implementation of CommonLit Benchmark & UC Math Readiness exams across the campus in ELA & Math to establish learning trends across student groups and to better support the individual ELA and Math needs of every student.	$0.00	Yes
2.4	Scaffolded Instructional Tools to Support Student Learning	Continuation of Organized Binder within the entire school, with a specific focus on ELA and Science, plus CTE students.	$0.00	Yes
2.5	Instruction for English Language Learners	ACE will develop instructional tools, strategies, and systems for students demonstrating English Language gaps to increase overall fluency.	$35,385.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions and Climate for Learning Goal Goal 3: By the end of the 3-year (2024/2025, 2025/2026, and 2026/2027) LCAP Cycle ACE will improve its students’ learning experience. ACE aims to foster a safe, inclusive, and conducive learning environment by implementing strategies to address suspension rates, enhance teacher training and certifications, improve student access to technology, increase parent engagement, and consistently improve annual climate survey results. To achieve this goal, ACE will work toward the following objectives: Objective 1: To reduce overall suspension rates by 20% compared to the previous academic year, thereby fostering a more supportive and restorative approach to discipline, with a specific focus on addressing the suspension rates of associated with ACE’s SPED and Hispanic student subgroups. Objective 2: To enhance teacher training and certifications to ensure educators are equipped with the necessary skills and knowledge to meet the diverse needs of students. To ensure all students have access to industry-ready skills and certifications related to the school’s 4 career pathways. Objective 3: To improve student access to technology to facilitate personalized learning experiences and enhance digital literacy skills via access and curriculum. Objective 4: To annually increase parent engagement in school activities and decision-making processes. Objective 5: To annually increase student participation in school activities, such as robotics, ASB, College and Career Field Trips, and other extracurricular activities. Objective 6: To consistently improve annual climate survey results by fostering a culture of openness, respect, and collaboration within the school community. Objective 7: To establish a drug and tobacco-free campus, which is safe for all students to learn and thrive in.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 serves to address the needs of ACE's students within areas that related directly to conditions of learning and the environment of the school. As students are directly affected by the environmental factors of a school, ACE wants to address the needs of its students through specific targeted supports across its programs. This includes a need to ensure that all students have access to a highly qualified teacher, fully trained staff within key areas -- like CTE, access to technology, and opportunities for extracurricular activities. Additionally, ACE has a specific need to address student gaps in suspension rates, with a specific focus on special education students and hispanic students. Out of these aims, ACE has attempted to address each of these areas through a continuous improvement cycle related to school conditions and school climate.

