LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lennox Math, Science & Technology Academy
CDS Code: 19647090100602
School Year: 2026-27
LEA contact information:
Armando Mena
Executive Director
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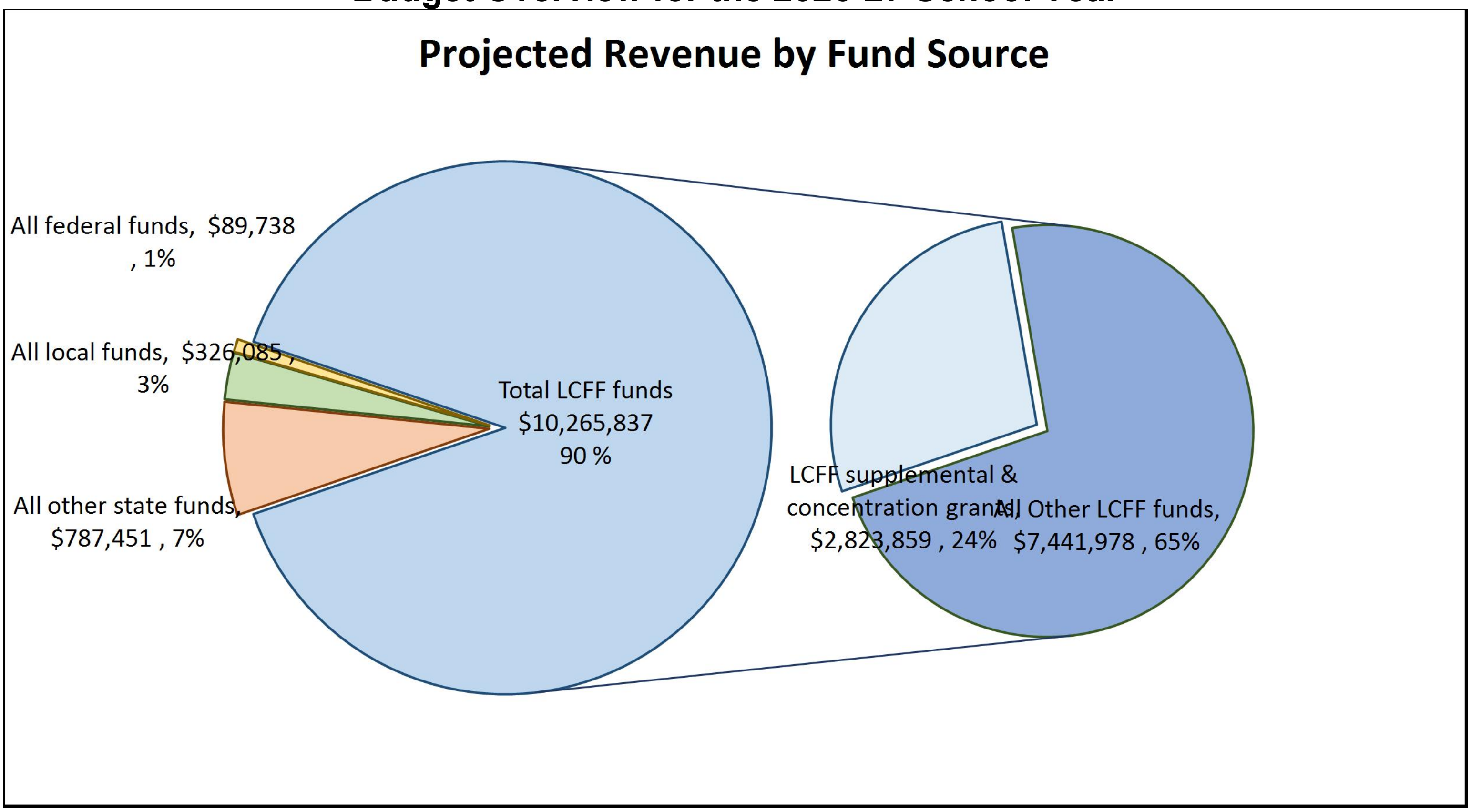
310-680-5600

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

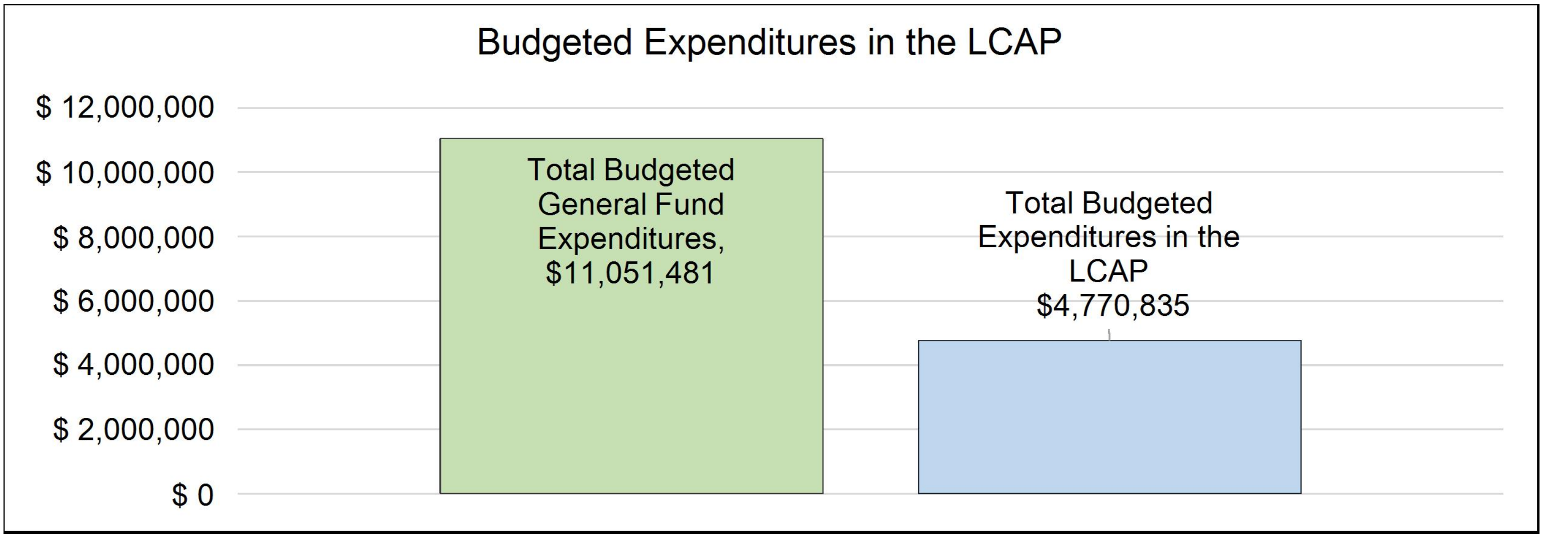


This chart shows the total general purpose revenue Lennox Math, Science & Technology Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lennox Math, Science & Technology Academy is $11,469,111, of which $10265837 is Local Control Funding Formula (LCFF), $787451 is other state funds, $326085 is local funds, and $89738 is federal funds. Of the $10265837 in LCFF Funds, $2823859 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 Lennox Math, Science & Technology Academy 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: Lennox Math, Science & Technology Academy plans to spend $11051481 for the 2026-27 school year. Of that amount, $4,770,835.00 is tied to actions/services in the LCAP and $6,280,646 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

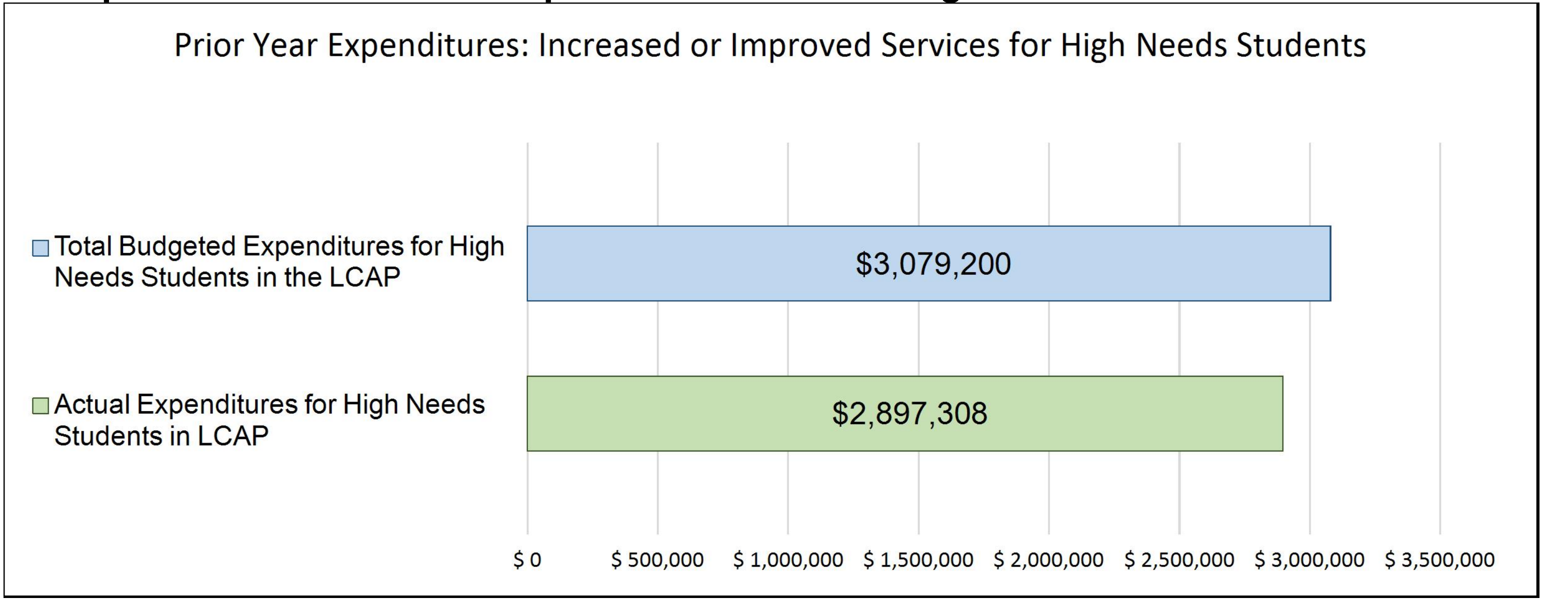
Staffing of general education program and related benefits, core academic program textbooks and instructional materials, Special Education and instructional services, professional services, rent and facility costs and other general operational costs.

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

In 2026-27, Lennox Math, Science & Technology Academy is projecting it will receive $2823859 based on the enrollment of foster youth, English learner, and low-income students. Lennox Math, Science & Technology Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Lennox Math, Science & Technology Academy plans to spend $3,194,925.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lennox Math, Science & Technology Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lennox Math, Science & Technology Academy 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, Lennox Math, Science & Technology Academy's LCAP budgeted $3,079,200.00 for planned actions to increase or improve services for high needs students. Lennox Math, Science & Technology Academy actually spent $2,897,308.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $181,892 had the following impact on Lennox Math, Science & Technology Academy's ability to increase or improve services for high needs students:

The difference in budget versus expenditues was a result of a few actions being overbudgeted and challenges with staffing. Some counseling positions were not filled. Despite the difference, the school feels it made progress in improving the services for high needs students. It will make adjustments to amounts budgeted in 2026-2027.

