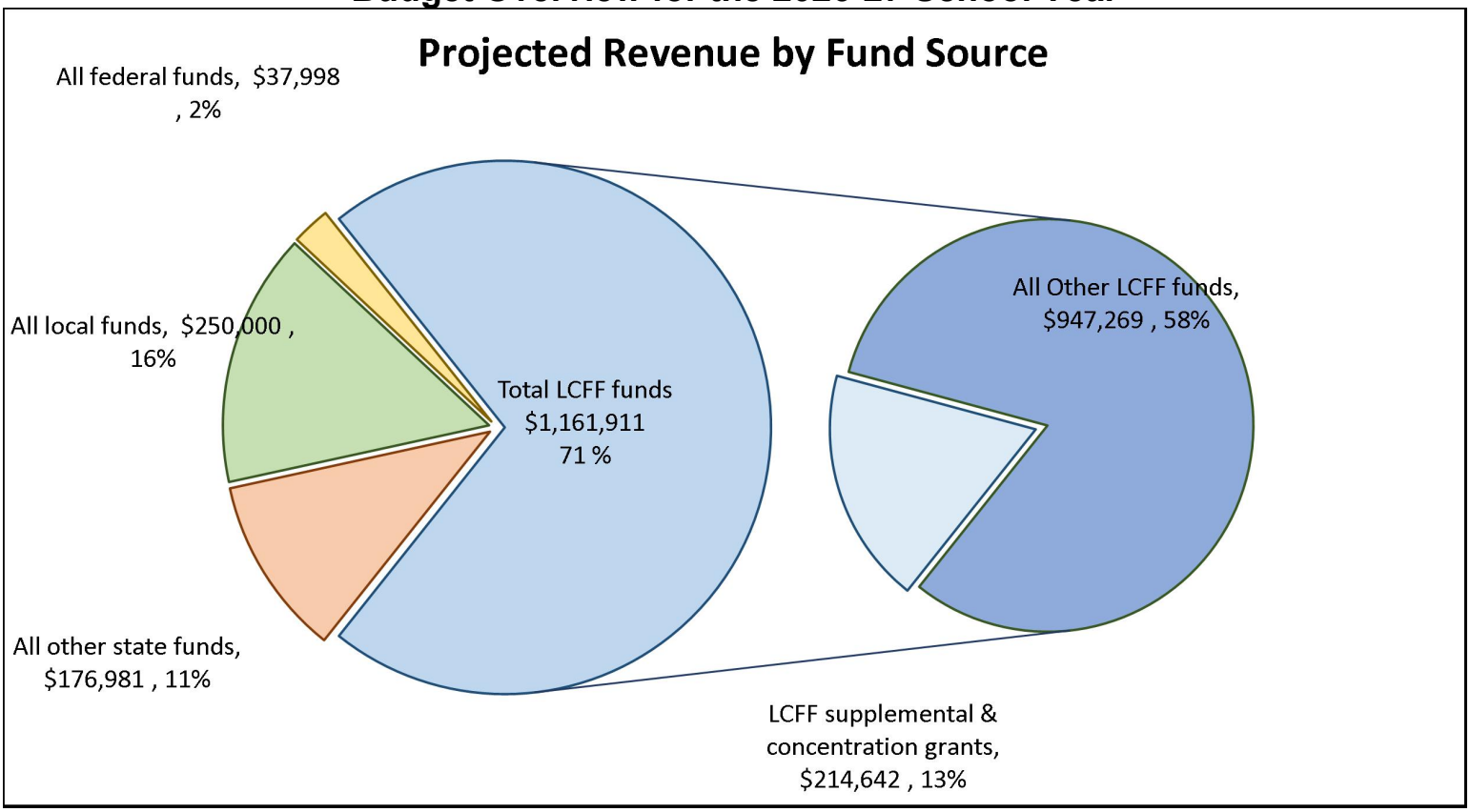
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Benito County Polytechnic Academy
CDS Code: 35103550142489
School Year: 2026-27
LEA contact information:
David Burke
Executive Director

831-417-2566

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

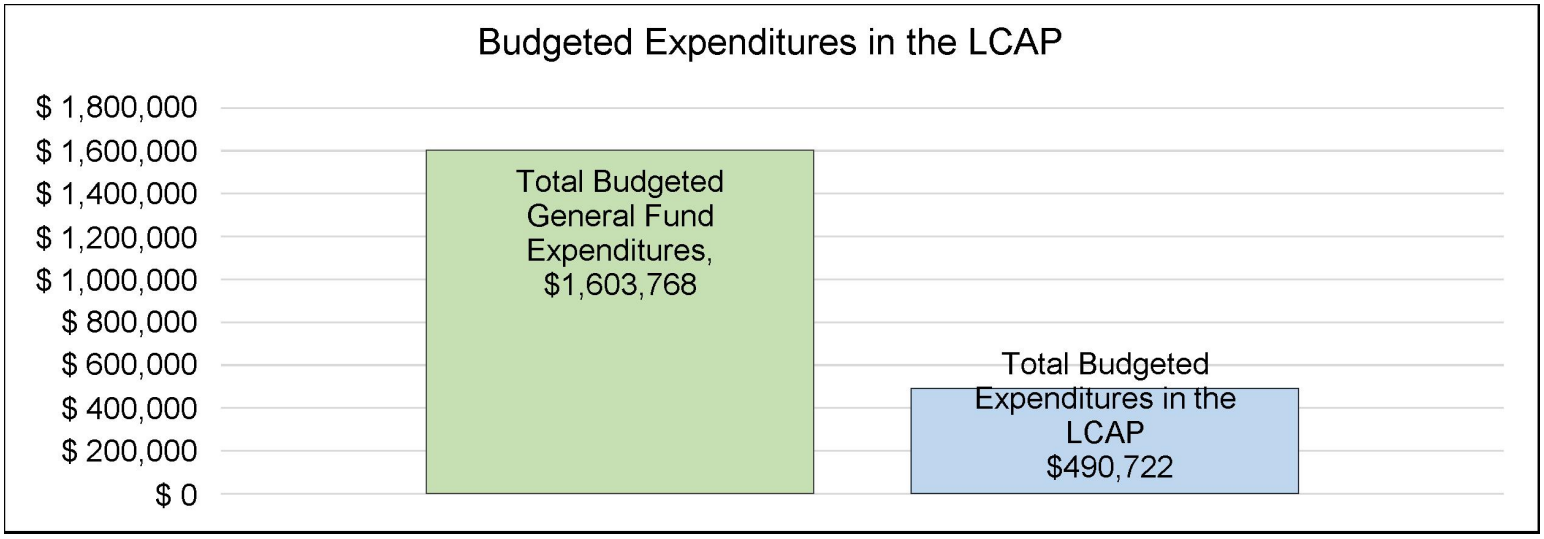


This chart shows the total general purpose revenue San Benito County Polytechnic Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Benito County Polytechnic Academy is $1,626,890, of which $1161911 is Local Control Funding Formula (LCFF), $176981 is other state funds, $250000 is local funds, and $37998 is federal funds. Of the $1161911 in LCFF Funds, $214642 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 San Benito County Polytechnic Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Benito County Polytechnic Academy plans to spend $1603768 for the 2026-27 school year. Of that amount, $490721.76 is tied to actions/services in the LCAP and $1,113,046.24 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

