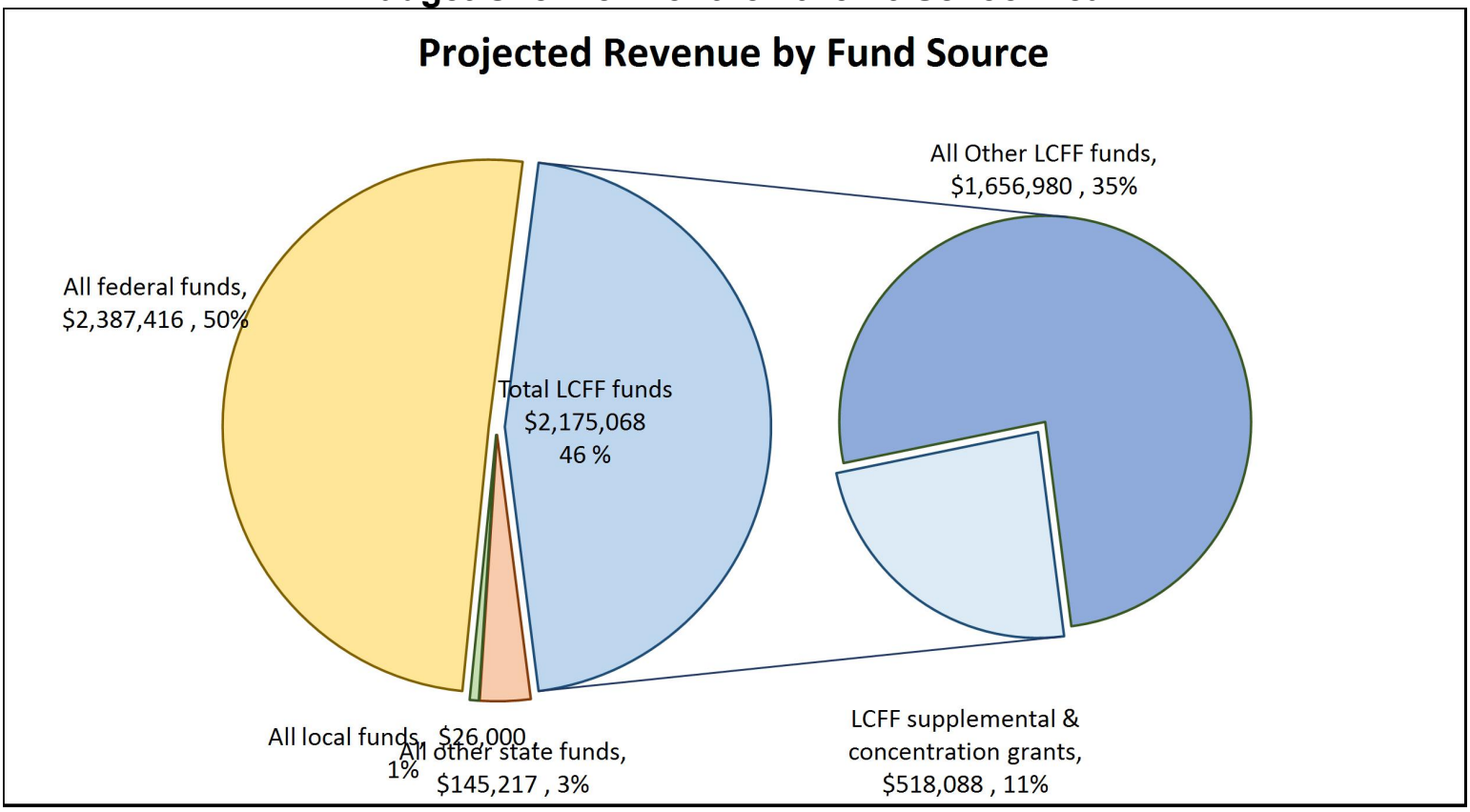
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Joint Union High School District/Hanford Online Charter High School
CDS Code: 16 63925 0137901
School Year: 2025-26
LEA contact information:
Heather Keran
Principal
hkeran@hjuhsd.org
559-583-5905 ext 7501

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

Budget Overview for the 2025-26 School Year

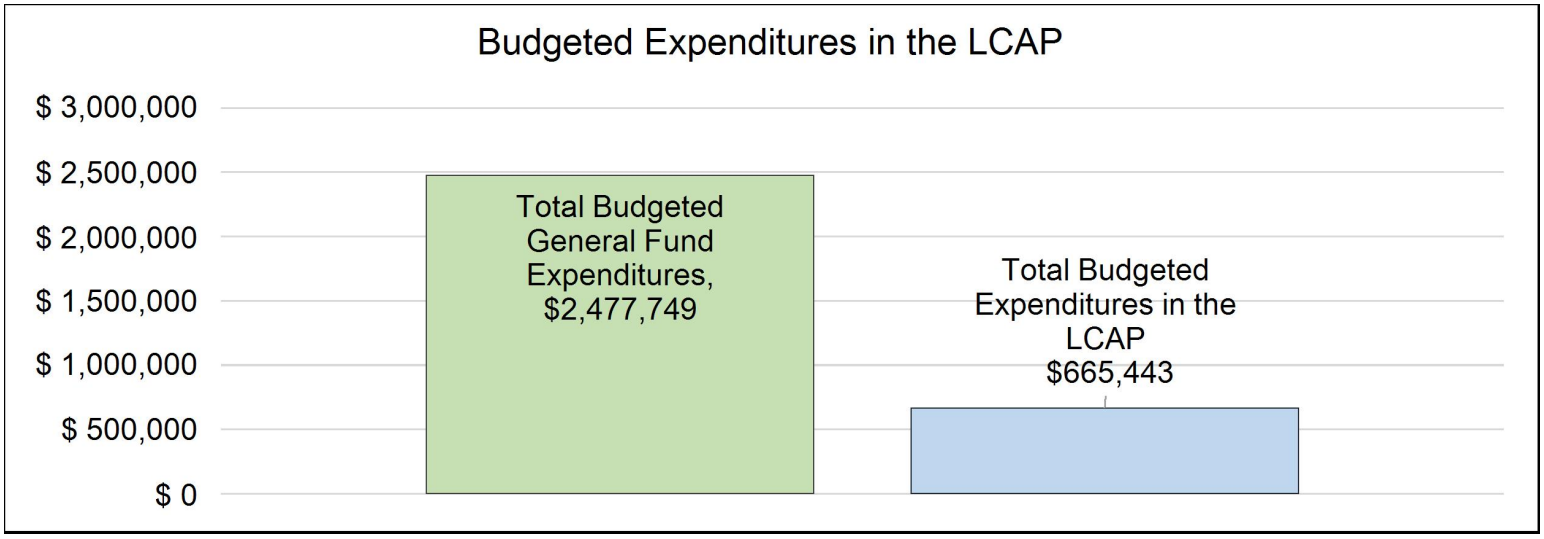


This chart shows the total general purpose revenue Hanford Joint Union High School District/Hanford Online Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Joint Union High School District/Hanford Online Charter High School is $4,733,701, of which $2,175,068 is Local Control Funding Formula (LCFF), $145,217 is other state funds, $26,000 is local funds, and $2,387,416 is federal funds. Of the $2,175,068 in LCFF Funds, $518,088 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 Hanford Joint Union High School District/Hanford Online Charter High School plans to spend for 2025-26. 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: Hanford Joint Union High School District/Hanford Online Charter High School plans to spend $2,477,749 for the 2025-26 school year. Of that amount, $665,442.52 is tied to actions/services in the LCAP and $1,812,306.48 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