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
Lennox Math, Science & Technology Academy	Armando Mena Executive Director	amena@lennoxacademy.org mvillanueva@lennoxacademy.org vjimenez@lennoxacademy.org clomeli@lennoxacademy.org 310-680-5600

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.

Lennox is located directly on the flight path of LAX in an unincorporated 1.3 square mile area of Los Angeles County which is populated by more than 23,000 residents, making it one of the most densely populated square miles in California. The racial/ethnic composition of this community is 93% Latinx with 90% of the student body qualifying for free/reduced lunch. The majority of residents (54.4%) are foreign born, come from Mexico, and Central America and have resided in the area less than five years. A port-of-entry community, Lennox is plagued by gang violence, drugs, and poverty.

The Lennox Academy staff is committed to providing a program that will prepare students to enter four-year colleges and universities, enable them to thrive in the advancing technological society, and provide them with the skills that will help them succeed in life and higher learning. Lennox Academy students are required to complete a four-year course of study that, at minimum, will satisfy University of California (UC) admission requirements (i.e., "A-G" requirements) and surpass the requirements in the areas of Math & Science. Students have limited elective options, especially in the 9th and 10th grades. The electives offered are: Project Lead the Way (Principles of Engineering, Engineering Design, Digital Electronics, and Design and Development), Art Fashion Design, Art Fashion Design 2, Music, Commercial Music, Advanced Music, and ten AP classes (English Language, English Literature, Calculus, Statistics, Physics, Spanish Language, World History, US History, Government, and Psychology).

Lennox Academy meets the needs of its community through a structured small learning community with low teacher-to-student ratios, a dedicated teaching staff that provides a student-centered curriculum, an organized CIF sports program for boys and girls, student-initiated clubs, and a voluntary parent involvement component. Lennox Academy continues to explore strategies to engage and encourage students

Reflections: Annual Performance

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

Lennox Academy was recognized as a 2026 California Distinguished School for Exemplary High Achievers. Below are highlights from each LCAP goal.

Goal 1: Lennox Academy has continuously maintained over a 95% average daily attendance rate (ADA), with only 1.38% of student suspensions this year (as of May 2026). The class of 2025 had a 99.3% graduation rate, and a 89% retention rate for their four years at Lennox Academy. Students continue to benefit from school-based mental health services, and saw a drop in the percentage of students who report to have experienced chronic sadness (from 11.75% to 7.5%), and emotional distress (from 10% to 7.75%) this year, as reported through the California Healthy Kids Survey. While still an area of concern, these numbers continue to be lower than the state/county averages of 35% for 9th graders, and 36% for 11th graders. Percentage of parents reporting concerns with their child's emotional well-being stayed about the same as last year, with a slight drop (17% of parents have moderate/severe concerns about their child's mental health this school year, compared to 16% last year, 21% the year prior, 30% the year before, and 35% before then). There was a decrease in the percentage of staff members that are reporting it as moderate/severe problem on campus (from 17% the year prior, to 11% this year). Additionally, while we saw a slight increase last year in the number of students reporting thoughts of suicide, compared to the steady decline the previous three years, we once again thankfully saw that number take a dip (from 2.9% to 1.38%), which is a drop from the previous year of 2.30%. Supporting student's mental health and wellness continues to be an area of focus for this upcoming school year, along with providing a comprehensive school counseling program, with multi-tiers of support, and exploring alternative means of corrections to address the number of student discipline referrals and suspensions. Capturing stakeholders' voice continues to be important for Lennox Academy. 99% of students participated in the local survey, which resulted in the following: 97.75% of students feels that LMSTA is a supportive and inviting place for students to learn, 97.75% believe staff treat all students with respect, 98.27% feel that staff believe all students can succeed, 92.75% feel close to students at LMSTA, 89.12% feel close to at least one staff member, 94.13% feel like they are part of the LMSTA family. On average, 95% of students have positive adult connections on campus, and 93.9% of students enjoy doing things with their TA Buddy group. On average, 95.98% of students feel close to their TA on campus, and 95.68% of students feel that they have at least one close friend at LMSTA, and 98.27% of students report that they have someone they can talk to for something other than schoolwork. 98.62% of students feel safe at school, and students' perception of drug use on campus and bullying has decreased. Overall, staff data was pretty positive as well. On average, 98% of staff feel that Lennox Academy is a supportive and inviting place for staff to work, 98% believe that Lennox Academy is a safe place for staff, and 100% report to feel safe at school. 98% of staff feel that adults at Lennox Academy treat each other with respect, 96% feel close to students at Lennox Academy, 98% feel close to at least one staff member, and 94% feel part of the Lennox Academy familia. Staff perceptions with respect to the percentage of staff who believe that drug use/bullying/disruptive behaviors on campus are "not a problem" increased across the board, while the percentage of those that perceived them to be a "big problem" dropped. Parent participation continues to be a challenge, but data reported from the 35% of families that participated continues to be very positive.

Goal 2: About 92% of teachers expressed satisfaction from this year's Professional Learning meetings. Teachers would like to continue with professional development focus on Long Term English Learners along with having more PD focused on how to support students with an IEP. This year's Universal Design for Learning (UDL) and Thinking Maps professional development have assisted teachers in making their lessons more accessible and engaging while maintaining rigor and high expectations. Structured data chat meetings need be incorporated in department and grade level meetings in order to guide best practices and teacher moves in the classroom. Embedding these data chats will directly guide classroom best practices, refine immediate "teacher moves," and allow for a prompt response to student learning gaps. Additionally, departments and grade level teams had the opportunity to continue their efforts in vertical and horizontal alignment with a focus in literacy. Departments were able to attend subject specific conferences and/or workshops. All necessary equipment and tools were purchased to ensure students and instructor had access to high quality equipment along with a CTE approved curriculum. The current 9th grade class received new Samsung laptops and the goal is for students to use the same machine during their four years at the Academy. IT staff was retained (department consists of an IT Director and two assistants) which decrease waiting time to address issues and to allow for the department to attend conferences and trainings. All materials requested by staff were purchased, novels were replaced due to tear and wear (along with adding new titles that are more culturally relevant to Lennox Academy' s student population). These new novel/text additions celebrate the diverse background of the Lennox Academy student population, directly fostering greater reading engagement and a more inclusive curriculum. The A-G completion rate continues to increase, getting closer to the target of 80% (78.5% for the Class of 2025) which translates into a higher four year college acceptance rate, which was 84% for the Class of 2025.

Goal 3: Lennox Academy showed growth on the CA Dashboard in 2025. English Learner Progress moved two levels from red to yellow between 2024 and 2025 with 44.8% of English Learners making progress (increase of 5.4% for English Learners and 6.2% for Long Term English Learners. English Language Arts stayed at green, but the percentage of students that met or exceeded standard increased from 67% to 75%. The distance above standard was 46 and increased by 12.8 for all students, 33.9 for English Learners, 47.7 for Long Term English Learners, 12.9 for socioeconomically disadvantaged, and 27.3 for students with disabilities. Math improved from yellow to green. The percentage of students that met or exceeded standard increased from 32% to 36%. The distance below standard was 35, but increased by 17 for all students, 32.5 for English Learners, 33.8 for Long Term English Learners, 17.4 for socioeconomically disadvantaged, and 2.6 for students with disabilities. Lennox Academy had 50% of students meet or exceed standard on the CAST, but only 14.6% for Students with an IEP and 0% of English Learners. All but one student from these two subgroups were at a 2 (Standard Nearly Met). Only one student scored a 1 (Standard Not Met).
Lennox Academy is in the 69th Percentile (65th for 9th grade, 64th for 10th grade, 65th for 11th grade, and 78th for 12th grade) of Achievement compared to all schools nationwide that participate in the NWEA Map Growth reading test. The average Lexile Level has increased by 141 Lexiles for English Learners 53 for Students with an IEP. LMSTA is in the 63rd Percentile (60th for 9th grade, 60th for 10th grade, 70th for 11th grade, and 73rd for 12th grade) of Achievement compared to all schools nationwide that participate in the NWEA Map Growth math test. The average Quantile Level has decreased by 81 Quantiles for English Learners 87 for Students with an IEP. This decrease does not align with the progress made by all students +112 Quantiles, 9th grade +40 Quantiles, 10th grade +55 Quantiles, 11th grade +152 Quantiles and 12th grade +150 Quantiles. The numbers for IEP and English learners may be skewed due to not all students in the group testing in the spring.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through the completion of the LCAP survey. All data is collected and disseminated by the administrative team. Data is shared with the Leadership Team to get input from all departments. Feedback is incorporated into LCAP updates. LCAP mid-year report was presented to the Lennox Academy Board of Directors on February 12, 2026 and LCAP 26-27 Presentation was made on May 28, 2026. Teachers provided feedback to their department chairs that shared input at Leadership Meetings. The Leadership Team makes meets monthly to discuss curriculum and student and school policy issues and is responsible for the execution of the LCAP and WASC Action Plan.
Parents	Parents were engaged through the completion of the LCAP survey. All data is collected and disseminated by the administrative team. Data is shared with the Leadership Team to get input from all departments. Feedback is incorporated into LCAP updates. LCAP mid-year report was presented to the Lennox Academy Board of Directors on February 12, 2026 and LCAP 26-27 Presentation was made on May 28, 2026. Parents that participate in available activities on site provide feedback on school programs. These groups include parents that participate in Cafecitos, parent classes and the Lennox Academy Parent Group.

Educational Partner(s)	Process for Engagement
Students	Students were engaged through the completion of the LCAP survey. All data is collected and disseminated by the administrative team. Data is shared with the Leadership Team to get input from all departments. Feedback is incorporated into LCAP updates. LCAP mid-year report was presented to the Lennox Academy Board of Directors on February 12, 2026 and LCAP 26-27 Presentation was made on May 28, 2026. The principal meets regularly with associated student government. During these meeting students provide feedback on school policy and programs.

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

The general feedback from stakeholders was consistent in the continued need to support students' academic and social emotional needs.
The following are some areas on the LCAP that were influenced by input from educational partners:
-Continue professional development for staff on ELD and UDL Strategies
-Professional development for students and staff on response to trauma
-Expansion of alternatives to suspension
-Further exploration of AI tools
-Individualized math intervention support
-Continue schoolwide focus on writing
-Develop interventions for students with chronic absenteeism
-Increase parent involvement in school activities (parent center)
-Continue measures to secure the school campus
-Additional paraprofessionals to support EL and Resource classes
-Explore alternative options to credit recovery
-Explore Saturday school for remediation

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lennox Academy will foster an inclusive, supportive, safe, and positive environment that promotes the holistic development, engagement, well-being, and academic success of every student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The importance of creating a safe and positive school climate continues to be a priority at Lennox Academy. Our school familia continues to foster a strong sense of belonging within our school community and recognizes the importance of maintaining positive relationships with each and every student. Students, families, and staff at Lennox Academy recognize the school's efforts to make them feel valued, cared for, and safe, as evidenced through local survey data.

Lennox Academy has continually ranked in the 99th percentile compared to other schools in the state, as well as among schools with similar demographic characteristics, with respect to the Overall School Climate Report Card (CalSCHLS). While addressing post-pandemic learning loss remains important, meeting students' social, emotional, and mental health needs will also be instrumental in improving academic outcomes. As such, Goal 1 focuses on creating a physically, socially, and emotionally safe learning environment that promotes learning for all students through strong adult relationships, community connections, and comprehensive support systems.

