LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway College and Career Academy
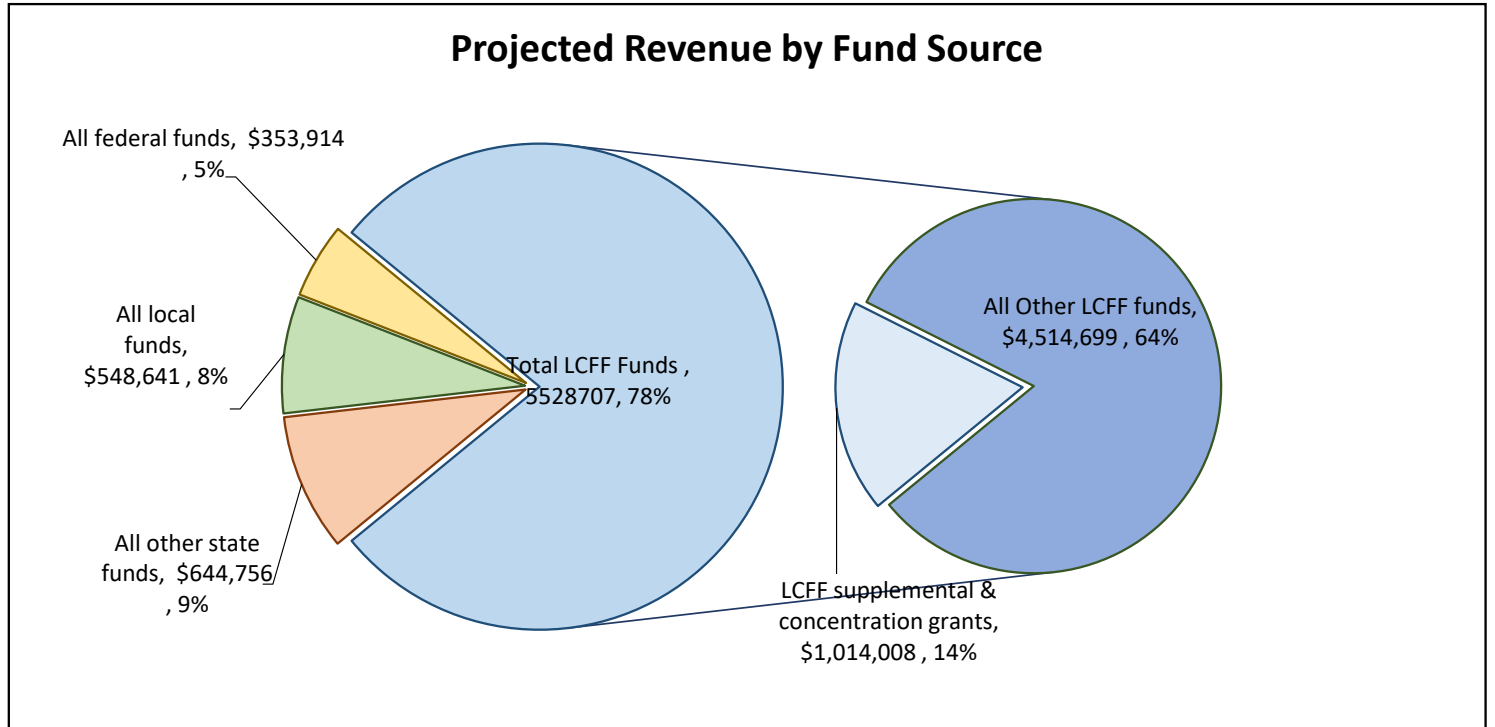
CDS Code: 331033300128777

School Year: 2025-2026

LEA contact information: Samantha Di Salvio, 951-222-8916, Samantha.Hager@rcc.edu

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 2025-2026 School Year

Projected Revenue by Fund Source

All federal funds, $353,914 , 5%

All local funds, $548,641 , 8%

All other state funds, $644,756 , 9%

Total LCFF Funds , $5528707, 78%

All Other LCFF funds, $4,514,699 , 64%

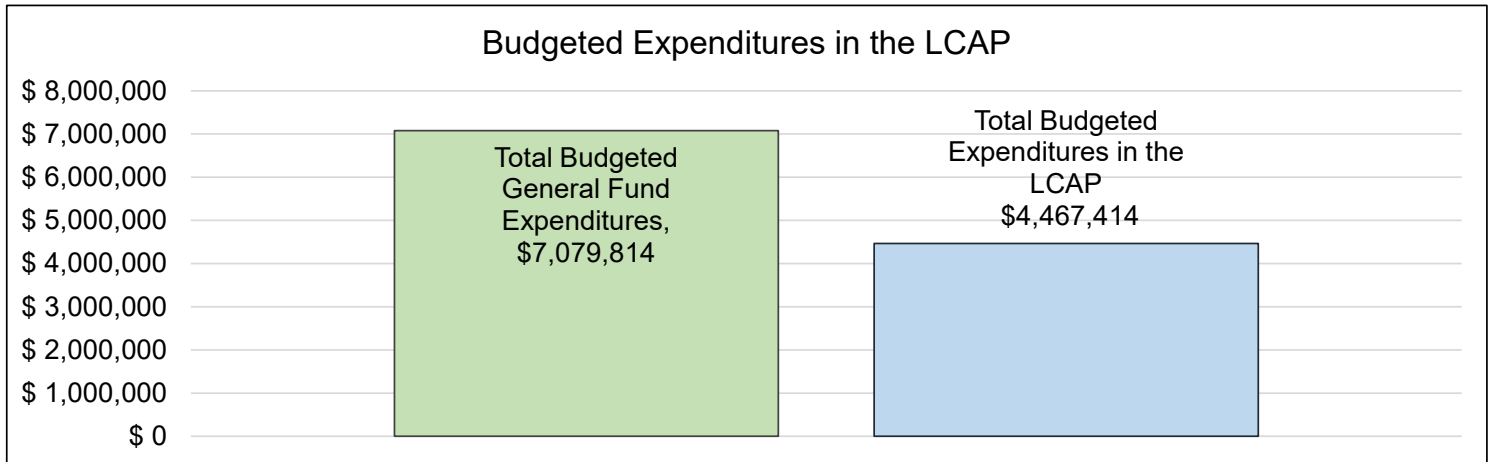LCFF supplemental & concentration grants, $1,014,008 , 14%

This chart shows the total general purpose revenue Gateway College and Career 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 Gateway College and Career Academy is $7,076,018.00, of which $5,528,707.00 is Local Control Funding Formula (LCFF), $644,756.00 is other state funds, $548,641.00 is local funds, and $353,914.00 is federal funds. Of the $5,528,707.00 in LCFF Funds, $1,014,008.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,079,814	Total Budgeted Expenditures in the LCAP $4,467,414

This chart provides a quick summary of how much Gateway College and Career Academy plans to spend for 2025-2026. 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: Gateway College and Career Academy plans to spend $7,079,814.00 for the 2025-2026 school year. Of that amount, $4,467,414.42 is tied to actions/services in the LCAP and $2,612,399.58 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
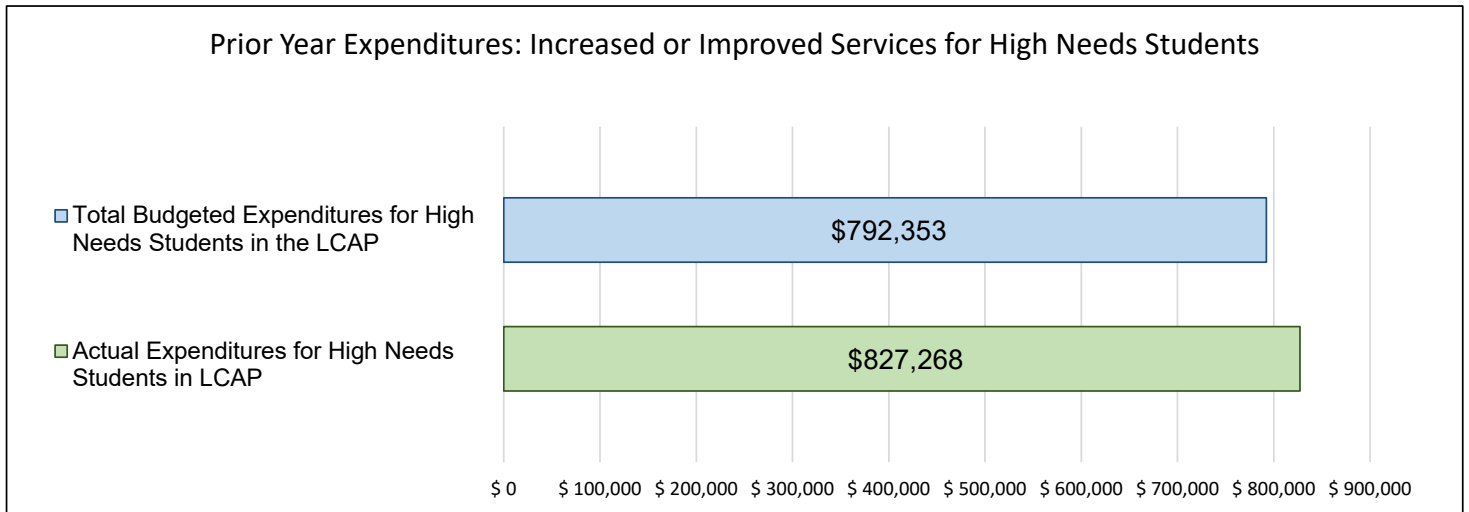
General fund budget espenditures not included in the LCAP include salaries and benefits for operations staff including the Executive Director, Chief Business Officer, HR Manager, and Office Clerk. In addition, general operations expenses such as insurance, dues and memberships, and leases are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Gateway College and Career Academy is projecting it will receive $1,014,008.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway College and Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway College and Career Academy plans to spend $1,027,830.00 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 2024-2025

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$792,353
☐ Actual Expenditures for High Needs Students in LCAP	$827,268

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000 $ 900,000

This chart compares what Gateway College and Career Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gateway College and Career 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 2024-2025, Gateway College and Career Academy 's LCAP budgeted $792,353.00 for planned actions to increase or improve services for high needs students. Gateway College and Career Academy actually spent $827,268.00 for actions to increase or improve services for high needs students in 2024-2025.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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
Gateway College and Career Academy	Miguel Contreras, Executive Director	Miguel.contreras@rcc.edu, 951-557-4294

Plan Summary [2025-26]

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.