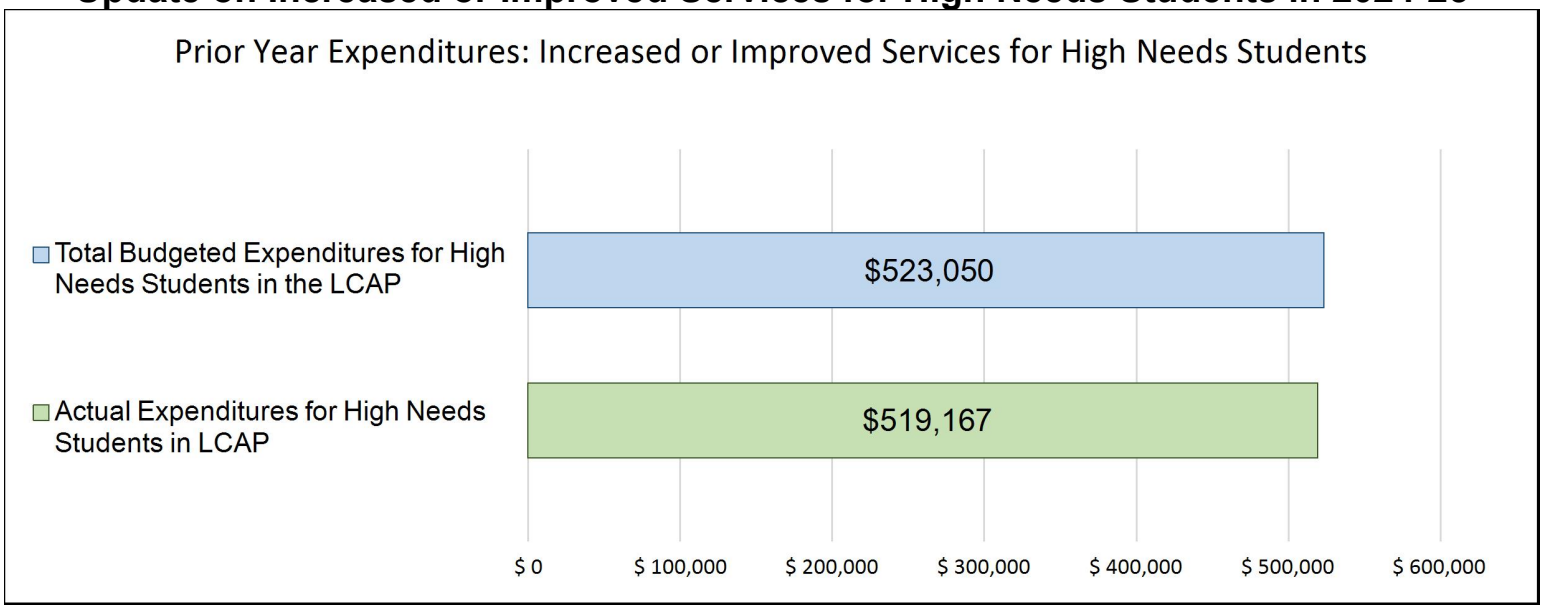
Hanford Online Charter will continue to fund certificated and classified salary and benefits in the general fund in addition to other necessary operational cost Including materials and supplies, services, rent and utilities for the program.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hanford Joint Union High School District/Hanford Online Charter High School is projecting it will receive $518,088 based on the enrollment of foster youth, English learner, and low-income students. Hanford Joint Union High School District/Hanford Online Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Joint Union High School District/Hanford Online Charter High School plans to spend $650,016.52 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Hanford Joint Union High School District/Hanford Online Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hanford Joint Union High School District/Hanford Online Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hanford Joint Union High School District/Hanford Online Charter High School's LCAP budgeted $523,049.90 for planned actions to increase or improve services for high needs students. Hanford Joint Union High School District/Hanford Online Charter High School actually spent $519,167 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,882.9,000,000,000,233 had the following impact on Hanford Joint Union High School District/Hanford Online Charter High School's ability to increase or improve services for high needs students:

The difference in the total actual expenditures for actions and services is less than the total budgeted expenditures for these planned actions and services due to employee absences and payroll docks and position vacancies that occurred in the 2024-2025 school year. Hanford Online Charter continued to provide services and alternative staff had to cover in various areas. Hanford Online Charter is working to fill all existing vacancies so this will not be an issue for the 2025-2026 school year.

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
Hanford Joint Union High School District/Hanford Online Charter High School	Heather Keran Principal	hkeran@hjuhsd.k12.ca.us 559-583-5905 ext 7501

Plan Summary [2025-26]

General Information

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

Hanford Online Charter (HOC) School is an excellent alternative for students seeking a non-traditional high school experience. As an accredited, independent study, diploma-granting public school, HOC provides a customized, instructor-facilitated, and supervised learning program tailored to each student's individual needs. Our teachers are highly qualified California-certified instructors committed to providing each student with a personalized and rigorous academic experience.

At HOC, we maintain high standards and expectations for our students, and our curriculum is based on the Common Core State Standards. We offer personalized learning, flexible meetings, and multiple high school pathways for success. Our courses are infused with appropriate technology-based activities and assignments to ensure students receive the best available materials and a positive, supportive school culture.

Furthermore, we believe that families are an integral part of the learning process, and we actively involve parents in their child's education. Our teachers engage with parents weekly through formal meetings, home visits, phone calls, and emails. We also offer tutoring in small groups and individual sessions to help students succeed.

In addition to providing a rigorous, personalized academic experience, HOC works to alleviate social and personal pressures that can impact academic performance. We have many partnerships and alliances to provide community resources to students and families, ensuring they have access to the support they need to succeed.

Hanford Online Charter (HOC) School is an excellent option for students seeking a nontraditional high school experience tailored to their individual needs. HOC offers a flexible and personalized curriculum, highly qualified instructors, a supportive learning environment, and a strong commitment to academic excellence.

Reflections: Annual Performance

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

California Dashboard Indicators:
Due to the small student population, neither the school nor its student groups met the threshold for placement in the "Red" performance category on the California Dashboard in 2023. This outcome was consistent in 2024, with no student groups identified within the lowest performance level.

Successes:

Goal One: Progress and Outcomes

ELPAC Performance:
Our English Learners demonstrated notable progress on the ELPAC assessment. In 2022–23, the percentage of students scoring at the Well Developed/Proficient level increased by 23.08 percentage points, reaching 38.46%. In 2023–24, despite a smaller testing cohort, the percentage at this level slightly decreased to 33.33%. However, we observed overall growth, with all English Learners achieving Level 2 or higher, indicating continued development in English language proficiency.

English Learner Progress Indicator:
Due to a limited sample size, data was not reported for 2022–23. In 2023–24, however, 66.7% of English Learners demonstrated progress toward English proficiency. This reflects a positive trend in the academic advancement, promotion, and retention of English Learners at HOC.

Goal Two: Progress and Outcomes

Parent Engagement (YouthTruth Climate Survey):
Parent response rates to the YouthTruth Climate Survey increased significantly from 13% in 2023–24 to 36% in 2024–25, indicating stronger family engagement and communication efforts.

Attendance Rate Improvement:
The school’s P2 attendance rate improved from 88.67% in March 2024 to 90.22% in April 2025, reflecting increased student presence and engagement.

Reduction in Chronic Absenteeism (Overall and by Subgroup)(Source: DataQuest):

Chronic absenteeism declined across all student groups from 2022–23 to 2023–24:
Overall HOC: 59.5% decreased to 47.1%
Hispanic Students: 59.9% decreased to 47.8%
English Learners: 64.3% decreased to 62.1%
Students with Disabilities: 70.6% decreased to 40.0%
Socioeconomically Disadvantaged: 60.9% decreased to 48.9%

Dropout Rate Reduction (Source: SARC):
The school's dropout rate continues to decline:

2021–22: 8.8%
2022–23: 10.7%
2023–24: 2.0%

Graduation Rate Increase (Source: SARC/DataQuest):
Graduation rates improved from 88.3% in 2022–23 to 94.4% in 2023–24.