By implementing a systematic and measurable approach to ensure students and staff are supported socially, emotionally, and behaviorally across all school environments, Lennox Academy aims to achieve the following outcomes:

* Emotional and Physical Safety: A safe environment helps students feel secure, reduces anxiety, and allows them to focus on learning.
* Increased Academic Achievement: When students feel supported and valued, they are more likely to engage in learning and achieve academic success.
* Social and Emotional Development: Focusing on the whole child helps students develop critical skills such as empathy, resilience, self-awareness, and cooperation.
* Positive Behavioral Supports: Clear expectations, consistent support, and strong relationships contribute to improved student behavior and reduced disciplinary issues.
* Staff Satisfaction and Retention: A positive school climate supports staff well-being, increases job satisfaction, and promotes stability within the learning environment.

* Family and Community Engagement: Parents, families, community partners, and students will be empowered as active partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.
* College and Career Readiness: Students will develop the academic, social, and emotional skills necessary to succeed in college, careers, and life beyond high school.
* Student Wellness and Engagement: Increased participation in activities that foster connection, leadership, and social-emotional growth will contribute to improved physical and mental well-being.
* Equitable Access to Opportunities: All students will have increased access to the resources and supports necessary to thrive academically, socially, and emotionally.

Overall, a safe and positive school climate nurtures the development of well-rounded individuals who are equipped to thrive academically, socially, emotionally, and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Facilities maintained in good repair (Perception data)	94% of staff agree/strongly agree that "This school has clean and well-maintained facilities and property."	On average, 90% of staff feel that school facilities (in general) are kept clean, and 75% feel that school facilities (in general) are kept in good repair.	On average, 96% of staff feel that school facilities (in general) are kept clean, and 92% feel that school facilities (in general) are kept in good repair.	At least 95% of students, parents, and staff will agree that school facilities are maintained clean and in good repair.	+2% of staff
1.2	Overall Attendance (ADA %)	2023-2024: 95.99% Overall ADA Rate, as of May 23, 2024	2024-2025: 95.69% Overall ADA Rate, as of May 19, 2024	2025-2026: 95.95% Overall ADA Rate, as of May 22, 2026	2026-2027: Lennox Academy will maintain at least an overall 96% ADA Rate.	-0.05%
1.3	Chronic Absenteeism (10% of school year)	2022-2023: 3.9% (23/583) 2023-2024: 7.7% (45/582) as of May 23, 2024	2024-2025: 5.8% (34/586) as of May 19, 2025	2025-2026: 5.87% (34/579) as of May 22, 2026	2026-2027: Less than 4% of students will be chronically absent.	-1.83% chronically absent
1.4	Pupil Suspension & Expulsion Rates	2023-2024: 1.55% (9/582) of students	2024-2025: 2.2 % (13/588) students have been	2025-2026: 1.38% (8/579) students have been	2026-2027:	+0.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		have been suspended, as of May 23, 2024. * 6 out of the 9 -- Hands on/Fighting (OSS) * 2 out of the 9 -- Drug Related (OSS) * 1 out of the 9 -- In School Suspension	suspended, as of May 20, 2025 There have been a total of 14 suspensions (1 student was a repeat offender). * 5 / 14 -- Drug Related * 5 / 14 -- Obscene Acts/Vulgarity * 1 / 14 -- Possession of Dangerous Object * 2 / 14 -- Vandalism/Property Damage * 1 / 14 -- Caused/Attempted Physical Harm	suspended, as of May 22, 2026 Breakdown of Offenses: 5/8 (62.5%) -- Drug Related 3/8 (37.5%) -- Caused/Attempted Physical Harm	Less than 1% of students will be suspended.	
1.5	Graduation Rates & Retention (Cohort Data)	Class of 2023 Data Graduation Rate: 98.6% Non-Completer Rate: 1.4% Retention Rate: 91% of original cohort completed their senior year at Lennox Academy	Class of 2024 Data Grad Rate: 99.3% Non-Completer Rate: 0.7% Retention Rates: 123/141 (87%) were part of the original cohort 123 (82%) of the original entering cohort of 150 completed their senior year at LMSTA	Class of 2025 Data Grad Rate: 99.3% Non-Completer Rate: 0.7% Retention Rates: 89% of the original entering cohort of 150 completed their senior year at LMSTA.	2026-2027: Graduation Rate: Maintain at least 98% Non-Completer Rate: Maintained below 2% Retention Rate: 95% of original cohort will complete their senior year at Lennox Academy.	Graduation Rate: +0.7% Non-Completion Rate: -0.7% Retention Rate: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CalSCHLS and/or Local Survey Participation Rates (School Climate)	Local Survey Data Participation Rates * Students: 98% (92% CHKS) * Staff: 89% (79% CSSS) * Parents: 28%	Local Survey Data Participation Rates * Students: 99% (95% CHKS) * Staff: 85% (90% CSSS) * Parents: 47%	Local Survey Data Participation Rates * Students: 99% (93% on CHKS) * Staff: 80% (91% on CSSS) * Parents: 35%	2026-2027 Minimum Survey Participation Rates: * At least 95% of students * At least 90% of staff * At least 60% of parents	Local Survey Data Participation Rates * Students: +1% (+1% CHKS) * Staff: -9% (+12% CSSS) * Parents: +7%
1.7	School Connectedness	2023-2024: 87% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy." 88% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.	2024-2025: 88% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy." 91% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.	2025-2026 89% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy." 94% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.	2026-2027: 95% of students will agree that they "feel close to at least one staff member at Lennox Academy" 95% of students will agree that they "feel part of the Lennox Academy Familia."	+2% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy." +6% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.
1.8	Sense of School Safety (CalSCHLS and/or Local Surveys)	2023-2024 Sense of school safety as reported through Local Surveys: * 97% of students "feel safe in my school" * 95% of staff "feel safe at school" * 92% of parents agree that "LMSTA is a safe place for my child."	2024-2025 Sense of school safety as reported through Local Surveys: * 98% of students "feel safe in my school" * 98% of staff feel "LMSTA is a safe place"	2025-2026 Sense of school safety as reported through Local Surveys: * 98.62% of students "feel safe in my school" * 100% of staff feel "feel safe at school"	2026-2027: Minimum of 95% of students, staff, and parents surveyed will agree that LMSTA is a safe place for themselves and/or their child.	+1.62% of students "feel safe in my school" +5% of staff feel "LMSTA is a safe place" +5% of parents agree that "LMSTA is a safe place for my child."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* 97% of parents agree that "LMSTA is a safe place for my child."	* 97% of parents agree that "LMSTA is a safe place for my child."		
1.9	Reports of Bullying on Campus (CalSCHLS and/or Local Surveys)	2023-2024 3.3% of students report to have been bullied at least once at school this year.	2024-2025 2.0% of students report to have been bullied at least once at school this year.	2025-2026 2.0% of students report to have been bullied at least once at school this year.	2026-2027 Less than 2% of students will report to have been bullied at least once at school this year.	-1.3% of students report to have been bullied at least once at school this year.
1.10	Serious Suicidal Ideations (CalSCHLS and/or Local Surveys)	2023-2024 * 8.5% reported chronic sadness * 9% reported emotional distress * 2% reported to have seriously considered attempting suicide * 1% reported to have made a plan * 1% reported to have attempted * 0.5% reported to have attempted and resulted in medical treatment * 21% of parents are concerned about their child's emotional well-being *13% of staff believe student depression/mental health problems are a severe problem at school	2024-2025 * 11.75% reported chronic sadness * 10% reported emotional distress * 2.25% reported to have seriously considered attempting suicide * 1.5% reported to have made a plan * 0.5% reported to have attempted * 1% reported to have attempted and resulted in medical treatment * 16% of parents are concerned about their child's emotional well-being *17% of staff believe student depression/mental health problems	2025-2026 * 7.5% reported chronic sadness * 7.75% reported emotional distress * 0.5% reported to have seriously considered attempting suicide * 0% reported to have made a plan * 0% reported to have attempted * 0% reported to have attempted and resulted in medical treatment * 17% of parents are concerned about their child's emotional well-being *11% of staff believe student depression/mental health problems	2026-2027 Percentage of students that report chronic sadness, emotional distress, and to have made a plan and/or attempted suicide will continue to decrease each year	-1% reported chronic sadness -1.25% reported emotional distress -1.5% reported to have seriously considered attempting suicide -1% reported to have made a plan -1% reported to have attempted -0.5% reported to have attempted and resulted in medical treatment -4% of parents are concerned about their child's emotional well-being -2% of staff believe student depression/mental health problems