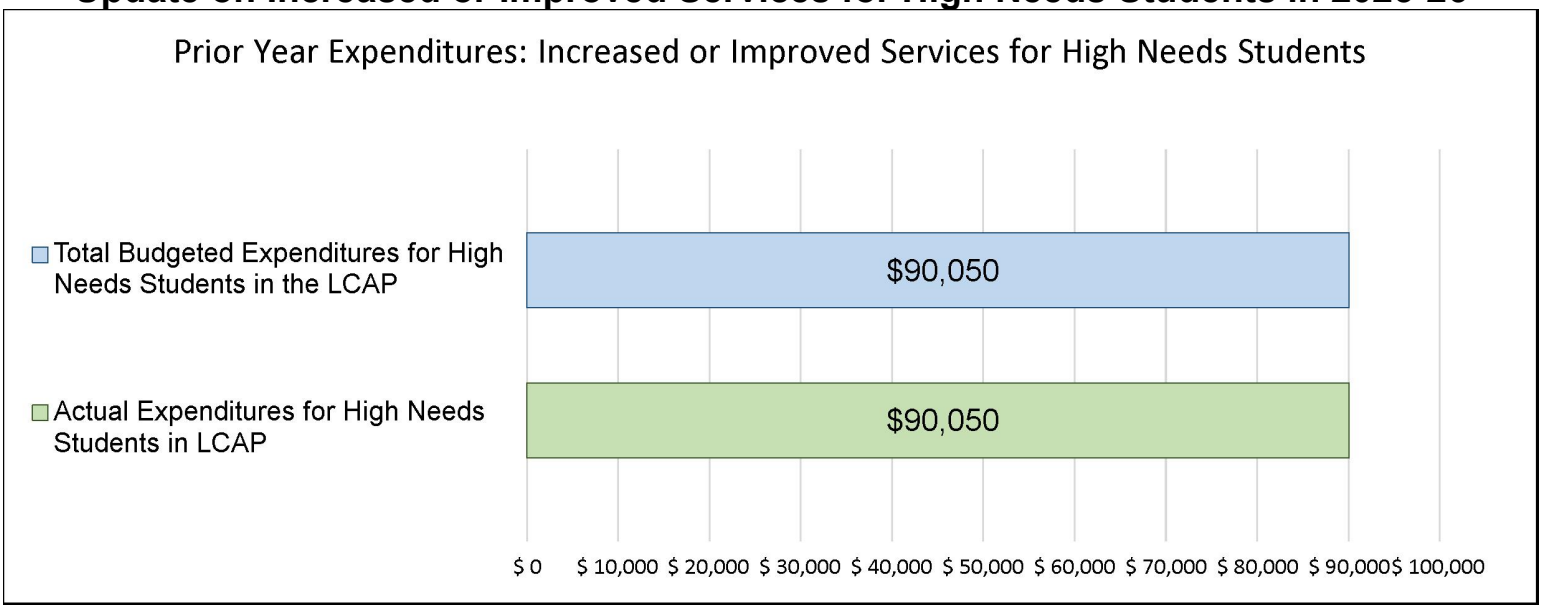
Expenditures reflected in the budget but not explicitly detailed in the LCAP represent other educational, operational and administrative costs necessary to support the overall functioning of the school.

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

In 2026-27, San Benito County Polytechnic Academy is projecting it will receive $214642 based on the enrollment of Foster Youth, English learner, and low-income students. San Benito County Polytechnic Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Benito County Polytechnic Academy plans to spend $247036.76 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 San Benito County Polytechnic Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Benito County Polytechnic Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, San Benito County Polytechnic Academy's LCAP budgeted $90050 for planned actions to increase or improve services for high needs students. San Benito County Polytechnic Academy actually spent $90050 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
San Benito County Polytechnic Academy	David Burke Executive Director	nprater@poly-academy.org 831-417-2566

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.

San Benito County Polytechnic Academy is a countywide charter through the San Benito County Office of Education, and the school accepts students who reside in San Benito County. It is a college and career preparation public charter high school. Every student will have a personalized success plan (PSP) based on student's current and post-secondary goals. Most students will be enrolled in the classroom-based program, but the Charter can place 20% of its students in the independent study program. The target enrollment in the first two years is 70 students. For the 25-26 schoolyear there were 68 students enrolled and 4 amount sraff employedThe Charter is conveniently located in downtown Hollister in a building that was previously leased by Gavilan College. The Charter's permanent location will be a shared space with Hollister Prep Charter School, and the estimated move-in is the 2028-2029 school year.

Polytechnic Academy is building a comprehensive, learner-centered school that emphasizes academic acceleration while building durable skills in the career and college readiness. The targeted student population is disconnected youth who have had behavioral issues, and have become disengaged from school; socioeconomically disadvantaged students; students with disabilities; students at risk of dropping out; students who have dropped out, and/or students who feel disconnected to the traditional high school environment. All students will be enrolled in an 'a-g' pathway, take at least one college level course, and complete our college and career ready program.. We have a partnership with Arizona State University (ASU) to offer online dual enrollment courses and certificated pathway options. Our partnership with Gavilan includes counselor support with dual enrollment classes and an on-campus dual enrollment class starting in spring of 2026. Students may also take dual enrollment classes and CTE courses.. The Charter's four industry pathways are Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Services. After further research into student preparedness, the Charter has decided to roll out the CTE pathways in a more methodical approach.

Students have a six period schedule. The school year consists of two traditional semesters. Student schedule reflect he opportunity make up credits using the Edmentum On-line learning program. Students can also accelerate their learning by enrolling in classes through the Arizona State on-line portal or by attending Gavilan college concurrently.

Before the beginning of each school year, new, incoming students will be evaluated for grade-level proficiency by taking the STAR assessments in math and reading. The Reading and Math Measures of Academic Progress (MAP) is a snapshot of current student performance. Depending on students' NWEA MAP scores, students will either be placed into standards-based grade level courses, or they will be required to take one of our intervention courses: Read 180 and Math 180 Flex. The Read 180 course also has interventions for students with disabilities and English Learner (EL) students. Students who are at grade level, will immediately be enrolled in standards-based, 'a-g' approved UC Scout curriculum developed by UC Santa Cruz.
College and Career Readiness is the culminating piece of the Charter's program. Students will learn about different college and career opportunities and planning. Teachers will use college and career ready Edmentum curriculum to develop student understanding of developing post-secondary opportunities. In addition to learning college and career ready, students will complete grade-level specific projects that are curated around America Succeeds durable skills. Durable skills are the next iteration of soft skills, and these are the skills employers are looking for in the future generation of employees. Students will practice growth mind-set and critical thinking; learn how to work in collaboration with others and develop leadership skills; improve communication skills, practice mindfulness, and utilize their creativity skills.

Polytechnic Academy is invested in growing a culture of relationship building with students, parents and the community. We regularly share program updates with families and the community via our website, social media accounts, by participating in local events and regularly hosting open houses for new and enrolled students. Staff will invest in the Positive Behavioral Interventions and Support (PBIS) program and creating a Multi-Tiered System of Support (MTSS) program to foster and develop an environment of understanding and social-emotional well-being.

