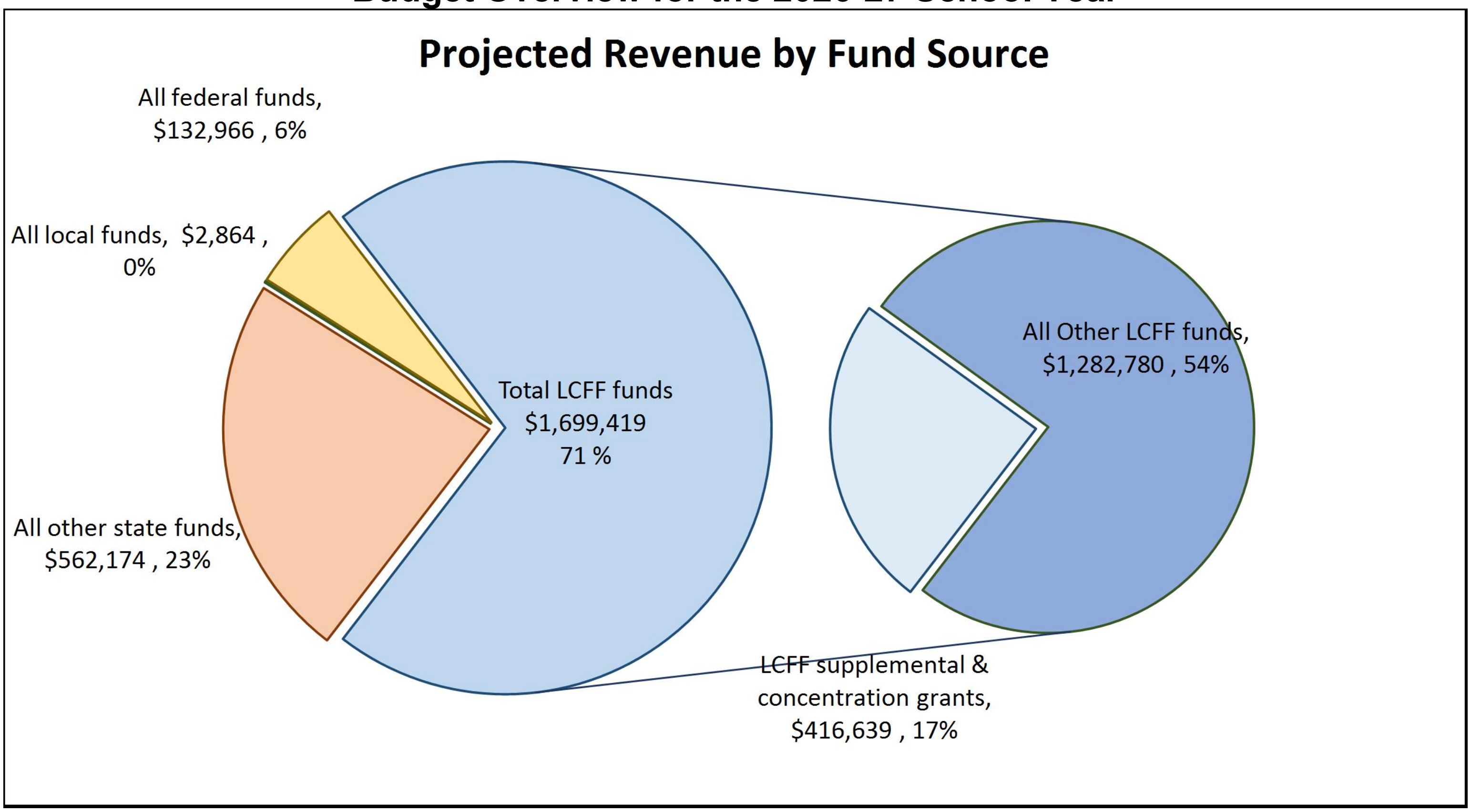
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: MIT Griffin Academy Middle (GTA, approved by VCUSD)
CDS Code: 48-70581-0137380
School Year: 2026-27
LEA contact information:
Alex Insaurralde
Site Director
ainsaurralde@mitacademy.org
(707) 552-6482

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

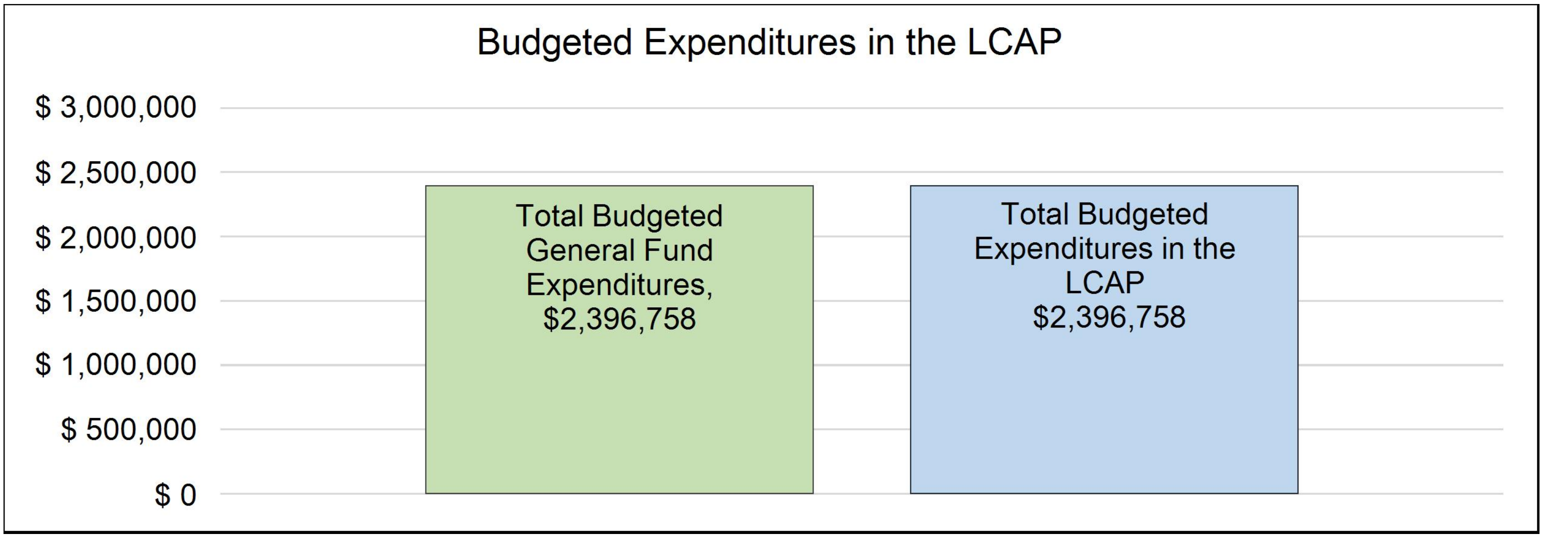


This chart shows the total general purpose revenue MIT Griffin Academy Middle (GTA, approved by VCUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for MIT Griffin Academy Middle (GTA, approved by VCUSD) is $2,397,423, of which $1,699,419 is Local Control Funding Formula (LCFF), $562,174 is other state funds, $2,864 is local funds, and $132,966 is federal funds. Of the $1,699,419 in LCFF Funds, $416,639 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much MIT Griffin Academy Middle (GTA, approved by VCUSD) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: MIT Griffin Academy Middle (GTA, approved by VCUSD) plans to spend $2,396,758 for the 2026-27 school year. Of that amount, $2,396,758 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

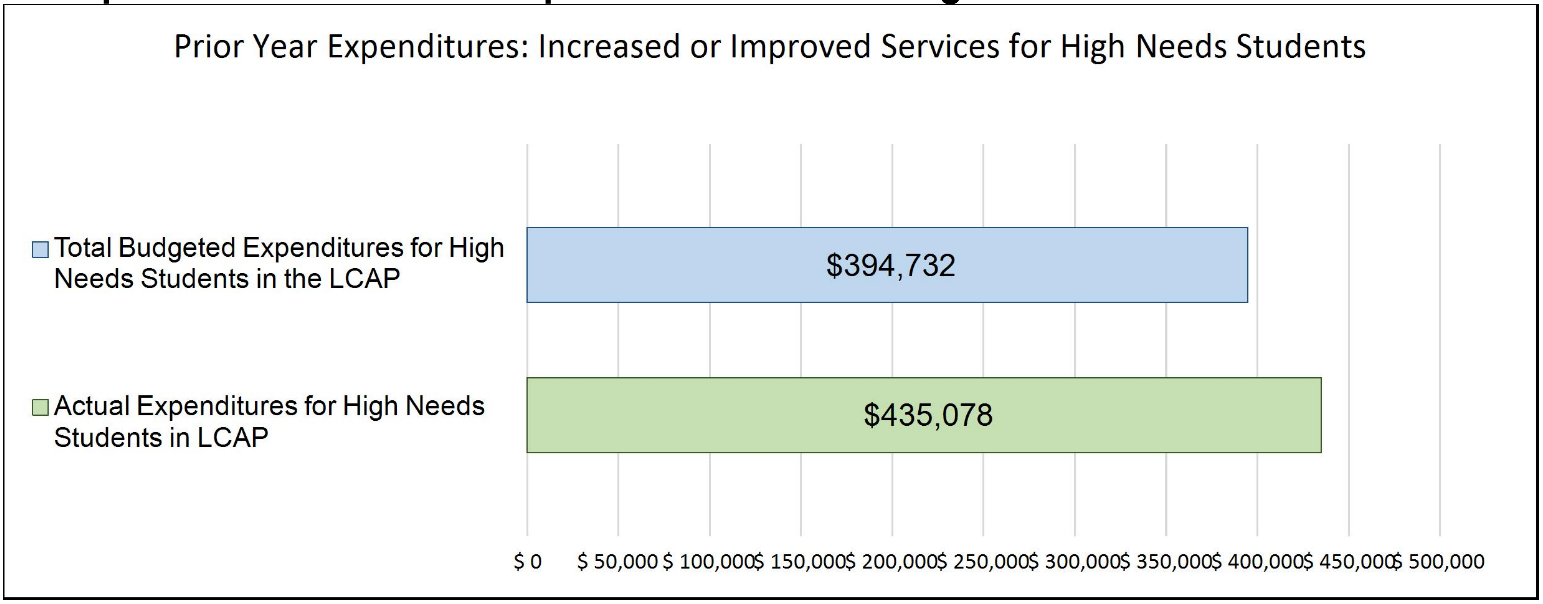
Not applicable. All of the budgeted general fund expenditures are included in the LCAP.

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

In 2026-27, MIT Griffin Academy Middle (GTA, approved by VCUSD) is projecting it will receive $416,639 based on the enrollment of Foster Youth, English learner, and low-income students. MIT Griffin Academy Middle (GTA, approved by VCUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. MIT Griffin Academy Middle (GTA, approved by VCUSD) plans to spend $416,639 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what MIT Griffin Academy Middle (GTA, approved by VCUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what MIT Griffin Academy Middle (GTA, approved by VCUSD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, MIT Griffin Academy Middle (GTA, approved by VCUSD)'s LCAP budgeted $394,732 for planned actions to increase or improve services for high needs students. MIT Griffin Academy Middle (GTA, approved by VCUSD) actually spent $435,078 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MIT Griffin Academy Middle (GTA, approved by VCUSD)	Alex Insaurralde Site Director	ainsaurralde@mitacademy.org (707) 552-6482

Plan Summary [2026-27]

General Information

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

Griffin Technology Academies, a California nonprofit public benefit corporation with 501(c)(3) tax exempt status, operates MIT Griffin Academy Middle School, an independent grades 6–8 Charter School authorized by VCUSD to serve the Vallejo community. MIT Griffin Academy Middle School's mission is to prepare students to be ready for high school, college, career, and life through diverse, innovative instructional programs that focus relentlessly on student academic achievement and social emotional well-being. The Charter School is committed to developing students who are self-motivated, technologically skilled, responsible global citizens prepared to succeed in rigorous high school programs and future postsecondary opportunities. Families choose MIT Griffin Academy Middle School because of its personalized educational approach, supportive learning environment, strong mentoring relationships, and commitment to building meaningful partnerships among students, staff, families, and the community. The Charter School's core learner outcomes focus on safety, ownership, achievement, and respect.