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are a severe problem at school	are a severe problem at school		are a severe problem at school
1.11	School Connectedness, as reported through CHKS and/or Local Surveys	2023-2024 Percentage of students who AGREE with: * I feel close to students at LMSTA: 88% * I feel close to at least one staff member: 87% * I feel like I am part of the LMSTA Familia: 88% * Students care about each other: 86% * Students enjoy doing things with each other: 89% * Students treat each other with respect: 82% * Students get a long well with each other: 90% * Lennox Academy is a supportive and inviting place for students to learn: 97% * Staff at Lennox Academy treat all students with respect: 95%	2024-2025 Percentage of students who AGREE with: * I feel close to students at LMSTA: 90% * I feel close to at least one staff member: 88% * I feel like I am part of the LMSTA Familia: 91% * Students care about each other: 88% * Students enjoy doing things with each other: 93% * Students treat each other with respect: 89% * Students get a long well with each other: 93% * Lennox Academy is a supportive and inviting place for students to learn: 97% * Staff at Lennox Academy treat all students with respect: 96%	2025-2026 Percentage of students who AGREE with: * I feel close to students at LMSTA: 92.75% * I feel close to at least one staff member: 89% * I feel like I am part of the LMSTA Familia: 94% * Students care about each other: 92.57% * Students enjoy doing things with each other: 96.37% * Students treat each other with respect: 92.57% * Students get a long well with each other: 95.51% * Lennox Academy is a supportive and inviting place for students to learn: 97.75% * Staff at Lennox Academy treat all students with respect: 97.75%	2026-2027 Percentage of students who AGREE with: * I feel close to students at LMSTA: 95% * I feel close to at least one staff member: 95% * I feel like I am part of the LMSTA Familia: 95% * Students care about each other: 95% * Students enjoy doing things with each other: 95% * Students treat each other with respect: 95% * Students get a long well with each other: 95% * Lennox Academy is a supportive and inviting place for students to learn: 99% * Staff at Lennox Academy treat all students with respect:99%	Percentage of students who AGREE with: * I feel close to students at LMSTA: +4.75% * I feel close to at least one staff member: +2% * I feel like I am part of the LMSTA Familia: +6% * Students care about each other: +6.57% * Students enjoy doing things with each other: +7.37% * Students treat each other with respect: +10.57% * Students get a long well with each other: +5.51% * Lennox Academy is a supportive and inviting place for students to learn: +.75% * Staff at Lennox Academy treat all students with respect: +2.75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Panther Buddy Program & TA Connections (Local Surveys)	2023-2024 On average, 91.5% of students enjoy doing things with their TA Buddies. On average, 93.25% of students enjoy doing things/feel close to their TA.	2024-2025 On average, 91.25% of students enjoy doing things with their TA Buddies. On average, 95.25% of students enjoy doing things/feel close to their TA.	2025-2026 On average, 93.9% of students enjoy doing things with their TA Buddies. On average, 95.98% of students enjoy doing things/feel close to their TA.	2026-2027 On average, 95% of students enjoy doing things with their TA Buddies. On average, 96% of students enjoy doing things/feel close to their TA.	+2.4%: students enjoy doing things with their TA Buddies. +5.73% students enjoy doing things/feel close to their TA.
1.13	TA Teacher/Family Connections: Positive Relationships & Availability of Supports (Parent Perspective, Local Surveys)	2023-2024 89% of families surveyed reported that they know who their child's TA teacher is. 76% of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” 67% of parents agree that "My child's TA Teacher has reached out to me this year about my student." 86% of parents agree that, “My child’s teachers are responsive to my child’s social and emotional needs.”	2024-2025 87% of families surveyed reported that they know who their child's TA teacher is. 74% of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” 68% of parents agree that "My child's TA Teacher has reached out to me this year about my student." 89% of parents agree that, “My child’s teachers	2025-2026 88% of families surveyed reported that they know who their child's TA teacher is. 74% of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” 62.5% of parents agree that "My child's TA Teacher has reached out to me this year about my student." 87.7% of parents agree that, “My child’s teachers	2026-2027 100% of families will know who their TA Teacher is and will have met with them at least once per year. At least 90% of parents surveyed will agree with the following statements: • My child’s TA teacher has checked in with him/her personally at least once a month	-1%: of families surveyed reported that they know who their child's TA teacher is. -2%: of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” -4.5%: of parents agree that "My child's TA Teacher has reached out to me this year about my student." +1.7% of parents agree that, “My child’s teachers are responsive to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are responsive to my child's social and emotional needs."	are responsive to my child's social and emotional needs."	• My child's teachers are responsive to my child's social and emotional needs • My child's TA Teacher has reached out to me this year about my student.	my child's social and emotional needs."
1.14	Counselor/Family Connections: Positive Relationships & Availability of Supports (Parent Perspective, Local Surveys)	No baseline available for parents knowing who their child's counselor is. 88% of parents agree that, "Support staff like counselors and therapists are available to my child if he/she needs them." 95% of parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help	2024-2025 73% of parents who participated in the survey agree that, "I know who my child's Academic & College/Career Counselor is" 94% of parents agree that, "Support staff like counselors and therapists are available to my child if he/she needs them."	2025-2026 88% of parents who participated in the survey agree that, "I know who my child's Academic & College/Career Counselor is" 93.8% of parents agree that, "Support staff like counselors and therapists are available to my child if he/she needs them."	2026-2027 100% of families will know who their Academic & College/Career Counselor is and will have met with them at least once per year. At least 95% of parents surveyed will agree with the following statements: • Support staff like counselor	+88%: Parents who participated in the survey agree that, "I know who my child's Academic & College/Career Counselor is" +5.8%: Parents agree that, "Support staff like counselors and therapists are available to my child if he/she needs them."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students with social or emotional needs."	94% of parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help students with social or emotional needs."	92.7% of parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help students with social or emotional needs."	s and therapists are available to my child if he/she needs them At least 98% of parents surveyed will agree with the following statements: • LMSTA provides quality counseling or other ways to help students with social or emotional needs.	-2.3%: Parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help students with social or emotional needs."
1.15	Percent of students receiving individualized support.	2023-2024 As of May 14th, 74.7% of students have met at least once with their Academic & College/Career Counselor * 41% of Freshmen * 54% of Sophomores * 76% of Juniors	2024-2025 As of May 19, 2025, 95.8% of students have met (at least once) with their Academic & College/Career Counselor (as reported on 5-Star Tracking)	2025-2026 As of May 22, 2026, 90% of students have met (at least once) with an Academic & College/Career Counselor (as reported on 5-Star Tracking)	2026-2027 100% of Students will have met with their Academic & College/Career Counselor to develop personalized plans	+21.1%: Students have met (at least once) with their Academic & College/Career Counselor (as reported on 5-Star Tracking) +41% of Freshmen

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* 100% of Seniors	* 91.4% of Freshmen * 94.5% of Sophomores * 97.3% of Juniors * 100% of Seniors	* 82.6% of Freshmen * 92.4% of Sophomores * 96.5% of Juniors * 100% of Seniors	100% of students referred for services will have been matched up with appropriate counseling/mental health services.	+38.5% of Sophomores +20.5% of Juniors +/-0% of Seniors
1.16	Percentage of Students Participating in a Student Club or Leadership Group.	No calculated baseline available.	38.5% as reported through 5-Star	33.3% as reported through 5-Star	2026-2027 85% of students will be involved in a student club and/or some form of leadership group on campus.	+33.3%
1.17	Clear Postsecondary Plans	No baseline available.	As of May 19th, 100% of seniors have a postsecondary plan that they have committed to	As of May 22nd, 100% of seniors have a postsecondary plan that they have committed to	2026-2027 100% of seniors will have a clear postsecondary plan before they leave Lennox Academy.	+100%
1.18	College and Career Readiness (% "Prepared")	Class of 2023 Data Prepared: 73.2% Approaching Prepared: 12.7% Not Prepared: 14.1%	Class of 2024 Data: Prepared: 74.6% Approaching Prepared: 10.6% Percentage Not Prepared: 14.8%	Class of 2025 Data: Prepared: 78.5% Approaching Prepared: 6.3% Not Prepared: 15.3%	Class of 2026 Prepared: 85% Approaching Prepared: 5% Not Prepared: 10%	Prepared: +5.3% Approaching Prepared: -6.4% Percentage Not Prepared: +1.2%
1.19	Percentage of Students who meet A-G Requirements	71% of students from the Class of 2023 met A-G requirements	79.6% of students from the class of 2024 met A-G requirements (Met UC/CSU Requirements, as reported on DataQuest &	83% of students from the class of 2025 met A-G requirements (Met UC/CSU Requirements, as reported on DataQuest &	80% of students from the Class of 2026 will meet A-G requirements.	+12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Counselor Tracking) Class of 2025: Data being finalized	Counselor Tracking) Class of 2026: Data being finalized		
1.20	Acceptance into a 4-year University	Class of 2023 Data: 73%	Class of 2024 Data: 82% Class of 2025: Data being finalized	Class of 2025 Data: 84% Class of 2026: Data being finalized	80% of students from the Class of 2026 will be accepted into a 4-year college/university.	+11%
1.21	Parent Engagement & Participation	2023-2024 On average... * 32.5% of families attended at least one parent meeting. * 10% of families have volunteered * 4% of families have participated in parent educational workshops	2024-2025, Per 5-Star Report: 39% of "community" involvement (at least 1 activity or event) -- registered parents/guardians 54% of families have attended at least one school function (Back to school night, cafecitos, parent meetings...) 26 Parents (4.8%) of families have volunteered	2024-2025, Per 5-Star Report: 49.1% of "community" involvement (at least 1 activity or event) as reported/tracked through 5-Star (attended one event, activity, or "intervention")	2026-2027 * At least 85% of families will have attended at least one parent meeting per year * At least 35% of families will have volunteered * At least 25% of families will have participated in parent educational workshops 85% of Parents (unduplicated counts) will engage in at minimum one school function, parent meeting, conference, educational workshop, or	Data still being tracked by event type, but overall "involvement" +49.1% (if counting ANY one type--event, activity, or volunteer). However, better tracking methods under development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					volunteer opportunity.	
1.22	Parent Perception Data	2023-2024 Percent of Parents that agree that... * The school seeks their input before making important decisions: 87% * The school encourages them to be active participants in their child's education: 96% * LMSTA staff treat parents with respect: 95% * LMSTA staff take parent concerns seriously: 92%	2024-2025 Percent of Parents that agree that... * The school seeks their input before making important decisions: 90% * The school encourages them to be active participants in their child's education: 92% * LMSTA staff treat parents with respect: 96% * LMSTA staff take parent concerns seriously: 94%	2025-2026 Percent of Parents that agree that... * The school seeks their input before making important decisions: 93% * The school encourages them to be active participants in their child's education: 96% * LMSTA staff treat parents with respect: 98% * LMSTA staff take parent concerns seriously: 92%	2026-2027 Percent of Parents that agree that... * The school seeks their input before making important decisions: 95% * The school encourages them to be active participants in their child's education: 98% * LMSTA staff treat parents with respect: 98% * LMSTA staff take parent concerns seriously: 95%	Percent of Parents that agree that... * The school seeks their input before making important decisions: +6% * The school encourages them to be active participants in their child's education: +/- 0% * LMSTA staff treat parents with respect: +3% * LMSTA staff take parent concerns seriously: +/- 0%
1.23	School Uniforms	100% of students will have access to the school uniform.	100% of students have access to the school uniform.	100% of students have access to the school uniform.	100% of students will have access to the school uniform.	+/- 0%
1.24	School Climate Report Card (CalSCHLS Surveys)	Lennox Academy continues to rank in the 99th percentile for similar schools.	Lennox Academy continues to rank in the 99th percentile for similar schools.	No ranking was provided, but all indicators under the Supports and Engagement, Low Violence, and other school climate indicators improved in comparison to last year.	Continue to rank in the 98th – 99th percentile for positive school climate among the state and similar schools. Maintain or improve School Climate Index Score and subscales.	Lennox Academy continues to rank in the 99th percentile for similar schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Student Incentives, Rewards & Recognitions	Lennox Academy continues to recognize students on their birthdays, monthly student of the month recognitions, and through TA celebrations (most improved, STAR student...). Students who received honor roll for one semester received an Honor Roll T-shirt; students who received honor roll for two semesters received an Honor Roll Sweatshirt.	Lennox Academy continues to recognize students on their birthdays, monthly student of the month recognitions, and through TA celebrations (most improved, STAR student...). Students who received honor roll for one semester received an Honor Roll T-shirt; students who received honor roll for two semesters received an Honor Roll Sweatshirt.	Lennox Academy continues to recognize students on their birthdays, monthly student of the month recognitions, and through TA celebrations (most improved, STAR student...). Students who received honor roll for one semester received an Honor Roll T-shirt; students who received honor roll for two semesters received an Honor Roll Sweatshirt.	Lennox Academy will continue to create opportunities to recognize and celebrate students and staff.	Maintained
1.26	Positive Relationships (Student Perspective, Local Surveys)	96.1% of students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who… • "…really cares about me." (90%)	96.6% of students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who…	95.68% of students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who…	97% of students will report to have at least one close friend at Lennox Academy. 95% of students will agree that there is at least one adult on campus that cares about them, notices them, and checks in with them.	-0.42%: students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who…

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• "…notices when I'm not there." (88%) • "…checks on how I am doing." (88%)	• "…really cares about me." (91%) • "…notices when I'm not there." (88%) • "…checks on how I am doing." (90%)	• "…really cares about me." (93.26%) • "…notices when I'm not there." (92.92%) • "…checks on how I am doing." (92.57%)		• "…really cares about me." (+3.26%) • "…notices when I'm not there." (+4.92%) • "…checks on how I am doing." (+4.57%)
1.27	Availability of Counseling Supports (Mental Health / Social-Emotional)	Lennox Academy has 1.5 FTE School-Based Mental Health Therapist, has MOUs with MASADA Homes and 3FTE Academic & College/Career Counselors	Lennox Academy has 1.5 FTE School-Based Mental Health Therapist, has MOUs with MASADA Homes and 3FTE Academic & College/Career Counselors	Lennox Academy has 1.6 FTE School-Based Mental Health Therapist, has MOUs with MASADA Homes and 3FTE Academic & College/Career Counselors	Maintain or improve counseling services offered.	+.1 FTE Mental Health Therapist Maintained

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.