Gateway College and Career Academy (GCCA) is an alternative public high school operating on the Riverside City College (RCC) campus under charter authorization from the Riverside County Office of Education through June 30, 2026. Founded in 2013 and renewed in 2018, GCCA serves as a "second chance" setting for students who are off-track or disengaged from their traditional district high schools.

Campus and Programs

Location: Fully integrated into RCC's campus, leveraging college-level facilities, labs, and support services.

Instructional Model: Blends high-school coursework, college dual-enrollment, and online credit recovery (e.g., Apex), allowing students both to finish diploma requirements and simultaneously earn college credit.

Flexible scheduling: in-person, hybrid, independent study, and evening labs.

Accreditation Status: WASC accredited and Recognized as a Dashboard Alternative School Status (DASS) Community of Practice by the California Department of Education.

Student Body: Age & Background: Incoming students average 16.5 years old with roughly 90 high-school credits already earned, many having previously disengaged or dropped out entirely.

Geographic Reach: Drawn from multiple feeder districts across Riverside County.

Supports & Services

Academic: 1:1 Chromebooks, hotspots, tutoring by instructional aides, college mentoring and academic support, credit recovery labs, and standards-aligned high school curriculum.

Specialized: SPED and 504 accommodations, third-party speech/OT/counseling, ELD courses (five levels), and reclassification supports for English learners.

Social-Emotional: On-campus therapy (LifeSource partnership), wraparound services, PBIS, and wellness workshops.

Basic Needs: Two daily meals, snack pantry, holiday family meal bags, emergency food referrals, bus passes for transit.

Vision & Strategic Focus

GCCA's mission is to "refocus struggling students on their education" through a college-and-career-pathway model. By embedding high expectations, holistic supports, and a tightly integrated RCC partnership, GCCA aims to accelerate students' academic recovery, re-engage them in learning, and propel them toward postsecondary success.

Reflections: Annual Performance

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

Gateway College and Career Academy (GCCA) continues to demonstrate steady progress across key performance indicators, drawing from the most recent California School Dashboard data (where available) and our robust internal alternative data systems. These results reflect the ongoing impact of our equity-centered, student-responsive model.

Alternative Graduation Rate

Although finalized Dashboard data for 2024–25 is pending and there were reporting mistakes for the class of 2024, internal tracking indicates that GCCA's one-year DASS graduation rate remains strong, sustaining gains from the prior year. Strategic efforts—such as expanded credit recovery options, individualized academic planning, and increased counselor support—have helped maintain an internally calculated graduation rate near 80% for the class of 2024. This reflects continued momentum following the 26-point gain between 2021–22 and 2023–24. There remain operational improvements to ensure internal graduate cohort projections and designations are accurate and reflected in our official CALPADS reporting.

English Learner Participation & Growth

ELPAC Participation remained high at 95%, sustaining our trend of exceeding state participation benchmarks and reinforcing our commitment to full access for English learners.

ELPAC Growth remains a strength, with internal results indicating most EL students (70% in 2024-25) are continuing to meet or exceed expected language development benchmarks.

However, the Reclassification Rate dropped to 0% in 2024–25, signaling a need to reevaluate our ELD instruction, monitoring, and reclassification process and criteria. This area will be prioritized for intervention in the coming year.

Academic Growth (MAP Assessments)

MAP Reading performance surpassed our Year 3 target, with 63% of students achieving growth at or above the 40th percentile, a marked increase from the 41.25% baseline.

MAP Math growth also improved to 56%, continuing the upward trend from prior years, though still slightly below the 60% target.

These gains suggest that ongoing investment in tiered academic supports, data-informed interventions, and Friday lab instruction is effectively improving student achievement.

Course Success & College/Career Readiness

While final year-end metrics are pending, early indicators show continued growth in dual enrollment participation, with more students completing college courses and RCC CTE certificates.

College and Career Readiness continues to improve based on internal metrics, and students report increased clarity and confidence in their postsecondary plans. We are particularly encouraged by our first reporting of the alternative college/career indicator, showing a strong 65% readiness rate among our graduating students and we believe our increased focus on CTE courses will raise the average number of college units completed by our graduates.

Course success rates remain a focus area; while stable, they have yet to reach our long-term 75% target.

School Climate & Student Engagement

Youth Truth Survey scores remained consistent, with Engagement holding at 65%, Academic Challenge at 75%, and School Culture at 62%. These levels align with or exceed similar schools statewide, though deeper progress in school culture remains a goal.

Suspension and expulsion rates remained at 0%, and the attendance rate stayed high, affirming a safe and inclusive campus climate.

Student participation in field trips, showcases, and culture-building activities was strong, reflecting stronger engagement in school life.

Supports for Unduplicated and High-Need Students

GCCA maintained and expanded critical supports for students with disabilities, English learners, foster youth, and socioeconomically disadvantaged students.

Services included targeted tutoring, access to counseling, and family support coordination—all contributing to stronger student outcomes and sustained engagement.

Institutional Capacity and Growth

GCCA successfully responded to increased demand, serving nearly 100 additional students in 2024–25. New staffing, expanded classroom/lab capacity, and operational enhancements ensured that academic quality and individualized support remained strong during this period of growth.

These performance reflections guide our ongoing 2025–26 LCAP development. They confirm that our multi-tiered academic and support strategies are yielding measurable success in key areas—graduation, academic growth, postsecondary preparation, and student belonging. At the same time, they highlight the need to sharpen our focus on EL reclassification, course success, and school culture metrics as we plan our next phase of improvement.

Reflections: Technical Assistance

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

N/A

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.

Single school LEA: Gateway College and Career Academy.

Support for Identified Schools

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

As a single-site LEA and DASS Community of Practice School, GCCA will continue to support the development of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) plans by integrating the process with the existing cycle of

inquiry and continuous improvement utilized for the LCAP. This ensures alignment of strategies and resources and includes an annual comprehensive needs assessment.

Planning:

The planning process is coordinated by the school's leadership team, supported by faculty and staff. The leadership team meets weekly to evaluate the implementation of strategies, actions, and services, and to monitor progress using formative data to address all elements of the comprehensive needs assessment. CSI and ATSI planning are embedded within the LCAP development process, with all LCAP goals addressing the CSI improvement area of graduation rates and ATSI academic performance and graduation rates for socioeconomically disadvantaged and Hispanic students.

Regular team meetings include monitoring key metrics, developing timely interventions, and incorporating stakeholder input. Key data points monitored include DASS graduation rate, DASS college/career readiness indicator, college units earned, and student perceptions of academic rigor, college and career readiness, school climate, and student engagement. Actions and services aimed at CSI and ATSI improvement areas are developed during this continuous planning and monitoring process.

Stakeholder Engagement:

Stakeholder groups involved in CSI and ATSI planning processes include students, parents/guardians, school staff and faculty, and governing board members. Staff, faculty, and board members participate through regular team and board meetings, while students and parents contribute via annual surveys and reflection/input sessions. Draft plans are created and reviewed with stakeholder input leading up to adoption by the board of directors.

Resource Inequities:

The LEA analyzed student performance data in course success rates, academic skills assessments, graduation rate, and student engagement to address potential resource inequities. This analysis, part of the annual LCAP development process, determined that CSI and Supplemental/Concentration funds should support high-need students, including English Learners, socioeconomically disadvantaged, and Hispanic students. Supported actions and services include increased staffing, teacher coaching, supplemental academic support, nutrition, credit recovery, college dual enrollment, expanded school participation options, extended school year, and continued PBIS implementation.

Planned Evidence-Based Interventions and Resources:

Digital subscriptions for academic assessments and content supporting arithmetic, pre-algebra, and algebra 1 courses to promote college-ready skills.

Professional development for counseling staff to implement equity-focused student support strategies.

College textbooks and materials for dual enrollment courses at Riverside City College to engage and motivate students towards graduation and post-secondary pathways.

Access to digital credit recovery programs enabling students to complete graduation-required courses when classroom options are unavailable or inappropriate.

Instructional coaching for teachers to assess and improve instructional practices.

Extended school year with summer school sessions aimed at accelerating progress or credit recovery toward diploma requirements.

Operations on the Riverside City College campus, including facilities access, lunch program operation, IT support, and access to student life and support programs, to promote high expectations and increase student engagement.

Monitoring and Evaluating Effectiveness

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

Monitoring:

GCCA will monitor its Comprehensive Support and Improvement and Additional Targeted Support and Improvement plans in conjunction with the implementation of its Local Control and Accountability Plan by employing the following strategies:

Stakeholder Meetings: Conduct regular stakeholder meetings to review progress on the LCAP, CSI, and ATSI plans. These meetings will include input from students, parents, school staff, and governing board members to ensure comprehensive feedback and engagement.

Leadership Team Monitoring: Make the progress of the LCAP, CSI, and ATSI plans a recurring agenda item for the weekly leadership team meetings. This ensures continuous oversight and allows for timely adjustments based on ongoing evaluation.

All-Staff Meetings: Review LCAP, CSI, and ATSI plan goals, actions, and services at the fall all-staff meeting. This ensures that all faculty and staff are aligned and informed about the objectives and their roles in achieving them.

Performance Data Analysis: Collect and analyze performance data at the end of each academic term (fall, winter, spring). This data-driven approach helps in assessing the effectiveness of the interventions and making necessary adjustments.

Professional Development: Provide professional development at the beginning of the school year to review anticipated outcomes and actions contained in the LCAP, CSI, and ATSI plans. This training ensures that staff are prepared to implement the strategies effectively.

Supervision and Evaluation: Supervise and evaluate the implementation of the plans as part of the teacher, counselor, aide, and coordinator evaluations. This includes assessing how well the staff are executing the strategies and interventions.

Data Disaggregation and Analysis: Disaggregate and analyze both formal and informal assessment data to identify areas needing systemic improvement as well as specific areas for individual students and staff. This granular analysis helps in pinpointing precise issues and tailoring interventions accordingly.

Staff Engagement: Engage staff during team meetings (teachers and counselors) in discussions about current student support and school improvement methods and ways to improve. This collaborative approach encourages the sharing of best practices and fosters a culture of continuous improvement.

Evaluation of Plan Effectiveness:

Regular Monitoring: Establish a regular monitoring schedule to track the implementation of the CSI and ATSI plans. This will include monthly check-ins with school leadership and quarterly reviews of student performance data to ensure the plans are on track.