Reflections: Annual Performance

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

Students were assessed using local and state measures. Students took the NWEA math and reaidng assessments. Annual reseults were mixed with some students advancing from fall to winter benchmarks while others digressed. The biggest challenge presented through the data is the amount of students tested. Approx. 30% of students were appear to have not been testede when analyzing the MAP results.
Successes
25/26 Attendance 86%
Suspension rate 3%
At least one half of students who took both assessments in the fall and winter showed progres in math, reading, or both

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Staff (teachers, executive lead, behavioral therapist, resource specialist)	Staff input was collected and documented during individual conversations and whole staff discussions. Meeting Dates: 9/25/25 10/23/25 11/20/25 12/19/25 1/22/26 2/26/26 3/27/26 4/23/26 5/28/26 6/8/26 6/15/26
Students and Parents	Open House and enrollment meetings- Student input was collected after Open House presentations,during individual enrollment meetings with students and their families, and School Site Council Meetings Enrollment meetings in August 2025 prior to the start of school Open Houses: 5/14 5/28 6/11

Educational Partner(s)	Process for Engagement
	School Site Council Meetings April 14, 2026 May 5, 2026 May 19, 2026 Parent/Student Survey June 2026
SELPA Consultation	June 18, 2026
Board of Directors	Board of Directors input and feedback were obtained during the board meetings. They were presented with governing school documents for board approval (i.e. Student Handbook; Staff Handbook). Board Meetings: June 16, 2025 | Regular Meeting June 23,2025 | Regular Meeting July 9, 2025 | Regular Meeting August | NO Meeting Scheduled September 23, 2025 | Regular Meeting October 28, 2025 | Regular Meeting November 18, 2025 | Regular Meeting January 13, 2026 | Regular Meeting February 24, 2026 | Regular Meeting March 3, 2026 | Special Board Meeting April 14, 2026 | Regular Meeting May 12th, 2026 | Regular Meeting May 26, 2026 | Regular Meeting June 9th, 2026 | Regular Meeting

Educational Partner(s)	Process for Engagement
Community Members	Input from community partners was obtained during Advisory Group meetings, Open House events, Farmer's Market, and community outreach during door-to-door campaigns Community Outreach: 4/22/2026 4/29/2026 5/6/2026 5/13/2026 5/20/2026 5/27/2026 6/3/2026 Door-to-door 5/23/2026 5/30/2026 6/6/2026

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

Educational partner input was gathered through staff meetings, board meetings, open house presentations, community events, direct outreach campaigns, social media engagement, the school website, parent and student surveys, and consultation with the SELPA. The feedback received from educational partners directly influenced the development of the 2026-2027 Local Control and Accountability Plan (LCAP).

The feedback provided by educational partners directly influenced the development of the 2026-2027 LCAP. Stakeholder input identified college and career readiness, student engagement, academic support, and staffing as key priorities. The LCAP reflects the priorities expressed by educational partners and demonstrates the school's commitment to using stakeholder feedback to improve student outcomes and ensure all students are prepared for college, career, and life.

Parents and Students
Parent and student survey results highlighted a strong desire for increased college and career access. Families identified expanding college readiness programs, Career Technical Education (CTE) pathways, and dual enrollment opportunities as top priorities. Students also wanted more extracurricular activities, athletics, and student leadership opportunities. Both groups expressed the need for additional staff members. As a result of this feedback, the LCAP includes expanding the College and Career Academy program, increasing dual enrollment

opportunities, and creating an athletics and activities director position to develop a sports program and student leadership program. see Goal 2 Action 2

Community Members
Community members expressed strong support for the school's college and career-focused mission, career pathways, dual-enrollment opportunities, and social-emotional learning programs. Community feedback emphasized the importance of preparing students for both college and workforce success while maintaining a safe, supportive, and relationship-centered school environment. Community members also supported approaches that keep students engaged in school and promote positive behavior rather than relying solely on punitive disciplinary measures.See Goal 2 Action 2 Goal s Actions 3.3-3.5

Board Members
Board members consistently emphasized the importance of ensuring long-term student success through rigorous academics, college and career readiness, and strong student support systems. Board discussions highlighted the need to expand educational opportunities while maintaining sustainable staffing levels and providing equitable access for all students, including students with disabilities. The LCAP continues to prioritize building school culture, developing a-g approved curriculum, offering dual enrollment certification pathways, strengthening the college and career readiness program, and hiring additional staff. Goal 1 Action 1.3 and 1.4

Staff
Staff members emphasized the importance of maintaining a positive school culture, providing additional academic interventions, supporting students with disabilities, and ensuring teachers have the resources necessary to meet diverse student needs. Staff also identified the need for recruiting and retaining highly qualified teachers. The increase in staff would give teachers enough time to participate in more professional development and meet to develop engaging lessons and having PD time to develop engaging lessons and research effective teaching strategies. Goal 2 Action 2.3

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STUDENT LEARNING - All students, including those identified as English Learners, foster youth, and low-income, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our goal is to support students in their academic growth while engaging them in a diverse and individualized educational experience. A review of State assessment data demonstrates that there is an equity gap in our unduplicated student subgroups: English Learner, foster youth, and socioeconomically disadvantaged. We will address the needs of all students by offering academic opportunities to achieve grade level mastery and close the learning gap. Students will be assessed for grade level competency and the results will guide academic planning. Student data (i.e.STAR assessme NWEA scores; Read 180 and Math 180 Flex RTI scores; ‘a-g’ progress) will be monitored using internal trackers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services Fully Credentialed Teachers as measured by CALPADS	2025-2026 Data Source: CALPADS Teachers who met the California Credentialing Requirements baseline will be determined at the end of this school year.	100% of the teachers met the California Credentialing Requirements as reported on CALPADS		2026-2027 Source: CALPADS 100% of teachers meet the California Credentialing Requirements	3/4 of teachers are new this year. All need credentialing. Have been referred to credential analyst in order to enter programs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Priority 1: Basic Services Access to Technology	2025-2026 Data Source: Internal Data Tracker Students who have access to Chromebooks baseline will be determined at the end of this school year.	100% of students have received Chromebokks with Google Suites applications		2026-2027 Source: Internal Data Tracker 100% of students will have access to computers and computer based educational materials.	Due to the need to have curriculum loaded on to individual student computers the school has switched from using chromebooks to using Lenova laptops
1.3	Priority 2: State Standards Access to a standards based curriculum	2025-2026 Data Source: Internal Student Information System (Aeries) course completion rates Students are enrolled in standards-based courses baseline will be determined by the end of this school year.	100% of students have access to a standards-based curriculum		2026-2027 Source: Internal Student Information System (Aeries) 100% of students will have be enrolled in standards-based courses	100%
1.4	Priority 7: Course Access Access to an ‘a-g’ approved pathway	2025-2026 Data Source: Internal Student Information System (Aeries) enrollment data Students are enrolled in ‘a-g’ approved pathways baseline will be determined by the end of this school year.	47% of the students were enrolled in an 'a-g' pathway		2026-2027 Source: Internal Student Information System (Aeries) enrollment data 100% of students will the enrolled in ‘a-g’ approved pathways	47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 7: Course Access Access to intervention classes to achieve grade level mastery	2025-2026 Data Source: Internal Tracker Students have access to intervention classes baseline will be determined by the end of this school year	81% of eligible students were enrolled in intervention classes		2026-2027 Source: Internal Data Tracker 100% of students who are below grade level will have access to intervention classes	81%
1.6	Priority 4: Student Achievement EL Progress Towards English Proficiency	2025-2026 Data Source: Data Quest EL students progressing towards English Proficiency by achieving a score of "4" on the ELPAC baseline will be determined by the end of this school year.	ELPAC results have not been released		2026-2027 Source: Data Quest The number of students achieving a score of "4" on the summative ELPAC will increase by 5% each year.	0/7 students achieved a 4 or ELPAC 4 students-3 3 students-2 1 student-1

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.