Monitoring and Evaluation: To measure the effectiveness of these objectives against ACE’s goal, ACE will regularly conduct data analysis, stakeholder feedback, and ongoing reflection. ACE will adjust strategies and action plans as needed to ensure continuous improvement and alignment with the overall goal of enhancing school conditions and climate for learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Suspension Rates Overall	2022/2023 School Year Data Total School Suspension Rate of 1 Day or More: 8.8%	2023/2024 School Year Data Total School Suspension Rate of 1 Day or More: 11.8%	2024/2025 School Year Data Total School Suspension Rate of 1 Day or More: 5.1%	ACE will see a 50% total reduction in the overall suspension rate across the 3 year across cycle. This includes a reduction of 50% in the number of students who are	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					suspended more than 1 total day.	
3.2	Student Suspension Rates By Subgroup and Grade	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2022-23 school year School: All: 8.8% EL: 5.9% LI: 11.5% HOM: N/A FY: N/A SWD: 19.6% Lowest performance (red indicator) on the Dashboard - Percentage LI: 11.5% SWD: 19.6% HI: 8.7%	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2023-24 school year School: All: 11.8% EL: 26.1% LTEL: 22.7% Socioeconomically Dis: 19.0% HOM: N/A FY: N/A SWD: 8.8% Lowest performance (red indicator) on the Dashboard - Percentage All: 11.8% Socioeconomically Dis: 19.0% HIS: 13.6%	Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2025-26 school year School: All: 5.1% EL: 10.8% LTEL: 10.8% Socioeconomically Dis: 5.8% Hispanic: 5.2% FY: No data reported SWD: 6.2% Lowest performance (yellow indicator) on the Dashboard - Percentage 6.2% Students with disabilities	ACE aims to reduct specific student group suspensions be 10% percent annually for a total of 30% at the conclusion of the 3 year goal cycle.	
3.3	Highly Qualified Teacher Rate By Subject	Total percentage of Highly Qualified Staff and By Subject: 92%, at	Total percentage of Highly Qualified Staff and By	Total percentage of Highly Qualified Staff and By Subject: 62.8%, at	ACE aims to have 100% of its teachers fully qualified and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12 of 13 Teachers in 2023/2024	Subject: 77.9%, at 14 in 2023/2024	14 in 2024/2025 (This data is now 100% for 2025/2026 as teachers have cleared their credentials).	certificated for the subject that they teach by the conclusion of the 3 year goal cycle.	
3.4	Extracurricular Participation Rates	Total percentage of students who participate in at least one extracurricular activity at the school, such as ASB, Robotics, or other school-based clubs: 45% of 255	Total percentage of students who participate in at least one extracurricular activity at the school, such as ASB, Robotics, or other school-based clubs: 50%	Total percentage of students who participate in at least one extracurricular activity at the school, such as ASB, Robotics, or other school-based clubs: 60%	ACE aims to increase 10% annually the total student participation rate in extracurricular activities for a total of 30% at the conclusion of the 3 year goal cycle.	
3.5	Educational Partner Climate	Total percentage of parents who participate in annual climate surveys: 35% Total percentage of staff who participate in annual climate surveys: 90% Total percentage of students who participate in annual climate surveys: 80%	Semester 1 Data 2024/2025 Total percentage of parents who participate in annual climate surveys: 11% Total percentage of staff who participate in annual climate surveys: 90% Total percentage of students who participate in annual climate surveys: 80%	Semester 1 Data 2024/2025 Total percentage of parents who participate in annual climate surveys: 25% Total percentage of staff who participate in annual climate surveys: 90% Total percentage of students who participate in annual climate surveys: 85%	ACE aims to have 50% total growth in its parents participation rate in school-based climate surveys by the conclusion of the 3 year goal cycle. ACE aims to achieve 90% participation rates annually by students and staff in annual climate surveys for a total increase of 30%.	
3.6	Student Technology Access and Participation Rates	Total percentage of students who have	Total percentage of students who have access to the	Total percentage of students who have access to the	ACE aims to achieve 100% of its students who	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		access to the internet at home: 90% Total percentage of students who participate in a school based digital citizenship program and by grade level: 9th: 100% 10th 100% 11th: 0% 12th: 0%	internet at home: 100% (Due to purchase of ACE-based Hotspots) Total percentage of students who participate in a school-based digital citizenship program and by grade level: 9th: 100% 10th 100% 11th: 90% 12th: 90%	internet at home: 100% (Due to purchase of ACE-based Hotspots) Total percentage of students who participate in a school-based digital citizenship program and by grade level: 9th: 100% 10th 100% 11th: 100% 12th: 90%	participate in the school's digital citizenship program by the conclusion of their 10th grade year. ACE aims to increase student access to at-home internet by 10% annually for a total of 30%, if that number is less than 100%.	
3.7	Annual Student Participation Rates on the California Healthy Kids Survey CHKS Survey	Baseline Data will be established in 2024/2025 after assessment is administered. Total percentage of students who participate in the annual CHKS survey:	Baseline Data 2024/2025 Total percentage of students who participate in the annual CHKS survey: 50% in Spring 2025 (All 9th and 11th Graders)	No assessment in 2025/2026	ACE aims to achieve 100% of its students who participate in the school's CHKS suvey by the conclusion of their 11th grade year.	
3.8	ACE will aim to have a 30% increase in female student enrollment, written as 10% annually, over the next three school years, 2025/2026, 2026/2027, and 2027/2028	Currently 84 out of 276 at the end of 2024/2025, or 30%	New Metric Established 05/01/2025	Currently 71 out of 283 at the end of 2025/2026, or 25%	30% increase in female student enrollment, written as 10% annually, over the next three school years, 2025/2026, 2026/2027, and 2027/2028	

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.

Goal 3 serves as ACE's goal to support student, staff, and campus culture and its learning environment. After the 2024/2025 school year, no significant substantive differences have occurred between planned and actual implemented actions. The overall direction of this goal demonstrates progress toward it. As with Goal 1 and 2, changes related to vendor alignment on professional development and curriculum are noted; however, they do not represent changes to the scope or intent of the goal. As Goal 3 's metrics represent student and program participation, a majority of the data sets are internal. ACE's external data, specifically suspension rates, are from the CA Schools' Dashboard.