MIT Griffin Academy Middle School serves the unique academic, developmental, and social emotional needs of middle school students in grades 6–8 by providing a safe, inclusive, and supportive learning environment where students are challenged to achieve at high levels while receiving individualized support to ensure success. The Charter School emphasizes strong relationships between students and caring adults, high expectations paired with academic and behavioral supports, and opportunities for students to develop leadership skills, independence, collaboration, and responsibility. Through collaboration among mentors, families, staff, and community partners, MIT Griffin Academy Middle School fosters accountability, engagement, and a nurturing educational environment that extends beyond the classroom and prepares students to become active contributors to both their local and global communities. Students are encouraged to build the academic, technological, social emotional, and leadership skills necessary to successfully transition into high school and beyond.

Vallejo is a working-class city of diverse ethnic and cultural backgrounds, located in the Bay Area near Mare Island and on the Napa River. The community of learners served by MIT Griffin Academy Middle is extremely diverse with multiple home languages represented (e.g., Spanish, Arabic, Tagalog, Ilocano, Tamil). The Charter School is a diverse, 21st Century School. As of the 2024-25 school year based on the 2025 California School Dashboard ("Dashboard"), MIT Griffin Academy Middle's enrollment of 111 by student group was as follows: 78.4% socioeconomically disadvantaged ("SED") or low income ("LI") students, 21.6% English Learners ("ELs"), 11.7% students with disabilities ("SWD"), 0% foster youth ("FY"), 4.5% homeless students. As of the 2024-25 school year, enrollment by race and ethnicity at MIT Griffin Academy Middle was 18% Black or African American, 49.5% Hispanic, 7.2% Filipino, 10.8% two or more races, 7.2% White, 0.9% Pacific Islander, and 3.6% Asian. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, only SED students are a significant subgroup; however, MIT Griffin Academy Middle addresses specific actions and services for ELs and FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for MIT Griffin Academy Middle School as the Schoolwide Program, herein referred to as the LCAP. The Charter School's plan is designed to effectively meet ESSA requirements in alignment with the LCAP and other federal, state, and local programs to support continuous improvement and equitable outcomes for all students. The LCAP integrates the Charter School's academic, social emotional, engagement, and operational priorities into one comprehensive plan focused on improving student achievement and supporting the whole child. The goals included in the LCAP focus on the following areas: GOAL 1: MIT Griffin Academy Middle School will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant student groups, especially ELs, to prepare students for high school, college, career, and life; GOAL 2: MIT Griffin Academy Middle School will support the social emotional well-being of students through character development and enrichment activities in a safe, inclusive learning environment that fosters strong relationships between teachers and students; and GOAL 3: MIT Griffin Academy Middle School's parents/guardians, teachers, staff, and community members will contribute as active educational partners through engagement, communication, collaboration, and shared decision making to provide students with a well-rounded education.

MIT Griffin Academy Middle School completed a comprehensive needs assessment that included analysis of verifiable state and local performance data used to measure student outcomes, including Dashboard indicators, CAASPP, CAST Science, ELPAC, attendance, suspension, chronic absenteeism, local climate surveys, and interim assessment data such as NWEA MAP. The needs assessment process included meaningful consultation with parents/guardians, students, teachers, classified staff, administrators, SSC, and ELAC to identify strengths, areas of opportunity, and strategies to improve outcomes for students and significant student groups who are not yet meeting standards. The Charter School's process for evaluating and monitoring implementation of the LCAP and progress toward the established goals includes ongoing review of actions, services, expenditures, and student outcomes through SSC and ELAC meetings, which will occur a minimum of four times annually. SSC membership includes parents/guardians, classified staff, certificated staff, and administrators, with parents/guardians making up at least an equal number of members as staff representatives. SSC and ELAC review academic performance data, supplemental services, Title funded programs, and recommendations for continuous improvement as part of the Schoolwide Program and LCAP development process.

MIT Griffin Academy Middle School is not eligible to be an Equity Multiplier Charter School.

LREBG Funds

In 2025-26, MIT Griffin Academy Middle School received $9,352 in Learning Recovery Emergency Block Grant (“LREBG”) funds. The funds were utilized to support Goal 1 through supplemental academic intervention, student support services, and professional development designed to address the academic and social emotional impacts of lost instructional time. Funds supported intervention strategies and instructional supports focused on improving academic achievement for students performing below grade level, particularly Latino students, SED students, ELs, SWD, and other historically underserved student groups. LREBG funds also supported MTSS implementation, differentiated instruction, trauma informed practices, social emotional learning, culturally responsive pedagogy, academic intervention strategies, and instructional supports designed to strengthen student engagement, attendance, school connectedness, and academic outcomes.

Title I Funds
During 2026-27, MIT Griffin Academy Middle School will utilize Title I funds to support Goal 1, Action 1.7, Professional Development, and Goal 1, Action 1.10, Intervention and Supplemental Materials. These uses are based on student achievement data and consultation already received from parents/guardians and other educational partners through SSC meetings, surveys, staff input, student performance review, and other engagement opportunities. Title I funds will support allowable professional development focused on strengthening instructional practices, data analysis, MTSS, differentiated instruction, academic vocabulary, constructed writing response, scaffolding, PBIS, education equity, and schoolwide AVID practices. Title I funds will also support supplemental intervention during Flex Time, including small group and individualized instruction, targeted remediation in literacy and numeracy, supplemental instructional materials, online programs, text-based resources, and AVID-aligned materials that strengthen organization, note-taking, inquiry, collaboration, writing, critical thinking, and college and career readiness.

Title II Funds
During 2026-27, MIT Griffin Academy Middle School will utilize Title II funds to support Goal 1, Action 1.7, Professional Development, in alignment with educational partner feedback identifying the need to strengthen educator capacity, improve instructional consistency, and use assessment data more effectively. Title II funds will support allowable, meaningful, and ongoing professional learning for administrators, teachers, and staff focused on improving instructional effectiveness and student outcomes. Professional development may include NWEA MAP data analysis, core curriculum implementation, mathematical mindset, MTSS, differentiated strategies for ELs, SWD, academically high-achieving students, and academically low-achieving students, constructed writing response, academic vocabulary, culturally responsive pedagogy, grade-level scaffolding, in-classroom interventions, PBIS, education equity, parents/guardians as partners, and schoolwide AVID practices. Funds may also support participation in professional learning organizations and conferences when aligned to educator effectiveness, instructional improvement, and student achievement.

Title IV Funds
During 2026-27,MIT Griffin Academy Middle School will consolidate Title IV funds with Title I funds to support Goal 1, Action 1.10, Intervention and Supplemental Materials. Title IV funds will be used for allowable supplemental intervention materials, online learning tools, instructional technology, text-based resources, and AVID-aligned materials that support a well-rounded education, student engagement, literacy, numeracy, and college and career readiness. These resources will be used during Flex Time, classroom instruction, and targeted intervention to provide identified students with additional opportunities to practice, remediate, and accelerate essential academic skills.

Each goal includes actions and services that address the needs of all students and significant student groups through evidence-based strategies, instructional practices, intervention systems, and supports designed to improve academic achievement, engagement, attendance, school connectedness, and equitable outcomes for students who are at risk of not meeting State academic standards.

Reflections: Annual Performance

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

The 2025 California School Dashboard (“Dashboard”) only identifies performance levels using one of five status levels ranging from Very Low, Low, Medium, High, and Very High for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed ranging from Very High, High, Medium, Low, and Very Low.

MIT Griffin Academy Middle School is committed to developing broad goals to improve the academic achievement of all students while also focusing specifically on improving the academic achievement of its significant subgroups of Latino students and SED students because performance gaps continue to exist for these student groups. The Charter School will continue implementing targeted intervention, MTSS supports, differentiated instruction, designated and integrated ELD, counseling supports, restorative practices, and family engagement strategies through the goals, actions, and services identified in the LCAP. MIT Griffin Academy Middle School will engage in ongoing progress monitoring, data analysis, and continuous improvement practices designed to build upon student growth and improve academic achievement, attendance, engagement, and school connectedness for all students and significant student groups.

ELA Performance
The 2025 Dashboard indicates the following English Language Arts performance was Overall “Medium” at 12.8 points below standard (“DFS”), declined 29.3 points. The following subgroup was “Medium”: Socioeconomically Disadvantaged at 19.4 points below standard, declined 27.8 points. The Latino subgroup had no performance color at 59.4 points below standard, declined 27.5 points. Other subgroups were not reported due to fewer than 30 students in the subgroup who participated in CAASPP testing in grades 6–8. MIT Griffin Academy Middle School will focus specifically on increasing ELA performance for all students, especially the significant subgroups of Latino students and SED students, through literacy intervention, academic vocabulary development, writing supports, differentiated instruction, and standards aligned instructional practices.

English Learner Progress Indicator
The 2025 Dashboard indicates that the English Learner Progress Indicator (“ELPI”) was not reported because there were fewer than 15 English Learners. However, 46.2% of ELs made progress toward English language proficiency, which increased 15.4%. MIT Griffin Academy Middle School will continue focusing on designated and integrated ELD, scaffolding strategies, academic language development, and targeted supports for ELs and dually identified students.

Mathematics Performance
The 2025 Dashboard indicates the following Mathematics performance was Overall “Low” at 89.4 points below standard, declined 2.2 points. The following subgroup was “Low”: Socioeconomically Disadvantaged at 98.5 points below standard, increased 0.5 points. The Latino subgroup had no performance color at 134.8 points below standard, declined 9.7 points. Other subgroups were not reported due to fewer than 30 students in the subgroup who participated in CAASPP testing in grades 6–8. MIT Griffin Academy Middle School will focus specifically on increasing Mathematics performance for all students, especially the significant subgroups of Latino students and SED

students, through intervention supports, MTSS implementation, mathematical mindset strategies, differentiated instruction, and standards aligned instructional practices.

Suspension Rate
The 2025 Dashboard indicates the following Suspension Rate was Overall “Medium” at 5.1% of students suspended at least one day, increased 0.4%. Students who are suspended multiple times are only counted once. The following subgroup was “Medium”: Socioeconomically Disadvantaged at 5.6% suspended at least one day, increased 0.8%. The Latino subgroup had no performance color at 5.1% suspended at least one day, increased 1.2%. MIT Griffin Academy Middle School will continue focusing on reducing suspensions and strengthening school climate through implementation of PBIS, restorative practices, counseling supports, student engagement strategies, and social emotional learning opportunities.

Chronic Absenteeism Rate
The 2025 Dashboard indicates the following Chronic Absenteeism Rate was Overall “Very High” at 31.1% chronically absent, increased 3.1%. The following subgroup was “Very High”: Latino students at 35.7% chronically absent, increased 4.4%. The following subgroup was “Very High”: Socioeconomically Disadvantaged students at 31.7% chronically absent, increased 4.4%. MIT Griffin Academy Middle School will focus specifically on decreasing Chronic Absenteeism for all students and especially for the significant subgroups of Latino students and SED students by implementing a culture of positive on time attendance five days per week through attendance incentives, positive recognition, awards, parent outreach, attendance contracts, home visits, mentoring supports, and tiered attendance intervention systems designed to improve school connectedness and daily attendance.