The school made substantial progress toward implementing Goal 1, which focuses on supporting students' academic growth through a diverse and individualized educational experience while addressing achievement gaps among English Learners, foster youth, and socioeconomically disadvantaged students. During the 2025-2026 school year, the school successfully implemented the majority of the planned actions and services designed to improve student achievement, increase access to rigorous coursework, and provide targeted academic interventions.

To ensure equitable access to instruction and digital learning resources, all students were provided with Chromebooks and access to online learning platforms. The school implemented standards-based, A-G approved curriculum across core content areas. In addition to traditional classroom instruction, students utilized online curriculum that was facilitated and supported by the classroom teacher, allowing for personalized learning opportunities and differentiated instruction based on individual student needs.

A significant component of the goal was identifying and supporting students who were performing below grade level. Students participated in NWEA MAP Growth assessments, and assessment data was used to guide placement in intervention programs. Students who scored below grade-level expectations were enrolled in Read 180 or Math 180 intervention courses to address foundational skill gaps in reading and mathematics. All English Learners were provided access to EL 3D curriculum and designated English Language Development (ELD) instruction.

Throughout the year, student performance data, including NWEA assessment results, Read 180 and Math 180 intervention data, course grades, attendance, and A-G progress, was regularly reviewed by teachers and administrators. These data reviews informed instructional planning, intervention adjustments, and individualized student learning.

All students were assigned Chromebook and this expanded access to rigorous A-G approved coursework, online intervention programs, and provided academic feedback to tailor supports for English Learners and other unduplicated student groups. The use of assessment data allowed staff to make informed decisions regarding instructional placement and intervention needs, helping to create a more responsive educational program.

One challenge was balancing intervention services with students' participation in college and career readiness opportunities, elective courses, and core content classes. The small staff size hindered meeting student needs in developing college and career pathway opportunities; dual enrollment progress monitoring, and CTE development. As a growing school, staffing and scheduling adjustments were made to maximize academic and social-emotional support.

Overall, implementation of Goal 1 remained closely aligned with the actions outlined in the LCAP. No substantive differences existed between planned actions and actual implementation. The school successfully implemented the core academic, intervention, technology, and English Learner support programs identified in the LCAP and will continue refining these services based on student performance data and educational partner feedback.

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.

Increased expenditures in technology

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

The actions and services implemented during the 2025-2026 school year were generally effective in supporting student academic growth and increasing access to rigorous coursework and targeted interventions. Providing all students with Chromebooks ensured equitable access to

instructional materials, online curriculum, assessment platforms, and intervention programs. This one-to-one technology model supported consistent student engagement and allowed teachers to personalize instruction and monitor student progress more effectively.

The implementation of standards-based, A-G approved curriculum increased student access to college-preparatory coursework and aligned instruction with California academic standards. The use of online curriculum facilitated by classroom teachers provided students with additional opportunities for individualized learning while maintaining teacher support and accountability.

The use of NWEA MAP Growth assessments proved effective in identifying students performing below grade level and informing intervention placement decisions. Students identified as needing additional academic support were enrolled in Read 180 or Math 180 intervention courses. Ongoing monitoring of assessment data enabled staff to adjust interventions and instructional strategies throughout the year.

English Learners participated in EL 3D coursework and designated English Language Development instruction. Progress monitoring and classroom performance data indicate that students benefited from dedicated language support while maintaining access to grade-level coursework.

Although the implemented actions contributed positively toward the goal, challenges remained. The school's small staff size limited its capacity to simultaneously expand college and career readiness opportunities, monitor dual enrollment progress, develop Career Technical Education pathways, and provide intensive interventions for students performing below grade level. Scheduling constraints also created challenges in balancing intervention courses with students' participation in college and career readiness programs, electives, and core academic classes.

Despite these challenges, the school made meaningful progress toward closing achievement gaps and increasing academic support for unduplicated student groups. Data collected through NWEA assessments, intervention programs, course completion rates, attendance monitoring, and A-G progress tracking demonstrate that the actions implemented during 2025-2026 were effective in establishing a strong foundation for improving student achievement. The school will continue to refine and expand these actions to further accelerate learning outcomes and ensure all students are prepared for college, career, and life.

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.

Based on feedback from parents, students, staff, board members, and community members during the 2025-2026 school year, the school will maintain its goal, metrics, and target outcomes related to supporting academic growth and closing achievement gaps. However, the school recognizes the need to increase staffing and research different curricula options to more effectively implement academic interventions, monitor student progress, expand college and career readiness opportunities, and provide additional support for unduplicated student groups. consistently expressed the need for increased: academic and student support personnel to provide more individualized attention; dual enrollment and Career Technical Education (CTE) programs, and improve intervention services. As a result, the school will add staff during the 2026-2027 school year while continuing to reflect on curriculum and educational practices.

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	Fully Credentialed Teachers	All teachers will be fully credentialed. Metric 1.1 will be used to measure the effectiveness of this goal.	210767	No
1.2	Access to Technology	All students will have access to Chromebooks on a 1:1 basis. Metric 1.2 will be used to measure the effectiveness of this goal.	15000	No
1.3	Access to 'a-g' curriculum	All students will be placed on an ‘a-g’ pathway and will have access to ‘a-g’ curriculum. Metric 1.4 will be used to measure the effectiveness of this goal.	5000	No
1.4	Access to a Standards-based Curriculum	All students will have access to a standardized curriculum. The curriculum will include built-in differentiated supports for EL and SPED students. Metrics 1.3 will be used to measure the effectiveness of this goal.	5000	No
1.5	Intervention Courses	Students that score below a 215 on the Reading NWEA and/or below 220 on the math NWEA, will be placed in Read 180 or a Math 180 intervention class. Students will take these courses and reach grade level mastery before taking grade level classes. Metric 1.5 will be used to measure the effectiveness of this goal.	53724.35	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Access to ELD curriculum to progress EL students towards English Proficiency	Depending on EL level, students will be placed into appropriate HMH EL 3D courses, and students will have access to common core curriculum via EL supports and supplemental curriculum materials. Metrics 1.3, 1.4, 1.5, 1.6 will be used to measure the effectiveness of this goal.	41124.35	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	COLLEGE AND CAREER READINESS: Students will be placed in a rigorous course of study with intervention and support, to achieve college and career-readiness. This is a broad goal for helping all students gain grade-level competence and college and career-readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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.