Since the establishment of Goal 3, ACE has worked with various partners to implement its intended actions. For example, ACE partnered with the Organization for Social Media Safety to implement student presentations related to digital citizenship and student online safety. ACE partnered with VCOE through the TUPE Foundation for drug safety and prevention. ACE implemented the CHKS exam in 2024/2025 to all 9th and 11th-grade students. ACE has invested in professional development for its staff around positive student behavior and supports and restorative justice. Across the 2025/2026 school year, ACE has made real progress against its metrics for Goal 3.

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.

Overall, ACE was on track in 2025-26 with its planned spending for this goal. However, the school shifted expenses from goal 3.6 to goal 3.1, but both actions within this goal will be addressed in 2026-27. No other changes are noted in 2025/2026, as they relate to Goal 3.

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

ACE has made progress toward the specific actions outlined in Goal 3. As Goal 3 is a mix of both State reported quantitive results and internal qualitative, statistics related to the overall effectiveness of this goal have not yet been released. Student participation in programs, such as ASB, robotics, and the school's IB program are increasing. Where ACE saw a high number of suspensions in 23/24, that number has dropped be a high percentage in 2025/2026.

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

At the conclusion of year two, not major changes are anticipated at this time between 24/25 and 25/26. Programmatic decisions related to professional development and staff task alignment will take place as needed. Metric 3.8 was added to address a school equity concern, the low number of female student enrollment vs. that of male students. ACE continues to attempt to make STEM-based education more attractive to female students.

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	Establish PBIS model of Student invention supports	ACE will reinforce and reinvest in CHAMPS and other PBIS models of student inventions to facilitate a more positive and successful learning environment for all students, one where they feel safe, successful, and supported. ACE uses Learning Recovery Emergency Block Grant (LREBG) funds to support staff positions to integrate evidence-based pupil supports that address barriers to learning, specifically targeted counseling and trauma-informed social-emotional learning (SEL) resources.	$21,690.00	Yes
3.2	Restorative Justice Practices	ACE will invest in Restorative Justice Practices across its Response to Invention RTI model of student support services	$0.00	Yes
3.3	CTE Teacher Training	ACE will better invest in its CTE teachers to ensure that they have access to industry specific training and supports to better prepare students to be career ready upon graduation day.	$5,000.00	No
3.4	Digital Citizenship Curriculum and Social Media Outreach	ACE will invest in a digital outreach curriculum for all students to participate in. ACE will also host a digital literacy information night for parents, including a focus on social media and student risk behaviors	$2,000.00	No
3.5	Expanding Extracurricular activities across the campus	ACE will reinvest in establishing supports for its clubs, by promoting student access to these clubs and by hosting events that highlight the impact of the clubs on the ACE campus, as well as their value to students as they grow. This will include school-based funds to Robotics and ASB.	$2,500.00	No
3.6	Increasing culturally responsive curriculum and	ACE will invest in supports for teachers as they aim to be more culturally responsive in how and what they teach our students, this includes access to more diverse texts, more individualized assessment practices, and more	$11,025.00	No

Action #	Title	Description	Total Funds	Contributing
	practices for all students	culturally competent communication by teachers to both students and parents. This includes funds for professional development linked to these aims, along with professional development tied to better supporting each individual student as they grow.		
3.7	Establishing partnerships for a drug and tobacco free campus	ACE will establish partnerships to ensure that all students have access to a safe and progressive approach to teaching the value of being drug and tobacco free. ACE will work with professional organizations to create a student speaker services, individual counselor supports, and monitor the needs of all students and their families. This will include a partnership with TUPE, VCOE, and other independent organizations.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$284,494.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.366%	0.000%	$0.00	8.366%