Feedback Mechanisms: Implement feedback mechanisms to gather input from teachers, students, and parents on the effectiveness of the CSI and ATSI plans. This will include surveys, focus groups, and regular meetings with the school community to incorporate diverse perspectives.

Annual Evaluation: Conduct a comprehensive annual evaluation of the CSI and ATSI plans' effectiveness. This will involve reviewing all collected data, assessing the impact of implemented interventions, and making recommendations for the following year.

Fidelity of Implementation: Ensure that interventions are being implemented with fidelity through site visits, classroom observations, and regular reports from GCCA staff. This will help in maintaining the integrity of the plans and ensuring they are executed as intended.

Student Performance Outcomes: Track student performance outcomes to measure the impact of the CSI and ATSI plans. This will include analyzing changes in graduation rates, test scores, and other relevant metrics to determine the success of the interventions.

Adjustments and Improvements: Based on the evaluation results, work with GCCA to make any necessary adjustments to the CSI and ATSI plans. This will ensure continuous improvement and better support for student and school success.

This comprehensive approach ensures that GCCA is effectively monitoring and evaluating its plans to support student and school improvement, leading to sustained progress and achievement.

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	Regular scheduled department meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, team discussions, focus groups during Staff Huddles, and Staff Development days. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help understand, develop, participate in, and prioritize the implementation plan of our California Community Schools Partnership Program (CCSPP). Teachers also completed an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Principal and Administrators	Regular scheduled department and schoolwide shared leadership meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Staff Huddles, Staff Development days, and support from our district office Community School Coordinator. Opportunity to participate in Gateway Community Advisory Team/Steering Committee (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help develop, participate in, and prioritize the implementation of our California Community Schools Partnership Program (CCSPP). This group also completed an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Other School Personnel	Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Department Meetings, Staff Huddles, and Staff Development days. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help to develop, participate, and prioritize the implementation of our California Community Schools Partnership Program (CCSPP) Other school personnel were also invited to complete an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Parents	Opportunity to voice opinions and concerns through the annual Youth Truth Survey and multiple Coffee and Tea (Townhall) meetings, onboarding sessions, listening sessions, and one on one discussions during family resource fairs, back to school resource fair and family night, and student led activities on campus, and via phone calls. Receive weekly emails and Remind app messages containing school and community activities and resource announcements.

Students	Opportunity to voice opinions, concerns, and interests through class specific surveys, annual Youth Truth Survey, Youth Council, Leadership program, and Gateway Community Advisory Council (GCAC) participation. A general survey during class to ask about mental health concerns, graduating seniors participated in exit interviews to share about their experience about the strengths of the program and make suggestions for improvements. Students also completed surveys in their classrooms to provide suggestions on what went well and offered insight on what the instructor could do to improve next term.

Insert or delete rows, as necessary.

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

• Maintaining varied program participation options and flexible scheduling. GCCA will continue to offer various program options to include in person daily classes and support, hybrid classes, classes designed for in-person and virtual students simultaneously, independent study, college dual enrollment and credit recovery.

• Increasing/improving relevant mental health services through multiple partnerships with local service providers, including access to free individual therapy and other wellness activities and events.

• Implementation of Gaggle, a software that monitors school activity on school-provided devices for concerning content, social emotional support and other ways to help support struggling students.

• Increasing counselors, teachers, and academic support staffing to ensure there are enough personnel available to work with students.

• Increasing bilingual staffing and resources including translation tools available to help staff better serve EL students.

• Increased field trips and engagement activities for students.

• Implementation and continuation of "Family Resource Fair" event during the welcome week.

• Implementation of Open House and Family Night events.

• Holding multiple parent input/engagement sessions during the school year.

• Improving resources for parents' access to information and communication through Power School features. This includes emails and robo calls regarding events and attendance.

• Expanding academic support.

• Expanding English Language Learners mental health supports in the Spanish language.

• Increased basic needs support by way of emergency food referral program.

• Increased engagement opportunities through extracurricular activities for students including a Coding Class in Fall and a DJ club that ran the entire school year.

• Based on the Youth Truth Survey, we saw an increase in students' vaping. As a result, we partnered with YVAPE, an organization that provides mentorship and online lessons to increase awareness of the dangers of vaping and substance abuse.

• Increased collaboration with teachers, counselors and SPED Team through "health checks". These health checks served as an opportunity to track student progress in the areas of attendance, academics and when needed, Social-Emotional support. The team tracked information through google sheets which provided real-time access to student progress.

• Increased student engagement through "Enrichment Thursdays" which included workshops from RCC's SHPS (Student Health and Psychological Services) around wellness, Youth Council activities, and DJ Club presence.

• Increased Friday engagement through mental health workshops from Cup of Happy, a program through Operation Safehouse

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.	Broad Goal

State Priorities addressed by this goal.

1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

GCCA's multifaceted approach—anchored in standards-based instruction, robust academic supports, individualized learning pathways, targeted services, and sustained professional development—is strategically designed to meet the diverse needs of our students. These efforts are intentionally structured to foster equitable access and outcomes, particularly for historically underserved populations. Key metrics, including ELA and Math progress indicators, ELPAC participation and growth, MAP assessment growth percentiles, and EL reclassification rates, are consistently monitored to assess effectiveness and drive data-informed decisions. This integrated system of actions and measures ensures students receive the timely, targeted support needed to build academic skills, close performance gaps, and make measurable progress toward graduation and postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Academic Progress Indicator: ELA/Math	ELA: 161.2 below Orange Math: 213 below Orange	TBD	TBD	N/A	
2	Alternative Metric: ELPAC Participation	98.4%	95%	TBD	100%	-5%
3	Alternative Metric: ELPAC Growth	91.9%	70.2%	TBD	90% will achieve growth	
4	Alternative Metric: MAP Assessment Reading Student Growth Percentile	41.25%	63%	TBD	60% in 40th Conditional Growth Percentile or higher	+3%
5	Alternative Metric: MAP Assessment Math Student Growth Percentile	53.25%	56%	TBD	60% in 40th Conditional Growth Percentile or higher	-4%
6	EL Student Reclassification Rate	14.51%	0%	TBD	25%	-25%
7	Maintain EL Program	Completed	Completed	Completed	Completed Annually	N/A
8	CalSass Report Misassignments	0	TBD	TBD	0	N/A
9	Standards Aligned Instructional Materials Audit	Completed	Completed	TBD	Completed Annually	N/A

10	Annual OSHA Inspection	Completed	Completed	TBD	Completed Annually	N/A
11	Academic Content and Performance Standards Audit	Completed	Completed	TBD	Completed Annually	N/A
12	Annual Parent Input/engagement Survey	Administered	Completed	TBD	Administered Annually	N/A
13	Broad Course of Study: Maintain Dual Enrollment program	Completed	Completed	TBD	Completed Annually	N/A
14	Maintain Instructional Support Program for Unduplicated and Exceptional Needs Students	Completed	Completed	TBD	Completed Annually	N/A

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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

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

Goal #1 Implementation Reflection: 2024–2025 School Year

During the 2024–2025 school year, Gateway College and Career Academy (GCCA) implemented the planned actions associated with Goal #1, focused on ensuring that students demonstrate the acquisition of academic skills and knowledge aligned with state standards. All actions were implemented as outlined in the LCAP, including standards-based instruction, tiered academic and language supports, instructional materials audits, and targeted services for English learners and unduplicated pupils. These strategies formed the backbone of GCCA's efforts to promote equitable academic achievement and prepare students for postsecondary success.

Implementation Challenges:

One key challenge was accelerating learning recovery in mathematics, where student growth continued to lag slightly behind expectations. Students who enrolled midyear or required intensive remediation often struggled to close gaps within limited timeframes.

Another significant challenge was the English Learner reclassification rate, which dropped to **0%** in 2024–25. While ELPAC participation remained high, no students met reclassification criteria, prompting the school to initiate a deeper review of its ELD instructional practices, monitoring systems, and support strategies. This area has been prioritized for targeted improvement moving forward.

Implementation Successes:

Despite these challenges, GCCA achieved measurable success across several academic indicators:

MAP Reading Growth improved substantially, with **63% of students** meeting or exceeding the 40th percentile target—surpassing both the baseline and the 2025–26 goal.

MAP Math Growth rose to **56%**, reflecting steady year-over-year improvement from a baseline of 53.25%, and approaching the Year 3 target of 60%.

ELPAC Participation held strong at **95%**, exceeding the state average and underscoring GCCA's commitment to inclusive assessment practices.

All **compliance-focused actions**—including the academic content audit, instructional materials verification, OSHA inspection, and services for unduplicated and exceptional needs students—were completed on time and with fidelity.

Friday academic labs continued to be a key lever for student success, offering structured time for tutoring, credit recovery, and college course support.

The **dual enrollment program** remained a cornerstone of GCCA's academic model, enabling students to make progress toward both high school graduation and college credit accumulation.

Overall:

The implementation of Goal #1 in 2024–2025 was successful, with most actions fully executed and many student outcomes showing clear improvement. The gains in MAP Reading, continued upward trajectory in math, and high ELPAC engagement reflect the effectiveness of GCCA's instructional and support systems. At the same time, the lack of EL reclassification and uneven math recovery highlight the need for more intensive supports and targeted intervention strategies. These insights will inform the refinement of programs and resource allocation for 2025–2026 as GCCA continues to pursue high academic achievement for all students.

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

No material differences between budgeted and estimated actual expenditures.

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

Overall, the specific actions implemented under Goal #1 in 2024–2025 have been effective in supporting measurable progress toward the goal. The coordinated approach—grounded in standards-based instruction, broad access to academic supports, individualized learning pathways, targeted services for English learners and unduplicated students, and sustained professional development—has continued to strengthen the academic foundation for all students.

These actions were further supported by consistent implementation of instructional materials reviews, technology access, parent engagement efforts, and cross-functional collaboration among staff. Together, they form a comprehensive academic support system responsive to student needs and grounded in continuous improvement.

The effectiveness of these actions is reflected in several key outcome areas. Notably:

MAP Reading Growth exceeded the Year 3 target, with 63% of students reaching or surpassing the 40th percentile.

MAP Math Growth showed year-over-year improvement, increasing to 56%.

ELPAC Participation remained strong at 95%, signaling high engagement from English learners.

However, the EL reclassification rate, which fell to 0% this year, highlights an area in need of urgent focus and refinement. Despite this, the overall implementation fidelity and the upward trends in other academic indicators suggest that the core strategies under Goal #1 are working as intended and provide a strong foundation to build on in 2025–2026.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for Goal #1.