YouthTruth Survey – Priority 6 Indicators:
Academic Motivation:
Students: 82% (Fall 2023) increased to 85% (Fall 2024)
Parents: 79% (Fall 2023) increased to 85% (Fall 2024)
Perception of Safety (Parents): 89% (Fall 2023) increased to 91% (Fall 2024)

Goal Three: Progress and Outcomes

1. English Learners (ELs):
In 2022–23, no English Learners were reclassified due to high student transiency. In 2023–24, six EL students were successfully reclassified. For 2024–25, again impacted by student mobility, only two students met eligibility criteria for reclassification. Of those, one graduated early, resulting in a 50% reclassification rate (1 out of 2 students). In 25/26, we will add the new software, Ellevation, which will provide Hanford Online Charter with an efficient and centralized system for tracking ELD (English Language Development) and RFEP (Reclassified Fluent English Proficient) students. It will streamline the monitoring of language proficiency progress, support documentation and compliance efforts, and enhance collaboration among staff. Ellevation's data-driven tools will allow the school to implement targeted instructional strategies, ensure timely reclassification, and provide ongoing support for RFEP students, all while maintaining accurate and up-to-date student records.

2. Smarter Balanced English Language Arts (ELA) Scores:

We maintained a consistent rate of 26.53% of students meeting or exceeding the standard. Notably, Hispanic students showed substantial progress: in 2022–23, they were 137.9 points below standard; by 2023–24, they had improved to 49.6 points below standard—an overall gain of 88.3 points.

3. Smarter Balanced Math Scores:
In contrast, our Math scores showed a decline in performance. In 2023–24, students as a group were 35.8 points below the standard compared to 2022–23.

4. College and Career Indicator (CCI):
In 2023, 2.9% of our 103 students were classified as “prepared.” By 2024, this figure rose to 13.1% of 107 students—reflecting notable growth in college and career readiness.

Challenges and Responsive Actions:

Mathematics CAASPP Performance:
Our Math CAASPP scores declined to 0% of students meeting or exceeding the standard, despite overall progress in moving students away from the "below standard" performance level. We attribute this drop, in part, to the departure of our full-time math teacher. In response, we implemented several measures: hiring an additional instructional aide, continuing support through our part-time math instructor for tutoring, and expanding lab access for students. A new full-time math teacher has been secured for the 2025–26 academic year. In 2024–25, we launched a CAASPP testing bootcamp and review sessions using the Integrated Math II curriculum, and conducted a comprehensive review of our course sequencing to ensure students have access to advanced math offerings.

English Language Arts CAASPP Performance:
English CAASPP scores remained steady at the "Met or Exceeded" level, with overall schoolwide growth noted. Recognizing the need for greater gains, we hired a full-time English teacher for 2024–25 who developed a targeted review and spring CAASPP bootcamp. Looking ahead to 2025–26, we plan to begin focused instruction on essential writing and reading skills in the fall semester, including skill-based workshops in addition to the general test review.

College and Career Indicator (CCI):
We are actively evaluating strategies to improve our CCI outcomes. Student transiency has presented a challenge in maintaining continuity through complete CTE pathways. While many students participate in dual enrollment with our two local community colleges, we aim to increase both awareness and participation. To support this, we will formalize the dual enrollment process in 2025–26 by bringing junior college counselors on campus to guide students through course selection and enrollment.

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
School Site Council	LCAP data and outcomes shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded over the course of 5 meetings, ongoing
HJUHSD Board Meeting (Board of Trustees)	Mid-year LCAP presentation and LCAP shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in board minutes.
Parent and staff surveys	Strategic and targeted responses for input on sections to inform direction of LCAP.
Student Advisory Council	Strategic and targeted responses for input on sections to inform direction of LCAP via meetings and surveying.
HJUHSD Community Advisory Committee meetings	LCAP was shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in the CAC minutes.
Staff Meetings: Certified and Classified employees, CSEA Union President, HSEA Curriculum/PLC Lead	LCAP data and outcomes shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded. Monthly, ongoing.

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

Parent and Community Engagement in Student Success

Parents are actively encouraged to engage in their child's educational experience. Upon enrollment, each family participates in an intake meeting with the principal or counselor to determine the most appropriate academic placement for the student and to identify any additional support services that may be needed. Weekly progress monitoring meetings are conducted to review student grades, academic credit accumulation, and attendance.

Parents are also integral participants in meetings related to Individualized Education Programs (IEPs), Section 504 Plans, and Student Support Teams (SSTs). In addition, families are encouraged to attend local parent advisory groups and Charter Council meetings. Classroom teachers and office staff maintain consistent communication with parents regarding student performance, attendance, and behavior. The principal fosters open communication through ParentSquare, phone calls, and in-person meetings to support meaningful family involvement in their child's learning environment.

Stakeholder Engagement and the Local Control and Accountability Plan (LCAP)

The HOC's Local Control and Accountability Plan (LCAP) is guided by state-mandated priorities, strategic goals, and input from a broad range of school and community stakeholders. Through the Local Control Funding Formula (LCFF) and LCAP process, the school collaborates with stakeholders to align goals, actions, services, and budget allocations with the community's specific needs and priorities.

Stakeholders—including parents, students, school staff, and educational partners—are invited to contribute to the development and refinement of the LCAP. This inclusive process ensures their voices are represented in identifying student needs, setting goals and targets, determining appropriate activities, and allocating resources. The school's collaborative structure enables teachers, students, parents, counselors, and leadership team members to meet regularly to assess and plan for individual student needs. Invitations to participate are distributed via ParentSquare and are translated into each family's primary language.

Stakeholder Meetings – (HJUHSD/LCAP)

The following stakeholder groups were engaged in Spring 2024 LCAP Advisory meetings:
Community Advisory Meetings (held on 10/02/24 and 03/04/25): Presentations on the LCAP were provided, and all feedback, questions, and recommendations were documented and addressed or noted for future discussion. Meeting outcomes were recorded in Community Advisory Committee (CAC) minutes.
HJUHSD LCAP Leadership Team (including District Administrators, Curriculum Facilitators, PLC Leads, and Academic Coaches): Received LCAP presentations, provided feedback, and participated in the development process. All discussions and outcomes were documented in committee meeting minutes.
HJUHSD/SELPA: Information from Special Education Local Plan Area (SELPA) meetings was integrated into the LCAP planning process to ensure alignment with student support services.

In October 2024, we gave the YouthTruth Survey to our families, students, and staff. This is the second year we will be giving this survey. The family survey focus will be General Info, Culture, Engagement, Communication and feedback, School Safety, Resources, and Demographics. The student survey will focus on school strengths and areas of Improvement, Engagement, Academic Challenges, Relationships, Belonging and Peer Collaboration, Culture, Bullying, and Demographics.
The Staff Survey will focus on Relationships, Engagement, Professional Development and Support, School Safety, and Demographics.

24/25 Participation rates:
Student - 87% up from 74%

Parents - 36% up from 13%
Staff - 100%

- Highest-rated themes for parents: Communicating and Feedback, School Safety, Resources, Culture, Relationships
- Highest-rated themes for students: Engagement, Academic Challenge, Culture, and College and Career Readiness.
- Highest-rated themes for staff: Engagement, School Safety, Culture, Relationships, Professional Development and Support

We also continuously seek input from parents, students, and staff throughout the year.