Science Performance
According to the 2025 CAASPP CAST Science assessment results, MIT Griffin Academy Middle School demonstrated continued areas of need in Science achievement for all students and significant student groups. Overall, 15.38% of students met or exceeded Science standards. Latino students met or exceeded standards at a rate of 5.88%, while SED students met or exceeded standards at a rate of 11.11%. These results demonstrate the continued need to strengthen NGSS aligned instruction, inquiry based learning, project based learning opportunities, academic vocabulary development, and differentiated instructional supports for historically underserved student groups. MIT Griffin Academy Middle School will continue focusing on rigorous, standards aligned Science instruction, technology integration, collaborative learning opportunities, and intervention supports designed to improve student engagement and achievement in Science for all students and significant student groups.

Local Indicators
MIT Griffin Academy Middle School met all Local Indicators, including Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instructional Materials, and Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Charter School Performance Category
MIT Griffin Academy Middle School has been classified in the Middle Performing Category for Charter Schools across the State by the California Department of Education (“CDE”).

ESSA Assistance Status
MIT Griffin Academy Middle School has “No Status” for ESSA assistance based on overall student performance and improvement across multiple indicators, including ELA Performance, Mathematics Performance, English Learner Progress, Chronic Absenteeism, and Suspension Rate. MIT Griffin Academy Middle School was not identified for Comprehensive Support and Improvement (“CSI”), Additional Targeted Support and Improvement (“ATSI”), or Targeted Support and Improvement (“TSI”).

LCFF Charter School Assistance Status
MIT Griffin Academy Middle School is in General Assistance status based on the 2025 Dashboard results and continued implementation of targeted academic, attendance, engagement, and social emotional supports for students and significant student groups. The Charter School continues implementing MTSS, designated and integrated ELD instruction, intervention supports, restorative practices, counseling services, attendance interventions, PBIS, mentoring opportunities, and enrichment programs designed to improve student achievement, engagement, school connectedness, and preparation for high school, college, career, and life.

MIT Griffin Academy Middle School continues strengthening data driven instruction, literacy and mathematics intervention, collaborative teacher planning, differentiated instructional supports, attendance improvement strategies, mentoring opportunities, restorative practices, and family engagement efforts to accelerate student growth and improve outcomes for all students and significant student groups. The Charter School remains committed to providing targeted interventions and supports for all students, especially Latino students, ELs, SWD, and SED students, through expanded academic intervention, counseling and wellness services, technology integration, enrichment opportunities, and strong family and community engagement practices. MIT Griffin Academy Middle School appreciates the collaborative efforts of the staff, families, Board, and community partners in supporting continuous improvement efforts and sustainable systems designed to meet the diverse needs of the Vallejo community.

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.

MIT Griffin Academy Middle is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Support for Identified Schools

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

MIT Griffin Academy Middle is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

MIT Griffin Academy Middle is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

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, principals, administrators and other school personnel	Teachers, administrators, and other Charter School personnel were meaningfully consulted in the development of the LCAP through an ongoing cycle of collaboration, data analysis, feedback collection, and shared decision making. Educational partners participated in staff meetings, leadership meetings, professional development sessions, grade level and department collaboration meetings, surveys, and LCAP input discussions throughout the school year. Teachers and staff reviewed multiple sources of student achievement and school climate data, including CAASPP, ELPAC, NWEA MAP, attendance, suspension, and local survey data administered during Fall, to identify areas of strength, areas of need, and priorities for improvement. Administrators facilitated opportunities for certificated and classified staff to provide feedback on proposed goals, actions, services, expenditures, intervention supports, professional development needs, school climate initiatives, and strategies to improve outcomes for all students and significant student groups, including ELs, SED students, and SWD. Staff input informed the development and refinement of the LCAP goals, actions, and expenditures, particularly in the areas of academic intervention, MTSS, professional development, student engagement, attendance supports, social emotional learning, and school climate. The Charter School will continue engaging teachers, administrators, and other school personnel throughout the implementation and annual update process to ensure ongoing collaboration, transparency, and continuous improvement aligned with state priorities and the needs of the Charter School community.

Educational Partner(s)	Process for Engagement
Parents/Guardians	Parents/Guardians had multiple opportunities to engage in the development of the LCAP through SSC meetings, ELAC meetings, and monthly Coffee with the Principal meetings. In addition, the annual LCAP Survey was administered during Fall to gather parent/guardian feedback regarding the LCAP goals, actions, services, and overall satisfaction with the Charter School's educational program.
Students	Students in grades 6-8 participated in the annual LCAP survey administered in Fall to provide feedback regarding school safety, connectedness, engagement, and overall satisfaction with the educational program. Student feedback informed the development of the LCAP goals, actions, and services.
Local Bargaining Unit (Certificated)	The Charter School engaged in consultation with the local bargaining unit. During the meeting, student performance data, Dashboard indicators, LCAP goals, actions, and services were reviewed and discussed 6/12/26. Feedback from certificated staff representatives was considered in the development of the LCAP and the identification of priorities for continuous improvement.
Local Bargaining Unit (Classified)	GTA does not have a classified local bargaining unit.
School Site Council	LCAP was presented to the School Site Council in accordance with Education Code Section 52062(a)(1). 1/27/26, 2/24/26, 3/17/26, 4/28/26, 6/1/26 The Superintendent responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the English Learner Advisory Committee in accordance with Education Code Section 52062(a)(1). 10/8/25, 11/12/25, 12/10/25, 2/11/26, 3/5/26, 5/20/26, 6/2/26.The Superintendent responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Superintendent responded to all comments in writing.
SELPA	MIT Griffin Academy Middle consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/2/26
Public Comment	5/12/26-5/29/26 of the public comment period or notification to members of the public of the opportunity to submit comments

Educational Partner(s)	Process for Engagement
	regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	5/12/26 that MIT Griffin Academy Middle held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/16/26 that the Griffin Technology Academies Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, MIT Griffin Academy Middle Budget, and LCAP were adopted by the Board on 6/16/26 in accordance with Education Code section 52062(b)(2).

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

The LCAP for MIT Griffin Academy Middle School was significantly influenced by feedback provided by educational partners throughout the consultation and engagement process. Parents/guardians, students, teachers, administrators, classified staff, SSC, ELAC, and community members consistently identified academic achievement, attendance, student engagement, school climate, social emotional well-being, and support for Hispanic students, ELs, SED students, and other historically underserved student groups as priorities. Educational partners reviewed and discussed multiple sources of data, including the California School Dashboard, CAASPP, CAST Science, ELPAC, NWEA MAP, attendance, suspension, Chronic Absenteeism, and local climate survey data to identify areas of strength and areas requiring improvement. Teachers and staff emphasized the need for continued academic intervention, MTSS implementation, differentiated instruction, literacy and mathematics supports, designated and integrated ELD, restorative practices, and professional development focused on improving instructional effectiveness and student engagement.

Parents/guardians and students identified the importance of maintaining a safe, inclusive, and supportive middle school environment that promotes strong relationships between students and caring adults, school connectedness, mentoring opportunities, counseling and wellness supports, and positive school culture. Educational partners also emphasized the importance of strengthening attendance interventions, communication between home and Charter School, enrichment opportunities, extracurricular activities, leadership opportunities, and supports designed to prepare students for success in high school, college, career, and life. Families requested increased opportunities for engagement through Parent Academy, SSC, ELAC, cultural events, student showcases, and activities that support shared decision making and family participation in the educational process.

As part of the educational partner engagement process, parents/guardians, SSC, and ELAC members were also provided information regarding the purpose and allowable uses of federal, state, and restricted funding sources, including Title I, Title II, Title III, Learning Recovery Emergency Block Grant (“LREBG”) funds, and LCFF supplemental and concentration grant funds. Educational partners were informed that restricted funds must be used in alignment with state and federal requirements to support identified student needs and improve outcomes for targeted student groups, including ELs, SED students, SWD, FY students, and other historically underserved students.

Through meetings, presentations, budget discussions, public hearings, and advisory committee consultations, educational partners discussed how these funding sources support intervention programs, counseling services, professional development, English Learner supports, attendance interventions, enrichment opportunities, technology access, and social emotional learning initiatives. Feedback from educational partners helped prioritize the use of restricted funds toward academic intervention, literacy and mathematics supports, restorative practices, mentoring, counseling services, attendance improvement strategies, and family engagement activities aligned to the identified needs of students and significant student groups.

As a result of educational partner feedback and data analysis, the adopted LCAP includes continued investment in intervention teachers and supplemental staffing, professional development, MTSS systems, designated and integrated ELD, restorative practices, counseling and wellness supports, expanded learning opportunities, attendance improvement initiatives, enrichment activities, mentoring opportunities, and family engagement programs. The feedback provided by educational partners directly informed the development of the goals, actions, services, and expenditures included in the adopted LCAP and reinforced MIT Griffin Academy Middle School’s commitment to continuous improvement, transparency, equitable outcomes, and preparation of students for success in high school, college, career, and life.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MIT Griffin Academy Middle will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups, especially English Learners, to prepare students for college and career.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MIT Griffin Academy Middle School developed this goal based on analysis of the 2025 California School Dashboard, CAASPP, CAST Science, ELPAC, NWEA MAP, attendance data, and educational partner feedback, which identified continued academic achievement gaps and the need to improve outcomes for all students and significant student groups, particularly Latino students and SED students. According to the 2025 Dashboard, overall ELA performance was at the “Medium” performance level at 12.8 points below standard (“DFS”), declining 29.3 points from the prior year. Socioeconomically Disadvantaged students performed at 19.4 points below standard and declined 27.8 points, while Latino students performed at 59.4 points below standard and declined 27.5 points. These results demonstrate the need to strengthen literacy instruction, academic vocabulary development, writing supports, intervention systems, and differentiated instructional strategies for significant student groups.

MIT Griffin Academy Middle School also developed this goal based on continued areas of need in Mathematics achievement. According to the 2025 Dashboard, overall Mathematics performance was at the “Low” performance level at 89.4 points below standard, declining 2.2 points. Socioeconomically Disadvantaged students performed at 98.5 points below standard, while Latino students performed at 134.8 points below standard. These data demonstrate the continued need for MTSS implementation, mathematical mindset strategies, targeted intervention, standards aligned instruction, and differentiated supports designed to improve Mathematics achievement and close achievement gaps for historically underserved student groups.

The Charter School also identified the need to strengthen English Learner supports and Science achievement. According to the 2025 Dashboard, the English Learner Progress Indicator (“ELPI”) was not assigned a performance level because there were fewer than 15 ELs; however, only 46.2% of ELs made progress toward English language proficiency. In addition, according to the 2025 CAASPP CAST Science assessment, only 15.38% of students met or exceeded Science standards overall, including 5.88% of Latino students and 11.11% of SED students. These results demonstrate the need to continue strengthening designated and integrated ELD, scaffolding strategies, NGSS aligned instruction, inquiry based learning, project based learning, and differentiated academic supports.