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:** Attendance Monitoring Support **Need:** EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction daily, resulting in lower academic performance and or participation rates compared to the general student population.	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by establishing monitoring systems and strategies for staff to connect with at-promise students within the area of school attendance.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Attendance Recovery Program **Need:** EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction daily, resulting in lower academic performance and or participation rates compared to the general student population. **Scope:** LEA-wide	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by establishing monitoring systems and strategies for staff to connect with at-promise students within the area of school attendance.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations.
1.7	**Action:** Maintain class sizes that foster proper attention to students. **Need:** EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction daily, resulting in lower academic performance and or participation rates compared to the general student population. **Scope:** LEA-wide	Implementation of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations by reducing overall class size. The action will address the identified needs by establishing a 20 to 1 student to teacher ratio.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Student Portfolios **Need:** EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population, specifically in the area of Math and ELA. **Scope:** LEA-wide	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by focusing targeted instructional support around identified gaps in at-promise student performance.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, in the area of Math and ELA.
2.3	**Action:** Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math **Need:** EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population, specifically in the area of Math and ELA. **Scope:** LEA-wide	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by focusing targeted instructional support around identified gaps in at-promise student performance.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, in the area of Math and ELA.
2.4	**Action:** Scaffolded Instructional Tools to Support Student Learning	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address	By implementing these schoolwide actions, ACE Charter HS aims to

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: EL, Foster Youth, and Low Income Students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population, specifically in the areas Math, Science, and ELA. **Scope:** LEA-wide	the identified needs by focusing targeted instructional support around identified gaps in at-promise student performance.	improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, in the areas Math, Science, and ELA.
3.1	**Action:** Establish PBIS model of Student invention supports **Need:** English Learners, Foster Youth, and Low Income students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population. This is specifically demonstrated in areas related to social-emotional and student behaviors. **Scope:** LEA-wide	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address the identified needs by increasing student services and positive behavior supports across the school.	By implementing these schoolwide actions, ACE Charter HS aims to improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, through specifically decreasing the amount of student referrals.
3.2	**Action:** Restorative Justice Practices	Implement of this action on a schoolwide basis, with a focus on providing targeted support to unduplicated populations. The action will address	By implementing these schoolwide actions, ACE Charter HS aims to

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: English Learners, Foster Youth, and Low Income students across ACE Charter HS face challenges and barriers in accessing curriculum and instruction, resulting in lower academic performance and or participation rates compared to the general student population. This is specifically demonstrated in areas related to social-emotional and student behaviors. This action directly addresses ACE's need to address student suspension rates on the campus, with specific steps toward addressing highly suspended demographic groups. **Scope:** LEA-wide	the identified needs by increasing student services and positive behavior supports across the school.	improve academic performance and increase participation rates for key student groups throughout each year, with a specific focus on unduplicated populations, through specifically decreasing the amount of student suspensions.

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
2.5	**Action:** Instruction for English Language Learners **Need:** English Language Learner students have lower participation rates/and or success rates compared to the general student population due to systemic barriers to inclusion.	English Language Development instruction and resources are provided to students who demonstrate English Language skill gaps. The aim is to increase fluency in English. The action will provide targeted support to English Language Learner students by providing specific strategies and services to these students to increase their	ELPAC and local academic data monitoring

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	participation and success at ACE Charter HS and address the identified barriers.	

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

Additional Concentration Grant Funding

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

N/A

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	3.738:275	
Staff-to-student ratio of certificated staff providing direct services to students	15.33:275	

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	$3,400,597.00	284,494.00	8.366%	0.000%	8.366%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$423,015.00	$33,165.00	$0.00	$0.00	$456,180.00	$401,630.00	$54,550.00

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	Attendance Monitoring Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$0.00	$0.00				$0.00	
1	1.2	Attendance Recovery Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$10,000.00	$2,000.00	$12,000.00				$12,000.00	
1	1.3	IBCP Program Participation	All	No			All Schools	3 Years	$0.00	$0.00	$0.00				$0.00	
1	1.4	Work Base Learning Coordinator	All	No			All Schools	3 Years	$0.00	$14,000.00		$14,000.00			$14,000.00	
1	1.5	Grant Writer Consultant	All	No			All Schools	3 Year	$4,500.00	$0.00	$4,500.00				$4,500.00	
1	1.6	Student Data Consultant	All	No			All Schools	3 Years	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.7	Maintain class sizes that foster proper attention to students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$341,080.00	$0.00	$341,080.00				$341,080.00	
2	2.1	Student Portfolios	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$6,000.00		$6,000.00			$6,000.00	
2	2.2	Parent Outreach on Assessments and Learning Trends	All	No			All Schools	3 Years	$0.00	$0.00	$0.00				$0.00	
2	2.3	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$0.00	$0.00				$0.00	
2	2.4	Scaffolded Instructional Tools to Support Student Learning	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 Year	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.5	Instruction for English Language Learners	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	1 Year	$35,385.00	$0.00	$35,385.00				$35,385.00	
3	3.1	Establish PBIS model of Student invention supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$10,665.00	$11,025.00	$11,025.00	$10,665.00			$21,690.00	
3	3.2	Restorative Justice Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$0.00	$0.00				$0.00	
3	3.3	CTE Teacher Training	All	No			All Schools	3 Years	$0.00	$5,000.00	$2,500.00	$2,500.00			$5,000.00	
3	3.4	Digital Citizenship Curriculum and Social Media Outreach	All	No			All Schools	3 Years	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.5	Expanding Extracurricular activities across the campus	All	No			All Schools	3 Years	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.6	Increasing culturally responsive curriculum and practices for all students	All	No			All Schools	3 Years	$0.00	$11,025.00	$11,025.00				$11,025.00	
3	3.7	Establishing partnerships for a drug and tobacco free campus	All	No			All Schools	3 Years	$0.00	$0.00	$0.00				$0.00	