- HOC - 22/23 LCAP Survey - September 2024
- - WASC - HOC School Strengths Survey - September 2024
- Youthtruth Survey - October 2024
- Student Transition Survey - October 2024 and April 2025
- Student Graduation Survey - March 2025
- Student Advisory Council meeting and survey - February 2025
- Parent and Staff LCAP surveys - March 2025, April 2025
- Certified and Classified LCAP Component Review - Monthly
- School Site Council Meetings x 5.
- HJUHSD Community Advisory Committee meetings X 2
- Superintendent's State of the District data review with community members - May 2025

We engage in an ongoing process of evaluating the goals established in the previous year, using data analysis and progress monitoring to inform necessary adjustments. Throughout the year, revisions are made in alignment with recommendations from the Charter Council. In August, staff conducted a comprehensive review of last year's goals in collaboration with the Principal. Feedback gathered during this meeting will be reflected in updates to the prior year’s LCAP and SPSA goals. As primary stakeholders in the educational services offered through HOC and HJUHSD programs, the insights of students, families, and staff were highly valued. From their input, several consistent themes emerged:

- Significant interest in college counseling, FAFSA, and junior college/college enrollment procedures
- Tutoring options
- Stronger extracurricular programs, information nights, activities, and workshops - for families and students
- Students requested a wellness room for 25/26. We have worked with Kings County Office of Education to curate a Wellness room to support positive choices, mental health which will be filled with crafts and stress relief activities.
- Interest in incorporating more cultural, arts, and music opportunities/field trips or education using AMI or Prop 28 monies. We piloted an art class during the spring semester of 2025. This will be continued in 25/26.
- Financial literacy and independent living skills information ios a consistent request. We piloted a financial literacy series throught the year in 24/25. We will continue to build on this in 25/26.
- Increase and offer many social and academic activities that engage the students and parents in the school’s community. (WASC recommendation # 1).
- Continue to expand CTE pathways (WASC recommendation #2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student at HOC will have access to standards-aligned instructional materials and will be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers. Additionally, the facilities will be maintained in good repair, ensuring a conducive environment for learning.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to ensure that every student receives a high-quality education that prepares them for success in college, career, and life. Access to standards-aligned instructional materials and a comprehensive course of study, taught by well-trained and fully credentialed teachers, is crucial to achieving this goal. Additionally, having facilities that are well-maintained and in good repair creates a safe and conducive learning environment for students. By prioritizing these key elements of education, the LEA aims to provide all students with the resources and support they need to thrive academically and beyond.

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: Rate of teachers appropriately assigned	100%	22/23 - 11.1% clear, 85.2% out of field (Dataquest - TAMO)		100%	- 88.9%
1.2	Priority 1: Percentage of Fully Credentialed Teachers	100%	100%		100%	0%
1.3	Priority 1: Sufficiency of Materials	0% - No Williams Act compliance issues	0% - No Williams Act compliance issues		0% - No Williams Act compliance issues	0%
1.4	Priority 2: Implementation of State	100%	100%		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Adopted Curriculum in all core classes					
1.5	Priority 2: Professional Learning opportunities that align with teachers needs and district goals.	100% of teachers are offered professional development opportunities	100%		100% of teachers are offered professional development opportunities	0%
1.6	Priority 2: English Learner Progress Dashboard Report	Less than 11 students - data not displayed for privacy (2023 Dashboard)	12 students - 66.7% (Dataquest)		25%	+41.7%
1.7	Priority 2: English Language Proficiency Assessments for California	HOC: 22/23 - Overall Performance Stats: 38.46% Proficient -38.46% LEVEL 4 (Well Developed) -23.08% LEVEL 3 (Moderately Developed) -15.38% LEVEL 2 (Somewhat Developed) -23.08% LEVEL 1 (Minimally Developed)	HOC: 23/24 - Overall Performance Stats: 33.33% Proficient -33.33% LEVEL 4 (Well Developed) -33.33% LEVEL 3 (Moderately Developed) -33.33% LEVEL 2 (Somewhat Developed) -0% LEVEL 1 (Minimally Developed)		45% - LEVEL 4 (Well Developed)	-11.67%
1.8	Priority 1: Facilities Inspection Tool	97.22% - Good	94.10% Good (FIT Report)		99% - Exemplary	- 4.9%

Goal Analysis [2024-25]

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 overall implementation of planned actions largely aligned with the intended strategies, though several key differences and noteworthy developments emerged:

- Instructional Expansion - Staffing: Hanford Online Charter (HOC) increased its staffing to meet growing enrollment and diverse student needs. They added multiple full-time equivalent (FTE) Spanish teaching position to support our ELD students. This aligns with the goal of improving access to fully credentialed teachers and expanding academic support.

Innovations and Program Enhancements: HOC adopted new tools and programs, such as:

- Exact Path to assist English Language and Special Education learners in 2024/2025. Ellevation software, which will launch in 2025-26 to support monitoring of English Learner progress and streamline RFEP documentation.
- Expansion of college and career readiness efforts, including partnerships with Workability, Department of Rehabilitation, and community colleges for concurrent/post-secondary transition.
- Family and Community Engagement: HOC consistently conducted parent outreach efforts, including IEP/504 meetings, school site council events, climate surveys, and translated resources.

Challenges:

- Concerted efforts were made to remove barriers to attendance. We continue to address chronic absenteeism, especially among vulnerable groups like English Learners and socioeconomically disadvantaged students.
- Need for expanded outreach and targeted interventions was acknowledged, especially in retaining students and supporting second-language learners.

Successes:

- Improvements in English Learner reclassification, graduation rates, parent portal usage, and Smarter Balanced testing participation.
- YouthTruth surveys showed high engagement and satisfaction rates among students, staff, and parents (e.g., 86% student connectedness, 94% staff satisfaction).

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

No material Difference.

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

Effective Actions:

- Hiring and Professional Development: There has been significant progress in teacher recruitment and credentialing. All teachers are fully credentialed, and professional development opportunities are universally offered.
- Parental Engagement: High parent portal access (97–99%) and increased survey participation show improved communication and trust.
- Student Safety and Well-being: No suspensions or expulsions were recorded. SEL support services and counseling appear to be effective.
- Targeted Academic Tools: Programs like APEX, Edmentum, and Exact Path were used for at-risk students, although Exact Path was in its pilot stage.

Mixed or Less Effective Actions:

Progress in English Learner reclassification indicates potential for improvement. Although we piloted Exact Path for academic interventions with EL students and saw success in 24/25, we need to expand implementation and monitoring. Additional steps:
1. Monitor Language Progress Closely - Review ELPAC scores and classroom performance regularly to identify students near reclassification thresholds.
2. Provide Targeted Language Support - Offer small-group or one-on-one language development sessions focused on speaking, listening, reading, and writing skills tied to ELPAC domains.
3. Integrate Academic Language Across Subjects - Train teachers to use sentence frames, academic vocabulary, and structured discussion to embed language objectives in all content areas.
4. Increase Family Communication and Involvement - Share reclassification goals and progress in families' home languages; hold virtual family workshops on how to support language development at home.
5. Celebrate Milestones - Publicly recognize and celebrate progress toward reclassification to motivate students and families.
6. Tracking—In 25/26, we will adopt Ellevation software to track the academic progress of our EL and RFEP students.

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.

In 25/26, we will add the new software, Ellevation, which will provide Hanford Online Charter with an efficient and centralized system for tracking ELD (English Language Development) and RFEP (Reclassified Fluent English Proficient) students. It will streamline the monitoring of language proficiency progress, support documentation and compliance efforts, and enhance collaboration among staff. Ellevation's data-driven tools will allow the school to implement targeted instructional strategies, ensure timely reclassification, and provide ongoing support for RFEP students, all while maintaining accurate and up-to-date student records.