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	Standards Based Instruction.	• Provide standards-based education programs through the implementation of evidence-based instructional strategies that engage all students in learning within all school settings. • Support instruction with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration.	$914,554	No

2	Broad Access to Academic Supports and Interventions	- GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning, assist students with interpreting and completing classroom assignments/homework, provide additional instructional materials and support to ensure student success in courses and mastery of subject matter, monitor and report on student achievement in tutoring groups. - Supplemental support is scheduled before, during, and after class and all day on Friday for ELA, Math, Social Studies, Science, electives, and college dual enrollment courses. Additionally, afternoon homework labs are built into the master schedule and facilitated by several academic support assistants, so students can drop by without an appointment when support is needed. - The Academic support department helps GCCA students taking any college courses and Apex courses needed to complete high school diploma requirements. This outreach may include regular check-ins via email or Remind, progress monitoring, 1:1 tutoring, and/or study groups. - Dual enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department. - GCCA counselors connect students with the full range of support opportunities offered for college courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services. - Counselors monitor the academic progress of all students including homeless and foster youth. - Accommodations for students with 504 plans, ensuring equal access to educational opportunities.	$630,524 $447,849	Yes

| 3 | Access and Individualized Pathways | Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy:
• College and Career guidance courses
• Dual-enrollment program
• Summer school program
• Course extensions
• Credit recovery
• Independent Study
• In-person/virtual simultaneous courses
• Asynchronous course access
• CTE Pathway, access to certificate courses
AA/Transfer Pathway, access to dual enrollment with the opportunity to take courses towards an AA or Transfer Pathway. | $108,568 | No |

| 4 | Specialized Services | Special Education Services Overview

Support the unique needs of our students through a comprehensive range of services provided in the classroom, in an office, or via Zoom. Services are offered one-on-one or in small groups, ensuring personalized attention.
• Specialized Academic Instruction (SAI)
• Personalized instructional support to enhance academic skills and meet individual learning needs.
• Behavior Intervention Services (BIS)
• Targeted interventions to address behavioral challenges and promote positive behaviors.
• Contract with third-party providers to offer:
   o Speech & Language Pathology (SLP)
   o Occupational Therapy (OT)
   o Individual Counseling
   o College Awareness
   o Career Awareness
   o Psychological Services

Additional Supports:
• Assist students in transitioning to Riverside City College's Disability Resource Center (DRC) for academic accommodations and support in their college courses.

Dedicated SPED team ensures every student receives the support they need to succeed academically and personally. | $638,686 | No |
| 5 | Student Data Collection and Analysis | • Utilize a Student Information System (Aeries) to analyze data and tailor student interventions.
• Improve institutional effectiveness processes.
• Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps.
• Maintain a Student Information System Manager position.
Contract with student information systems support providers to enhance internal capabilities. (Edtec, data analysis contractors) | $130,999 | No |

| 6 | Faculty and Staff Training | Conduct professional development to improve instruction:
• Assessment Coordinator(s)
• Effective Classroom Management
• Data Driven Instruction
• Culturally Responsive Curriculum
• Effective Strategies for Teaching English Language Learners
• ELD Standards/Lesson Design for Integrated ELD (SIOP Model)
• CA English Learner Roadmap/Teacher Toolkit
• SPED Instructional Strategies
• Academic Support Strategies and Paraprofessional Training
• MTSS /Positive Behavior Interventions and Supports (PBIS)
• Addressing the needs of Foster Youth, EL, and Low-Income students
• Alternative Education Best Practices
• Social Emotional Supports through partners including Lifesource
• Professional Learning Communities
• Monthly Teacher Meetings (Mini-PD opportunities)
• Accelerated Learning Strategies
• Active shooter training
• CPI (Crisis Prevention Intervention) Training
• Suicide Prevention Training
• Mandated Reporter Training
• Behavior Management Training
• MAP Assessment Training
• Training opportunities from outside agencies including: RCOE, Center for Teacher Innovation, and RCC
• Online Learner Training | $130,000

$35,000 | No |

7	Instructional Materials	Evaluate need and purchase texts, supplemental materials, services and tools, aligned to the standards and that are culturally responsive to student's needs. Savvas ELA - $8063 1 per teacher, Cody only now ($6400) TCI History - $3938 1 includes 2 teachers 105 students Savvas Science Biology - $6210 Leadership Curriculum	$125,490	No
8	Student Laptops and Internet Access	Provide a 1:1 ratio of Chromebooks all students. Hotspots are available to low-income students who do not currently have internet in their homes.	$20,250 $76,350	Yes

| 9 | Parent/Guardian Engagement | • Communicate with parents regarding available community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified.
• Connect students and families to support programs during and beyond the school day for students, that meet critical needs and support student achievement.
• Disseminate information to prospective families about the school program and enrollment processes; oversee student enrollment processes including conducting school information sessions and distributing marketing and enrollment materials.
• Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated.
• Communicate schoolwide announcements/policies to parents in English and Spanish.
• Request input from parents through surveys.
• Parent meetings to ensure ongoing input from families.
• Family Community Nights provide opportunities to build support systems and trust.
• Parent Engagement Activities per semester
• Fall Welcome Day/ Resource Fair to raise awareness of community partner resources for families and students.
• End of Semester Events to engage families
• Host two college and 2 career readiness events per semester
• Home visits to help engagement and attendance
• Monthly Gateway Community Advisory Team/Steering Committee) Meetings (GCAT) made up of school site members from every discipline to collaborate and inform and strategize community school goals and activities.
• Invite parent leaders, students, and community partners to join Gateway Community Advisory Council (GCAC) to inform and strategize community school model goals and activities.
• Parent Communication via Parentsquare, emails, and phone calls.
• Weekly resources are sent to families
• Monthly newsletter is sent to families and community partners | $137,995

$85,532

Reference Goal 1 Action 5 | Yes |

		• Communication with parents regarding student's attendance • Parent Onboarding Sessions with Community School awareness		
10	Parent Guardian Access	• Maintain school information system parent portal and ability to translate website to all available languages through web program technology • Addition of parent access to Canvas course management system • Access to Aeries Parent Portal which gives parents access to their student's attendance and grades	Reference Goal 1 Action 5	No

11	English Language Learner and Long-term English Learners (LTELs) Support	Maintain and further develop EL and Long-term English Learners (LTELs) support program: • Conduct annual notification to parents • Identify EL students upon enrollment • Offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition, including the delivery of a new Newcomers ELD course. • Continue to expand our ELD High School Class. Working on aligning this course to better support students that choose to continue taking additional ESL courses through RCC • Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants. • Utilize DeepL, a translation program that helps translate documents in spanish among other languages. This has been a helpful tool to offer documents in the languages requested by parents and students. • Bilingual instructional assistants are available to support Spanish-speaking students before, during and after all high school courses (to preview, interpret and review content). Bilingual instructional assistants are also available to support Spanish-speaking students in college courses needed to complete their high school diploma requirements. • Provide designated ELD through the newly designed ESL courses at RCC, which are offered at five ELP levels, and focus on building communicative competence in listening, speaking, reading and writing. Students earn college credit for ESL courses. • Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap, research based integrated ELD approaches for content area classes, and scaffolded support strategies.	$206,826.03 Reference Goal 1 Action 6 Refence Goal 1 Action 2	Yes

| | | | • Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study.
• Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, and Social Studies courses.
• Convene EL Taskforce, including instructional assistants, instructional support coordinator, and a designated English instructor, among others, to monitor effectiveness of EL supports and implement strategies to overcome any challenges the school may encounter in meeting the needs of all ELs.
• Coordinate ELPAC administration annually. ELPAC Coordinator to train an additional staff member as a Summative ELPAC Test Examiner to ensure all ELs are assessed during the full testing window.
• Conduct reclassification procedures in alignment with current reclassification guidelines.
• Adopt the English 3D ELD curriculum to our ELD Class
• Monitor student progress during and after reclassification. | | |

| 12 | Multi-disciplinary Teams | Weekly counselor meetings are conducted to address student and counseling department needs. Bi-Weekly teacher meetings are conducted to address learning challenges, collaborate on teaching strategies and address any student performance concerns. Weekly SPED meetings between SPED Teachers and Instructional Aides are conducted to address student needs and IEP meetings. Weekly Instructional Aide and Teacher meetings are conducted to address weekly coursework, create a game plan to support struggling students, and create an action plan to support students in the lab. Bi-Weekly teacher and counselor meetings are conducted to develop action plans for struggling students needing more interventions, accommodations and support. Monitor and adjust as needed. Leadership meetings | Reference Goal 1 Action 1,2,4,11

Reference Goal 2 Action 1

Reference Goal 3 Action 1 | No |

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	GCCA students will be prepared for college and careers.	Broad Goal

State Priorities addressed by this goal.

4, 7, 8

An explanation of why the LEA has developed this goal.

GCCA is committed to preparing students for success in college, careers, and beyond. Through a comprehensive system of support—including college readiness coursework, expanded dual enrollment pathways, individualized transition planning, and career exploration and work-based learning—students are equipped with the knowledge, skills, and confidence to pursue meaningful postsecondary outcomes. Progress is monitored through key metrics such as the one-year graduation rate, college and career readiness indicators, dual enrollment

credits earned, and course success rates. These aligned strategies ensure that students—many of whom begin their journey at GCCA off-track—gain both the academic foundation and practical tools to see college as attainable and to chart clear paths to their future goals.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24 data)	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Alternative Metric: 1 Year Graduation Rate	79%* Corrected for misreported cohort	TBD	TBD	90%	-11%
2	Dashboard Indicator: College and Career Readiness Indicator	16.7%	TBD	TBD	50%	-33.3%
3	Alternative Metric: College and Career Readiness	65.6%	TBD	TBD	80%	-14.4%
4	Alternative Metric: Dual Enrollment Credits Earned	7	TBD	TBD	12	-5%
5	Alternative Metric: Course Success Rate	55%	TBD	TBD	75%	-20%
6	A-G Completion Rate	0%	TBD	TBD	N/A	N/A
7	CTE Completion Rate	4.6%	TBD	TBD	10%	-5.4%

| 8 | A-G and CTE Completion Rate | 4.6% | TBD | TBD | 10% | -5.4% |
| 9 | AP Exam Pass Rate | 0% | TBD | TBD | N/A | N/A |

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

During the 2024–2025 school year, Gateway College and Career Academy (GCCA) fully implemented the planned actions associated with Goal #2, which is centered on preparing students for success in college, careers, and beyond. Key strategies—including college readiness coursework, expanded dual enrollment access, individualized transition planning, and career exploration opportunities—were carried out as described, with no substantive deviations from the plan. These efforts reflect GCCA's continued commitment to building a system of supports that helps students, many of whom enter off-track, gain the skills and confidence to pursue meaningful postsecondary outcomes.