This goal was developed with the special needs and interests of our students. Students are choosing our program because we will support their academic and career goals via competency building courses, dual enrollment opportunities and CTE course work and partnerships. All students will receive state standards aligned curriculum, and all students will be enrolled in an UC approved “a-g” pathway. As our student population grows, so will our variety of course options.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 8: Pupil Outcomes Counselor, parents and students develop a Personalized Success Plan (PSP)	2025-2026 Source: Counselor Data Tracker Students with a Personalized Success Plan baseline will be determined at the end of this school year.	100% of students met with the principal to develop class schedules		2026-2027 Source: Counselor Data Tracker 100% of students will have a Personalized Success Plan.	100%
2.2	Priority 7: Course Access	2025-2026 Source: CA Dashboard	1.5%		2026-2027 Source: CA Dashboard	1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students will have access to completing dual enrollment, CTE, and college and career classes	Students who have taken and passed a Dual Enrollment and/or CTE class baseline will be determined at the end of this school year.			80% of students will have taken and passed one Dual Enrollment and/or CTE class	
2.3	Priority 4: Pupil Achievement Staff participation in monthly case-conferencing and coaching sessions to assess student achievement	2025-2026 Source: Internal Data Tracker Staff participation in case-conferencing sessions baseline will be determined at the end of this school year.	100% staff participation		2026-2027 Source: Internal Data Tracker 100% of staff will regularly participate in case conferencing	100%
2.4	Priority 5: Pupil Engagement Student participation in after school tutoring program	2025-2026 Source: Internal Sign-in System Student participation in the after-school tutoring program baseline will be determined at the end of this school year	5% of students participated in after-school tutoring		2026-2027 Source: Internal Sign-in System 85% of students will participate in the after-school tutoring program	5%

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.

During the 2025-2026 school year, the school implemented the majority of the actions associated with this goal by providing students with access to state standards-aligned, A-G approved curriculum, dual enrollment opportunities, college and career readiness classes, and after school tutoring support. Administration worked with students and families for academic planning and course selection. Students had access to dual enrollment courses, intervention supports, and core academic coursework based on their unique needs and interests.

To support implementation of the goal, staff met regularly in formal and informal case-conferencing meetings to review student achievement data, monitor progress toward graduation, identify barriers to success, and develop intervention strategies. Time was intentionally built into the school schedule for staff collaboration, allowing teachers and administrators to discuss student needs. Students also had access to after-school tutoring opportunities to receive additional academic assistance.

A challenge encountered during implementation was staffing capacity. While the school originally anticipated hiring a counselor and CTE staff, staffing priorities shifted to core instructional and support personnel. As a result, counseling responsibilities were shared among administrators and staff and the school did not introduce any CTE pathways. Educational partners and staff recognized that additional staffing would allow for more focused attention on student goal setting, college and career planning, dual enrollment monitoring, and implementation of CTE pathways.

Overall, implementation of this goal remained closely aligned with the actions identified in the LCAP. Staffing adjustments required the school to utilize existing personnel to provide college and career guidance services.

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.

Administration and staff fulfilled the duties of the counselor. Funding was used to pay for staff hours dedicated to these tasks.

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

The actions implemented during the 2025-2026 school year were generally effective in supporting students' college and career readiness and increasing access to rigorous academic opportunities. All students were enrolled in state standards-aligned, A-G approved coursework. Students also had opportunities to participate in dual enrollment courses, allowing them to earn college credit while in high school. Administration worked with students and families to develop individualized schedules and provide academic planning that aligned with students' educational and career goals.

Regular staff collaboration and case-conferencing meetings proved effective in monitoring student progress, identifying barriers to success, and developing intervention strategies. These meetings allowed staff to review graduation progress, course completion, attendance, and academic performance data to provide targeted support for students.

While these actions contributed positively toward the goal, implementation was impacted by staffing limitations. The school originally planned to hire a counselor and implement Career Technical Education (CTE) opportunities; however, staffing priorities shifted to core instructional positions. As a result, administrators and teachers fulfilled the counselor tasks, and the development of a CTE pathway development was delayed. Although students continued to receive academic advising and access to dual enrollment opportunities, the absence of a counselor and a CTE teacher limited college and career planning opportunities and CTE exploration.

Despite these challenges, the school established a strong foundation for future college and career readiness efforts. Student participation in dual enrollment, individualized academic planning, staff collaboration, and academic support services demonstrated progress toward the goal. Feedback from educational partners and staff indicated that additional staffing will be necessary to fully implement this goal.

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

Based on feedback from the 2025-2026 school year and analysis of implementation efforts, the school will maintain the overall goal, metrics, and target outcomes related to college and career readiness. However, changes will be made to the actions supporting this goal. The school identified a need to strengthen college and career planning, dual enrollment monitoring, and Career Technical Education (CTE) pathway development. During 2025-2026, administrators and teachers assumed counseling responsibilities and the implementation of the CTE pathways were delayed.

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	NWEA	The NWEA will be given to all students before school starts and at the end of the school year. These scores will be used to build Personalized Success Plans and place students into appropriate classes including intervention courses if necessary. Metric 2.1 will be used to measure the effectiveness of this goal.	15,500	Yes
2.2	CTE, Dual Enrollment and College and Career Classes	All students will have access to a variety of CTE, dual enrollment, and college and career classes. Dual enrollment/CTE classes are available through Gavilan and ASU. CTE and dual enrollment classes will count towards CTE/UC pathways. Students will also have access to CTE and college and career readiness courses via Edmentum curriculum. Metric 2.2 will be used to measure the effectiveness of this goal.	$16,000.00	Yes
2.3	Staff Professional Development	Education staff will be provided training and coaching to promote ongoing professional learning and support a high-performance culture. Trainings	11087.67	Yes