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	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	HOC will continue participating in teacher recruitment fairs and provide new teachers with New Teacher Induction training in Classroom Management, Google Applications, Curriculum Management, and special needs support. Additional effectively trained and fully credentialed teachers will be added to the program for expansion, district recruitment efforts, and community needs to work with at-risk students. HOC will continue to provide new teachers and staff with Aeries and APEX professional development. In 2024/2025, this will be a district-funded action.	$272,273.00	Yes
1.2	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	HOC will continue to provide digital and hands-on Common Core-aligned and supplemental course offerings. Include, but are not limited to, materials/resources, teacher training for APEX (22/23), and eDynamics (21/22) learning systems. Provide teacher training for APEX Learning to support at-risk students. HOC will continue to develop Visual and Performing Arts and Language courses, in addition to English courses, that support integrating the arts into education. HOC will continue to be fiscally responsible and monitor expenditures. In 2024/2025: • Edmentum - LCFF funded $2341.66 per year for the three-year contract starting in 24/25 - 26/27. • EDynamics were funded ($15,000.00) through A-G grant. (25/26 - $15,750.00)	$2,341.66	Yes

Action #	Title	Description	Total Funds	Contributing
		• APEX Exact Path will be funded ($14,250.00) Title 1 monies, ongoing. • Classroom Screen, teacher tools, will be funded out of Title 1 monies at $108.00. In 2025/2026: • Ellevation will be funded ($1,974.64) Title 1 monies for 25/26. • Classroom Screen, teacher tools, will be funded out of Title 1 monies at $108.00.		
1.3	Conditions of Learning - Basic	HOC will continue to provide safe and secure facilities.	$0.00	No
1.4	Conditions of Learning - Basic	HOC will continue to provide Internet access to staff and students. We will continue to provide Chromebooks, desktops, and Internet hot spots to low-income, foster youth, and English Language students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HOC is committed to creating an engaging culture that prioritizes parent participation, equity, student safety, and school connectedness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (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.

The LEA has developed the goal of fostering an engaging culture at HOC to ensure that all students have a positive and supportive learning experience. This culture will prioritize parent participation, equity, student safety, and school connectedness, as these are essential components of a healthy and productive school environment. By encouraging parent involvement, the school can benefit from the diverse perspectives and experiences of families, and ensure that all students have the support they need to succeed. Additionally, promoting equity ensures that every student is treated fairly and has access to the resources they need to learn and grow. Ensuring student safety is a top priority that allows students to feel secure and comfortable in their learning environment. Finally, fostering school connectedness helps students feel a sense of belonging and community within the school, which can lead to increased engagement and motivation to learn. By prioritizing these key elements of school culture, the LEA aims to create an environment where all students can thrive socially, emotionally, and academically.

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 3: Parent Response to Climate Survey	YouthTruth Survey - 13% (November 2023)	YouthTruth Survey 36% (November 2024)		25%	+23%
2.2	Priority 3: Parent Portal use	97.39% - Aeries parent portal 99.4% Access to Parentsquare	97% - Aeries parent portal 98% Access to Parentsquare		100%	- 1.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 3: Parent Groups/Meetings	Five meetings	five held		Maintain five or more meetings	0%
2.4	Priority 3: IEP Parent Participation	100%	100%		100%	0%
2.5	Priority 5: Increase Attendance Rates	P2 - 88.67% (03/2024)	P2 - 90.22% (04/2025)		90%	+1.55%
2.6	Priority 5: Decrease Chronic Absenteeism Rate	59.5% - HOC (DataQuest 2022-2023) 59.9% - Hispanic 64.3% - English Learners 70.6% - Student with Disabilities 60.9% - Socioeconomically Disadvantaged	47.1% - HOC (DataQuest 2023-2024) 47.8% - Hispanic 62.1% - English Learners 40.0% - Student with Disabilities 48.9% - Socioeconomically Disadvantaged		35% - HOC 34% - Hispanic 36% - English Learners 40% - Student with Disabilities 35% - Socioeconomically Disadvantaged	• 12.4% - HOC • 12.1% - Hispanic • 2.2% - English Learners • 30.6% - Student with Disabilities • 12% - Socioeconomically Disadvantaged
2.7	Priority 5: Increase Graduation Rates	88.3% (DataQuest 2022-2023)	94.4% (CA Dashboard 2024)		95%	+ 6.1
2.8	Priority 5: Decrease the Dropout Rate	8.2% (SARC)	2% - (SARC)		5%	- 6.2%
2.9	Priority 6: Decrease the Suspension Rates	0%	0%		0%	0%
2.10	Priority 6: Decrease the Expulsion Rates	0%	0%		0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Priority 5 & 6: Academic Challenge and School Engagement/Culture	YouthTruth Survey (November 2023) Students: Academic Challenge - 4.05/5 Engagement: 3.81/5 Parents: Academic Challenge - 4.11/5 Culture: 4.49/5	YouthTruth Survey (November 2024) Students: Academic Challenge - 85% Engagement: 76% Parents: Academic Challenge - 85%		YouthTruth Survey Students: Academic Challenge - 4.5/5 Engagement: 4.0/5 Parents: Academic Challenge - 4.5/5 Culture: 4.49/5 - maintain or higher	YouthTruth Survey (November 2024) Students: Academic Challenge - + 4% Engagement: 0% Parents: Academic Challenge - +3%
2.12	Priority 6: Increase Safety	YouthTruth Survey (November 2023) Parents: 4.46/5 Staff: 4.41/5	YouthTruth Survey (November 2024) Parents: 91% - +5 Staff -		YouthTruth Survey Parents: 4.5/5 Staff - 4.5/5	YouthTruth Survey (November 2024) Parents: 91% - +5 Staff -
2.13	Priority 2: State Standards (Conditions of Learning)	Exact Path participants - new baseline being established in 24/25.	24/25 - 13%		24/25 pilot year - 5% 25/26 - 10% 26/27 - 20%	+ 8%

Goal Analysis [2024-25]

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.

Implementation Summary:

- Engagement Activities and Outreach: HOC implemented several strategies to increase stakeholder engagement, including translated communication, digital platforms, school events, and advisory meetings. The school used the YouthTruth Survey to gather feedback and track stakeholder satisfaction.
- Personnel Additions: A Student Specialist was added to address barriers to learning and strengthen family involvement, especially for English Learners, foster youth, low-income, and special education students.
- Support Services: The school continued offering counseling, mental health referrals, transportation, and attendance incentives to reduce chronic absenteeism and dropouts.

- Digital Tools: Parent communication was supported through high usage of ParentSquare and Aeries Parent Portal.

Successes:

- High Parent Portal Usage: Maintained at 97% (Aeries) and 98% (ParentSquare).
- IEP Parent Participation: Achieved 100% attendance at IEP meetings.
- Low Suspension/Expulsion Rates: Continued to maintain 0% suspension and expulsion.
- Improved Attendance Rates: Increased from 88.67% (2023) to 90.22% (2024).
- Decreased Dropout Rate: Down from 8.2% to 2%.
- Strong Survey Outcomes: YouthTruth surveys showed 86% of students and parents felt connected; engagement and motivation scores were high (students: 82%, parents: 79%).
- Parent Survey Participation: Increased outreach to 36% from 13% of parents completed the YouthTruth survey in 2024

Challenges:

- Chronic Absenteeism: Although reduced (e.g., overall from 59.5% to 47.1%), rates among certain subgroups remained high (e.g., English Learners: 62.1%, Socioeconomically Disadvantaged: 48.9%).

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.

Goal 2.1 - No material differences.

Goal 2.5 - estimated actuals are $136, 656.00 due to staffing attrition and current vacancies. All positions will be filled for 25/26.