Implementation Challenges:
One persistent challenge was ensuring consistent **student participation and success in dual enrollment courses**, particularly for students who enrolled midyear or lacked prior experience with college-level academic expectations. While targeted mentorship from college mentors and instructional assistants helped mitigate these barriers, some students continued to struggle with confidence, time management, and navigating multiple systems.

Another challenge involved the **logistics of coordinating multiple layers of postsecondary support**, including CTE coursework, college and career readiness workshops, and one-on-one transition planning. Competing academic demands sometimes limited access to these resources. Ongoing collaboration with RCC partners and internal coordination—especially from GCCA's CTE team—proved vital in ensuring students could take advantage of these opportunities.

Implementation Successes:
Despite the challenges, several successes signaled strong progress toward the goal:

Dual enrollment participation and performance increased, with students enrolling in a broader array of RCC courses and earning more college credits than in previous years.

GCCA saw an **uptick in students completing RCC CTE certificates**, a tangible indicator of postsecondary readiness and momentum toward career-aligned outcomes.

The school made progress on its **alternative College and Career Indicator (CCI) metric**, which showed more students on track to graduate with a college- and career-ready designation.

Students engaged deeply in **personalized transition planning sessions and RCC counseling**, helping them develop clearer goals and greater motivation to pursue college and career pathways.

Career readiness programming—such as **job skills workshops and exploration of college programs**—helped students build confidence and expand their awareness of viable future options.

Overall:
The actions under Goal #2 were implemented with fidelity and had a meaningful impact on preparing students for postsecondary success. Although final data for the graduation rate, Dashboard CCI, and course success is still pending, the expansion of dual enrollment, growth in CTE completion, and improved access to individualized guidance demonstrate strong forward momentum. As GCCA looks ahead to 2025–2026, continued refinement of scheduling systems, advising practices, and student supports will be key to deepening outcomes and ensuring that every student graduates with a clear, attainable path to college and career success.

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.

No material differences between budgeted and estimated actual expenditures.

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

Overall, the specific actions implemented under Goal #2 during the 2024–2025 school year have been effective in advancing GCCA students' preparation for college and careers. The strategic combination of college readiness coursework, expanded dual enrollment access, personalized transition planning, and career exploration and work-based learning has continued to create a comprehensive and supportive environment that equips students with both academic and real-world skills.

These actions have increased student motivation, confidence, and clarity around postsecondary goals—particularly for students who entered GCCA off-track or uncertain about their future pathways. The expansion of dual enrollment participation and early successes in CTE certificate completion further underscore the growing strength of these programs.

While official outcome data for some key metrics—such as college and career readiness indicators, course success rates, and 1-year graduation rate—is still being finalized, strong qualitative and internal indicators point to continued progress. Student feedback, increased

RCC course enrollment, and successful transition planning sessions with college counselors all suggest forward momentum in preparing students for life after high school.

The integrated approach under Goal #2 remains foundational to GCCA's mission and will continue to be refined to ensure that every student has access to meaningful, supported pathways toward college, career, and long-term success.

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

The planned goal, metrics, desired outcomes, and actions within Goal 2 will remain largely unchanged for 2025-26 except for the following:

Addition of new alternative College and Career Indicator metric due to weaknesses in how state CCI is calculated (only includes students within their four- and five-year graduation cohorts).

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	College and Career Preparedness	• Conduct "Introduction to College" and "College Success Strategies" courses in which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, gain skills in taking effective notes, study skills for tests, and explore strategies to balance school, work, and family life.	Reference Goal 1 Action 2	No
2	Dual Enrollment Program	• Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. All college fees for unduplicated students to be paid by GCCA. • Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC. • GCCA College Mentors/Instructional Assistants. • Access to GCCA "Do Two" Program, facilitating students' ability to earn a high school diploma and a RCC career technical education certificate simultaneously. • Oversight of Dual Enrollment by School Principal	$275,399 $20,479	Yes

| 3 | College and Career Transitions | • Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments.
• In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs.
• All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate's degree or transfer requirements.
• Gateway Counselors will receive ongoing training from the RCC Counseling Department to learn how to create SEP plans for students. This allows students to better understand their next steps after high school. | Reference Goal 1 Action 2 | No |
| 4 | Career Exploration and Workforce Readiness | Provide career exploration courses and work readiness skills development activities:
• "Career Exploration and Life Planning" course
   ○ Industry and job market research
   ○ Educational and technical training programs research
   ○ Skills, interest, and personality inventories with Eureka platform
   ○ Interview techniques
   ○ Resume and cover letter
   ○ Conduct college and career exploration tours
• Career Center services (RCC)
• CTE Job Placement Coordinator (RCC)
• Student employment and internships (RCC)
• Continue partnership with EDD or RCC CTE programs to access work readiness and work experience resources.
• Access to "Do Two Program" giving students the opportunity to earn a high school diploma and a college CTE certification simultaneously. | Reference Goal 2 Actions 1, 2, 3

$15,000 | No |

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	GCCA students will be engaged at school.	Broad Goal

State Priorities addressed by this goal.

5, 6, 3

An explanation of why the LEA has developed this goal.

GCCA's goal is to foster meaningful student engagement by creating a safe, supportive, and inclusive school environment. A comprehensive set of strategies—including tiered attendance interventions, social-emotional supports, campus culture-building activities, nutrition and wellness initiatives, safe and welcoming facilities, and PBIS implementation—work together to promote consistent participation and a strong sense of belonging. Progress is tracked using metrics such as suspension and expulsion rates, daily attendance, and student perception data from the Youth Truth Survey. These coordinated actions ensure that students feel seen, supported, and connected—laying the foundation for improved academic achievement, well-being, and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Indicator: Suspension Rate	0%	TBD	TBD	0%	None
2	Dashboard Indicator: Expulsion Rate	0%	TBD	TBD	0%	None
3	Alternative Metric: Attendance Rate (NCB attendance)	97.28%	81.78%	TBD	TBD	TBD
4	Alternative Metric: Youth Truth Survey Engagement Positive Response Rate	65%	65%	TBD	80%	-15%
5	Alternative Metric: Youth Truth Survey Academic Challenge Positive Response Rate	75%	75%	TBD	80%	-5%
6	Alternative Metric: Youth Truth Survey School Culture Positive Response Rate	64%	62%	TBD	80%	-18%

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

During the 2024–2025 school year, Gateway College and Career Academy (GCCA) implemented all planned actions under Goal #3, which focuses on fostering meaningful student engagement and a strong connection to school. Strategies—including tiered attendance supports, social-emotional learning interventions, school culture-building events, wellness and nutrition initiatives, and the continued use of PBIS— were executed as designed and aligned with the intent of the goal.

Implementation Challenges:
One of the most significant challenges this year was a **sharp decline in the reported attendance rate—from 97% to 81%**—due not to reduced student participation, but to changes in how attendance is collected and reported under newly issued auditor guidance. These updated compliance requirements introduced additional layers of complexity that impacted GCCA's ability to capture and report average daily attendance with the same accuracy as in prior years. In response, the school began refining its attendance collection and reporting processes while also reinforcing its tiered intervention system to better support students with participation concerns.

Another ongoing challenge was maintaining **deep engagement across both in-person and virtual learning environments**. While overall student participation remained steady, creating authentic connections—particularly for newer students or those on hybrid/asynchronous schedules—required increased outreach, flexibility, and collaboration from instructional and counseling staff.

Additionally, coordinating **timely access to social-emotional and mental health supports** was at times logistically difficult, especially during periods of heightened need. While services were delivered effectively, demand sometimes exceeded capacity, underscoring the importance of continued investment in these systems.

Implementation Successes:
Despite these challenges, GCCA achieved several important successes aligned with Goal #3:

Suspension and expulsion rates remained at 0%, reinforcing the effectiveness of GCCA's safe, restorative school climate.

Youth Truth Survey results remained stable, with 65% of students reporting positive engagement, 75% feeling academically challenged, and 62% expressing a positive view of school culture. While these results mirror the previous year's scores, they continue to place GCCA above many comparable schools and provide a strong baseline for future growth.

The **nutrition program** continued to play a key role in addressing food insecurity, improving students' focus and overall well-being.

A wide array of **student activities and campus events**—including field trips, lunchtime gatherings, spirit days, and a widely attended spring student showcase—strengthened the sense of community and school pride.

Friday academic and enrichment labs provided valuable opportunities for tutoring, relationship-building, and SEL reinforcement, serving as an anchor point for many students each week.

Overall:
The implementation of Goal #3 was strong, with all major actions executed as planned and a clear positive impact on school climate, student connection, and emotional well-being. Although the reported attendance rate decline poses a challenge, it reflects procedural changes rather than a drop in student engagement. As GCCA continues to improve its attendance systems and deepen its SEL and engagement strategies, the foundation laid in 2024–2025 will support even stronger outcomes in the year ahead.

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.

No material differences between budgeted and estimated actual expenditures.

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

The specific actions implemented under Goal #3 during the 2024–2025 school year have been effective in promoting student engagement at GCCA. Through a coordinated approach—combining tiered attendance interventions, comprehensive social-emotional supports, enriching campus culture initiatives, a reliable nutrition program, well-maintained facilities, and consistent implementation of PBIS—GCCA has continued to create a safe, inclusive, and welcoming environment where students feel connected and supported.

While these strategies contributed to strong student participation and a zero percent suspension and expulsion rate, the reported attendance rate dropped from 97% to 81%, due not to changes in student behavior but to newly adopted attendance collection procedures required to comply with more stringent and complex auditor guidance. The school has since begun refining its attendance reporting processes to more accurately reflect actual student participation and continues to strengthen its tiered intervention system to respond more effectively to emerging attendance and engagement issues.

Youth Truth Survey results held steady, with 65% of students reporting positive engagement and 62% responding positively to school culture—levels that remain competitive when compared to similar schools statewide and signal a stable climate with room for growth.

A strong sense of community was further cultivated through campus culture-building events such as the spring student showcase, field trips, lunchtime activities, and spirit days, all of which helped deepen student connection and belonging.