Action #	Title	Description	Total Funds	Contributing
		will focus on increasing student achievement and promoting college and career readiness by providing job-specific professional development opportunities in the following categories: California State Standards; student data systems; social emotional learning, specialized programs, College and Career Readiness; support for targeted subgroups (Socio-Economically Disadvantaged SED), English Learners (EL), and Foster Youth (FY) students. Metric 2.3 will be used to measure the effectiveness of this goal.		
2.4	After School Tutoring Program	The comprehensive tutoring program will provide intervention and enrichment. Tutoring will be available Monday-Wednesday from 3:30 to 4:45. This program should increase ELA and math scores and further close the achievement gap. Metric 2.4 will be used to measure the effectiveness of this goal.	62203.05	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCHOOL CLIMATE & CULTURE - Staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a safe learning environment for students, in which they can fully engage academically, physically, and emotionally.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Staff and students need to work and learn in a positive and welcoming environment. The school aims to cultivate a growth-mindset culture where staff, students, and parents feel safe to express themselves, and feel connected in a way that makes students want to come to school and invest in their learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic Services Clean and Safe Facility	2025-2026 Source: FIT Inspection Sheet FIT (Facilities Inspection Tool) baseline score is 90%	Due to ongoing repairs, the facility is in need of major improvements		2026-2027 Source: FIT Inspection Sheet FIT (Facilities Inspection Tool) score will be 100%	Due to ongoing repairs the facility is in need of major improvements
3.2	Priority 3: Parent Involvement Rates	2025-2026 Data Source: Internal Data Tracker	90%		2026-2027 Source: Internal Data Tracker	90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent/guardian attendance rate at parent/teacher conferences baseline will be determined at the end of the this school year.			90% of Parents/Guardians will attend parent/teacher conferences	
3.3	Priority 5: Student Engagement Student Attendance Rate	2025-2026 Data Source: Internal Data Tracking - Aeries Portal Student attendance rate baseline will be determined at the end of this school year.	86.14%		2026-2027 Source: Internal Data Tracking - Aeries Portal Student attendance rate will be 85%.	86.14%
3.4	Priority 5: Student Engagement Chronic Absenteeism Rate	2025-2026 Data Source: Data Quest Student chronic absenteeism rate baseline will be determined at the end of this school year.	4.88%		2026-2027 Source: Data Quest Student chronic absenteeism rates will be lower than the State average.	4.88%
3.5	Priority 6: School Climate Drop-out Rates	2026-2025 Data Source: CBEDS Student drop-out rate baseline will be determined at the end of this school year.	0%		2026-2027 Source: CBEDS Student drop-out rate will be less than 5%.	0%
3.6	Priority 5: Student Engagement	2025-2026	100%		2026-2027	100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	High School Graduation Rates	Data Source: CA Dashboard Student graduation rate baseline will be determined at the end of this school year.			Source: CA Dashboard Student graduation rate will be 90%.	
3.7	Priority 6: School Climate Suspension Rates	2025-2026 Data Source: CA Dashboard Student suspension rate baseline will be determined at the end of this school year.	10.9%		2026-2027 Source: CA Dashboard Suspension rates will remain at or below 3%.	10.9%
3.8	Priority 6: School Climate Expulsion Rates	2025-2026 Data Source: Data Quest Student expulsion rate baseline will be determined at the end of this school year.	4.41%		2026-2027 Source: Data Quest Expulsion rates will remain at or below State averages	4.41%
3.9	Priority 3: Parent Involvement Parent Satisfaction	2025-2026 Data Source: Internal Data Tracker Parent/guardian satisfaction with school progress baseline will be determined at the end of this school year.	78% were satisfied with school progress		2026–2027 Source: Internal Data Tracker 85% of the parents/guardians responding to the annual survey will report that they are satisfied with school progress	78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Priority 3: Parent Involvement Parent Satisfaction from Unduplicated Students and Students with Exceptional Needs	2025-2026 Data Source: Internal Data Tracker Parent/guardian satisfaction with school progress from unduplicated students and students with exceptional needs baseline will be determined at the end of this school year.	100% were satisfied with the school progress		2026-2027 Source: Internal Data Tracker 85% of parents/guardians with unduplicated students and students with exceptional needs will express satisfaction with school progress	100%

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.

During the 2025-2026 school year, the school began building a positive school culture focused on student engagement, strong relationships, and a safe learning environment. Staff worked collaboratively to establish expectations, support student attendance, and create a welcoming atmosphere where students felt connected to the school community. Administrators and teachers regularly discussed student attendance, behavior, academic progress, and social-emotional needs to identify students requiring additional support and intervention.

Although the school intended to fully implement a Positive Behavioral Interventions and Supports (PBIS) framework, implementation was delayed due to limited staffing capacity and insufficient training opportunities. Due to the limited staff size, staff members attended half of the PBIS professional development trainings. The school was not able to provide the comprehensive PBIS training necessary for full implementation.

Similarly, the school utilized a Multi-Tiered System of Supports (MTSS) approach in a less formal manner. Again, due to the limited staff size, staff members attended a quarter of the MTSS trainings, but teachers and administrators still collaborated to identify student needs, provide interventions, monitor attendance, and address behavioral and academic concerns. The limited staff delayed the development of a fully structured MTSS framework.

Parent engagement and communication remained a priority throughout the year. The school maintained regular communication with families through the Cariina student and family information system, and the Elevate online phone and texting platform. The most effective parent

communication was through direct text messaging. These communication systems allowed staff to share attendance information, academic updates, school announcements, and student support information with families in a timely manner. Due to the school's limited contract with Aeries, students and families did not have access to the Aeries Parent and Student Portal. As a result, the school relied heavily on text messaging and phone calls to keep families informed and engaged.

One success experienced during implementation was the development of strong relationships among students, staff, and families. The smaller school environment allowed staff to provide personalized support and maintain frequent communication with families. Regular collaboration among staff members helped identify student needs and provide timely interventions, contributing to a positive and supportive school climate.

Challenges encountered during implementation were staffing capacity and unexpected building repairs. Limited staffing affected the school's ability to fully implement PBIS, MTSS, provide dedicated counseling workshops on college and career services, and attend additional professional development opportunities. The school faced building repairs that impacted student attendance and extended the school year. The numerous costs significantly impacted the school's budget. Overall, implementation of this goal remained aligned with the school's commitment to creating a safe, welcoming, and supportive environment.

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 building repair costs significantly increased the total funds spent on repairs.

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

The actions implemented during the 2025-2026 school year were moderately effective in supporting the development of a positive school culture, strengthening relationships among students, staff, and families, and creating a safe and supportive learning environment. The school's small size allowed staff to build strong connections with students and families, resulting in frequent communication, individualized support, and timely intervention when concerns arose. Attendance, behavior, academic progress, and social-emotional needs were regularly discussed by staff, allowing the school to respond proactively to student needs.

Family engagement efforts were effective in maintaining communication and strengthening school-home partnerships. Although families did not have access to the Aeries Parent and Student Portal due to limitations in the school's Aeries contract, the use of the Cariina student information system, and the Elevate phone and texting platform provided effective alternatives. Parent feedback indicated that text messaging was the most effective communication tool and helped families stay informed about attendance, academic progress, school events, and student support services.

The implementation of PBIS and MTSS was less effective than originally planned. While staff attended some professional development related to PBIS and MTSS, limited staffing capacity prevented full participation in all available trainings and delayed implementation. Staff attended approximately half of the available PBIS trainings and a portion of the MTSS trainings; however, the school did not have sufficient staffing or training capacity to fully establish either framework during the year. As a result, PBIS reward systems and formal MTSS processes were not fully implemented.

Overall, the actions implemented during the 2025-2026 school year were effective in building a positive and supportive school culture and strengthening family engagement. However, staffing limitations reduced the effectiveness of planned PBIS and MTSS implementation. Feedback from staff, students, and families indicates that additional staffing and professional development opportunities will be necessary to fully implement these frameworks and further improve student engagement, attendance, school connectedness, and overall 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.

Based on feedback and staff reflections from the 2025-2026 school year, the school will maintain the overall goal, metrics, and target outcomes related to school climate, culture, attendance, and family engagement. However, changes will be made to the actions supporting this goal. The school identified a need to increase staffing and expand professional development opportunities to fully implement Positive Behavioral Interventions and Supports (PBIS) and establish a more formal Multi-Tiered System of Supports (MTSS) framework. During 2025-2026, limited staffing capacity prevented full participation in PBIS and MTSS trainings and delayed implementation of these systems. As a result, the school will prioritize staff training in PBIS, MTSS, school culture, and social-emotional learning and will increase staffing to support attendance monitoring, student interventions, family engagement, and school climate initiatives. The school will continue utilizing the Cariina student information system and Elevate communication platform to strengthen family engagement.