While some positions remain to be filled, all action items under Goal 1 were successfully carried out and implemented as follows:
ACTION 1.1
Lennox Academy continued to fund personnel that carry out duties in support of action item 1.1: 1 FTE Safety & Facilities Manager, 1 FTE Custodian, 1 FTE Office Clerk, 2 Part-Time Campus Safety Aides, and 1 FTE TA to support campus safety efforts (among other duties).

Additionally, Lennox Academy has been able to install additional security cameras, secure school campus entry points with a new security system, and support expenses to maintain a clean, orderly, and safe environment.

ACTION 1.2
Lennox Academy continue to employee a part-time parent liaison and support expenses to carry out parent educational workshops. Savings in this area came from three of the workshop series were conducted by school personnel this year.

ACTION 1.3
In addition to funding resources, programs, activities and events to support students' mental health, Lennox Academy successfully employed a full time Mental Health/Wellness Therapist (School Social Worker) and contracted with Richstone Family Center to employee 1.6 FTE Mental Health Therapists to provide direct services to students. Establishment of the Wellness Center was also funded, and pending expenses to support its development are on track to happen before the end of the school year, in addition to hiring the Student Wellness Advocate (paraprofessional).

ACTION 1.4
Lennox Academy successfully implemented, enhanced, and funded programs, activities, events, and expenses that promoted a positive, supportive, inclusive, and connected school learning environment for ALL students. Lennox Academy continues to create moments for students and staff to allow them to feel valued and part of the Lennox Academy Familia.

ACTION 1.5
Lennox Academy continued to fund expenses and personnel to support student services and integrated supports to ensure that every student receives the specific academic, behavioral, social-emotional, college/career, and mental and physical health supports they need to succeed—so all students are engaged, able to access the curriculum, and make meaningful progress in their learning.

ACTION 1.6
Lennox Academy continued to fund expenses to address non-academic barriers to learning and ensure equitable access among all (e.g., school uniform, metropass cards...)

ACTION 1.7
Lennox Academy supported purchases, subscription renewals, and expenses that facilitated and promoted a safe, organized, well-informed, communicative, and professional learning environment. Additionally, Lennox Academy supported professional learning opportunities that supported and address the action items in goal 1.

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.

After accounting for upcoming expenditures through the end of the year, Lennox Academy ended with a balance of $118,706.80 due to various positions not hired this school year (2 PTE Campus Safety Aides, Internship Coordinator, and Student Wellness Advocate).

1.1 Safe and Secure Campus Projected: $525,000.00 Actual: $496075.33 Difference: $28,924.67

1.2 Family and Community Engagement	Projected: $50,000.00 Actual: $42,423.66 Difference: $7,576.34
1.3 Mental Health and Wellness	Projected: $361,200.00 Actual: $348,165.87 Difference: $13,034.13
1.4 School Culture and Student Engagement	Projected: $480,000.00 Actual: $434,736.27 Difference: $45,263.73
1.5 Counseling & Integrated Supports	Projected: $240,000.00 Actual: $209,052.28 Difference: $30,947.72
1.6 Equitable Access	Projected: $37,625.00 Actual: $49,990.36 Difference: -$12,365.36
1.7 Monitoring, Communication Systems, & Growth	Projected: $82,500.00 Actual: $77,174.43 Difference: $5,325.57
Grand Totals	Projected: $1,776,325.00 Actual: $1,657,618.40 Difference: $118,706.80

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

Refer to the various metrics listed for Goal 1.

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.

Lennox Academy will foster an inclusive, supportive, safe, and positive environment that promotes the holistic development, engagement, well-being, and academic success of every student.

Actions 1.3 and 1.5 have been combined into one action, Comprehensive Student Services (Action 1.3), to strengthen the foundation for student success through the continued development and implementation of a comprehensive school counseling program grounded in a Multi-Tiered, Multi-Domain System of Support (MTMDSS). Emphasis will be placed on addressing identified areas of need to ensure support for the whole child while increasing student engagement, connectedness, and access to services. During the summer, a task force will design, develop, and implement a vertically aligned, schoolwide Tier 1 counseling curriculum that addresses students' academic, college/career, and social-emotional development needs. Additionally, Lennox Academy plans to fully launch its Wellness Center with comprehensive Tier 1, Tier 2, and Tier 3 supports and programming; expand student engagement and enrichment opportunities; and maximize pupil-free days through grade-level student summit experiences and targeted support activities.

Lennox Academy also plans to increase opportunities for parent engagement and connection with staff through family nights, informational sessions, grade-level parent academies, and the refinement of current practices to strengthen families' capacity as active partners in their child's education.

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	Safe and Secure Campus	Ensure a safe, secure, and welcoming learning environment for all stakeholders.	$546,910.00	No

Action #	Title	Description	Total Funds	Contributing
	(Physical Learning Environment)	Continue to fund personnel that carry out duties in support of this action item: 1.1.1 1 FTE Safety & Facilities Manager 1.1.2 1 FTE Custodian 1.1.3 1 FTE Office Clerk 1.1.4 2 FTE Campus Safety Aides (4 part time positions) 1.1.5 1 FTE TA to support campus safety efforts (among other duties) Allocate resources to support the implementation of this action item: 1.1.6 Facilities, Maintenance & Learning Environments | Facilities upkeep, maintenance, and repairs | School vehicle expenses | Classroom furniture | Flexible and student-centered learning environments... | 1.1.7 Health & Safety Measures | Health office supplies | Illness mitigation efforts | Student/staff health supports | Medical/first aid… | 1.1.8 Safety, Security & Emergency Preparedness | Disaster & emergency planning | Security infrastructure (cameras, secure entry points...) | Emergency Communication Monitoring Systems / Platforms (Raptor Visitor, Raptor EMS, emergency tablet services, Stop It, Smart Pass, Canine Services, communication radios, etc.) | 1.1.9 Fingerprinting / Compliance Requirements (DOJ) 1.1.10 Other Expenses in Support of Action 1.1		
1.2	Family & Community Engagement	Strengthen partnerships with families by creating meaningful opportunities for parent engagement and collaboration in their child’s education, while leveraging community partnerships to expand access to supports and resources that promote student success and well-being. * Enhance the Parent Coordinator role to support meaningful family engagement, parent education, and leadership opportunities. * Examine current practices and opportunities for parent involvement	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		* Explore opportunities to enhance current practices (Family Orientation, Back to School Night, Parent Conferences, Parent Grade-Level Meetings, etc.) * Create structured systems for family partnerships (Tiered and proactive supports, * Design and implement a purposeful, grade-specific "parent curriculum" * Provide proactive individualized parent/student meetings * Empower parents and provide opportunities for meaningful parent engagement beyond volunteering or providing services to the school * Increase Opportunities for Parent Engagement & Connection with Staff (e.g., Host family nights & info sessions, Freshmen Welcome for parents, Grade Specific “Parent Academies”...) Continue to fund expenses in support of this action item: 1.2.1 1 PTE Parent Coordinator 1.2.2 Parent Educational Workshops 1.2.3 Parent Appreciation Efforts (Rewards, incentives, and appreciation for parents...) 1.2.4 Community Partnerships to support the whole child 1.2.5 Other identified expenses in support of Action Step 1.2		
1.3	Comprehensive Student Services	Continue to develop, implement and enhance a comprehensive, multi-tiered system of academic, behavioral, social-emotional, college/career, mental health, and wellness supports through an integrated Comprehensive School Counseling Program and coordinated student services to ensure all students are engaged, supported, connected, able to access learning, and prepared for success in school and beyond. (Multi-Tiered, Multi-Domain System of Support, MTMDSS) Continue to fund expenses and personnel to support student services, integrated supports, alternative programs, and expanded learning opportunities, to ensure that every student receives the specific academic, behavioral, social-emotional, college/career, and mental and physical health supports they need to succeed—so all students are engaged, able to access the curriculum, and make meaningful progress in their learning. | Address barriers to positive attendance | Individualized Student Success	$796,925.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Plans to address diverse needs | Explore Peer Counseling Supports | Increase Student Engagement Opportunities through Wellness Programming and Maximizing Pupil Free Days (Wellness Days, Grade Specific Student Summit Days...) 1.3.1 1.6 FTE School Based Mental Health Therapists 1.3.2 1 FTE School Social Worker / Mental Health & Wellness Specialist 1.3.3 1 FTE Student Wellness Advocate (Paraprofessional) 1.3.4 Support ongoing operation, programming, resources, and enhancement of the Student Wellness Center 1.3.5 Fund student trainings, assemblies, programs and services in support of mental health, wellness, and healthy life choices (e.g., TA SEL Curriculum, Teen Truth Assembly & Leadership Summit, Anti-Bullying Assembly, Drug Awareness Assembly, Sexual Health/CA Healthy Youth Act Presentations...) 1.3.6 Resources, Curriculum, and Tools to support students' Mental Health, Wellness, and Social-Emotional Learning (e.g., Character Strong, Choices Magazines, SEL Student Planners, Intellispark, SimplePractice, Universal Screeners...) 1.3.7 Fund Schoolwide SEL initiatives & Activities that build a culture of acceptance, celebrate differences, and promote wellness (e.g., No One Eats Alone, Stomp Out Bullying, Start with Hello Week, Mental Health Awareness Month, Wellness Wednesdays, NAMI on Campus Club, TA Buddy SEL Activities…) 1.3.8 3 FTE Academic & College/Career Counselors 1.3.9 Resources, Curriculum, and Tools to support students' college/career and life readiness skills 1.3.10 Foster youth/homeless youth services 1.3.11 Services for Students with Disabilities 1.3.12 Student Health Services 1.3.13 Other identified expenses in support of Action Step 1.3		