Educational partners, including students, parents/guardians, teachers, classified staff, administrators, SSC, and ELAC, identified the need to continue strengthening intervention supports, academic rigor, student engagement, and instructional strategies designed to improve student achievement and prepare students for success in high school, college, career, and life. This goal was developed to ensure all students, especially significant student groups, have equitable access to rigorous standards aligned instruction, targeted intervention, high quality educational opportunities, and comprehensive academic supports designed to improve achievement and close persistent performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA	SBAC ELA OUTCOMES 2023 DFS Overall -63.7 Lat -101.6 SED -84.6 Data Source: CA Dashboard 2023 2023 % Met or Exceeded Overall 30.53% Lat 18.19% EL: 0.00% SED 22.03% AA/B 41.66% Fil 66.67% SWD 3.85% Data Year: 2022-23 Data Source: CAASPP	SBAC ELA OUTCOMES 2024 DFS Overall -41.8 Lat -86.9 SED -46 Data Source: CA Dashboard 2024 2024 % Met or Exceeded Overall 30.88% Lat 18.75% EL: 7.69% SED 30.00% AA/B Too Few Fil Too Few SWD: Too Few Data Year: 2023-24 Data Source: CAASPP	SBAC ELA OUTCOMES 2025 DFS Overall -66.7 Lat -85.2 SED -75.1 Data Source: CA Dashboard 2025 2024 % Met or Exceeded Overall 24.56% Lat 17.55% EL: 4.00% SED 20.62% AA/B 22.22% Fil Too Few SWD: 5.88% Data Year: 2024-25 Data Source: CAASPP	SBAC ELA OUTCOMES 2026 SBAC Assessment Results 2026 DFS Overall -3.7 Lat -41.6 SED -44.6 Data Source: CA Dashboard 2026 2026 % Met or Exceeded Overall 45% Lat 33% SED 37% AA/B 56% Fil 80% Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Goal (20 points per year) Overall Declined 3.0 Lat Increased 16.4 SED Increased 9.5 Did Not Meet Goal (5% per year) All: Declined 5.97% Lat: Declined 0.64% EL: Increased 4.00% SED: Declined 1.41% AA/D: Declined 19.44% SWD: Increased 2.03%
1.2	SBAC MATH	SBAC MATH OUTCOMES 2023 DFS	SBAC MATH OUTCOMES 2024 DFS	SBAC MATH OUTCOMES 2025 DFS	SBAC MATH OUTCOMES 2026	Did Not Meet Goal (20 points per year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall -90.9 Lat -111.2 SED -110.1 Data Source: CA Dashboard 2023 2023 % Met or Exceeded Overall 25.00% Lat 15.91% EL: 0.00% SED 21.67% AA/B 7.14% Fil 66.67% Data Year: 2022-23 Data Source: CAASPP	Overall -87.2 Lat -125.1 SED -96 Data Source: CA Dashboard 2024 2024 % Met or Exceeded Overall 19.41% Lat 6.25% EL: 0.00% SED 18.37% AA/B Too Few Fil Too Few Data Year: 2023-24 Data Source: CAASPP	Overall -100.6 Lat -122 SED -105.7 Data Source: CA Dashboard 2025 2025% Met or Exceeded Overall 12.18% Lat 8.62% EL: 4.00% SED 10.20% AA/B 5.56% Fil Too Few SWD: 0.00% Data Year: 2024-25 Data Source: CAASPP	SBAC Assessment Results 2026 DFS Overall -30.9 Lat -51.2 SED -50.1 Data Source: CA Dashboard 2026 2026 % Met or Exceeded Overall 40.00% Lat 31% SED 37% AA/B 22% Fil 82% Data Year: 2025-26 Data Source: CAASPP	Overall Declined 9.7 Lat Declined 10.8 SED Increased 4.4 Did Not Meet Goal (5% per year) All: Declined 12.82% Lat: Declined 7.29% EL: Increased 4.00% SED: Declined 11.47% AA/B: Declined 1.58%
1.3	CAST SCIENCE	CAST SCIENCE OUTCOMES Grade 8 2023 % Met or Exceeded Overall 26.67% Lat 3.04% SED 25.00% Fil 54.54% Data Year: 2022-23 Data Source: CAASPP	CAST SCIENCE OUTCOMES Grade 8 2024 % Met or Exceeded Overall 29.41% Lat Too Few SED 15.38% Fil Too Few Data Year: 2023-24 Data Source: CAASPP	CAST SCIENCE OUTCOMES Grade 8 2025 % Met or Exceeded Overall 14.64% Lat 5.26% SED 15.39% Fil Too Few Data Year: 2024-25 Data Source: CAASPP	CAST SCIENCE OUTCOMES Grade 8 2026 % Met or Exceeded Overall 40% Lat 20% SED 40% Fil 65% Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Goal (5% per year) All: Declined 12.03% Lat: Increased 2.22% SED: Declined 9.61%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 23 to Spring 24 RIT AVG Overall 212.08 Lat 209.72 SED 212.08 AA/B 211.73 Asian 223.6 Fil 226.5 EL 203.45 SWD 202 Median Percentile 39th Data Year: 2023-24 Data Source: NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 24 to Spring 25 RIT AVG Overall 209.29 Lat 207.23 SED 208.84 AA/B 206.93 Asian 223 Fil 222.5 EL 200 SWD 195.85 Median Percentile 30th Growth Goals Met 51% Data Year: 2024-25 Data Source: NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 25 to Spring 26 RIT AVG Overall 208.83 Lat 205.93 SED 207.37 AA/B 215.25 Asian 230 Fil 215.5 EL 198.36 SWD 197.68 Median RIT: 209 Growth Goals Met 47% Data Year: 2025-26 Data Source: NWEA MAP ELA	NWEA MAP ELA OUTCOMES Fall 26 to Spring 27 RIT AVG Overall 235 Lat 235 SED 235 AA/B 235 Asian 235 Fil 235 EL 235 SWD 235 Median Percentile 50th Growth Goals Met 80% Data Year: 2026-27 Data Source: NWEA MAP ELA	Did Not Meet Target Overall: Declined 3.25 Latino: Declined 3.79 SED: Declined 4.71 AA/B: Increased 3.52 Asian: Increased 6.40 Filipino: Declined 11.00 EL: Declined 5.09 SWD: Declined 4.32
1.5	NWEA MAP MATH	NWEA MAP MATH OUTCOMES Fall 23 to Spring 24 RIT AVG Overall 214.92 Lat 212.59 SED 214.92 AA/B 212.09 Asian 227.6 Fil 239.5 EL 204.92 SWD 192.25	NWEA MAP MATH OUTCOMES Fall 24 to Spring 25 RIT AVG Overall 216.46 Lat 216.16 SED 216.45 AA/B 207.57 Asian 232.25 Fil 227.38	NWEA MAP MATH OUTCOMES Fall 25 to Spring 26 RIT AVG Overall 215.7 Lat 213.17 SED 214.83 AA/B 219.16 Asian 241.67 Fil 225.86	NWEA MAP MATH OUTCOMES Fall 26 to Spring 27 RIT AVG Overall 244 Lat 244 SED 244 AA/B 244 Asian 244 Fil 244	Did Not Meet Target Overall: Increased 0.78 Latino: Increased 0.58 SED: Declined 0.09 AA/B: Increased 7.07 Asian: Increased 14.07

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Median Percentile 26th Data Year: 2023-24 Data Source: NWEA MAP MATH	EL 205.48 SWD 197.46 Median Percentile 29th Growth Goals Met 54% Data Year: 2024-25 Data Source: NWEA MAP MATH	EL 207.72 SWD 203.9 Median RIT 215 Growth Goals Met 33% Data Year: 2025-26 Data Source: NWEA MAP MATH	EL 244 SWD 244 Median Percentile 50th Growth Goals Met 80% Data Year: 2026-27 Data Source: NWEA MAP MATH	Filipino: Declined 13.64 EL: Increased 2.80 SWD: Increased 11.65
1.6	EL Reclassification Rate	CDE has not released Reclassification Rate 42.86% Proficient Data Year: 2022-23 Data Source: ELPAC Summative	CDE has not released Reclassification Rate 15.38% Proficient Data Year: 2023-24 Data Source: ELPAC Summative	CDE has not released Reclassification Rate 21.74% Proficient Data Year: 2024-25 Data Source: ELPAC Summative	Equal to or higher than the State Data Year: 2025-26 Data Source: ELPAC Summative DataQuest Annual Reclassification (RFEP) Rates	Did Not Meet Target Proficiency Rate declined 21.12%
1.7	EL Progress Indicator (ELPI)	"No Performance Color" 75% of ELs make one year of growth. Data Year: 2022-23 Data Source: CA Dashboard 2023	"Very Low" 30.8% of ELs make one year of growth Data Year: 2023-24 Data Source: CA Dashboard 2024	"No Performance Color" 63.6% of ELs make one year of growth Data Year: 2024-25 Data Source:	75% of ELs make one year of growth. Equal to or higher than the State Data Year: 2025-26 Data Source: CA Dashboard 2026	Did Not Meet Target Declined 11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				CA Dashboard 2025		
1.8	Access to Standards Aligned Instructional Materials	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2024-25 Data Source: CA Dashboard 2025 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Met Target
1.9	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	Full Implementation Data Year: 2024-25 Data Source: CA Dashboard 2025 Local Indicators	Full Implementation and Sustainability Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Near Target
1.10	Appropriately credentialed teachers (includes both misassignments and vacancies)	56% Clear 44% Intern Data Year: 2021-22 Data Source: DataQuest	74.1% Clear 0% Intern 25.9% Ineffective Data Year: 2022-23 Data Source: DataQuest	51.1% Clear 0% Intern 48.9% Ineffective Data Year: 2023-24 Data Source: DataQuest	80% Clear 20% Intern Data Year: 2024-25 Data Source: CA Dashboard 2026 DataQuest	Near Target

Goal Analysis [2025-26]

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

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

Goal 1 was partially implemented at MIT Griffin Academy Middle School. The Charter School continued to provide core staffing, supplemental staffing, academic advising, support for students with disabilities, English learner support, technology infrastructure, curriculum implementation, professional development, after-school programming, summer school/intersession, school supplies, intervention supports, field trips, and school support infrastructure.

Implementation successes included continued supplemental staffing, the addition of academic advising support across Griffin schools, continued support for students with disabilities, summer school and intersession opportunities, and professional development focused on MTSS, restorative practices, teacher-parent communication, AVID strategies, and instructional improvement. Griffin also began planning for a stronger RTI period at the middle school, alignment of the middle school bell schedule with the high school, and increased use of advisory/flex time to support literacy, numeracy, intervention, and enrichment.

Substantive differences and challenges included staffing vacancies and credentialing issues, especially with one SED-related position that was only partially filled. Technology infrastructure and support were also partially implemented due to connectivity issues, device management challenges, and inconsistent software utilization. Curriculum implementation was uneven, particularly as some teachers continued transitioning to new instructional approaches and needed additional coaching and support. Intervention and supplemental materials were not fully implemented as originally planned, and field trips were limited due to funding constraints. Parent-teacher communication improved in some areas but remained inconsistent, with a need for more regular updates, conferences, and structured family communication.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:

Action 1.2, Supplemental School Staffing, had Estimated Actual Expenditures of $230,165 compared to Budgeted Expenditures of $112,547, reflecting a 104% increase. This increase was due to the continued need for supplemental staffing to support students with additional academic, social-emotional, attendance, and intervention needs.

Action 1.3, Support for Students with Disabilities, had Estimated Actual Expenditures of $213,283 compared to Budgeted Expenditures of $165,470, reflecting a 29% increase. This increase was due to continued special education service needs, including staffing, compliance, and supports for students with disabilities.

Action 1.4, Support for English Learners, had Estimated Actual Expenditures of $71 compared to Budgeted Expenditures of $1,566, reflecting a 95% decrease. This decrease was due to English learner supports being primarily integrated into the instructional program and existing staffing structures, rather than charged separately to this action.

Action 1.5, Technology Infrastructure and Support, had Estimated Actual Expenditures of $68,796 compared to Budgeted Expenditures of $45,554, reflecting a 51% increase. This increase was due to ongoing technology infrastructure needs, connectivity issues, device support, and software-related costs.

Action 1.6, Fidelity to the Core Curriculum, had Estimated Actual Expenditures of $8,635 compared to Budgeted Expenditures of $19,169, reflecting a 55% decrease. This decrease was due to reduced separate expenditures for curriculum implementation, with some implementation occurring through existing staffing, coaching, and professional development structures.

Action 1.7, Professional Development, had Estimated Actual Expenditures of $88,580 compared to Budgeted Expenditures of $58,064, reflecting a 53% increase. This increase was due to continued professional development needs related to MTSS, restorative practices, AVID strategies, English learner strategies, teacher-parent communication, and instructional improvement.