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

Effective Actions

- Student Specialist Role: This role provided a meaningful impact by coordinating support services, improving family communication, and reducing barriers to student engagement and success.
- Surveys and Feedback Loops: YouthTruth and LCAP surveys have provided measurable data to guide instructional and programmatic adjustments and have highlighted improvements in school climate and academic support.
- Parent Involvement Initiatives: Translated materials and increased parent meetings have helped sustain strong engagement metrics and IEP participation rates.
- Increased Parent Survey Participation: A higher response rate in climate and LCAP surveys has enhanced the representativeness of feedback. We aim to continue this growth through more personalized and incentivized outreach strategies.

Less Effective / Areas for Growth

Chronic Absenteeism: Although attendance has improved, chronic absenteeism remains a key concern, particularly among English Learners and low-income student indicating a need for more intensive interventions. Addressing this issue requires a multi-faceted approach tailored to the unique challenges of our virtual learning environment. Our strengthened strategy is organized into four key categories: early identification, engagement strategies, support services, and accountability systems.

1. Early Identification & Monitoring - Data-Driven Tracking
a. Daily login monitoring: We use automated systems to track logins and have instituted required login times during the day through GoGuardian. This strategy has shown significant impact in 2024–25.
b. Early warning system: Students are flagged at risk after 3+ unexcused absences in a week or 5+ missed assignments. A referral system is in place for non-compliance. Cases are charted and reviewed by our MTSS team and tracked by the Student Specialist. Students are classified as low, moderate, or high risk based on attendance, academic performance, and communication patterns.

2. Student Engagement Strategies - Personalized Outreach
a. The Student Specialist serves as a dedicated advisor or mentor for at-risk students, conducting weekly check-ins. We use multi-channel communication (calls, texts, emails, and learning platform messages) to ensure consistent contact with students and families.
b . Community Building - We are expanding student engagement through increased student activities, field trips, specialty classes, and family events.

3. Support Services
a. Academic Support - We provide tutoring services and scheduled one-on-one virtual academic coaching. In 2025–26, we will expand this to include tutoring hours with our content area experts.
b. Socio-emotional and Mental Health Support - We offer online counseling and wellness resources and continue to raise awareness about the counselor's role. SEL check-ins are ongoing. In 2025–26, we will introduce a "Wellness Room" for students who need a space to address anxiety and stress.
c. Family Engagement - We conduct family orientation webinars focused on helping families support their students in the virtual learning environment.

4. Accountability & Incentive Systems
a. Attendance, Behavior, and 18-Year-Old Contracts - We use restorative conferencing to identify root causes and remove barriers to attendance.
b. Positive Reinforcement - We are building an attendance and academic reward system that includes recognition, certificates, and pins.
c. SARB/County SARB Involvement - We implement clear, state-aligned consequences for truancy. Chronically absent students are referred to student support teams or intervention panels for further review.

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.

Planned Changes:
1. Hire a FTE Math instructor for 2025 - 2026.

2. Continued investment in support personnel and programs:
a. Hire a full-time Learning Director to monitor online programs, attendance, and behavior.
b. Expanding Exact Path interventions and utilizing Ellevation to track EL and RFEP learners.
3. Establish a more formal weekly tutoring schedule using the subject area expert teachers and instructional aides.
4. Focus on attendance and motivation: Continued incentives, support services, and targeted communication aimed at reducing absenteeism and increasing 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
2.1	Engagement - Parental Involvement	HOC will continue to provide translated digital and print materials to all stakeholders, community members, and parents who speak a language other than English. HOC will provide parent information events to support partnerships that increase parent and community participation and input. - Parentsquare - $901.00 - Title 1 monies HOC will provide outreach to feeder schools regarding the transition to high school. HOC will use the YouthTruth survey to engage parents and students regarding school climate. Cost: $695.24 - 24/25 24/25 - Minga - $500.00 - student and parent ID 24/25 - DTS -Translation services for parent access - $1,869.62 HOC will add a student specialist to assess and define barriers that interfere with students' ability and potential to succeed at school. The Student Specialist works directly with other school site staff and families to plan/coordinate services that expand parent involvement in supporting students' education and social welfare from low-income families, English Learners, SPED students, homeless students, and Foster Youth. The Student Specialist works with students and functions as a personal	$186,852.86	Yes

Action #	Title	Description	Total Funds	Contributing
		advocate and an intermediary in seeking prevention and solutions to problems that get in the way of learning and personal growth. HOC will continue to provide individualized help to at-risk students. In 24/25, we will add a Spanish teacher to support our ESL students and tutor our LOTE students. We are adding Edmentum's Exact Path to support all students.		
2.2	Engagement - Pupil Engagement	HOC will maintain and support the Student Information System (SIS) to house data to track student data to continue developing individual learning plans for all students	$0.00	No
2.3	Engagement - Pupil Engagement/Access	At HOC, we recognize that keeping students in school is critical to their long-term success. To this end, we will continue to provide comprehensive support services designed to address our students' unique challenges. This includes transportation options to ensure that students can get to and from school safely and reliably and incentives to encourage regular attendance and academic achievement. Additionally, we offer a range of support services such as tutoring, counseling, and mentoring to help students stay on track and overcome any obstacles they may encounter. HOC aims to create a supportive and inclusive learning environment by providing these resources. In 24/25, this action is district-funded. 24/25 - Resources for homeless students. - $275.00	$275.00	No
2.4	Engagement - Intervention	HOC will reduce dropouts and increase graduates by providing targeted English and Math intervention for ELD, Foster, SPED, and Low-Income students utilizing Exact Path. HOC will continue to refer students to summer school who are at risk of not graduating.	$14,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		APEX Exact Path will be funded ($14,250.00, 24/25 - $14,250.00, 25/26 - $0 - 26/27) Title 1 monies. Pilot year one, 24/25.		
2.5	Engagement - School Climate	HOC will continue to support the well-being and safety of students by supplying nurses, SRO's, Safety staff, LMFT's, School Psychologist, Social Worker, and school counselor. • SEL supportive services supplied by HOC Counselor, - School Psychologist monitoring, HJUHSD social worker referrals, Kings County mental health referrals • Campus safety is responsible for maintaining a secure environment, implementing safety protocols, and addressing safety concerns to ensure the well-being of everyone on campus.	$189,450.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	At HOC, all students will achieve at grade level or higher, ensuring college and career readiness, and they will receive the necessary support to guarantee their success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal of ensuring that all students achieve at grade level or higher to prepare them for college and career readiness. This goal is essential to ensure that students have the knowledge and skills necessary to succeed in their future academic and professional pursuits. By achieving at grade level or higher, students will have a solid foundation of academic skills and knowledge that will serve them well in their future studies and careers. Additionally, achieving at grade level or higher is an important indicator of a student's academic progress and readiness for the next level of education. By setting this high standard, the LEA aims to promote a culture of academic excellence that encourages all students to reach their full potential. This goal also ensures that all students have access to the resources and support they need to succeed, regardless of their background or circumstances. Ultimately, the LEA believes that achieving at grade level or higher is a key factor in helping students achieve their goals and reach their full potential in life.