Action #	Title	Description	Total Funds	Contributing
1.4	School Culture & Student Engagement	Implement, enhance, and sustain programs, activities, events, and resources that promote a positive, supportive, inclusive, connected, and engaging school environment for all students and staff: “Creating Moments for Students & Staff.” 1.4.1 2.0 FTE Student Program Assistants (SPAs) 1.4.2 Programs, events, assemblies, activities, recognitions, celebrations, incentives, appreciation efforts, and related expenses that promote school connectedness, belonging, inclusion, positive school culture, and student/staff engagement (e.g., Team Building Activities, Positive Adventures, Link Crew, Familia Ganas y Orgullo Day, TA Awards, Honor Roll, HERO/5-Star incentives, Graduation Recognitions, staff appreciation, school spirit promotional items, birthdays...) 1.4.3 Student field trips, including associated fees, transportation, meals, and related costs 1.4.4 Panther Buddy Program (structured TA buddy activities, mentorship opportunities, socials, and experiences that promote cross-grade level connections and belonging...) 1.4.5 Vertical branding and feeder school partnership activities to promote school pride, panther identity, and connectedness beginning in elementary school (e.g., Future Panther Day, Senior Gratitude Walks, Mentorship Opportunities, A day in the life of a Panther...) 1.4.6 CIF athletics and extracurricular participation costs, including coaching, transportation, officials, equipment, recognitions, and related expenses 1.4.7 Consumable purchases in support of making connections and appreciation (includes meal reimbursements unless specifically linked to an off- campus PD event captured under Goal 2) 1.4.8 Efforts to promote staff wellness, morale, appreciation, and connection 1.4.9 Other activities, events, materials, resources, tools, and related expenses that support school connectedness, belonging, positive school culture, and implementation of Action 1.4	$480,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	See Action 1.3 (Combined for 26-27)	See Action 1.3 (Combined for the 2026 - 2027 School Year)		No Yes
1.6	Equitable Access	Continue to fund expenses to address non-academic barriers to learning and ensure equitable access among all. 1.6.1 School Uniform 1.6.2 Student Transportation (MetroPass Cards, HopSkipDrive...) 1.6.3 Other identified expenses in support of Action Step 1.6	$39,000.00	No
1.7	Monitoring, Communication Systems, & Growth	Support purchases, subscription renewals, and expenses that facilitate and promote a safe, organized, well-informed, communicative, and professional learning environment; support professional learning opportunities that support and address the action items in goal 1. 1.6.1 Monitor and collect stakeholder data; CalSCHLS Surveys (California Healthy Kids Survey, California School Parent Survey, California School Personnel Survey…) 1.6.2 5-Star Student App to track student engagement 1.6.3 Establish a system for tracking and monitoring student outcomes related to mental wellness, including attendance, academic performance, behavior, and social-emotional functioning. (Panorma or system in support of looking at holistic student data) 1.6.4 Professional Development in support of items addressed by goal 1 (CPR, Medical First Aid, Stop the Bleed, Youth Mental Health First Aid, Suicide Prevention, Trauma Informed Practices, SEL/Mental Health, School Climate, Individualized Needs, Counseling...) 1.6.5 Tools to help facilitate regular communication and collaboration between the school and all stakeholders (students, staff, families...): SchoolMint, ParentSquare, MailMerge, Grasshopper, HERO, Adobe, San Joaquin/Edjoin, DTS, Parchment, Paycom, Slack, Website, Postage)	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LMSTA will provide an engaging, standards-aligned instructional program by providing all the required materials, tools, and training necessary to prepare students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

- Continue professional development for teachers to include a deeper understanding of the Universal Design for Learning (UDL) framework, identify essential standards for all core courses, better serve students with special needs and English language learners, provide social emotional support to students and increase student engagement.
- Technology integration needs further development to maximize the 1:1 environment and educate staff AI trends in education and its application in the classroom.
- Continue to expand the course offering for students in the area of CTE and Electives.
- Focus has been on getting students ready for college; yet, there is also a need to develop the skill sets of students who will pursue a career after high school.
- Refine the performance review process to align with Universal Design for Learning (UDL), driving personal, school-wide, and student growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Through survey feedback, teachers will report they have attended/	80%	88%	92%	85%	+12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participated in satisfactory professional development opportunities that will assist in their development as educators and be able to meet the needs of all students					
2.2	Percentage of students having access to technology	100%	100%	100%	100%	0%
2.3	Percentage of students enrolled in a PTLW/CTE elective course throughout their four years at the Academy	88%	99.3	100%	Maintain	+12%
2.4	Percentage of students successfully completing UC AG course requirements	71%	74.6	78.5%	80%	+7.5%
2.5	Percentage of students being accepted into 4-year colleges	73%	75.1	84%	80%	+11%
2.6	AP Passing Rates	2023 Results English Language and	2024 Results	2025 Results	English Language and Composition 47%	English Language and Composition +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Composition 43.3% English Literature and Composition 68.8% Psychology 30.9% United States History 62.5% World History 56.3% Calculus AB 10.3% Physics 1 0% Spanish Language and Culture 89.1% AP Environmental Science N/A AP Statistics N/A	English Language and Composition 22.2% English Literature and Composition 72.7% Psychology 42.9% United States History 80% World History 64% Calculus AB 28% Physics 1 20.8% Spanish Language and Culture 94.7% AP Environmental Science 16% AP Statistics 34.5%	English Language and Composition 48.3% English Literature and Composition 56.4% Psychology 52.5% United States History 82.1% World History 40.6% Calculus AB 39.3% Physics 1 34.4% Spanish Language and Culture 94.4% AP Environmental Science 66.7% AP Statistics 3.6%	English Literature and Composition =68% Psychology 35% United States History 65% World History 60% Calculus AB 25% Physics 1 25% Spanish Language and Culture 95% AP Environmental Science 40% AP Statistics 25%	English Literature and Composition - 12.4%% Psychology +21.6% United States History +19.6% World History - 15.7% Calculus AB +29% Physics 1 20+34.4% Spanish Language and Culture +5.3% AP Environmental Science - AP Statistics -

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.

Action 2.1: Implementation of professional development was expanded by adding three dedicated PD days to build staff capacity. Staff received targeted training in UDL framework implementation, Thinking Maps strategies, English Learner best practices, and writing across the curriculum strategies. The school sustained ongoing support for content-specific PD, which was reinforced through structured department and grade-level team meetings. During these sessions, educators analyzed formative and summative data, discussed student interventions, and shared best practices to improve learning outcomes.

Action 2.2: All CTE/Elective was retained for the 2025-2026 school year. An art teacher was added to the Electives as request by students and families.

Action 2.3: All software needed to ensure a conducive and safe learning environment for all students and staff.

Action 2.4: Digital Smart panels were installed in all classrooms.

Action 2.5: IT Director and two assistants were retained for the 2025-2026 school year.

Action 2.6: Novels were purchased for all English classrooms in order to provide more culturally relevant literature to students and align novels to the new English 11 course that aligns with the Ethnic Studies framework. A textbooks was purchased for the new Life Science course to provide a curriculum and structure to the course. All classroom materials needed were purchased and a budget was offered to all teachers.

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.

Action 2.1: There is a deficit of $22,508.95 due to a partnership with Novak Education and two teacher leaders and administrator attended the Trainer of Trainers Thinking Maps training.

Action 2.2: There is a deficit of $13,209.18 due to a 3% salary increase that was board approved on February 12th, 2026 and was retroactive to July 1st, 2025.

Action 2.3: There is a surplus of $7,359.40 . All software was purchased and yearly licenses were renewed.

Action 2.4: There is a surplus of $31,267.85. All technology equipment needed was purchased.

Action 2.5: There is a deficit of $9,319.83 due to a 3% salary increase that was board approved on February 12th, 2026 and was retroactive to July 1st, 2025.

Action 2.6: There is a surplus of $55,000. The science core classes are up for textbook renewal for the 2026-2027 school year. All textbooks, novels, materials for CTE/Elective courses, and classroom supplies requested were purchased.

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

Action 2.1 : Feedback data indicated a slight increase in teacher satisfaction regarding professional development (PD) particularly due to the partnership with Novak Education to provide Universal Design for Learning (UDL) training. Initial evaluation of the UDL framework implementation showed success in the the standardization of common instructional strategies and academic language within departments. Teacher feedback highlights a strong demand for continued departmental collaboration focused on vertical alignment and the identification of evidence-based practices, with a specific emphasis on Universal Design for Learning (UDL) framework implementation and Thinking Maps. This action is trending toward effectiveness, with the ultimate goal of driving measurable growth in CAASPP and ELPAC proficiency scores, particularly for Long-Term English Learners (LTELs) and students with exceptionalities.

Action 2.2: All students are able to enroll in a CTE/Elective course during their four years at the Academy. The new Art class was a success with students and students showcased some of their work during the Spring Semester Concert event hosted by the school's music program.

Action 2.3: More teachers are using Net Support to monitor student engagement in the classroom. This tool effectively allowed educators to monitor real-time student screen engagement, minimize digital distractions, and maintain instructional focus in the classroom.

Action 2.4: Students and staff had access to a functioning laptop at all times. Hot spots are available and various printing machines are placed around campus.

Action 2.5: Students and staff have access to an IT department member from 7:30 a.m.-5:00 p.m. and a full IT staff has reduced technology related downtime and wait times.

Action 2.6: All textbook and novel requests were granted. Novels were purchased to better align with the English 11 Ethnic Studies curriculum. Materials for labs were provided and equipment for PLTW/Elective courses were replaced, updated, and/or added.

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

No changes were made in Goal 2. The focus will continue to provide a broad course of study to students to prepare them for college and career readiness. Teachers will continue to develop their capacity to better serve the needs of multilingual students and students with exceptionalities. All necessary technology will be provided to all staff and 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
2.1	Professional Development	Provide professional development in lesson design, technology integration, best teaching practices, data-driven decision making, meeting the need of struggling (intervention) students and the Common Core State Standards (CCSS). Add three additional days to the base calendar (183 days) to allow	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for school-wide professional development in salary and benefits, resources and materials, consultants, department specific training and workshops, and allow substitute coverage.		
2.2	CTE/Elective Staff	Maintain and add CTE and elective staff	$560,000.00	Yes
2.3	Software	Purchase/renew licensing of software and professional subscriptions to support student learning and technology infrastructure. Purchase/renew licensing of software and professional subscriptions to support student learning such as: Canvas Kami Microsoft Office	$38,000.00	Yes
2.4	Technology	Provide students and teachers equal access to technology (1 to 1) through the purchase of laptops for every student and teacher, accessories (e.g. student laptop backpacks and hotspots), copy/scanning privileges and equipment (e.g. projectors and wireless keyboards) and internet	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		service.		
2.5	IT Staff	Staffing to support 1 to 1 technology environment.	$375,000.00	No
2.6	Classroom Materials, Resources, and Equipment	Purchase of textbooks, novels, tools, and classroom materials to support a high quality instructional program.	$180,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Demonstrate growth and improve the academic achievement of students with academic challenges (EL, LTELs, Special Education).	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Incoming Lennox Academy students enter high school with significant skill gaps. The average student enters with a 6th grade proficiency in reading and 5th grade proficiency in math. In order to ensure access to college and career for at-promise students, Lennox Academy needs to address skill gaps while supporting mastery of grade level content. The is goal was revised to focus on reducing the achievement gap of students wtih academic challenges (EL, students wtih IEP) by measuring growth and acheivement. Students progress is measured locally using NWEA MAP Growth. Achievement will be measured by proficiency rates on CAASPP, CAST and ELPAC, GPAs, credit status.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	NWEA MAP Reading Growth	Proficient/Advanced All 60% EL 9% With IEP 20% 9th 61% 10th 69% 11th 50% 12th 57% Average Lexile All 1132 EL 805 With IEP 862	Proficient/Advanced All 58% EL 8% With IEP 20% 9th 42% 10th 57% 11th 73% 12th 62% Average Lexile All 1167 EL 839	Proficient/Advanced All 58% EL 10% With IEP 18% 9th 48% 10th 52% 11th 57% 12th 74% Average Lexile All 1184 EL 946	Proficient/Advanced All 70% EL 20% With IEP 40% 9th 60% 10th 65% 11th 75% 12th 75% Average Lexile All 1175	Proficient/Advanced All -2% EL +1% With IEP -2% 9th -13% 10th -17% 11th +7% 12th +17% Average Lexile All +52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th 1068 10th 1145 11th 1140 12th 1180	With IEP 890 9th 1085 10th 1168 11th 1227 12th 1188	With IEP 915 9th 1140 10th 1156 11th 1178 12th 1265	EL 900 With IEP 925 9th 1098 10th 1135 11th 1208 12th 1245	EL +141 With IEP +53 9th +72 10th +11 11th +38 12th +85
3.2	NWEA MAP Math Growth 6+	Proficient/Advanced All 15% EL 1% With IEP 2% 9th 13% 10th 7% 11th 12% 12th 20% Average Quantile All 1049 EL 942 With IEP 946 9th 1018 10th 1071 11th 1071 12th 1098	Proficient/Advanced All 35% EL 6% With IEP 12% 9th 19% 10th 31% 11th 45% 12th 45% Average Quantile All 1138 EL 825 With IEP 801 9th 1037 10th 1143 11th 1190 12th 1186	Proficient/Advanced All 22% EL 2% With IEP 9% 9th 10% 10th 18% 11th 30% 12th 38% Average Quantile All 1161 EL 861 With IEP 859 9th 1058 10th 1126 11th 1223 12th 1248	Proficient/Advanced All 40% EL 15% With IEP 20% 9th 25% 10th 35% 11th 45% 12th 45% Average Quantile All 1128 EL 900 With IEP 900 9th 1050 10th 1080 11th 1190 12th 1190	Proficient/Advanced All +7% EL +1% With IEP +7% 9th -3% 10th +9% 11th +18% 12th +18% Average Quantile All +112 EL -81 With IEP - 87 9th +40 10th +55 11th +152 12th +150
3.3	CASPP English Language Arts	Met/Exceeded Standard All 73% With IEP 20% SES Disadv 71% EL 17% Scale Score All 2683 With IEP 2535 SES Disadv 2632	Met/Exceeded Standard All 67% With IEP 25% SES Disadv 67% EL 19% Scale Score All 2661	Met/Exceeded Standard All 75% With IEP 13% SES Disadv 74% EL 9% Scale Score All 2629	Met/Exceeded Standard All 79% With IEP 35% SES Disadv 77% EL 25% Scale Score All 2700 With IEP 2550	Met/Exceeded Standard All +2% With IEP -7% SES Disadv +3% EL -8% Scale Score All -54 With IEP -42