Action 1.8, After-School Program and Summer School/Intersession, had Estimated Actual Expenditures of $185,593 compared to Budgeted Expenditures of $72,707, reflecting a 155% increase. This increase was due to expanded student support needs through after-school programming, summer school, intersession, enrichment, and intervention opportunities.

Action 1.9, School Supplies, had Estimated Actual Expenditures of $1,606 compared to Budgeted Expenditures of $11,553, reflecting an 86% decrease. This decrease was due to lower-than-planned separate expenditures for school supplies and the use of existing materials and site resources.

Action 1.10, Intervention and Supplemental Materials, had Estimated Actual Expenditures of $0 compared to Budgeted Expenditures of $108,320, reflecting a 100% decrease. This decrease was due to intervention supports being implemented through staffing, RTI/advisory planning, existing instructional materials, and other student support structures rather than through separate supplemental material purchases.

Action 1.11, Field Trips, had Estimated Actual Expenditures of $0 compared to Budgeted Expenditures of $1,807, reflecting a 100% decrease. This decrease was due to limited field trip implementation and funding constraints.

Action 1.12, School Support Infrastructure, had Estimated Actual Expenditures of $232,048 compared to Budgeted Expenditures of $160,137, reflecting a 45% increase. This increase was due to increased operational, infrastructure, and site support needs necessary to maintain school operations and support implementation of the instructional program.

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

The Goal 1 actions were partially effective in making progress toward the goal. Staffing, supplemental staffing, academic advising, special education supports, professional development, and after-school/summer programming provided meaningful support for students and helped maintain instructional and intervention services. Professional development supported teacher capacity in MTSS, restorative practices, AVID strategies, and family communication.

However, the actions were not fully effective because implementation was inconsistent across several areas. Staffing vacancies, credentialing issues, technology challenges, uneven use of software, uneven implementation of new curriculum, and limited intervention materials affected the school's ability to fully implement the planned program. The lack of separate spending on intervention materials and field trips also limited the implementation of some planned student supports. Moving forward, MIT Griffin Academy Middle School will strengthen RTI/advisory implementation, improve technology systems, increase regular classroom walkthroughs and teacher support, improve parent-teacher communication, and better align intervention, enrichment, and supplemental supports to student needs.

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.

Goal 1 remains focused on Student Achievement. The actions and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic, Core School Staffing	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.	$493,855.00	No
1.2	Supplemental School Staffing	Implement a comprehensive supplemental staffing plan to offer more interventions based on the Multi-Tier System of Supports to close the achievement gap. The focus will be to improve academic achievement and to support students' social emotional health and well-being. Supplemental school staffing will consider student need, enrollment, and program in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.	$66,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$336,565.00	No
1.4	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily in ELD Support course to each English Learner in leveled groups using ELD curriculum and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Lexia Leaming is used to support students in the ELD program who are below grade-level in reading. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of duallv identified students.	$29,325.00	Yes
1.5	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$29,876.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Fidelity to the Core Curriculum	Ensure fidelity to the core curriculum to fully implement the high-quality curriculum which will include trainer/consultant provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate data to inform instruction. Purchase replacement, consumables, and attrition core curriculum materials for all students.	$8,968.00	No
1.7	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • AERIES Training to understand the specific needed reports and sections • NWEA MAP Training to pull reports, aggregate data, and use data to inform instruction • Core Curriculum Training to ensure full implementation with fidelity • Charter Leadership Training for School Directors • Job Alike Training for office staff • Mathematical Mindset • Understanding of Charter, Mission, Vision, and Core Values - College Going Culture • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary • Culturally Responsive Pedagogy • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Implementation of state standards and essential learning targets • In-classroom interventions • Positive Behavior Intervention Support ("PBIS") • Education equity	$88,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Parents/Guardians as Partners • AVID Practices schoolwide: Agendas, Binders, Cornell Notes, Depth of Knowledge, etc. • Charter School Organizations and Conferences- CCSA, CSDC		
1.8	After-School Program and Summer School/Intersession	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in ELA and Math. The focus will be to remediate academic skills and to provide enrichment activities. During summer school, incoming students will be invited to bridge the transition from elementary school to middle school. School meals will be provided during Intersessions.	$209,333.00	Yes
1.9	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks and school supplies will be provided to students who are housing insecure. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$11,946.00	No
1.10	Intervention and Supplemental Materials	Provide supplemental intervention, instructional, online, text-based, and AVID-aligned materials to support students performing below grade level and strengthen achievement in reading, writing, mathematics, and college and career readiness. Identified students will receive targeted support during Flex Time, classroom instruction, and intervention periods through small group and individualized instruction. Staff will use explicit strategies to remediate literacy and numeracy skills, support access to grade-level standards, and provide additional opportunities for students to practice, apply, and accelerate academic skills. Supplemental resources may include AVID strategies and tools such as agendas, binders, Cornell Notes, Depth of Knowledge, writing-to-learn activities, inquiry-based learning, academic vocabulary, organization, collaboration, and college and career readiness supports.	$128,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum and improve school connectedness, attendance, and engagement.	$18,000.00	Yes
1.12	School Support Infrastructure	Implement a strong support infrastructure for the school through educational services, student support services, operational services, business services to support the school's instructional goals.	$287,809.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MIT Griffin Academy Middle will support the social emotional well-being of the students through character development and enrichment activities in a safe, inclusive learning environment which fosters a strong relationship between teachers and students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MIT Griffin Academy Middle School developed this goal based on analysis of the 2025 California School Dashboard, attendance data, suspension data, local climate survey results, and educational partner feedback, which identified the continued need to strengthen student engagement, attendance, school connectedness, behavior supports, and social emotional well-being for all students and significant student groups, particularly Latino students and SED students. According to the 2025 Dashboard, the overall Chronic Absenteeism Rate was “Very High” at 31.1%, increasing 3.1% from the prior year. Latino students demonstrated a Chronic Absenteeism Rate of 35.7%, increasing 4.4%, while SED students demonstrated a Chronic Absenteeism Rate of 31.7%, increasing 4.4%. These data demonstrate the continued need for attendance interventions, mentoring, family outreach, restorative practices, counseling supports, and student engagement strategies designed to strengthen school connectedness and improve daily attendance.

MIT Griffin Academy Middle School also developed this goal based on continued need to strengthen school climate and reduce exclusionary discipline practices. According to the 2025 Dashboard, the overall Suspension Rate was “Medium” at 5.1%, increasing 0.4% from the prior year. SED students demonstrated a Suspension Rate of 5.6%, while Latino students demonstrated a Suspension Rate of 5.1%. Educational partners identified the importance of continuing implementation of PBIS, restorative justice practices, counseling supports, social emotional learning, mentoring opportunities, and positive behavior interventions designed to improve student behavior, strengthen relationships between students and staff, and create a safe and inclusive middle school environment.

Educational partners, including students, parents/guardians, teachers, classified staff, administrators, SSC, and ELAC, emphasized the importance of creating a supportive middle school culture where students feel safe, respected, engaged, and connected to caring adults and positive peer relationships. Educational partners also identified the need for expanded enrichment opportunities, athletics, leadership development, clubs, mentoring, counseling services, and wellness supports designed to improve student engagement and social emotional well-being. This goal was developed to address the social emotional, behavioral, attendance, and engagement needs of students while fostering a safe, inclusive, and supportive learning environment that strengthens relationships between students and staff and promotes student success, positive school culture, and equitable outcomes for all students and significant student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in Good Repair	Good 2023-24 Data Year: Spring 2024 Data Source: FIT Report	Good 2024-25 Data Year: Spring 2025 Data Source: FIT Report	Good 2025-26 Data Year: September 2025 Data Source: FIT Report	Good 2026-27 Data Year: Spring 2027 Data Source: FIT Report	Met Target
2.2	Attendance Rate	90.52% Data Year: 2023-24 Data Source: P-2 Report	90.97% Data Year: 2024-25 Data Source: P-2 Report	90.9% Data Year: 2025-26 Data Source: P-2 Report	92% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Target Increased 0.38%
2.3	Chronic Absenteeism Rate	"Very High" Overall: 30% Hisp: 25% SED: 37.7% Data Year: 2022-23 Data Source: CA Dashboard 2023	"High" Overall: 28% Lat: 31.3% SED: 27.3% Data Year: 2023-24 Data Source: CA Dashboard 2024	"Very High" Overall: 32.2% Lat: 25% SED: 34.6% Data Year: 2024-25 Data Source: CA Dashboard 2025	Overall: 20% Hisp: 15% SED: 20% Data Year: 2025-26 Data Source: CA Dashboard 2026	Did Not Meet Annual Target Overall: Increased 2.2% Latino/Hispanic: No Change 0.0% SED: Declined 3.1%
2.4	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS Fall 1	0% Data Year: 2023-24 Data Source: CALPADS Fall 1	0% Data Year: 2024-25 Data Source: CALPADS Fall 1	0% Data Year: 2025-26 Data Source: CALPADS Fall 1	Met Target
2.5	Suspension Rate	"Very High" Overall: 15.1%	"Low" Overall: 6.4%	"Very High" Overall: 13.5%	Overall: 4% Hisp: 4%	Did Not Meet Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hisp: 9.8% SED: 15.8% Data Year: 2022-23 Data Source: CA Dashboard 2023	Lat: 5.9% SED: 6.9% Data Year: 2023-24 Data Source: CA Dashboard 2024	Lat: 6.5% SED: 15.9% Data Year: 2024-25 Data Source: CA Dashboard 2025	SED: 4% Data Year: 2025-26 Data Source: CA Dashboard 2026	Overall: Declined 1.6% Latino/Hispanic: Declined 3.3% SED: Increased 0.1%
2.6	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0% Data Year: 2025-26 Data Source: DataQuest	Met Target
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2022-23 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment Courses Data Year: 2024-25 Data Source:	100% of students enrolled in Enrichment Courses Data Year: 2025-26 Data Source: CALPADS Fall 2	Met Target
2.8	Student Surveys on the sense of safety and school connectedness	3.34 Students feel safe from violence 3.00 Students feel part of a community 3.65 Students feel a sense of community 3.27 Students feel comfortable talking to adults 3.10 Students have feeling of belonging Data Year: 2023-24 Data Source:	3.14 Students feel safe from violence 3.06 Students feel part of a community 3.36 Students feel a sense of community 3.04 Students feel comfortable talking to adults 2.79 Students have feeling of belonging	3.51 Students feel safe from violence 3.16 Students feel part of a community 3.05 Students feel a sense of community 3.34 Students feel comfortable talking to adults 3.55 Students have feeling of belonging	3.80 Students feel safe from violence 3.50 Students feel part of a community 4.10 Students feel a sense of community 3.70 Students feel comfortable talking to adults 3.60 Students have feeling of belonging	Violence - Increased 0.17 points Part of Community- Increased 0.16 points Sense of Community - Declined 0.60 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Climate Survey	Data Year: 2024-25 Data Source: ASSC SCAI Survey	Data Year: 2025-26 Data Source: ASSC SCAI Survey	Data Year: 2026-27 Data Source: Local Climate Survey	Comfortable w/Adults - Increased 0.07 points Sense of Belonging- Increased 0.45 points

Goal Analysis [2025-26]

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

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

Goal 2 was partially implemented at MIT Griffin Academy Middle School, supplemented by Griffin Academy High School where applicable. The Charter School continued to provide clean and safe facilities, student health supports, healthy meals, dress code support, physical education and athletics, positive school climate and culture supports, and student engagement activities.

Implementation successes included full implementation of healthy meals, with increased student participation, and continued implementation of dress code supports, including annual polos for students and additional apparel support for sixth graders. Physical education and athletics were mostly implemented, with students having access to soccer, basketball, and volleyball. Student health services were provided through office staff and contracted nursing support for students with specialized needs, including students with disabilities and students with medical needs. The school also used wellness coaches, restorative practices, Tier 1 support strategies, and behavior support to address student needs.