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
$3,400,597.00	284,494.00	8.366%	0.000%	8.366%	$399,490.00	0.000%	11.748 %	**Total:**	$399,490.00
								LEA-wide Total:	$364,105.00
								Limited Total:	$35,385.00
								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**	Attendance Monitoring Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.2**	Attendance Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
1	**1.7**	Maintain class sizes that foster proper attention to students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,080.00	
2	**2.1**	Student Portfolios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.3**	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.4**	Scaffolded Instructional Tools to Support Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
2	**2.5**	Instruction for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$35,385.00	
3	**3.1**	Establish PBIS model of Student invention supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,025.00	
3	**3.2**	Restorative Justice Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$483,815.00	$442,259.00

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**	Attendance Monitoring Support	Yes	$2,000.00	$3,269.00
1	**1.2**	Attendance Recovery Program	Yes	$12,000.00	$0.00
1	**1.3**	IBCP Program Participation	No	$0.00	$0.00
1	**1.4**	Work Base Learning Coordinator	No	$14,000.00	$15,000.00
1	**1.5**	Grant Writer Consultant	No	$15,000.00	$3,223.00
1	**1.6**	Student Data Consultant	No	$2,500.00	$0.00
1	**1.7**	Maintain class sizes that foster proper attention to students.	Yes	$328,785.00	$328,548.00
2	**2.1**	Student Portfolios	Yes	$6,000.00	$7,489.00
2	**2.2**	Parent Outreach on Assessments and Learning Trends	No	$0.00	$0.00
2	**2.3**	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	Yes	$3,500.00	$10,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Scaffolded Instructional Tools to Support Student Learning	Yes	$25,000.00	$0.00
2	**2.5**	Instruction for English Language Learners	Yes	$36,530.00	$34,101.00
3	**3.1**	Establish PBIS model of Student invention supports	Yes	$5,000.00	$16,250.00
3	**3.2**	Restorative Justice Practices	Yes	$14,000.00	$14,000.00
3	**3.3**	CTE Teacher Training	No	$5,000.00	$4,900.00
3	**3.4**	Digital Citizenship Curriculum and Social Media Outreach	No	$2,000.00	$2,000.00
3	**3.5**	Expanding Extracurricular activities across the campus	No	$2,500.00	$2,979.00
3	**3.6**	Increasing culturally responsive curriculum and practices for all students	No	$10,000.00	$0.00
3	**3.7**	Establishing partnerships for a drug and tobacco free campus	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$255,029.00	$401,815.00	$406,668.00	($4,853.00)	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	Attendance Monitoring Support	Yes	$2,000.00	$3,269.00		
1	1.2	Attendance Recovery Program	Yes	$12,000.00	$0.00		
1	1.7	Maintain class sizes that foster proper attention to students.	Yes	$328,785.00	$328,548.00		
2	2.1	Student Portfolios	Yes				
2	2.3	Use of Site Level Summative Benchmark Exams in ELA and Math, increase use of disaggregate data across ELA and Math	Yes	$3,500.00	$10,500.00		
2	2.4	Scaffolded Instructional Tools to Support Student Learning	Yes				
2	2.5	Instruction for English Language Learners	Yes	$36,530.00	$34,101.00		
3	3.1	Establish PBIS model of Student invention supports	Yes	$5,000.00	$16,250.00		
3	3.2	Restorative Justice Practices	Yes	$14,000.00	$14,000.00		

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)
$3,105,563.00	$255,029.00	0%	8.212%	$406,668.00	0.000%	13.095%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

<u>Limited Actions</u>

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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