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	Clean and Safe Facility	Maintain all facilities to be safe, clean, and "good repair." We will submit a monthly checklist using the CDE's Facilities Tool and Security checklist. Metric 3.1 will be used to measure the effectiveness of this goal.	$2,000.00	No
3.2	PBIS	Staff will be trained in implementing the PBIS rewards system. The charter will frequently monitor student attendance using the Aeries portal and track and document positive student interactions. This data will support the implementation of PBIS and lead to a decrease in chronic absenteeism and increase attendance rates. Metrics 3.3 and 3.4	4500	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	MTSS	Administration and staff will attend professional development provided by our authorizer on creating and using MTSS strategies for support, intervention and classroom management. The staff will be trained on how to create different layers of support before resorting to more extreme disciplinary measures (i.e. sending students out of the classroom; suspension, or expulsion). Staff will participate in professional development for also utilizing MTSS for SEL awareness. Metrics 3.5, 3.6, 3.7, and 3.8 will be used to measure the effectiveness of this goal.	6215.34	Yes
3.4	Counselor Supplemental Support For Parent Involvement	Counselors will develop and host parent workshops after school on a variety of topics that relate to college and career readiness and understanding/building school culture. Metrics 3.2, 3.9 and 3.10 will be used to measure the effectiveness of this goal.	$20,000.00	Yes
3.5	Parent Involvement Events	The school will encourage parent involvement by hosting at least three parent engagement events per year (Open House; Awards Night, Welcome Back BBQ event; parent informational meetings throughout the year). Parents, students, counselors, and administration will meet at the beginning of the year to collectively develop the Student Success Plan. Parents will be able to email staff directly with any questions. Families can stay informed about student progress, grades, and attendance through the Aeries parent and student portals. We will continue to utilize the website to post upcoming events, school calendars, hours, and ways to communicate with staff. Metrics 3.2, 3.9 and 3.10 will be used to measure the effectiveness of this goal.	22000	Yes
3.6	Parent Satisfaction Survey	Parents and Parents of Unduplicated Students and Students with Disabilities will be given parent perception surveys each year to gauge stakeholder engagement and parent satisfaction. The feedback from the	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		surveys will be used to adjust sitewide practices and monitor LCAP progress. Metrics 3.9 and 3.10 will be used to measure the effectiveness of this goal.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$214642	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.821%	0.000%	$0.00	17.821%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Fully Credentialed Teachers **Need:** Our charter is committed to hiring the most qualified teachers. **Scope:**	To best meet the needs of our unduplicated students and our students schoolwide, we are hiring fully credentialed teachers. We are using funds to advertise on educational platforms (i.e. EdJoin) and one of the requirements is possession of a valid teaching credential.	The effectiveness of this action will be measured by Metric 1.1.

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:** Access to Technology **Need:** All students need access to technology in order to access our educational program and online Dual Enrollment and CTE classes. **Scope:**	We are supplying Chromebooks to all students on a 1:1 basis. Most of our educational programs are online and our unduplicated student groups are our lowest achieving student groups. Providing technology removes any barriers to accessing the curriculum. This action addresses the needs of all students which is why it is offered schoolwide.	The effectiveness of this action will be measured by Metric 1.2.
1.3	**Action:** Access to 'a-g' curriculum **Need:** All students, but specifically our unduplicated student groups, need access to and support completing an 'a-g' pathway. **Scope:**	Our unduplicated student groups have some of the greatest need for having access to a rigorous, 'a-g' pathway. This rigorous expectation coupled with differentiated supports, will help to close existing equity gaps. This action also meets the needs of all students and is offered on a schoolwide basis.	The effectiveness of this action will be measured by Metric 1.4.
1.4	**Action:** Access to a Standards-based Curriculum **Need:** All students, but specifically our unduplicated student groups, need access to standards based materials. **Scope:**	Students will have access to online, standards-based curriculum via UC Scout and Edmentum curriculum. All students will have online access to the curriculum. This is especially important to our unduplicated students who have some of the lowest graduation rates in the state. This action addresses the needs of all students which is why it is offered schoolwide.	The effectiveness of this action will be measured by Metrics 1.3.
1.5	**Action:** Intervention Courses **Need:**	In order to close the achievement gap that unduplicated students face, students need to be at grade level in reading and math before advancing into high school grade level English and math	The effectiveness of this action will be measured by Metric 1.5.

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
	Summative SBAC data, graduation rates, and career and college readiness data demonstrate there is an identified achievement gap between student groups. English Learners, foster youth, socioeconomically disadvantaged, and students with disabilities are requiring more academic support to meet their instructional needs. **Scope:** LEA-wide	courses. The Read 180 and Math 180 programs are intervention programs that focus on increasing grade level mastery using RTI (Response to Intervention) data. This program is beneficial to all struggling students so it will be offered schoolwide.	
2.1	**Action:** NWEA **Need:** Summative SBAC data demonstrates there is an identified achievement gap between student groups. English learners, foster youth, and socioeconomically disadvantaged students are requiring more academic support to meet their instructional needs. **Scope:** LEA-wide	This action addresses the identified needs of unduplicated student groups by immediately pinpointing student learning gaps (NWEA Map Testing), and then addressing those academic needs by placing students into intervention courses (Read 180 and Math 180).	The effectiveness of this action will be measured by Metric 2.1.
2.2	**Action:** CTE, Dual Enrollment and College and Career Classes **Need:** English Learners, foster youth, socioeconomically disadvantaged, and special needs students have the lowest number of students who graduate having completed the	To increase the number of UC/CSU and CTE completers, we offer a variety of dual enrollment courses. English Learners, foster youth, socioeconomically disadvantaged, and special needs students have some of the biggest obstacles attending college. The Charter will provide on-site classes and online courses that students will complete during regular school hours. Since all students are required to complete at least	The effectiveness of this action will be measured by Metric 2.2.

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
	UC/CSU requirements and completed a CTE pathway. **Scope:** LEA-wide	one of dual enrollment course, dual enrollment classes will be offered on a schoolwide basis.	
2.3	**Action:** Staff Professional Development **Need:** English Learners, foster youth, socioeconomically disadvantaged, and special needs students have some of the lowest graduation rates, UC/CSU completion rates, and CTE completion rates. **Scope:** LEA-wide	All staff will have access to professional growth and training opportunities to enhance their existing instructional methods and effective ways to approach our English Learners, foster youth, socioeconomically disadvantaged, and special needs students.	The effectiveness of this action will be measured by Metric 2.3.
2.4	**Action:** After School Tutoring Program **Need:** Unduplicated students have the lowest graduation rates. Summative SBAC data demonstrates there is an identified achievement gap between student groups. English Learners, foster youth, and socioeconomically disadvantaged students need more academic support to meet their instructional needs. **Scope:**	To address the low graduation rates among unduplicated student groups, we have developed an after-school tutoring program. This program is offered to all students, but English Learners, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities will be given priority access. This individualized attention aims to increase graduation rates among unduplicated and all students	The effectiveness of this action will be measured by Metric 2.4.