Substantive differences and challenges included facility and custodial concerns, limited health staffing capacity, and the need for more structured behavioral and climate supports. Although basic student health needs were addressed, the school did not have a full-time trained nurse on site for all general health needs. Positive school climate and culture were partially implemented, but survey data and staff feedback showed a continued need to improve student belonging, sense of community, safety from violence, and family comfort in communicating with adults on campus. Student engagement was also limited by reductions in PBIS, clubs, activities, and enrichment funding, which affected the overall sense of school community.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:

Action 2.1, Clean, Safe Facilities, had Estimated Actual Expenditures of $291,345 compared to Budgeted Expenditures of $217,743, reflecting a 34% increase. This increase was due to increased facilities, custodial, maintenance, and site safety needs.

Action 2.3, Healthy Meals, had Estimated Actual Expenditures of $69,276 compared to Budgeted Expenditures of $57,795, reflecting a 20% increase. This increase was due to increased student participation in the meal program and continued implementation of healthy meals for students.

Action 2.5, Physical Education and Athletics, had Estimated Actual Expenditures of $58,428 compared to Budgeted Expenditures of $3,926, reflecting a 1,388% increase. This increase was due to expanded or higher-than-planned costs associated with physical education, athletics, student participation, and related program supports.

Action 2.6, Positive School Climate and Culture, had Estimated Actual Expenditures of $67,155 compared to Budgeted Expenditures of $10,848, reflecting a 519% increase. This increase was due to greater student need for behavior support, wellness support, restorative practices, PBIS-related implementation, and school climate supports.

Action 2.7, Student Engagement, had Estimated Actual Expenditures of $1,907 compared to Budgeted Expenditures of $2,836, reflecting a 33% decrease. This decrease was due to reduced or limited implementation of student engagement activities, including clubs, enrichment, and school community-building activities.

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

The Goal 2 actions were partially effective in making progress toward the goal. Healthy meals, dress code support, athletics, wellness supports, and basic health services were effective in supporting student access, safety, and participation. The school continued to provide opportunities for students to participate in athletics and receive basic services that support attendance, engagement, and school participation.

However, the actions were not fully effective because school climate and student engagement remained areas of need. Survey data and staff feedback reflected mixed results related to belonging, sense of community, safety, and family comfort communicating with adults. Facility and custodial concerns also affected implementation. The increased spending on climate and culture shows that student need was higher than originally planned, while the decreased spending on student engagement shows that enrichment and community-building activities were not implemented at the intended level. Moving forward, MIT Griffin Academy Middle School will strengthen PBIS, restorative practices, student activities, clubs, enrichment, safety supports, and family communication to improve student belonging and school climate.

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.

Goal 2 remains focused on Student Engagement. The actions and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Clean, Safe Facilities	Ensure the facility is clean and in good repair. This includes utilities, security, custodial services, maintenance supplies, and maintenance and repair costs.	$376,213.00	No
2.2	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and sex health education in grade 7 as required.	$0.00	No
2.3	Healthy Meals	Ensure all students are provided with two healthy and appealing meals daily.	$104,927.00	No
2.4	Dress Code Support	Provide uniform polos and sweaters to all students to enhance school spirit and equity along with supporting students in meeting the dress code and giving students the opportunity to focus on learning.	$8,297.00	Yes
2.5	Physical Education and Athletics	Provide physical education and athletics equipment to ensure students are able to engage in the full range of activities as described in the state standards for physical education and support fitness goals as measured by the CA FitnessGram. Ensure student safety and required paperwork protocol, ensure coach safety, mandatory training and required paperwork protocol, and set and communicate practice and game/meet schedules.	$14,887.00	Yes
2.6	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports ("PBIS") to ensure a positive school climate and culture. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement and college and	$172,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		career readiness. Prioritize student activities, clubs, and events to create a sense of belonging for students. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.		
2.7	Student Engagement	Provide enrichment activities to connect students to school and provide them with a well-rounded education. Choices will be offered during Advisory to expand learning opportunities like art, music, dance, and cooking.	$2,066.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MIT Griffin Academy Middle's parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

MIT Griffin Academy Middle School developed this goal based on educational partner feedback, local climate survey results, attendance data, and student achievement outcomes, which identified the continued importance of strengthening parent and family engagement, communication, collaboration, and shared decision making to improve student success, attendance, and school connectedness. Educational partners, including parents/guardians, students, teachers, classified staff, administrators, SSC, ELAC, and community members, emphasized the importance of creating strong partnerships between home and Charter School to support academic achievement, social emotional well-being, attendance, and student engagement. Families identified the need for increased opportunities to participate in advisory groups, school events, educational workshops, cultural activities, leadership opportunities, and programs designed to support students academically and socially during the middle school years.

Analysis of the 2025 Dashboard, CAASPP, CAST Science, attendance, and school climate data demonstrated the continued need to strengthen family engagement and communication systems to support historically underserved student groups, including Latino students, ELs, and SED students. According to the 2025 Dashboard, the overall Chronic Absenteeism Rate was “Very High” at 31.1%, including 35.7% for Hispanic students and 31.7% for SED students, demonstrating the continued need for stronger communication, attendance supports, and collaboration between families and the Charter School. In addition, overall ELA performance was “Medium” at 12.8 points below standard (“DFS”), while overall Mathematics performance was “Low” at 89.4 points below standard, with Latino students and SED students continuing to perform below standard academically. Educational partners emphasized that students are more successful when parents and families are informed, engaged, and actively involved in the educational process and school community.

Educational partners also identified the importance of culturally responsive family engagement practices, increased communication regarding academic progress and attendance, and opportunities for parents/guardians to provide meaningful input into Charter School programs, services, and decision-making processes. Families emphasized the need for continued communication regarding intervention supports, social emotional learning, restorative practices, and opportunities that prepare students for success in high school, college, career, and life. This goal was developed to strengthen partnerships among families, staff, students, and community members; increase participation in SSC, ELAC, Parent Academy, and school events; improve communication and transparency; and ensure all students have access to a supportive and collaborative educational environment that promotes academic achievement, attendance, engagement, and overall student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024	Full Implementation Data Year: 2024-25 Data Source: CA Dashboard 2025	Full Implementation and Sustainability Data Year: 2026-27 Data Source: Dashboard 2026	Near Target
3.2	Family Member Survey	Baseline set in 2024-25 __ Family members feel most students are safe from violence at school __ Family members report students feel a sense of community Data Year: 2024-25 Data Source: ACCS SCAI Survey	3.89 Family members feel most students are safe from violence at school 3.56 Family members report students feel a sense of community 3.42 Students feel comfortable talking to adults 3.76 Family members report students feel a sense of belonging Data Year: 2024-25 Data Source: ACCS SCAI Survey	4.13 Family members feel most students are safe from violence at school 3.71 Family members report students feel a sense of community 4.07 Students feel comfortable talking to adults 4.07 Family members report students feel a sense of belonging Data Year: 2025-26 Data Source: ACCS SCAI Survey	4.0 Family members feel most students are safe from violence at school 4.0 Family members report students feel a sense of community 4.0 Students feel comfortable talking to adults 4.0 Family members report students feel a sense of belonging Data Year: 2026-27 Data Source: ACCS SCAI Survey	Violence - Increased 0.24 points Sense of Community - Increased 0.15 points Comfortable w/Adults - Increased 0.65 points Sense of Belonging- Increased 0.31 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Teacher/Staff Survey	3.25 Teachers/Staff feel most students are safe from violence 3.00 Teachers/Staff report students feel as though they are part of a community 2.92 Teachers/Staff report students feel a sense of community 3.27 Teachers/Staff report students feel welcome and comfortable in talking to adults 3.10 Teachers/Staff report students feel a sense of belonging Data Year: 2023-24 Data Source: Local Climate Survey	3.58 Teachers/Staff feel most students are safe from violence 3.37 Teachers/Staff report students feel as though they are part of a community 3.62 Teachers/Staff report students feel a sense of community 3.82 Teachers/Staff report students feel welcome and comfortable in talking to adults 3.26 Teachers/Staff report students feel a sense of belonging Data Year: 2024-25 Data Source: ACCS SCAI Survey	3.71 Teachers/Staff feel most students are safe from violence 3.50 Teachers/Staff report students feel as though they are part of a community 3.71 Teachers/Staff report students feel a sense of community 3.43 Teachers/Staff report students feel welcome and comfortable in talking to adults 3.29Teachers/Staff report students feel a sense of belonging Data Year: 2025-26 Data Source: ACCS SCAI Survey	3.70 Teachers/Staff feel most students are safe from violence 3.50 Teachers/Staff report students feel as though they are part of a community 3.40 Teachers/Staff report students feel a sense of community 3.70 Teachers/Staff report students feel welcome and comfortable in talking to adults 3.60 Teachers/Staff report students feel a sense of belonging Data Year: 2026-27 Data Source: Local Climate Survey	Violence - Increased 0.13 points Part of Community- Increased 0.13 points Sense of Community - Increased 0.09 points Comfortable w/Adults - Declined 0.39 points Sense of Belonging- Increased 0.03 points
3.4	Parent Academy	4 per year Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	4 Workshops per year Data Year: 2024-25	3 Workshops per year Data Year: 2025-26	4 Workshops per year Data Year: 2026-27	Near Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Data	Data Source: Local Data	Data Source: Local Data	
3.5	School Site Council	4 per year Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	4 per year Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	5 per year Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	4 per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target
3.6	English Language Advisory Committee	4 per year Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	5 per year Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	7 per year Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	4 per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target
3.7	Parent/Community/Town Hall	2 per year Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	2 per year Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	2 per year Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	2 per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Met Target

Goal Analysis [2025-26]

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

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

Goal 3 was partially implemented at MIT Griffin Academy Middle School, supplemented by Griffin Academy High School where applicable. The Charter School continued to use student information and communication systems, including ParentSquare and other tools, to communicate with families and support parent engagement. Parent and community engagement efforts included school-wide events, assemblies, parent education, advisory participation, and communication with families about student progress.

Implementation successes included the use of ParentSquare for communication, school-wide events, and efforts to increase family awareness and participation. Staff also identified the need to increase parent presence on campus, strengthen parent affinity groups, improve family understanding of the ARIES system, and support families in monitoring student progress. The school recognized the importance of building stronger individual relationships between staff and families and increasing parent-teacher conferences and regular communication.

Substantive differences and challenges included inconsistent family communication, limited regular newsletters or Friday updates, and parent engagement that was often as-needed rather than systematic. Parent academy programming and advisory participation were areas for improvement. Families did not always have clear or consistent opportunities to engage with the school, monitor student progress, or communicate comfortably with staff. The school also identified the need to improve family comfort in talking with adults on campus and to strengthen communication about student safety, academic progress, attendance, and available supports.

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

The following action had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:

Action 3.2, Parent and Community Engagement and Advisory, had Estimated Actual Expenditures of $90,022 compared to Budgeted Expenditures of $20,144, reflecting a 347% increase. This increase was due to increased parent and community engagement needs, expanded communication efforts, advisory-related supports, and the need to strengthen family engagement systems.

Action 3.1, Student Information System and Communication, had Budgeted Expenditures of $0 and Estimated Actual Expenditures of $0; therefore, there was no material expenditure variance to report for this action.

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

The Goal 3 actions were partially effective in making progress toward the goal. The school continued to use communication tools, school-wide events, assemblies, and parent communication systems to engage families. These actions supported basic communication and helped families receive information from the school.

However, the actions were not fully effective because communication was not yet consistent or systematic across the school. Parent communication often occurred as needed rather than through regular structures such as weekly updates, monthly newsletters, frequent conferences, or parent academy opportunities. The significant increase in parent and community engagement spending shows that the school recognized a greater need for structured family engagement than originally budgeted. Moving forward, MIT Griffin Academy Middle School will strengthen regular parent communication, increase parent-teacher conferences, improve family access to ARIES and student progress information, expand parent engagement opportunities, and build stronger staff-family relationships to support student success.