Overall, the actions under Goal #3 continue to be effective in fostering engagement and supporting student well-being. With improvements underway in attendance reporting and intervention systems, GCCA is well-positioned to deepen these efforts in 2025–2026 through a continued focus on student voice, relationship-building, and responsive social-emotional supports.

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.

The planned goal, metrics, desired outcomes, and actions within Goal 3 will remain largely unchanged for 2025-26

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	Attendance and Engagement	Strategies to improve attendance/engagement: • Improve teacher planning and involvement in promoting regular daily attendance through our tiered attendance policy. Through these tiers, engagement efforts are made to ensure students improve their attendance habits and continue to make academic progress. • Send robo calls and emails to parents regarding tier-1, tier-2, tier 3 absences • Incentivize good attendance habits though PBIS Strategies • Communicate with families effectively through home notifications using Parent Square. • Conduct bi-weekly enrollment meetings to monitor new student engagement and attendance interventions • Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) • Track attendance/absence data and interventions including the use of weekly attendance reports • Make appropriate referrals for support when indicated by attendance data. • Maintain a dedicated Enrollment/Retention Coordinator position to support the counseling department with dropout prevention and recovery interventions. • Bi-weekly meetings with counselors, teachers, and SPED team to review attendance and engagement concerns in the classroom • Transportation support through RTA bus passes.	Reference Goal 1 Action 9 $176,661 $1,500	Yes

2	Social and Emotional Support	Strategies to support students' social and emotional needs to enhance full academic engagement: • Continue partnership with Lifesource to provide individual and family counseling free of charge to students. Students will be able to see a therapist as needed on campus, via phone call and online. Life Source is able to provide therapy sessions in both English and Spanish. • YVAPE is offered to students who are found under the influence or who are found with drug related substances. This program requires students to complete workshops to increase awareness of the dangers of these products • Wrap-around services include needed academic support, mental health services, health care, housing, peer support networks, emergency food services, etc. • Students in need of emergency support, will have access to Gateway's Emergency Funds • Provide programming to empower youth to be educated, promote cultural arts, and resilience, and restorative justice to break the cycle of victimization and trauma • RCC Student Health and Psychological Support Department, which provides physical health services in addition to mental health services. • RCC Wellness Workshops (i.e. Stress Management, Mental Health Guide, Financial Wellness, etc.) • Homeless and Foster Youth support and resources (Aspiranet, RCC Guardian Scholars, etc.) • Suicide prevention resources and information for students, parents, and all staff. • Additional PD opportunities to continue engaging in ways to improve in this area. • Art sessions boost creativity, a supportive environment and safe zones. • Staff training on suicide prevention strategies and internal procedures. Engaging students to participate in suicide prevention activities during the month of September and advertising crisis	Reference Goal 1 Action 2 Reference Goal 1 Action 9 $25,700 RCC Provides via MOU	No No No	

| | | | resources to students throughout the campus (i.e. To Write Love on Her Arms, 988, etc.)
• Mental Health activities presented in conjunction with the Youth Council to promote school wide messaging. Engaging students to participate in Mental Health Awareness month in May and offering mental health resources to all students (i.e. Takemyhand.org, It's Up to Us Riverside, etc.)
• Gaggle monitoring notifications so counselors can provide more timely responses to student needs
• Community resource connections through community school partnerships. | | |

| 3 | Campus Culture | School Culture Development in addition to programs identified above:

 • Assist students in developing a sense of purpose for continuing their education and pursuing college and career success
 • Place new students in small learning communities through Guidance courses.
 • Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events).
 • Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships.

 Conduct:

 • Welcome week (Fall and Spring semesters)
 • Semester awards and End of Semester activities
 • Student Council Events and Activities that promote in-person and online engagement including opportunities at RCC and the community
 • Expand more opportunities to participate in community events supporting student work.
 • Gateway Graduate Dinner and Graduation Ceremony.
 • Tours of various RCC programs including academic engagement centers.
 • Associated Students of Riverside City College events.
 • Increased field trip opportunities, including college fieldtrips, Cheech Art Museum and Grad Night
 • Provide space for engagement opportunities through music, art and gaming.
 • Continue the implementation of the DJ Club, which offers students the opportunity to learn how to DJ and equip themselves with the skills necessary to start their own businesses.
 • Chick-fil-a Leader Academy offers the opportunity for students to organize events that benefit GCCA and the surrounding community | $40,500 | No |

4	Nutrition Program	Nutritional Support: • Provide two meals per day for all students at no cost. • Provide a snack pantry for all students for daily access to small meals and drinks. • Provide Family meal bags for students during school holiday school closures. • Expand food and home necessities partnerships through local partners, including ongoing partnership with Panera. • Provide emergency food access for students and families Increased nutrition support program- Snack Pantry, School Lunch Program, Emergency Food Program, Holiday Meal Baskets	$150,000	Yes
5	Facilities Maintenance and Safety	Provide welcoming, well-maintained, and safe facilities to conduct programs and promote student engagement and motivation to come to school: • RCCD Police/security personnel • Student Engagement/Safety Specialists • Emergency planning and drills • Custodial services • Facilities/grounds maintenance • All staff have access to RAVE (RCC's emergency communication system)	Provided in-kind by RCC $68,191	No

| 6 | Positive Behavior Interventions and Supports/MTSS | Implementation of MTSS (Multi-Tiered Systems of Support in combination with PBIS. Social Emotional, Academics and Attendance will be addressed through this MTSS model. Continued implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. Continue to assess progress on the Tiered Fidelity Inventory to assess the school's progress. Continue school-wide acknowledgement system with monthly opportunities for students to be recognized for their academic and social emotional growth. Continue use of behavior matrix in the classrooms. Maintain integration of Tier 1-3 supports through MTSS for 2025-26 | Reference Goal 1 Actions 1, 6

Goal 2 Action 1, 3

Goal 3 Action 1, 3 | |

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1014008	$0

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
22.73%	0%	$0	22.73%

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 #(s)	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

Goal 1, Action 2	**Academic Support/Instructional Assistants:** Low-Income Students: Limited Access to Resources: Low-income students often lack access to educational resources such as textbooks, technology, and supplemental learning materials. GCCA's instructional assistants and academic support services provide the necessary resources and assistance to bridge this gap. Additional Academic Support: Many low-income students may have educational gaps due to inconsistent schooling or lack of support at home. The individualized and small group tutoring helps address these gaps, ensuring they can catch up and stay on track. Foster Youth: Educational Disruptions: Foster youth frequently experience disruptions in their education due to changes in their living situations. Consistent tutoring and academic monitoring help stabilize their educational experience and provide continuity. Emotional and Social Support: Foster youth may face emotional and social challenges that impact their learning. Access to counselors and small group settings provides a supportive environment where they can receive personalized attention and care. Homeless Youth: Instability and Basic Needs: Homeless youth often struggle with instability and unmet basic needs, which can severely affect their academic performance. GCCA's flexible scheduling and supplemental support ensure they have access to learning opportunities regardless of their circumstances.	Broad access to academic support is a major component of GCCA's strategy to support student success. By offering academic support during class, after school, and online, GCCA can effectively address the unique challenges faced by unduplicated students, including low-income students, foster youth, homeless youth, and English Language Learners (ELs). This comprehensive approach increases the likelihood that these students will improve their academic skills, complete required courses, and make timely progress toward graduation. The Schoolwide approach supports ELs in their academic growth without disrupting their participation in the broader school community.	• MAP Assessment Reading Student Growth Percentile • MAP Assessment Math Student Growth Percentile • EL Student Reclassification Rate

Safe Learning Environment: A stable, supportive school environment with access to academic help and resources offers homeless youth a sense of security and belonging, which is crucial for their engagement and success.
English Language Learners (ELs):
Language Barriers: ELs need targeted language acquisition support to become proficient in English while keeping up with their academic studies. The specialized tutoring helps them improve their language skills while mastering content in other subjects.
Cultural Integration: ELs may struggle with cultural adjustments in addition to language barriers. The inclusive support system, including personalized tutoring and engagement with the broader school community, helps them integrate more smoothly and feel valued.
General Benefits Across All Groups:
Personalized Instruction: Individual and small group tutoring allows for personalized instruction tailored to each student's specific needs, helping them understand difficult concepts and improve their academic performance.
Consistent Monitoring and Feedback: Regular academic progress monitoring by counselors ensures that any issues are promptly addressed, and students receive the interventions they need to succeed.
College and Career Readiness: Dual enrollment and access to college support services provide all students, especially those from disadvantaged backgrounds, with opportunities to earn college credits and prepare for post-secondary education and careers.
These services are essential for addressing the unique challenges faced by unduplicated

	students, ensuring they receive the support necessary to thrive academically and personally.		
Goal 3, Action #4	**Nutritional Support Program:** This action was designed to address the unique needs of unduplicated students, identified through our annual schoolwide student survey and the counselor-facilitated intake/needs assessment completed with every GCCA student. Unduplicated students, including those who are low-income, foster youth, homeless, and English Language Learners, are particularly vulnerable to food insecurity. Addressing this need is crucial for supporting their overall achievement and well-being. Ensuring access to nutritious food helps to stabilize their daily lives, enabling them to focus better on their studies and participate more fully in school activities.	Given the number of students at GCCA who qualify for free/reduced priced lunches, it was clear that nutritional support was necessary for achieving the school's student outcomes. Providing free food to students can increase students' ability to focus on their studies and create a more engaging campus climate. The Schoolwide approach supports Unduplicated students in their academic growth without disrupting their participation in the broader school community.	• Suspension Rate • Expulsion Rate • Attendance Rate • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

| Goal 1, Action 11 | **English Language Development and Support:** ELs and Long-term English Learners (LTELs)at GCCA have specific needs including:
• Language Acquisition:
   o Targeted instruction to achieve English proficiency.
• Access to Core Curriculum:
   o Support to master Common Core State Standards content.
• Cultural and Linguistic Integration:
   o Culturally responsive teaching practices.
• Continuous Assessment:
   o Regular evaluation of language and academic progress.
• Holistic Support:
   o Social-emotional services and peer support.
• Parental Involvement:
   o Resources and communication in parents' native languages.