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
	LEA-wide		
3.1	**Action:** Clean and Safe Facility **Need:** All staff and students are entitled to a safe and clean facility. **Scope:**	The school will use the FIT tool to assess the safety and cleanliness of the school.	The effectiveness of this action will be measured by Metric 3.1.
3.2	**Action:** PBIS **Need:** Unduplicated student groups have the highest Chronic Absenteeism rates. **Scope:** LEA-wide	The school will maintain an 88% attendance rate by implementing the PBIS program. All students are more likely to attend a school that fosters and creates a positive culture. The PBIS program will provide a variety of incentives for students, with special attention to unduplicated students with some of the highest absenteeism rates, to promote equity and create a sense of inclusion and motivation to excel. Chronic absenteeism is a problem for all students so this will be implemented on a schoolwide basis.	The effectiveness of this action will be measured by Metrics 3.3, 3.4, 3.5, 3.6, 3.7, and 3.8.
3.3	**Action:** MTSS **Need:** English Learners, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities have the highest suspension rates and expulsion rates. **Scope:** LEA-wide	The MTSS tiered layers of support is an inclusive approach that gives students layers of behavioral support. This approach will focus on supporting students and avoid suspension and expulsion as a means of correction. This program is directed towards unduplicated students, since these students experience the most extreme disciplinary consequences. Behavior is a concern for all students so it will be offered on a schoolwide basis.	The effectiveness of this action will be measured by Metrics 3.5, 3.6, 3.7, and 3.8.

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
3.4	**Action:** Counselor Supplemental Support For Parent Involvement **Need:** English Learners, foster youth, socioeconomically disadvantaged, and special needs students have some of the lowest graduation rates, UC/CSU completion rates, and CTE completion rates. **Scope:** LEA-wide	English Learners, foster youth, socioeconomically disadvantaged, and special needs students need more one-on-one attention and close monitoring of their academic goals. In order to prioritize relationship building, this will require extra hours for the counselor: hosting parent workshops, scheduling meetings after school to accommodate parent schedules, and holding college workshops.	The effectiveness of this action will be measured by Metrics 3.2, 3.9, and 3.10.
3.5	**Action:** Parent Involvement Events **Need:** This is the school's first year in operation. As the school establishes a culture of relationship building, it is imperative that parents are involved in the school from the outset. It is the school's responsibility to build trust with its families. **Scope:** LEA-wide	Increased parental involvement equals more successful students. This partnership is especially important for our English Learners, foster youth, socioeconomically disadvantaged, and special needs students who have the greatest needs. By hosting parent engagement activities, families will feel more comfortable reaching out to staff for support. This inclusive approach contributes to a more equitable educational experience for all students.	The effectiveness of this action will be measured by Metric 3.2, 3.9, and 3.10.
3.6	**Action:** Parent Satisfaction Survey **Need:** This is the school's first year in operation, and we will need parent feedback to gauge our	All parents will be given a survey at the end of the school year. The surveys will be mailed home and sent via email, and we will provide a QR to make the survey as accessible as possible. It is especially important that we receive feedback from the parents of our unduplicated students. Our goals are centered on these subgroups, and this	The effectiveness of this action will be measured by Metrics 3.9, and 3.10.

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
	program's success and how to make decisions for the following year. **Scope:** LEA-wide	data will help us make improvements for the following school year.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Access to ELD curriculum to progress EL students towards English Proficiency **Need:** EL students are entitled to differentiated EL curriculum and EL learning supports in order to achieve English mastery. **Scope:** Limited to Unduplicated Student Group(s)	In order to increase EL progress towards learning English, EL students will be provided with a rigorous EL curriculum, access to specific EL supports in the Read 180 program, and differentiated support in the common core subjects.	The effectiveness of this action will be measured by Metrics 1.3, 1.4, 1.5, and 1.6.

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

N/A - LCFF funding is the sole funding source.

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	947269	214642	17.821%	0.000%	17.821%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$484,803.76	$0.00	$0.00	$5,918	$490,721.76	$389,741.76	100980

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	Fully Credentialed Teachers	All	No				Ongoing	210767	$0.00	210767				210767	
1	1.2	Access to Technology	All	No					$0.00	15000	15000				15000	
1	1.3	Access to 'a-g' curriculum	All	No				Ongoing	$0.00	5000	5000				5000	
1	1.4	Access to a Standards-based Curriculum	All	No				Ongoing	$0.00	5000	5000				5000	
1	1.5	Intervention Courses		Yes	LEA-wide			Ongoing	33724.35	20000	53724.35				53724.35	53
1	1.6	Access to ELD curriculum to progress EL students towards English Proficiency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		Ongoing	33724.35	7500	41224.35				41124.35	27
2	2.1	NWEA		Yes	LEA-wide			Ongoing	$0.00	15500	15500				15,500	7500
2	2.2	CTE, Dual Enrollment and College and Career Classes		Yes	LEA-wide			Ongoing	$0.00	$16,000.00	$16,000.00				$16,000.00	6000
2	2.3	Staff Professional Development		Yes	LEA-wide			Ongoing	3107.67	7980	11087.67				11087.67	8000
2	2.4	After School Tutoring Program		Yes	LEA-wide			Ongoing	62203.05	$0.00	62203.05				62203.05	20000
3	3.1	Clean and Safe Facility	All	No				Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.2	PBIS		Yes	LEA-wide			Ongoing	$0.00	4500	4500				4500	15000
3	3.3	MTSS		Yes	LEA-wide			Ongoing	6215.34	$0.00	297.34			5918	6215.34	

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
3	3.4	Counselor Supplemental Support For Parent Involvement		Yes	LEA-wide			Ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	20000
3	3.5	Parent Involvement Events		Yes	LEA-wide			Ongoing	20000	$2,000.00	22000				22000	22000
3	3.6	Parent Satisfaction Survey		Yes	LEA-wide			Ongoing	$0.00	$500.00	$500.00				$500.00	500

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
947269	214642	17.821%	0.000%	17.821%	247036.76	0.000%	5.945 %	**Total:**	247036.76
								LEA-wide Total:	$84,840.48
								Limited Total:	$6,521.74
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Intervention Courses	Yes	LEA-wide			53724.35	53
1	**1.6**	Access to ELD curriculum to progress EL students towards English Proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners		41224.35	27
2	**2.1**	NWEA	Yes	LEA-wide			15500	7500
2	**2.2**	CTE, Dual Enrollment and College and Career Classes	Yes	LEA-wide			$16,000.00	6000
2	**2.3**	Staff Professional Development	Yes	LEA-wide			11087.67	8000
2	**2.4**	After School Tutoring Program	Yes	LEA-wide			62203.05	20000
3	**3.2**	PBIS	Yes	LEA-wide			4500	15000
3	**3.3**	MTSS	Yes	LEA-wide			297.34	
3	**3.4**	Counselor Supplemental Support For Parent Involvement	Yes	LEA-wide			$20,000.00	20000

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Parent Involvement Events	Yes	LEA-wide			22000	22000
3	3.6	Parent Satisfaction Survey	Yes	LEA-wide			$500.00	500

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$362,362.22	270805.24

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**			220,000.00	128443.02
1	**1.2**			40,000.00	40000
1	**1.3**			9,000.00	9000
1	**1.4**			0	
1	**1.5**			19,340.48	19340.48
1	**1.6**			6,521.74	6521.74
2	**2.1**			7,500.00	7500
2	**2.2**			6,000.00	6000
2	**2.3**			8,000.00	8000
2	**2.4**			20,000.00	20000
3	**3.1**			2,000.00	2000
3	**3.2**			1,500.00	1500
3	**3.3**			0	0
3	**3.4**			20,000.00	20000
3	**3.5**			2,000.00	2000
3	**3.6**			500.00	5000

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)
	$0.00	$0.00	$0.00	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)

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)
0		0.00	0.000%	$0.00	0.000%	0.000%	$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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