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 4: Smarter Balanced Assessment Test Results: ELA & Math	HOC CAASPP 22/23: English - Met or Exceeded: 26.53% 26% - Hispanic - 137.9 points below standard English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested.	HOC CAASPP 23/24: English - Met or Exceeded: 26.53% 29.41% - Hispanic - 49.6 points below standard English Learners - To protect student privacy, data is		HOC - English - Met or Exceeded: 40% Hispanic - 35% English Learners - 25% Foster Youth - 25% Homeless Youth - 25%	1. Increased 95.3 Points 2. 52.6 Below standard English - Met or Exceeded: 26.53% Hispanic - + 88.3 growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. 8.16% Met or Exceeded Standard for Math (CAASPP 2022-23) 6.45% - Hispanic - 204.2 points below standard English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed	suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. 22.50 - Socioeconomically Disadvantaged - 56.7 points below standard		Students With Disabilities - 25% HOC - Math - Met or Exceeded: 25% Hispanic - 15% English Learners - 10% Foster Youth - 10% Homeless Youth - 10% Students With Disabilities - 10%	English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. Socioeconomically Disadvantaged - +119.7 growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested	8.16% Met or Exceeded Standard for Math (CAASPP 2022-23) 6.45% - Hispanic - 177.2 points below standard English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student			8.16% Met or Exceeded Standard for Math (CAASPP 2022-23) Hispanic - +27.1 growth English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			privacy, data is suppressed because fewer than 11 students tested 0% - Socioeconomically Disadvantaged - 174.6 points below standard			suppressed because fewer than 11 students tested Socioeconomically Disadvantaged - +52.5 growth
3.2	Priority 4: Smarter Balanced Assessment Test Results: Students Tested	HOC, 22/23: English - 68% Math - 68%	HOC, 23/24: English - 96% Math - 98%		HOC: English- 95% Math 95%	HOC, 23/24: English - +28% Math - +30%
3.3	Priority 4: Percentage of re-classified students (ELPAC)	6/7 students reclassified - 86%	1/2- 50%		Maintain 80% or higher	-36% - due to student sample size.
3.4	Priority 8: The percentage of 9th grade students participating in the PFT.	Spring 2023 - 73%	Spring 2024 - 77%		85%	+4%
3.5	Priority 8: College Career Indicator	2.9% Prepared (DataQuest 2022-2023)	13.1% prepared (CA Dashboard) Hispanic - 15.3% Soci- Economic Dis - 13.4%		20%	+10.2% Hispanic - +12.6% Soci- Economic Dis - +12.2%
3.6	Priority 4: Pupils Enrolled in Courses Required for UC/CSU Admission	100%	100%		100%	0%
3.7	Priority 4: 12th-grade graduates completing all	10.45% (SARC 2021-2022)	10.45% (SARC 24)		25%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses required for UC and/or CSU entrance results					
3.8	Number of student participating in CTE	47 (SARC 2023)	47 (SARC 2024)		55	0%
3.9	Priority 4: CTE Pathway Completers and Earned a High School Diploma	Need to establish baseline data, 22/23 (SARC)	TBD		20%	TBD

Goal Analysis [2024-25]

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.

Effective Actions:

- Academic Support & College Readiness: HOC continued offering college and career counseling, including help with FAFSA, college applications, and dual enrollment. Partnerships with Workability, College of the Sequoias, and West Hills College supported students' post-secondary planning.
- Curriculum Tools: The school implemented Apex, Edmentum, and Exact Path to support academic growth, with a focus on English Learners, foster youth, and low-income students. Exact Path was in its pilot year (2024–25), focusing on ELD and SPED students. We saw great gains. .
- Testing Participation: HOC significantly increased CAASPP participation (from 68% to 96% in ELA and 98% in Math), demonstrating successful implementation of assessment preparation efforts. We also implemented CAASSPP boot camps in the spring.
- Course Access: All students (100%) remained enrolled in UC/CSU A-G courses.

Successes:

- Reclassification Rates: In 2022–23, 6 out of 7 English Learners were reclassified (86%), though the following year saw a dip (50%) only because our RFEP elligible student population was very small. The second student graduated before they could be redisgnated.
- Graduation Rate: Increased from 88.3% to 94.4%.
- Dropout Rate: Fell from 8.2% to 2%.
- College/Career Readiness: College Career Indicator increased from 2.9% to 13.1%.
- CAASPP Math Scores: Improved from 0% to 8.16% met or exceeded.
- Course Access for UC/CSU: Maintained at 100% for 12th-grade students.

Challenges:

- Academic Performance Gaps Remain: While testing participation improved, achievement—especially in Math—remains low across subgroups. For example, Hispanic students scored 6.45% met or exceeded in Math, and English Learner data remains suppressed due to small sample size.
- CTE Pathway Completion Data: Still in progress; no full baseline yet for pathway completers.

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.

Effective Actions:

- College and Career Counseling: Demonstrated strong impact with FAFSA completion, college enrollment, and improved CCI metrics.
- Dual Enrollment and CTE Exposure: Enabled students to explore future careers and earn college credits early, strengthening college readiness.
- Data-Driven Tools: Aeries Analytics and Edmentum tools provided teachers with academic insights to better support students, particularly those at risk. MTSS meetings helped to make decisions about interventions using multiple data points quickly.

Less Effective/Areas for Growth:

1. Math and English CAASPP Proficiency Remains Below Expectations. Student proficiency in both math and English continues to fall below state benchmarks. To address this, we have taken strategic staffing and instructional steps. A full-time English teacher was hired for the 2024–25 school year, and we plan to hire a full-time math teacher in 2025–26 to strengthen core instruction. Improvement Strategies:

To address academic skill gaps and strengthen student performance in ELA and math, a multi-tiered strategy has been implemented. The process begins with the use of interim assessments and item-level analysis to pinpoint specific areas where students are struggling. Based on these insights, students are grouped strategically for targeted, standards-based reteaching designed to close learning gaps effectively.

To further prepare students for state assessments, Smarter Balanced-style questions are now integrated into weekly assignments. This familiarizes students with the test format while reinforcing core concepts. In the spring of the 2024–25 school year, a CAASPP boot camp was successfully piloted. Building on its success, the program will expand to include fall workshops focused on skill-building and sessions

dedicated to essential test-taking strategies, such as time management and answer elimination.

Digital literacy and test stamina are also prioritized. Students receive regular practice using CAASPP tools—including highlight, strikeout, and calculator functions—and are increasingly exposed to multi-step, tech-enhanced questions. These efforts aim to improve both technical fluency and mental endurance, helping to minimize fatigue during testing.

Finally, family engagement is recognized as a key component of student success. To that end, families will receive a comprehensive testing calendar and a preparation checklist to ensure they are informed and actively involved in supporting their children throughout the assessment process.estions will be incorporated to improve endurance and reduce testing fatigue.

-2. Transient populations: Inconsistent Reclassification Rates: The drop in EL reclassification (from 86% to 50%) reflects the significant changes in our RFEP eligible numbers.
To improve ELD reclassification rates in our highly mobile online charter high school environment, a strategic, student-centered approach has been implemented. Upon enrollment, students undergo prompt language assessments to ensure accurate placement in appropriate ELD levels. Instruction is delivered through structured virtual ELD courses that emphasize academic language development aligned with grade-level standards.

Ongoing progress is tracked through digital formative assessments, writing samples, and speaking tasks, allowing teachers to personalize instruction and provide timely interventions. Academic language is intentionally integrated across content areas to support students in building the skills needed for reclassification.

To address the challenges of student mobility, consistent communication protocols are established to share progress data with students, families, and—when necessary—receiving schools. Reclassification criteria and pathways are clearly communicated to families during onboarding and throughout the school year, ensuring transparency and engagement.

Regular data reviews inform program adjustments, with the goal of ensuring that every eligible English learner has equitable access to reclassification and long-term academic success.

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

Planned Changes:

- Increased Focus on EL Tracking: Addition of Ellevation software in 2025–26 to better monitor and support English Learners and RFEP students.
- Continued Investment in Academic Tools: Exact Path will expand beyond pilot phase to support intervention for Math and ELA across subgroups.
- CTE Pathway Completion Tracking: Plans to establish a stronger baseline and increase CTE participation from 47 to 55 students, with a goal of 20% pathway completion.