These actions ensure ELs receive comprehensive support to thrive academically and socially. | While a broad range of academic support is available to all students at GCCA, English Learners (ELs) require targeted assistance to acquire English language proficiency while mastering content and skills in subject area classes aligned with the Common Core State Standards. The schoolwide implementation of these services ensures they are seamlessly integrated into the curriculum, eliminating the need to pull students out of mainstream programs and activities. The Schoolwide approach supports ELs in their academic growth without disrupting their participation in the broader school community. | • MAP Assessment Reading Student Growth Percentile
• MAP Assessment Math Student Growth Percentile
• EL Student Reclassification Rate |

Goal 2, Actions 2,3,4	**Dual Enrollment Program Access and Support:** Low-Income Students: Financial Barriers to Higher Education: Low-income students often face financial constraints that limit their access to college. The dual enrollment program covers all college fees for these students, removing a significant barrier and making higher education more accessible. Lack of Resources and Support: Many low-income students lack access to essential academic resources and support systems. The "Introduction to College" and "College Success Strategies" courses provide these students with crucial skills and knowledge, while additional academic support from GCCA College Mentors and Instructional Assistants helps them stay on track. Foster Youth: Educational Disruptions: Foster youth frequently experience changes in their living situations, leading to disruptions in their education. Regular college transition workshops and the development of personalized educational plans with RCC counselors help stabilize their academic journey and ensure continuity. Emotional and Social Support: Foster youth often face emotional and social challenges. The career exploration courses and work readiness activities provide a structured environment where they can build confidence and prepare for their future careers. Homeless Youth: Instability and Basic Needs: Homeless youth struggle with instability and unmet basic needs, affecting their academic performance. Flexible scheduling of supplemental support and career	College and Career Preparedness Action Design: "Introduction to College" and "College Success Strategies" Courses: Equip students with essential skills and knowledge for higher education, addressing academic preparedness and organizational needs. Why LEA-Wide/Schoolwide: Ensures all students, especially unduplicated ones, gain foundational skills necessary for college success, bridging gaps due to varied circumstances. Dual Enrollment Program Action Design: Dual Enrollment with RCC: Allows students to earn college credits while completing high school, covering all college fees for unduplicated students, and aligning high school curriculum with RCC programs. Why LEA-Wide/Schoolwide: Maximizes participation, removes financial barriers, and fosters a college-going culture, keeping students engaged and motivated. College and Career Transitions Action Design: College Transition Workshops: Provide guidance through college admission, financial aid, and program selection, with personalized planning. Why LEA-Wide/Schoolwide: Ensures every student receives necessary support for a smooth college transition, demystifying the process for all. Career Exploration and Workforce Readiness Action Design: Career Exploration and Work Readiness Activities: Include career planning courses, skills	• 1 Year Graduation Rate • College and Career Readiness Indicator • College and Career Readiness • Dual Enrollment Credits Earned • Course Success Rate

exploration activities ensures they can access learning opportunities and support services despite their circumstances. College and Career Readiness: Dual enrollment and comprehensive college and career preparedness programs provide students with early exposure to college-level coursework and career exploration opportunities, increasing their readiness for post-secondary education and careers. These targeted actions address the unique needs of unduplicated students, ensuring they receive comprehensive support to succeed academically and personally.	inventories, and access to RCC Career Center services. Why LEA-Wide/Schoolwide: Provides equal opportunities for all students to explore and prepare for future careers, ensuring comprehensive support. General Benefits Across All Groups Action Design: Personalized Instruction and Support: Individual and small group tutoring, regular academic monitoring, and dual enrollment programs offer tailored support. Why LEA-Wide/Schoolwide: Ensures all students, especially unduplicated ones, receive equitable academic assistance and opportunities, fostering an inclusive educational environment. These actions comprehensively address the needs of unduplicated students, promoting academic success and readiness for college and careers, while ensuring equitable access for the entire student population.	

| Goal 3, Action 2 Goal 1, Action 9 | **Social/Emotional Support:** This action effectively addresses the unique needs of unduplicated students—low-income students, foster youth, homeless youth, and English Language Learners (ELs)—by building upon needs reported during the school intake process. By connecting students and families to resources that alleviate socioemotional and economic challenges, these actions help ensure that students remain engaged in school and progress toward graduation. | Action Design: Needs Assessment and Resource Connection: The school intake process identifies student and family needs, allowing GCCA to connect them with appropriate socioemotional and economic resources. Academic and Emotional Support: Services include individual and small group tutoring, counseling, and dual enrollment opportunities, addressing both academic and emotional challenges faced by unduplicated students. Why LEA-Wide/Schoolwide: Equity and Access: Providing these services on an LEA-wide or schoolwide basis ensures that all unduplicated students have equitable access to the necessary support, regardless of their specific circumstances. Holistic Support: By addressing the broad range of needs across the entire student population, GCCA fosters an inclusive environment that supports academic success and personal well-being for all students. These actions are designed to comprehensively address the diverse needs of unduplicated students, ensuring they receive the support necessary to stay engaged in school and progress toward graduation. | • Suspension Rate • Expulsion Rate • Attendance Rate (NCB attendance) • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate |

Goal 3, Action 1	**Transportation Support:** Unduplicated students at GCCA, including low-income students, foster youth, homeless youth, and English Language Learners (ELs), face unique challenges that affect their attendance and engagement. One critical need is reliable transportation. Transportation Support: Low-Income Students: Often lack access to private transportation and may rely on public transit, making consistent attendance difficult. Foster Youth and Homeless Youth: Frequently experience instability in their living situations, which can disrupt their ability to get to school regularly. English Language Learners (ELs): May face additional barriers in navigating transportation options due to language difficulties. Action Design: RTA Bus Passes: Providing bus passes ensures that all students have reliable transportation to and from school, directly addressing the barrier of inconsistent attendance. By addressing the transportation needs of these students, GCCA can improve daily attendance and engagement, thereby enhancing their overall academic success and well-being.	Action Design: Transportation Support through RTA Bus Passes: This action is designed to provide reliable transportation for all students, particularly those who are low-income, foster youth, homeless, or English Language Learners (ELs). By offering bus passes, GCCA ensures that transportation barriers do not impede students' ability to attend school regularly. Why LEA-Wide/Schoolwide: Equity and Access: Providing transportation support on an LEA-wide basis ensures that all students, regardless of their socio-economic status or living situation, have equal access to education. This approach addresses the diverse transportation needs across the student population, promoting consistent attendance and engagement for all. Holistic Support: Implementing this action schoolwide creates a more inclusive environment, as it ensures that every student can benefit from reliable transportation. This holistic support is crucial for fostering a supportive educational environment that helps all students succeed academically and personally. By addressing transportation needs through LEA-wide bus passes, GCCA effectively promotes regular attendance and engagement, which are essential for academic success and overall student well-being.	• Suspension Rate • Expulsion Rate • Attendance Rate (NCB attendance) • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

Goal 1, Action 8	**Provide a 1:1 ratio of Chromebooks and internet hotspots for all students:** Low-Income Students: Often lack the financial resources to afford personal laptops and reliable internet access, limiting their ability to complete assignments and participate in online learning. Foster Youth and Homeless Youth: Frequently experience instability in their living situations, making it challenging to maintain consistent access to technology and the internet. English Language Learners (ELs): May require additional online resources and tools to support language acquisition and complete schoolwork. Action Design: 1:1 Ratio of Chromebooks and Internet Hotspots: Providing each student with a Chromebook and internet hotspot ensures that all students have the necessary tools to engage fully in their education, regardless of their personal circumstances.	Action Design: 1:1 Ratio of Chromebooks and Internet Hotspots: This action is designed to eliminate the digital divide by ensuring that every student has access to a personal device and reliable internet connection. This support enables students to participate in online learning, complete digital assignments, and access educational resources from home. Why LEA-Wide/Schoolwide: Equity and Access: Providing Chromebooks and internet hotspots on an LEA-wide basis ensures that all students, including those who are low-income, foster youth, homeless, or English Language Learners, have equal access to the technology necessary for academic success. This comprehensive approach addresses the digital needs of the entire student population, fostering an inclusive learning environment. Holistic Support: Implementing this action schoolwide guarantees that every student can benefit from consistent access to technology and the internet, which is essential for modern education. This holistic support is critical for bridging the digital gap and promoting educational equity. By addressing the technology needs through LEA-wide provision of Chromebooks and internet hotspots, GCCA effectively supports student engagement and learning, thereby enhancing academic outcomes and overall student well-being.	• MAP Assessment Reading Student Growth Percentile • MAP Assessment Math Student Growth Percentile • EL Student Reclassification Rate

Goal 1, Action 6	**ELL Curriculum Development and Alignment** Unduplicated students at GCCA, particularly English Language Learners (ELs) and Long-term English Learners (LTELs), face unique challenges in mastering academic content while acquiring English language proficiency. • ELL Curriculum Development and Alignment: • Language Barriers: ELs need specialized instruction to develop English language skills alongside their regular academic curriculum. • Cultural Integration: ELs benefit from culturally responsive teaching practices that make learning more relevant and accessible. • Academic Achievement: ELs require curriculum and instructional strategies aligned with ELD standards to ensure they can achieve academic success. Action Design: • Effective Strategies for Teaching English Language Learners: Implementing research-based instructional strategies that cater to the specific learning needs of ELs. ELD Standards/Lesson Design for Integrated ELD: Developing and aligning curriculum to ELD standards ensures that ELs receive consistent, high-quality instruction that integrates language development with academic content.	Action Design: Effective Strategies for Teaching English Language Learners: This action involves professional development for teachers to equip them with the best practices for teaching ELs, focusing on strategies that enhance language acquisition and academic achievement. ELD Standards/Lesson Design for Integrated ELD: Aligning the curriculum with ELD standards ensures that all instructional materials and lesson plans support both language development and content mastery, providing a cohesive and supportive learning experience for ELs. Why LEA-Wide/Schoolwide: Equity and Access: Providing these actions on an LEA-wide basis ensures that all ELs across the school receive the same high-quality instruction and support. This approach guarantees that no student is left behind and all can succeed academically. Holistic Support: Implementing these strategies schoolwide creates a consistent and inclusive educational environment. It ensures that every teacher is prepared to meet the needs of ELs, fostering a school culture that values and supports language diversity and academic excellence. By focusing on ELL curriculum development and alignment, and effective strategies for teaching English Language Learners, GCCA addresses the unique needs of ELs, promoting their language acquisition, academic success, and overall integration into the school community.	• MAP Assessment Reading Student Growth Percentile • MAP Assessment Math Student Growth Percentile • EL Student Reclassification Rate

Insert or delete rows, as necessary.