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

Goal 3 remains focused on Parent and Community Engagement. The actions and metrics will continue into 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Information System and Communication	Provide consistent communication to students, families, teachers, and staff through access to the SIS system, Aeries. Families can monitor their student's attendance and grades which helps them to serve as partners in the education of their student. Provide community outreach through the ParentSquare platform to send automated voice mail, texts, and emails to families in order to keep the community updated on school wide events/information, and notification of absences/tardies. This may a/so be used by teachers to notify parents of class-specific information/notices. Communication will encourage families and community members to get involved, take leadership roles, and attend school events.	$8,388.00	No
3.2	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Griffin Days, Back to School Night, MITA Showcase, and other recruitment and engagement events to get families and community members involved with the school. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Ensure fully functioning School Site Council ("SSC") and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance.	$0.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$416639	$48,624

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
32.479%	0.000%	$0.00	32.479%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental School Staffing **Need:** According to the 2025 Dashboard, significant student groups at MIT Griffin Academy Middle School continue to demonstrate academic achievement gaps in ELA, Mathematics, Science, and English language proficiency. Overall ELA performance was “Medium” at 12.8 points below standard (“DFS”), while	This action is principally directed toward improving outcomes for ELs, FY, and SED students through supplemental staffing designed to provide intervention, MTSS supports, counseling services, academic monitoring, mentoring, and individualized support. Supplemental staffing increases opportunities for differentiated instruction, small group intervention, literacy and Mathematics support, social emotional intervention, and targeted supports for students performing below grade level. Additional staffing	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, ELPAC Summative Assessment Results, ELPI, Attendance Rate, Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Latino students performed at 59.4 points below standard and SED students performed at 19.4 points below standard. Overall Mathematics performance was “Low” at 89.4 points below standard, while Latino students performed at 134.8 points below standard and SED students performed at 98.5 points below standard. According to the 2025 CAASPP CAST Science assessment, only 15.38% of students met or exceeded Science standards overall, including 5.88% of Latino students and 11.11% of SED students. In addition, only 46.2% of ELs made progress toward English language proficiency. These results demonstrate the need for targeted intervention, supplemental staffing, counseling supports, and MTSS systems for unduplicated students and historically underserved student groups. **Scope:** Schoolwide	also strengthens the Charter School’s ability to provide intervention and academic support services for students most at risk of not meeting State academic standards. Because academically low achieving students and students requiring additional intervention exist across all student groups, and because all students benefit from increased staffing and supports, this action is being implemented on a Charter Schoolwide basis.	
1.7	**Action:** Professional Development **Need:** According to the 2025 Dashboard and CAASPP results, significant student groups at MIT Griffin Academy Middle School continue to demonstrate achievement gaps in ELA, Mathematics, Science, and English language proficiency. Latino students and SED students continue to perform below standard academically and require additional differentiated instructional supports.	This action is principally directed toward improving outcomes for ELs, FY, and SED students through meaningful and ongoing professional development designed to strengthen instructional effectiveness, intervention practices, and student support systems. Professional development supports teachers and staff in implementing differentiated instruction, designated and integrated ELD, MTSS, PBIS, academic intervention, culturally responsive teaching practices, and standards aligned instruction to better support historically underserved student groups. Because all students benefit from effective instruction, consistent	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, ELPAC Summative Assessment Results, ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners identified the continued need for professional development focused on MTSS, standards aligned instruction, differentiated instruction, academic vocabulary development, ELD strategies, culturally responsive pedagogy, intervention systems, and data analysis to improve outcomes for historically underserved student groups. **Scope:** Schoolwide	implementation of research-based practices, and a safe and supportive learning environment, this action is being implemented on a Charter Schoolwide basis.	
1.8	**Action:** After-School Program and Summer School/Intersession **Need:** According to the 2025 Dashboard and CAASPP results, significant student groups at MIT Griffin Academy Middle School continue to demonstrate achievement gaps in ELA, Mathematics, and Science. Overall Mathematics performance remained “Low” at 89.4 points below standard, while Latino students performed at 134.8 points below standard and SED students performed at 98.5 points below standard. Educational partners also identified the need for additional intervention, enrichment opportunities, and transition supports for students entering middle school. **Scope:** Schoolwide	This action is principally directed toward improving outcomes for ELs, FY, and SED students by providing after school intervention, summer school, and enrichment opportunities focused on literacy, Mathematics, academic support, and student engagement. Expanded learning opportunities provide students with additional instructional time, targeted intervention, mentoring, and enrichment experiences designed to strengthen academic achievement and school connectedness. The action also supports students transitioning into middle school by providing academic and social emotional supports that promote successful adjustment and engagement. Because academically low achieving students and students requiring additional support exist across all student groups, and because all students benefit from expanded learning opportunities, this action is being implemented on a Charter Schoolwide basis.	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, Attendance Rate, Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	**Action:** Intervention and Supplemental Materials **Need:** According to the 2025 Dashboard and CAASPP results, significant student groups at MIT Griffin Academy Middle School continue to demonstrate achievement gaps in ELA, Mathematics, and Science. Latino students, ELs, and SED students continue to perform below standard academically and require targeted intervention and supplemental instructional supports. Educational partners identified the need for additional intervention materials, online instructional supports, and differentiated resources designed to strengthen literacy and numeracy skills and accelerate academic growth. **Scope:** Schoolwide	This action is principally directed toward improving outcomes for ELs, FY, and SED students through targeted intervention, supplemental instructional materials, online learning supports, and differentiated academic resources focused on literacy and Mathematics. Students will receive additional opportunities for small group intervention, explicit literacy and numeracy instruction, and standards aligned learning experiences designed to remediate unfinished learning and accelerate academic growth. Because academically low achieving students exist across all student groups, and because all students benefit from supplemental instructional resources and targeted intervention, this action is being implemented on a Charter Schoolwide basis.	SBAC ELA, SBAC Mathematics, CAST Science, NWEA MAP ELA, NWEA MAP Mathematics, ELPAC Summative Assessment Results, ELPI
1.11	**Action:** Field Trips **Need:** Educational partner feedback, attendance data, and local climate survey results identified the continued need to improve student engagement, school connectedness, attendance, and exposure to enrichment opportunities for significant student groups, particularly ELs, FY, and SED students who may have limited access to enrichment experiences outside of the Charter School setting. According to the 2025 Dashboard,	This action is principally directed toward improving engagement, attendance, and school connectedness for ELs, FY, and SED students through standards aligned field trips and experiential learning opportunities. Field trips provide students with exposure to colleges, cultural institutions, career pathways, and real-world learning experiences that reinforce classroom instruction, increase motivation, and strengthen relationships between students and staff. These experiences support student engagement, attendance, and preparation for high school, college, career, and life. Because all students benefit from experiential learning	Attendance Rate, Chronic Absenteeism Rate, Student Participation Data, Local Climate Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism remained “Very High” at 31.1% overall, including 35.7% for Latino students and 31.7% for SED students, demonstrating the need for increased student engagement and connectedness opportunities. **Scope:** Schoolwide	opportunities and enrichment activities, this action is being implemented on a Charter Schoolwide basis.	
2.4	**Action:** Dress Code Support **Need:** According to the 2025 Dashboard, MIT Griffin Academy Middle School demonstrated a “Very High” Chronic Absenteeism Rate at 31.1%, including 35.7% for Latino students and 31.7% for SED students. Educational partner feedback and local climate survey data identified the continued need to strengthen school connectedness, student engagement, equity, and sense of belonging for historically underserved student groups, including ELs, FY, and SED students. Educational partners emphasized the importance of reducing barriers to participation, promoting school pride, and creating a safe and inclusive middle school environment where students feel connected and supported. **Scope:** Schoolwide	This action is principally directed toward supporting ELs, FY, and SED students by reducing economic barriers related to the dress code and promoting equity, school pride, student engagement, and school connectedness. Providing uniform polos ensures students have access to required school attire regardless of economic circumstances and supports a safe, inclusive, and positive learning environment where students can focus on learning and engagement. Because all students benefit from equitable access to school resources, increased school pride, and a positive school culture, this action is being implemented on a Charter Schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Local Climate Survey Results, Student Participation Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Physical Education and Athletics **Need:** According to the 2025 Dashboard, MIT Griffin Academy Middle School demonstrated a “Very High” Chronic Absenteeism Rate at 31.1%, including 35.7% for Latino students and 31.7% for SED students. Educational partner feedback and local climate survey results identified the continued need to strengthen student engagement, school connectedness, teamwork, leadership development, and social emotional well-being for significant student groups, particularly ELs, FY, and SED students. Families and students emphasized the importance of athletics, physical wellness opportunities, and extracurricular activities that support positive peer relationships, healthy lifestyles, and engagement in the Charter School community. **Scope:** Schoolwide	This action is principally directed toward supporting ELs, FY, and SED students by providing equitable access to physical education, athletics, and extracurricular opportunities that strengthen student engagement, teamwork, leadership development, school connectedness, and social emotional well-being. Providing athletics equipment, coach training, and organized sports opportunities encourages positive peer interactions, physical wellness, and meaningful participation in the Charter School community. Athletics and physical activity opportunities also support attendance, engagement, and positive middle school experiences while helping students develop collaboration and leadership skills. Because all students benefit from access to physical wellness opportunities and extracurricular involvement, this action is being implemented on a Charter Schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, FitnessGram Results, Student Participation Data, Local Climate Survey Results
2.6	**Action:** Positive School Climate and Culture **Need:** According to the 2025 Dashboard, MIT Griffin Academy Middle School maintained a “Medium” Suspension Rate at 5.1%, including 5.6% for SED students and 5.1% for Latino students. In addition, the Charter School demonstrated a “Very High” Chronic Absenteeism Rate at 31.1%, including 35.7%	This action is principally directed toward supporting ELs, FY, and SED students by improving school climate, attendance, engagement, and student connectedness through PBIS, restorative justice practices, incentives, assemblies, student activities, clubs, attendance interventions, and social emotional supports. These strategies are designed to reduce suspensions, improve attendance, strengthen relationships between students and staff, and create a safe, inclusive, and supportive learning	Suspension Rate, Attendance Rate, Chronic Absenteeism Rate, Local Climate Survey Results, Student Participation Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for Latino students and 31.7% for SED students. Educational partner feedback and local climate survey results identified the continued need to strengthen student engagement, attendance, school connectedness, restorative practices, behavior supports, wellness services, and positive relationships between students and staff to improve school climate and student outcomes. **Scope:** Schoolwide	environment that promotes student well being and academic success. The action also provides students with opportunities to develop leadership skills, positive peer relationships, and a stronger sense of belonging within the Charter School community. Because all students benefit from a positive school climate, restorative practices, and strong social emotional supports, this action is being implemented on a Charter Schoolwide basis to improve engagement, connectedness, and outcomes for all students.	
3.2	**Action:** Parent and Community Engagement and Advisory **Need:** Educational partner feedback, local climate survey data, attendance data, and student achievement outcomes identified the continued need to strengthen parent and family engagement, communication, and participation in the educational process for significant student groups, particularly ELs, FY, and SED students. According to the 2025 Dashboard, the overall Chronic Absenteeism Rate was “Very High” at 31.1%, including 35.7% for Latino students and 31.7% for SED students. In addition, overall ELA performance was “Medium” at 12.8 points below standard (“DFS”), while overall Mathematics performance was “Low” at 89.4 points below standard, with Latino students and SED students continuing to perform below standard academically. Educational partners	This action is principally directed toward supporting ELs, FY, and SED students by increasing parent and family engagement opportunities, strengthening communication between home and Charter School, and encouraging participation in advisory groups, school events, Parent Academy, SSC, and ELAC. The action provides parents/guardians with information, resources, and educational opportunities related to academic achievement, attendance, social emotional well being, and strategies to support learning at home. Schoolwide events, cultural activities, leadership opportunities, and advisory meetings also strengthen relationships between families, students, staff, and the Charter School community while promoting inclusiveness, shared decision making, and school connectedness. Because all students benefit when parents and families are actively engaged in the educational process and school community, this action is being implemented on a Charter Schoolwide basis.	Parent Participation Rates, Local Climate Survey Results, Attendance Rate, Chronic Absenteeism Rate, SSC Participation Data, ELAC Participation Data, Student Participation Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emphasized the importance of increasing opportunities for parents/guardians to participate in school leadership, decision making, attendance support efforts, educational workshops, and activities designed to strengthen school connectedness and student success. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support for English Learners **Need:** According to the 2025 Dashboard, the English Learner Progress Indicator ("ELPI") was not assigned a performance level because there were fewer than 15 ELs; however, only 46.2% of ELs made progress toward English language proficiency. Educational partner feedback and academic performance data also identified the continued need for targeted designated and integrated ELD instruction, academic vocabulary development, literacy intervention, scaffolding strategies, and	This action is specifically designed to address the identified needs of ELs by providing daily designated ELD instruction in leveled groups taught by appropriately credentialed teachers, integrated ELD supports within core content instruction, supplemental curriculum, and targeted literacy supports designed to accelerate English language acquisition and academic achievement. Teachers will implement research based instructional strategies, including SIOP, scaffolding instruction at grade level standards, differentiated instructional supports, academic vocabulary development, and targeted intervention aligned with the English Learner Master Plan and the CA Roadmap for English Learners. Ongoing	ELPAC Summative Assessment Results, ELPI, EL Reclassification Rate, SBAC ELA, SBAC Mathematics, CAST Science