- Hiring a FTE Math teacher in 2025-2026, since our prior teacher retired.

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	Pupil Outcomes - Pupil Achievement	HOC will continue to utilize Aeries data and Analytics to create reports and analyze data while maintaining the Student Information System (SIS). In 24/25, this action is district-funded.	$0.00	No
3.2	Pupil Outcomes - Pupil Achievement	HOC recognizes the importance of preparing students for success beyond high school. To this end, HOC will offer college and career-integrated instruction to help students explore future opportunities and develop the skills they need to succeed in the workforce. Additionally, HOC will provide college and career counseling options to guide students through college applications, including assistance with the FAFSA (Free Application for Federal Student Aid) and college applications. By providing these resources, HOC aims to ensure that students are equipped with the knowledge and tools they need to pursue their goals and achieve their aspirations. Whether students are interested in attending college, pursuing vocational training, or entering the workforce directly after high school, HOC is committed to supporting them every step of the way. In 24/25, this action will be district-funded.	$0.00	No
3.3	Pupil Outcomes - Pupil Achievement	HOC will continue to collaborate with the Work-Based Learning Coordinator to provide work permits at local businesses. In 24/25, this action is district-funded.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$518,088	$54,034

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.080%	4.230%	$68,928.16	36.310%

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:** Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion **Need:** 100% Fully Credentialed Teachers **Scope:**	Teachers play a crucial role in shaping the future of our society by providing students with the knowledge, skills, and guidance they need to succeed in life. It's essential that teachers are fully credentialed and equipped with the necessary training and expertise to create a culture of excellence in education. With the right support and resources, teachers can help prepare students for success not just in their academic pursuits, but also in their personal and professional lives.	Percentage of Fully Credentialed Teachers

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		
1.2	**Action:** Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment **Need:** Implementation of State Adopted Curriculum in all core classes **Scope:** LEA-wide	HOC is committed to providing a high-quality education to all students, regardless of their backgrounds or circumstances. To this end, we offer a range of digital and hands-on course offerings that are A-G/Common Core-aligned and designed to meet the unique needs of our diverse student population. These course offerings include supplemental materials and resources for second language learners, foster children, and low-income students. By providing targeted support, HOC aims to ensure that every student has the opportunity to succeed academically and develop the skills they need to thrive in the 21st-century workforce.	100%
2.1	**Action:** Engagement - Parental Involvement **Need:** Parental Involvement **Scope:** LEA-wide	HOC will utilize a student specialist to assess and define problems that interfere with a student's ability and potential to succeed at school. The Student Specialist works directly with other school site staff and families to plan/coordinate services that expand parent involvement in supporting students' education and social welfare from low-income families, English Learners, SPED students, homeless students, and Foster Youth. The Student Specialist works with students and functions as a personal advocate and an intermediary in seeking prevention and solutions to problems that get in the way of learning and personal growth.	Parent Response to Climate Survey
2.4	**Action:** Engagement - Intervention **Need:**	Improving graduation rates and reducing dropout rates among second language learners, foster children, and low-income students is crucial for creating a more equitable education system. To achieve this, we can implement targeted	Graduation rates - 95% (Dataquest), Dropout rate - 5% (SARC)

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
	Increase Graduation Rates and decrease dropout rates **Scope:** LEA-wide	interventions that address the unique challenges facing these student populations.	
2.5	**Action:** Engagement - School Climate **Need:** Academic Challenge and School Engagement/Culture and Increase Safety **Scope:** LEA-wide	Addressing academic challenge and school engagement is crucial for fostering a positive school culture and enhancing safety. When students are academically stimulated and engaged in their learning, they are more likely to feel connected to the school and less inclined to engage in risky behaviors. By promoting a positive school culture that prioritizes academic achievement and student engagement, we can establish a safer and more supportive environment for all.	YouthTruth Survey results

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

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be utilized to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This will involves funding multiple instructional aides, a student specialist, and an English Language Development (ELD) support teacher to ensure that these students receive the necessary support to address their diverse needs and enhance their academic success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 32	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1 to 25	N/A

2025-26 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	$1,614,990	518,088	32.080%	4.230%	36.310%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$650,016.52	$0.00	$0.00	$15,426.00	$665,442.52	$644,610.00	$20,832.52

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	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25	$272,273.00	$0.00	$272,273.00				$272,273.00	
1	1.2	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asesssment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25 - 26/27	$0.00	$2,341.66	$2,341.66				$2,341.66	
1	1.3	Conditions of Learning - Basic	All	No			All Schools	24/25	$0.00	$0.00	$0.00				$0.00	
1	1.4	Conditions of Learning - Basic	All Students with Disabilities Hot Spots: English Learners, Foster Youth, and Low Income	No			All Schools	24/25	$0.00	$0.00	$0.00				$0.00	
2	2.1	Engagement - Parental Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$182,887.00	$3,965.86	$185,951.86			$901.00	$186,852.86	
2	2.2	Engagement - Pupil Engagement	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.3	Engagement - Pupil Engagement/Access	All Students with Disabilities English Learners, Foster Youth, and Low Income	No			All Schools		$0.00	$275.00				$275.00	$275.00	
2	2.4	Engagement - Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	24/25 - 26/27	$0.00	$14,250.00				$14,250.00	$14,250.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.5**	Engagement - School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$189,450.00	$0.00	$189,450.00				$189,450.00	
3	**3.1**	Pupil Outcomes - Pupil Achievement	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Pupil Outcomes - Pupil Achievement	All	No					$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Pupil Outcomes - Pupil Achievement	All	No					$0.00	$0.00	$0.00				$0.00	

2025-26 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
$1,614,990	518,088	32.080%	4.230%	36.310%	$650,016.52	0.000%	40.249 %	**Total:**	$650,016.52
								LEA-wide Total:	$650,016.52
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,273.00	
1	**1.2**	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,341.66	
2	**2.1**	Engagement - Parental Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,951.86	
2	**2.4**	Engagement - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.5**	Engagement - School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$189,450.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$523,049.90	$498,088.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	Yes	$168,755.00	$176,591
1	**1.2**	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	Yes	$2,341.66	$2,342
1	**1.3**	Conditions of Learning - Basic	No	$0.00	$0.00
1	**1.4**	Conditions of Learning - Basic	No	$0.00	$0.00
2	**2.1**	Engagement - Parental Involvement	Yes	$183,582.24	$159,139
2	**2.2**	Engagement - Pupil Engagement	No	$0.00	$0.00
2	**2.3**	Engagement - Pupil Engagement/Access	No	$0.00	$0.00
2	**2.4**	Engagement - Intervention	Yes	$14,250.00	$14,250
2	**2.5**	Engagement - School Climate	Yes	$154,121.00	$145,766

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)
3	3.1	Pupil Outcomes - Pupil Achievement	No	$0.00	$0.00
3	3.2	Pupil Outcomes - Pupil Achievement	No	$0.00	$0.00
3	3.3	Pupil Outcomes - Pupil Achievement	No	$0.00	$0.00

2024-25 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)
$498,467	$523,049.90	$519,167.00	$3,882.90	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	Yes	$168,755.00	$176,591		
1	1.2	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	Yes	$2,341.66	$2,3421		
2	2.1	Engagement - Parental Involvement	Yes	$183,582.24	$159,139		
2	2.4	Engagement - Intervention	Yes	$14,250	$14,250		
2	2.5	Engagement - School Climate	Yes	$154,121.00	$145,766		

2024-25 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)
$1,629,603	$498,467	5.5%	36.088%	$519,167.00	0.000%	31.858%	$68,928.16	4.230%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 32526(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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