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 2537	With IEP 2467 SES Disadv 2615 EL 2503	With IEP 2493 SES Disadv 2628 EL 2490	SES Disadv 2650 EL 2552	SES Disadv -4 EL -47
3.4	CASPP Mathematics	Met/Exceeded Standard All 42% With IEP 7% SES Disadv 40% EL 0% Scale Score All 2594 With IEP 2484 SES Disadv 2590 EL 2455	Met/Exceeded Standard All 32% With IEP 0% SES Disadv 30% EL 6% Scale Score All 2576 With IEP 2447 SES Disadv 2575 EL 2465	Met/Exceeded Standard All 36% With IEP 0% SES Disadv 35% EL 7% Scale Score All 2593 With IEP 2450 SES Disadv 2591 EL 2479	Met/Exceeded Standard All 52% With IEP 25% SES Disadv 50% EL 15% Scale Score All 2628 With IEP 2504 SES Disadv 2624 EL 2500	Met/Exceeded Standard All -6% With IEP -7% SES Disadv -5% EL +7% Scale Score All -1 With IEP -34 SES Disadv +1 EL +24
3.5	CAST	Met/Exceeded Standard All 44% With IEP 7% SES Disadv 44% EL 6% Scale Score All 611 With IEP 593 SES Disadv 610 EL 589	Met/Exceeded Standard All 41% With IEP 0% SES Disadv 41% EL 6% Scale Score All 608 With IEP 590 SES Disadv 603 EL 586	Met/Exceeded Standard All 50% With IEP 14% SES Disadv 48% EL 0% Scale Score All 614 With IEP 596 SES Disadv 614 EL 592	Met/Exceeded Standard All 53% With IEP 25% SES Disadv 53% EL 25% Scale Score All 625 With IEP 610 SES Disadv 624 EL 605	Met/Exceeded Standard All +6% With IEP +7% SES Disadv +4% EL -6% Scale Score All +3 With IEP +3 SES Disadv +4 EL +3
3.6	Summative ELPAC	Level 4 Well Developed All EL 25%	Level 4 Well Developed	Level 4 Well Developed	Level 4 Well Developed	Level 4 Well Developed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL W/ IEP 9% EL SES Disadv 27%	All EL 15% EL W/ IEP 15% EL SES Disadv 16%	All EL 18% EL W/ IEP 4% EL SES Disadv 18%	All EL 35% EL W/ IEP 20% EL SES Disadv 40%	All EL -7% EL W/ IEP -5% EL SES Disadv -9%
3.7	Cumulative GPA	All < 2.0 8% EL <2.0 30% W/ IEP <2.0 22%	All < 2.0 11% EL <2.0 32% W/ IEP <2.0 31%	All < 2.0 12% EL <2.0 38% W/ IEP <2.0 45%	All < 2.0 <10% EL <2.0 15% W/ IEP<2.0 10%	All < 2.0 +4% EL <2.0 +8% W/ IEP<2.0 +23%
3.8	Credit Deficient	All Students 17% EL Students 41% W/ IEP 36%	All Students 18% EL Students 42% W/ IEP 35%	All Students 21% EL Students 51% W/ IEP 47%	All Students 10% EL Students 20% W/ IEP 15%	All Students +4% EL Students +10% W/ IEP +11%

Goal Analysis [2025-26]

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

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

There were no substantive differences in planned actions and implementation. Support classes included one section of ELD Beginning, one section of Intermediate, two sections of ELD Advanced, one section of ERWC ELD, three English Labs and four math lab classes. A total of 249 students were serviced by GANAS program where students received both in class and after school academic support. This year every grade level had three two general education GANAS advisors and one Special Edcuation advisors. Each resource teacher worked wtih and Instructional Aide. The two English Language Development teachers shared an Instructional Assistant.

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 budgeted expenditures for Goal 3 for the 2025-26 school year were $1,365,000. The actual expenditures for 2025-26 for Goal 3 as of April 30, 2026 were $1,273,307 for a difference of $91,693. The differnece should decrease with salary payments in the last month of the school year. The expenditures for actions 3.2 and 3.3 were very close to budgeted amounts, but actions the expenditures for 3.1 were over budget and the expenditures for 3.4 were under budget. Adjustments will be made to budgeted expenditures for 2026-27 to align with 2025-26.

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

Lennox Academy is in the 69th Percentile (65th for 9th grade, 64th for 10th grade, 65th for 11th grade, and 78th for 12th grade) of Achievement compared to all schools nationwide that participate in the NWEA Map Growth reading test. The average Lexile Level has increased by 141 Lexiles for English Learners 53 for Students with an IEP. LMSTA is in the 63rd Percentile (60th for 9th grade, 60th for 10th grade, 70th for 11th grade, and 73rd for 12th grade) of Achievement compared to all schools nationwide that participate in the NWEA Map Growth math test. The average Quantile Level has decreased by 81 Quantiles for English Learners 87 for Students with an IEP. This decrease does not align with the progress made by all students +112 Quantiles, 9th grade +40 Quantiles, 10th grade +55 Quantiles, 11th grade +152 Quantiles and 12th grade +150 Quantiles. The numbers for IEP and English learners may be skewed due to not all students in the group testing in the spring.

English Learner Progress moved two levels from red to yellow between 2024 and 2025 with 44.8% of English Learners making progress (increase of 5.4% for English Learners and 6.2% for Long Term English Learners. English Language Arts stayed at green, but the percentage of students that met or exceeded standard increased from 67% to 75%. The distance above standard was 46 and increased by 12.8 for all students, 33.9 for English Learners, 47.7 for Long Term English Learners, 12.9 for socioeconomically disadvantaged, and 27.3 for students with disabilities. Math improved from yellow to green. The percentage of students that met or exceeded standard increased from 32% to 36%. The distance below standard was 35, but increased by 17 for all students, 32.5 for English Learners, 33.8 for Long Term English Learners, 17.4 for socioeconomically disadvantaged, and 2.6 for students with disabilities. Lennox Academy had 50% of students meet or exceed standard on the CAST, but only 14.6% for Students with an IEP and 0% of English Learners. All but one student from these two subgroups were at a 2 (Standard Nearly Met). Only one student scored a 1 (Standard Not Met).

The percentage of credit deficient students and students below a 2.0 GPA increased more than the previous year. Between summer school and the regular 2025-26 school year a total of 297 classes were taken for a total of 1349 criedtis. Of those 924 recovered credits were for students that were deficient and 425 credits were for grade replacement in order to successfully complete A-G course of study.

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.

NWEA proficiency metrics may be too high for 9th and 10th graders, since the correlation wtih CAASPP proficiency is based on 11th grade metrics. All monitored groups showed growth on the NWEA MAP Reading and all monitored groups except English Learners and Studetnts with IEPs made growth on the MAP Math. Metrics will stay as is to finish the three year cycle. With an increased presence and access to AI platforms, alternatives to using APEX for credit recovery will be explored.

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	Literacy Support	Provide literacy intervention to students below proficiency in English including designated ELD to ELL students: a) Staff English Lab and ELD courses b) Provide English Lab and ELD curricula as well as licenses for remediation software (English 3D, National Geographic, Edge) c) Provide supplementary/adapted novels	$380,000.00	Yes
3.2	Math Support	Provide math intervention to remediate students' deficient skills: a) Provide additional math teacher to staff math support classes and reduce teacher to student ratios in 9th, 10th and 11th grade math classes. b) Provide math lab curricula and licenses for remediation software (Math 180, MAP Accelerator)	$165,000.00	Yes
3.3	Progress Monitoring	Director of Curriculum and Instruction will update and coordinate administration of all exams (Benchmarks, AP, SBAC...), work with department chairs to facilitate professional development opportunities on strategies to improve the academic achievement of EL and Low-income students, and monitor/report individual student academic growth, including local, state, and college board assessments: a) PowerSchool b) Ellevation c) NWEA MAP	$200,000.00	Yes
3.4	Credit Recovery/Grade Improvement	Provide staffing and software to enable students to recover deficient credits or improve grades to improve UC-CSU GPA a) Paraprofessionals to shadow students during the school day, tutor, track, communicate with parents and support credit deficient/academic probation students with summer school and after school classes. b) Paraprofessionals to provide in class support to small groups in EL and resource classes c) Summer school staff d) Credit recovery software licenses	$540,000.00	Yes

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
$$2,823,859	$353,867

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.945%	0.000%	$0.00	37.945%

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
1.3	**Action:** Comprehensive Student Services **Need:** Social-Emotional Well-being / Continue to research, develop, and implement actions that promote students' academic success by developing or securing and coordinating integrated supports that target academic and non-academic barriers to achievement.	The majority (86%) of student quality for free/reduced lunch. Lennox Academy believes it is important to address the social and emotional needs of ALL students and staff.	Number of referrals, Availability of Services, and Stakeholder Survey Data / Implementation and availability of services, number of students serviced, student satisfaction surveys, referrals, personalized learning plans, etc.