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	differentiated supports for ELs and dually identified students. **Scope:** Limited to Unduplicated Student Group(s)	professional development will strengthen teachers' ability to support ELs and improve reclassification outcomes and academic achievement.	

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.

MIT Griffin Academy Middle School identified limited contributing actions that support the increased or improved services requirement through a Planned Percentage of Improved Services. These actions are applicable because they are designed to increase and improve services principally for unduplicated pupils, including ELs and SED students, and are aligned to the academic, language development, attendance, engagement, and social emotional needs identified in the LCAP.

The methodology used to determine the contribution of these actions toward the proportional percentage was based on the estimated value of the increased and improved services provided to unduplicated pupils. MIT Griffin Academy Middle School reviewed the scope, frequency, and intensity of the services included in the applicable actions, including English Learner supports, professional development, intervention, expanded learning opportunities, academic progress monitoring, and student support services. The Charter School then estimated the value of the additional staff time, instructional planning, collaboration, professional learning, and direct student services necessary to implement these supports above the base program.

For English Learner support, the estimated value includes integrated ELD in core content areas, designated ELD, use of ELD curriculum, monitoring of English language acquisition, support toward reclassification, academic vocabulary development, and strategies aligned to the English Learner Master Plan and the CA Roadmap for English Learners. For professional development, the estimated value includes training and collaboration focused on MTSS, differentiated instruction, ELA/ELD standards, academic vocabulary, scaffolding, data analysis, PBIS, education equity, and AVID practices. For after-school, summer school, and intersession supports, the estimated value includes academic intervention, ELA and Math remediation, enrichment, and transition support for students entering middle school.

This methodology is aligned to the needs identified in the LCAP, including the need to improve ELA, Mathematics, Science, English Learner progress, chronic absenteeism, student engagement, and school connectedness. The planned percentage reflects the estimated value of the increased and improved academic, language development, intervention, professional development, and expanded learning supports provided principally to ELs, SED students, and other historically underserved students.

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.

MIT Griffin Academy Middle School is eligible for additional concentration grant add-on funding because the Charter School serves a high concentration of unduplicated pupils. Based on the 2025 California School Dashboard, MIT Griffin Academy Middle School's enrollment includes 78.4% SED students, 21.6% ELs, and 0% foster youth, which exceeds the 55% threshold for foster youth, English learners, and low-income students.

The additional concentration grant add-on funding will be used to increase and maintain staff who provide direct services to students. These staff will support academic intervention, English Learner services, attendance improvement, counseling and wellness supports, mentoring, school connectedness, and MTSS implementation. The funding will help increase student access to adults who can provide direct academic, language development, behavioral, attendance, and social emotional supports during the school day and through expanded learning opportunities.

Staff supported through this plan may provide small group ELA and Mathematics intervention, designated and integrated ELD support, academic vocabulary development, progress monitoring, after-school and summer intervention, attendance outreach, student check-ins, mentoring, restorative practices, and counseling support. These services are intended to increase the level of individualized support available to ELs, SED students, foster youth if enrolled, and other historically underserved students.

This plan is aligned to the needs identified in the LCAP. The 2025 Dashboard shows continued need in ELA, Mathematics, Science, English Learner progress, chronic absenteeism, suspension, attendance, and student engagement. MIT Griffin Academy Middle School will use the additional concentration grant add-on funding to strengthen direct student services, reduce barriers to academic success, improve school connectedness, and support improved outcomes for the unduplicated pupils who generate the funding.

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		1:21
Staff-to-student ratio of certificated staff providing direct services to students		1:27

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1282779	416639	32.479%	0.000%	32.479%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,699,144.00	$562,173.00	$2,475.00	$132,966.00	$2,396,758.00	$1,307,261.00	$1,089,497.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Basic, Core School Staffing	All	No			All Schools	2026-27	$493,855.00	$0.00	$410,448.00	$83,407.00	$0.00	$0.00	$493,855.00	
1	1.2	Supplemental School Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$66,517.00	$66,517.00	$0.00	$0.00	$0.00	$66,517.00	
1	1.3	Support for Students with Disabilities	Students with Disabilities	No			All Schools	2026-27	$221,212.00	$115,353.00	$148,490.00	$167,849.00	$0.00	$20,226.00	$336,565.00	
1	1.4	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$29,248.00	$77.00	$29,325.00	$0.00	$0.00	$0.00	$29,325.00	
1	1.5	Technology Infrastructure and Support	All	No			All Schools	2026-27	$0.00	$29,876.00	$28,835.00	$1,041.00	$0.00	$0.00	$29,876.00	
1	1.6	Fidelity to the Core Curriculum	All	No			All Schools	2026-27	$0.00	$8,968.00	$1,968.00	$7,000.00	$0.00	$0.00	$8,968.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$76,520.00	$12,032.00	$42,941.00	$34,352.00	$0.00	$11,259.00	$88,552.00	
1	1.8	After-School Program and Summer School/Intersession	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$39,485.00	$169,848.00	$0.00	$209,333.00	$0.00	$0.00	$209,333.00	
1	1.9	School Supplies	All	No			All Schools	2026-27	$0.00	$11,946.00	$9,946.00	$2,000.00	$0.00	$0.00	$11,946.00	
1	1.10	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$118,708.00	$10,000.00	$83,121.00	$0.00	$0.00	$45,587.00	$128,708.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$18,000.00	$18,000.00	$0.00	$0.00	$0.00	$18,000.00	
1	1.12	School Support Infrastructure	All	No			All Schools	2026-27	$93,262.00	$194,547.00	$287,809.00	$0.00	$0.00	$0.00	$287,809.00	
2	2.1	Clean, Safe Facilities	All	No			All Schools	2026-27	$42,118.00	$334,095.00	$376,213.00	$0.00	$0.00	$0.00	$376,213.00	
2	2.2	Student Health	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Healthy Meals	All	No			All Schools	2026-27	$29,248.00	$75,679.00	$8,342.00	$40,691.00	$0.00	$55,894.00	$104,927.00	
2	2.4	Dress Code Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$8,297.00	$8,297.00	$0.00	$0.00	$0.00	$8,297.00	
2	2.5	Physical Education and Athletics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$14,887.00	$14,887.00	$0.00	$0.00	$0.00	$14,887.00	
2	2.6	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$163,605.00	$8,921.00	$153,551.00	$16,500.00	$2,475.00	$0.00	$172,526.00	
2	2.7	Student Engagement	All	No			All Schools	2026-27	$0.00	$2,066.00	$2,066.00	$0.00	$0.00	$0.00	$2,066.00	
3	3.1	Student Information System and Communication	All	No			All Schools	2026-27	$0.00	$8,388.00	$8,388.00	$0.00	$0.00	$0.00	$8,388.00	
3	3.2	Parent and Community Engagement and Advisory	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1282779	416639	32.479%	0.000%	32.479%	$416,639.00	0.000%	32.479 %	**Total:**	$416,639.00
								LEA-wide Total:	$0.00
								Limited Total:	$29,325.00
								Schoolwide Total:	$387,314.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Supplemental School Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$66,517.00	
1	**1.4**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,325.00	
1	**1.7**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,941.00	
1	**1.8**	After-School Program and Summer School/Intersession	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.10**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$83,121.00	
1	**1.11**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
2	**2.4**	Dress Code Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	$8,297.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Physical Education and Athletics	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$14,887.00	
2	**2.6**	Positive School Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$153,551.00	
3	**3.2**	Parent and Community Engagement and Advisory	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,630,432.00	$2,219,504.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Basic, Core School Staffing	No	$553,095.00	605001
1	**1.2**	Supplemental School Staffing	Yes	$112,547.00	230165
1	**1.3**	Support for Students with Disabilities	No	$165,470.00	213283
1	**1.4**	Support for English Learners	Yes	$1,566.00	71
1	**1.5**	Technology Infrastructure and Support	No	$45,554.00	68796
1	**1.6**	Fidelity to the Core Curriculum	No	$19,169.00	8635
1	**1.7**	Professional Development	Yes	$58,064.00	88580
1	**1.8**	After-School Program and Summer School/Intersession	Yes	$72,707.00	185593
1	**1.9**	School Supplies	No	$11,553.00	1606
1	**1.10**	Intervention and Supplemental Materials	Yes	$108,320.00	0
1	**1.11**	Field Trips	Yes	$1,807.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	School Support Infrastructure	No	$160,137.00	232048
2	**2.1**	Clean, Safe Facilities	No	$217,743.00	291345
2	**2.2**	Student Health	No	$0.00	0
2	**2.3**	Healthy Meals	No	$57,795.00	69276
2	**2.4**	Dress Code Support	Yes	$7,151.00	7593
2	**2.5**	Physical Education and Athletics	Yes	$3,926.00	58428
2	**2.6**	Positive School Climate and Culture	Yes	$10,848.00	67155
2	**2.7**	Student Engagement	No	$2,836.00	1907
3	**3.1**	Student Information System and Communication	No	$0.00	0
3	**3.2**	Parent and Community Engagement and Advisory	Yes	$20,144.00	90022

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
411005	$394,732.00	$435,078.00	($40,346.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Supplemental School Staffing	Yes	$112,547.00	230165		
1	**1.4**	Support for English Learners	Yes	$1,566.00	71		
1	**1.7**	Professional Development	Yes	$55,716.00	6394		
1	**1.8**	After-School Program and Summer School/Intersession	Yes	$72,707.00	0		
1	**1.10**	Intervention and Supplemental Materials	Yes	$108,320.00	0		
1	**1.11**	Field Trips	Yes	$1,807.00	0		
2	**2.4**	Dress Code Support	Yes	$7,151.00	7593		
2	**2.5**	Physical Education and Athletics	Yes	$3,926.00	58428		
2	**2.6**	Positive School Climate and Culture	Yes	$10,848.00	42405		
3	**3.2**	Parent and Community Engagement and Advisory	Yes	$20,144.00	90022		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1326896	411005	0	30.975%	$435,078.00	0.000%	32.789%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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