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
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	24.13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14.53

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$ 5,528,707	$ 1,014,008	18.341%	0.000%	18.341%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,131,334	$ 369,740	$ 588,970	$ 377,369	$ 4,467,412.61	$ 3,598,540	$ 868,873

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	Standards Based Instruction	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 905,588	$ 8,965	$ 768,991	$ 136,597	$ -	$ 8,965	$ 914,553	0.000%
1	2	Broad Access to Academic Supports and Interventions	Unduplicated	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	Ongoing	$ 447,849	$ -	$ 447,849	$ -	$ -	$ -	$ 447,849	8.100%
1	2	Broad Access to Academic Supports and Interventions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 630,524	$ (0)	$ 379,063	$ 76,853	$ -	$ 174,608	$ 630,524	0.000%
1	3	Access and Individualized Pathways	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 108,568	$ 29,488	$ -	$ -	$ 79,080	$ 108,568	0.000%
1	4	Specialized Services	Special Education	No	Limited	N/A	Gateway College and Career Academy	Ongoing	$ 563,686	$ 75,000	$ -	$ -	$ 588,970	$ 49,716	$ 638,686	0.000%
1	5	Student Data Collection and Analysis	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 94,099	$ 36,900	$ 125,999	$ 5,000	$ -	$ -	$ 130,999	0.000%
1	6	Faculty and Staff Training	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 10,000	$ 120,000	$ 110,000	$ 20,000	$ -	$ -	$ 130,000	0.000%
1	6	Faculty and Staff Training	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.814%
1	7	Instructional Materials	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 125,490	$ 30,000	$ 30,490	$ -	$ 65,000	$ 125,490	0.000%
1	8	Student Laptops and Internet Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 20,250	$ 20,250	$ -	$ -	$ -	$ 20,250	0.000%
1	8	Student Laptops and Internet Access	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 76,350	$ 76,350	$ -	$ -	$ -	$ 76,350	1.400%
1	9	Parent/Guardian Engagement	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 81,326	$ -	$ 81,326	$ -	$ -	$ -	$ 81,326	1.500%
1	9	Parent/Guardian Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 139,701	$ 2,500	$ 142,201	$ -	$ -	$ -	$ 142,201	0.000%
1	10	Parent Guardian Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	11	English Language Learner Support	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ 194,676	$ 12,150	$ 206,826	$ -	$ -	$ -	$ 206,826	3.800%
1	12	Multi-diciplinary Teams	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	College and Career Preparedness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2	Dual Enrollment Program	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 270,759	$ (0)	$ 195,659	$ 75,100	$ -	$ -	$ 270,759	0.000%
2	2	Dual Enrollment Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 15,479	$ 5,000	$ 20,479	$ -	$ -	$ -	$ 20,479	0.370%
2	3	College and Career Transistions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Career Exploration and Workforce Readiness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 15,000	$ 15,000		$ -	$ -	$ 15,000	0.000%
3	1	Attendance and Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 176,661	$ 0	$ 176,661	$ -	$ -	$ -	$ 176,661	0.000%
3	1	Attendance and Engagement	Unduplicated	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	Ongoing	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.027%
3	2	Social and Emotional Support	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 25,700	$ -	$ 25,700	$ -	$ -	$ 25,700	0.000%
3	3	Campus Culture	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 40,500	$ 40,500	$ -	$ -	$ -	$ 40,500	0.000%
3	4	Nutrition Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	2.700%
3	5	Facilities Maintenance and Safety	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 68,191	$ -	$ 68,191	$ -	$ -	$ -	$ 68,191	0.000%
3	6	Positive Behavioral Interventions and Supports	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-2026 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
$ 5,528,707	$ 1,014,008	18.341%	0.000%	18.341%	$ 1,029,330	18.711%	37.329%	**Total:**	$ 1,029,330
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,029,330

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	Standards Based Instruction	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	2	Broad Access to Academic Supports and In	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	$ 447,849	8.100%
1	2	Broad Access to Academic Supports and In	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	3	Access and Individualized Pathways	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	4	Specialized Services	No	Limited		Gateway College and Career Academy	$ -	0.000%
1	5	Student Data Collection and Analysis	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	Yes	Schoolwide	All	Gateway College and Career Academy	$ 45,000	0.814%
1	7	Instructional Materials	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	Yes	Schoolwide	All	Gateway College and Career Academy	$ 76,350	1.400%
1	9	Parent/Guardian Engagement	Yes	Schoolwide	All	Gateway College and Career Academy	$ 81,326	1.500%
1	9	Parent/Guardian Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	10	Parent Guardian Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	11	English Language Learner Support	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 206,826	3.800%
1	12	Multi-diciplinary Teams	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	1	College and Career Preparedness	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 20,479	0.370%
2	3	College and Career Transitions	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	4	Career Exploration and Workforce Readine	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	$ 1,500	0.027%
3	2	Social and Emotional Support	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	3	Campus Culture	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	4	Nutrition Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 150,000	2.700%
3	5	Facilities Maintenance and Safety	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	6	Positive Behavioral Interventions and Suppo	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,168,229.12	$ 3,726,220.62

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	Standards Based Instruction	No	$ 912,850	$ 829,024
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 112,564	$ 107,861
1	2	Broad Access to Academic Supports and Interventions	No	$ 612,612	$ 587,644
1	3	Access and Individualized Pathways	No	$ 72,500	$ 74,953
1	4	Specialized Services	No	$ 494,408	$ 497,721
1	5	Student Data Collection and Analysis	No	$ 136,094	$ 114,287
1	6	Faculty and Staff Training	No	$ 230,300	$ 117,071
1	6	Faculty and Staff Training	Yes	$ 35,000	$ 15,317
1	7	Instructional Materials	No	$ 107,401	$ 67,509
1	8	Student Laptops and Internet Access	No	$ 35,000	$ 27,312
1	8	Student Laptops and Internet Access	Yes	$ 129,150	$ 70,243
1	9	Parent/Guardian Engagement	Yes	$ 56,947	$ 71,823
1	9	Parent/Guardian Engagement	No	$ 94,561	$ 79,376
1	10	Parent Guardian Access	No	$ -	$ -
1	11	English Language Learner Support	Yes	$ 384,819	$ 397,591
1	12	Multi-diciplinary Teams	No	$ -	$ -
2	1	College and Career Preparedness	No	$ -	$ -
2	2	Dual Enrollment Program	No	$ 280,003	$ 262,474
2	2	Dual Enrollment Program	Yes	$ 10,000	$ 8,162
2	3	College and Career Transistions	No	$ -	$ -
2	4	Career Exploration and Workforce Readiness	No	$ 15,000	$ 1,857
3	1	Attendance and Engagement	No	$ 110,451	$ 140,241

3	1	Attendance and Engagement	Yes	$	1,000	$	-
3	2	Social and Emotional Support	No	$	72,820	$	51,608
3	2	Social and Emotional Support	Yes	$	14,041	$	16,441
3	3	Campus Culture	No	$	38,300	$	12,534
3	4	Nutrition Program	Yes	$	150,000	$	139,831
3	4	Nutrition Program	No	$	2,500	$	3,000
3	5	Facilities Maintenance and Safety	No	$	59,908	$	32,342
3	6	Positive Behavioral Interventions and Supports	No	$	-	$	-
				$	-	$	-
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2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 792,353	$ 893,521	$ 827,268	$ 66,253	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Standards Based Instruction	No	$ -	$ -	0.000%	0.000%
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 112,564	$ 107,861.05	0.000%	0.000%
1	2	Broad Access to Academic Supports and Interventions	No	$ -	$ -	0.000%	0.000%
1	3	Access and Individualized Pathways	No	$ -	$ -	0.000%	0.000%
1	4	Specialized Services	No	$ -	$ -	0.000%	0.000%
1	5	Student Data Collection and Analysis	No	$ -	$ -	0.000%	0.000%
1	6	Faculty and Staff Training	No	$ -	$ -	0.000%	0.000%
1	6	Faculty and Staff Training	Yes	$ 35,000	$ 15,316.77	0.000%	0.000%
1	7	Instructional Materials	No	$ -	$ -	0.000%	0.000%
1	8	Student Laptops and Internet Access	No	$ -	$ -	0.000%	0.000%
1	8	Student Laptops and Internet Access	Yes	$ 129,150	$ 70,243.10	0.000%	0.000%
1	9	Parent/Guardian Engagement	Yes	$ 56,947	$ 71,823.01	0.000%	0.000%
1	9	Parent/Guardian Engagement	No	$ -	$ -	0.000%	0.000%
1	10	Parent Guardian Access	No	$ -	$ -	0.000%	0.000%
1	11	English Language Learner Support	Yes	$ 384,819	$ 397,590.55	0.000%	0.000%
1	12	Multi-diciplinary Teams	No	$ -	$ -	0.000%	0.000%
2	1	College and Career Preparedness	No	$ -	$ -	0.000%	0.000%
2	2	Dual Enrollment Program	No	$ -	$ -	0.000%	0.000%
2	2	Dual Enrollment Program	Yes	$ 10,000	$ 8,161.50	0.000%	0.000%
2	3	College and Career Transistions	No	$ -	$ -	0.000%	0.000%
2	4	Career Exploration and Workforce Readiness	No	$ -	$ -	0.000%	0.000%
3	1	Attendance and Engagement	No	$ -	$ -	0.000%	0.000%
3	1	Attendance and Engagement	Yes	$ 1,000	$ -	0.000%	
3	2	Social and Emotional Support	No	$ -	$ -	0.000%	0.000%
3	2	Social and Emotional Support	Yes	$ 14,041	$ 16,441.00	0.000%	0.000%
3	3	Campus Culture	No	$ -	$ -	0.000%	0.000%
3	4	Nutrition Program	Yes	$ 150,000	$ 139,831.00	0.000%	0.000%
3	4	Nutrition Program	No	$ -	$ -	0.000%	0.000%
3	5	Facilities Maintenance and Safety	No	$ -	$ -	0.000%	0.000%
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
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				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,366,504	$ 792,353	0.000%	18.146%	$ 827,268	0.000%	18.946%	$0.00 - No Carryover	0.00% - No Carryover

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:

- o 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]).

- o 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.

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

- o 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 2025-26, 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.

  o 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).

        o 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.

    o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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.

- o 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.

  o 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,

  o 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:

  o 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.

  o 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:

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

  o 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.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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:

  o 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.

  o 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.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs

assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o   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.

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

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

  ▪   Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

<u>Limited Actions</u>

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

- o **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.

  - o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

  o 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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