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 Schoolwide		
1.5	**Action:** See Action 1.3 (Combined for 26-27) **Need:** **Scope:** LEA-wide Schoolwide		
2.1	**Action:** Professional Development **Need:** Improve grade level proficiency of all students. Decrease the achievement gap of English Learners that has increased post-pandemic. **Scope:** LEA-wide	Lennox Academy has an unduplicated student enrollment of 86%. Therefore, is important that improve the base program to ensure all students demonstrate growth towards proficiency. Equip staff to better meet the academic and social emotional needs of all students.	Professional Development feedback and Professional Development participation
2.2	**Action:** CTE/Elective Staff **Need:** Provide pathways to students who want to enter the workforce after high school and/or purse a trade	In the last few years, parents and students have shared they would like to see more pathways that will introduce/train students to trades they can pursue post-high school for those who are not seeking to attend a four-year university.	Number of students enrolled in a PLTW/CTE elective course

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		
2.3	**Action:** Software **Need:** Maximize 1 to 1 technology implementation by utilizing programs they will help increase student engagement and address student academic and socioemotional needs. **Scope:** LEA-wide	Technology can help educators implement the 21st-century skills of collaboration, communication, critical thinking, and creativity which are necessary for post secondary success in college and the workforce. This can involve incorporating project-based learning, inquiry-based activities, and opportunities for student choice and reflection into their teaching practices through various software platforms.	Usage of software purchased
2.4	**Action:** Technology **Need:** Provide access to a laptop, a hotspot (if student lacks internet at home), and printing services to all students. **Scope:** LEA-wide	90% of students qualify for free/reduced lunch , so providing a laptop to each student is necessary to ensure technology access to all students.	All students have access to a functional laptop on a daily basis.
2.6	**Action:** Classroom Materials, Resources, and Equipment **Need:** Provide standards-aligned curricula to all students.	Lennox Academy students start their high school experience with large academic gaps. The goal of Lennox Academy is for all students to achieve at level grade proficiency. Therefore, teachers need access to standards-aligned curricula and the materials necessary to address student academic needs.	Increase of CAASPP, ELPAC, and AP scores. Increase in student engagement and hands on activities for students that promote collaboration, creativity, and critical thinking skills.

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		
3.2	**Action:** Math Support **Need:** While Lennox Academy students have reached pre-pandemic proficiency in English Language Arts, growth in mathematics has not improved at the same pace. Incoming 9th grade students are one to two grade levels below incoming English proficiency levels. **Scope:** Schoolwide	Given that the unduplicated enrollment of 86%, all students significantly below grade level in mathematics are scheduled into math intervention classes in the 9th and 10th grades. Students enrolled in math lab classes receive concept developing pre-algebra lessons while working individually on self-paced platforms to remediate deficient skills.	Increase percentage of students making progress towards math proficiency as measured by CAASPP, ELPAC and NWEA MAP.
3.3	**Action:** Progress Monitoring **Need:** Students in math and English support classes are identified during incoming student orientation. Student progress is measured multiple times of year to inform intentional instruction designed to address individual needs and remediate deficient skills. **Scope:** Schoolwide	Given that the unduplicated enrollment of 86%, the growth and achievement of all students is monitored to identify students that need targeted support/enrichment opportunities and to measure the overall effectiveness of the instructional program. Unduplicated students are discussed at monthly grade level meetings where teachers review data and develop improvement implementation plans.	-Number of EL students that reclassify -Number of students in math and reading support classes -Unduplicated students' Lexile and Quantile Levels
3.4	**Action:** Credit Recovery/Grade Improvement **Need:**	Given that the unduplicated enrollment of 86%, unduplicated students with academic challenges will receive needed support to successfully complete A-G requirements by participating in	-Percentage of unduplicated students below 2.0 GPA

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
	Lennox Academy graduation requirements surpass A-G requirements. With 31% of English Learners below a cumulative 2.0 GPA and 40% credit deficient, EL students need additional support to fulfill graduation requirements. **Scope:** Schoolwide	GANAS program. Students in GANAS will receive both in-class and after school academic support with all content.	-Percentage of unduplicated credit deficient students

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
3.1	**Action:** Literacy Support **Need:** As Lennox Academy continues to focus on developing schoolwide literacy, there is a significant achievement gap between EL students and non-EL students across all metrics. **Scope:** Limited to Unduplicated Student Group(s)	Students are schedules into English support/EL classes based on state and local data in addition to teacher input. Students develop their oral, writing, listening, and reading skills by receiving specially designed academic instruction in English.	Increase percentage of students making progress towards English Language proficiency as measured by CAASPP, ELPAC and NWEA MAP.

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.

Lennox Academy continues to use the available funding to address the needs of targeted students by increasing direct services. The following are services being provided as a result of this add-on funding:

- Increase in paraprofessional support for ELD and Special Education courses to all small group targeted support and instruction
- Sustain 12 full-time Academic Coaches (Student Support Advisors) to provide targeted instruction to identified EL and Low-Income students. Coaches shadow students throughout the day and provide targeted intervention/support after school.
- Continue to maintain CTE staff that was hired to provide skill development for post-secondary success.
- Continue to maintain ELD teacher to meet the needs of English Learners
- Continue to staff support teachers to provide English and Math intervention courses.
- Continue to staff after-school and summer academic intervention for these students who require additional support.

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		40:1
Staff-to-student ratio of certificated staff providing direct services to students		18:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,441,978	$2,823,859	37.945%	0.000%	37.945%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,770,835.00	$0.00	$0.00	$0.00	$4,770,835.00	$3,616,085.00	$1,154,750.00

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	Safe and Secure Campus (Physical Learning Environment)	All	No			All Schools	2026-2027 School Year (2024-2027 LCAP)	$448,910.00	$98,000.00	$546,910.00				$546,910.00	
1	1.2	Family & Community Engagement	All	No			All Schools	2026-2027 School Year (2024-2027 LCAP)	$35,000.00	$15,000.00	$50,000.00				$50,000.00	
1	1.3	Comprehensive Student Services	All Low Income	No Yes	LEA-wide Schoolwide	Low Income	All Schools	2026-2027 School Year (2024-2027 LCAP)	$654,925.00	$142,000.00	$796,925.00				$796,925.00	
1	1.4	School Culture & Student Engagement	All	No			All Schools	2026-2027 School Year (2024-2027 LCAP)	$254,250.00	$225,750.00	$480,000.00				$480,000.00	
1	1.5	See Action 1.3 (Combined for 26-27)	All Students with Disabilities Low Income	No Yes	LEA-wide Schoolwide	Low Income	All Schools	2026-2027 School Year (2024-2027 LCAP)								
1	1.6	Equitable Access	All	No			All Schools	2026-2027 School Year (2024-2027 LCAP)	$0.00	$39,000.00	$39,000.00				$39,000.00	
1	1.7	Monitoring, Communication Systems, & Growth	All	No			All Schools	2026-2027 School Year (2024-2027 LCAP)	$0.00	$85,000.00	$85,000.00				$85,000.00	
2	2.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$65,000.00	$35,000.00	$100,000.00				$100,000.00	
2	2.2	CTE/Elective Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$560,000.00	$0.00	$560,000.00				$560,000.00	
2	2.3	Software	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$0.00	$38,000.00	$38,000.00				$38,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$0.00	$235,000.00	$235,000.00				$235,000.00	
2	**2.5**	IT Staff	All	No			All Schools 9-12	2024-2027	$375,000.00	$0.00	$375,000.00				$375,000.00	
2	**2.6**	Classroom Materials, Resources, and Equipment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$0.00	$180,000.00	$180,000.00				$180,000.00	
3	**3.1**	Literacy Support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			$368,000.00	$12,000.00	$380,000.00				$380,000.00	
3	**3.2**	Math Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$150,000.00	$15,000.00	$165,000.00				$165,000.00	
3	**3.3**	Progress Monitoring	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$180,000.00	$20,000.00	$200,000.00				$200,000.00	
3	**3.4**	Credit Recovery/Grade Improvement	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$525,000.00	$15,000.00	$540,000.00				$540,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,441,978	$2,823,859	37.945%	0.000%	37.945%	$3,194,925.00	0.000%	42.931 %	**Total:**	$3,194,925.00
								LEA-wide Total:	$1,909,925.00
								Limited Total:	$380,000.00
								Schoolwide Total:	$1,701,925.00

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	**1.3**	Comprehensive Student Services	Yes	LEA-wide Schoolwide	Low Income	All Schools	$796,925.00	
1	**1.5**	See Action 1.3 (Combined for 26-27)	Yes	LEA-wide Schoolwide	Low Income	All Schools		
2	**2.1**	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$100,000.00	
2	**2.2**	CTE/Elective Staff	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$560,000.00	
2	**2.3**	Software	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$38,000.00	
2	**2.4**	Technology	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$235,000.00	
2	**2.6**	Classroom Materials, Resources, and Equipment	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$180,000.00	
3	**3.1**	Literacy Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		$380,000.00	
3	**3.2**	Math Support	Yes	Schoolwide	English Learners Low Income		$165,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.3**	Progress Monitoring	Yes	Schoolwide	English Learners Low Income		$200,000.00	
3	**3.4**	Credit Recovery/Grade Improvement	Yes	Schoolwide	English Learners Low Income		$540,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,629,325.00	$4,370,335.71

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**	Safe and Secure Campus (Physical Learning Environment)	No	$525,000.00	$496,075.00
1	**1.2**	Family & Community Engagement	No	$50,000.00	$42,424.00
1	**1.3**	Mental Health and Wellness	No Yes	$361,200.00	$348,166.00
1	**1.4**	School Culture & Student Engagement	No	$480,000.00	$434,737.00
1	**1.5**	Counseling & Integrated Supports	No Yes	$240,000.00	209,052.00
1	**1.6**	Equitable Access	No	$37,625.00	$49,990.00
1	**1.7**	Monitoring, Communication Systems, & Growth	No	$82,500.00	$77,174.00
2	**2.1**	Professional Development	Yes	$100,000.00	$122,508.95
2	**2.2**	CTE/Elective Staff	Yes	$560,000.00	$573,209.18
2	**2.3**	Software	Yes	$38,000.00	$30,640.60

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	Technology	Yes	$235,000.00	$203,732.15
2	2.5	IT Staff	No	$375,000.00	$384,319.83
2	2.6	Classroom Materials, Resources, and Equipment	Yes	$180,000.00	$125,000
3	3.1	Literacy Support	Yes	$276,000.00	$390,040
3	3.2	Math Support	Yes	$162,000.00	$158,234
3	3.3	Progress Monitoring	Yes	$193,000.00	$197,791
3	3.4	Credit Recovery/Grade Improvement	Yes	$734,000.00	$527,242

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)
$2,768,401	$3,079,200.00	$2,897,308.88	$181,891.12	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	1.3	Mental Health and Wellness	Yes	$361,200.00	$348,166.00		
1	1.5	Counseling & Integrated Supports	Yes	$240,000.00	$209,052.00		
2	2.1	Professional Development	Yes	$100,000.00	$122,508.95		
2	2.2	CTE/Elective Staff	Yes	$560,000.00	$573,209.18		
2	2.3	Software	Yes	$38,000.00	$30,640.60		
2	2.4	Technology	Yes	$235,000.00	$203,732.15		
2	2.6	Classroom Materials, Resources, and Equipment	Yes	$180,000.00	$125,000		
3	3.1	Literacy Support	Yes	$276,000.00	$380,000.00		
3	3.2	Math Support	Yes	$162,000.00	$165,000.00		
3	3.3	Progress Monitoring	Yes	$193,000.00	$200,000.00		
3	3.4	Credit Recovery/Grade Improvement	Yes	$734,000.00	$540,000.00		

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)
$7,234,247	$2,768,401	0%	38.268%	$2,897,308.88	0.000%	40.050%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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