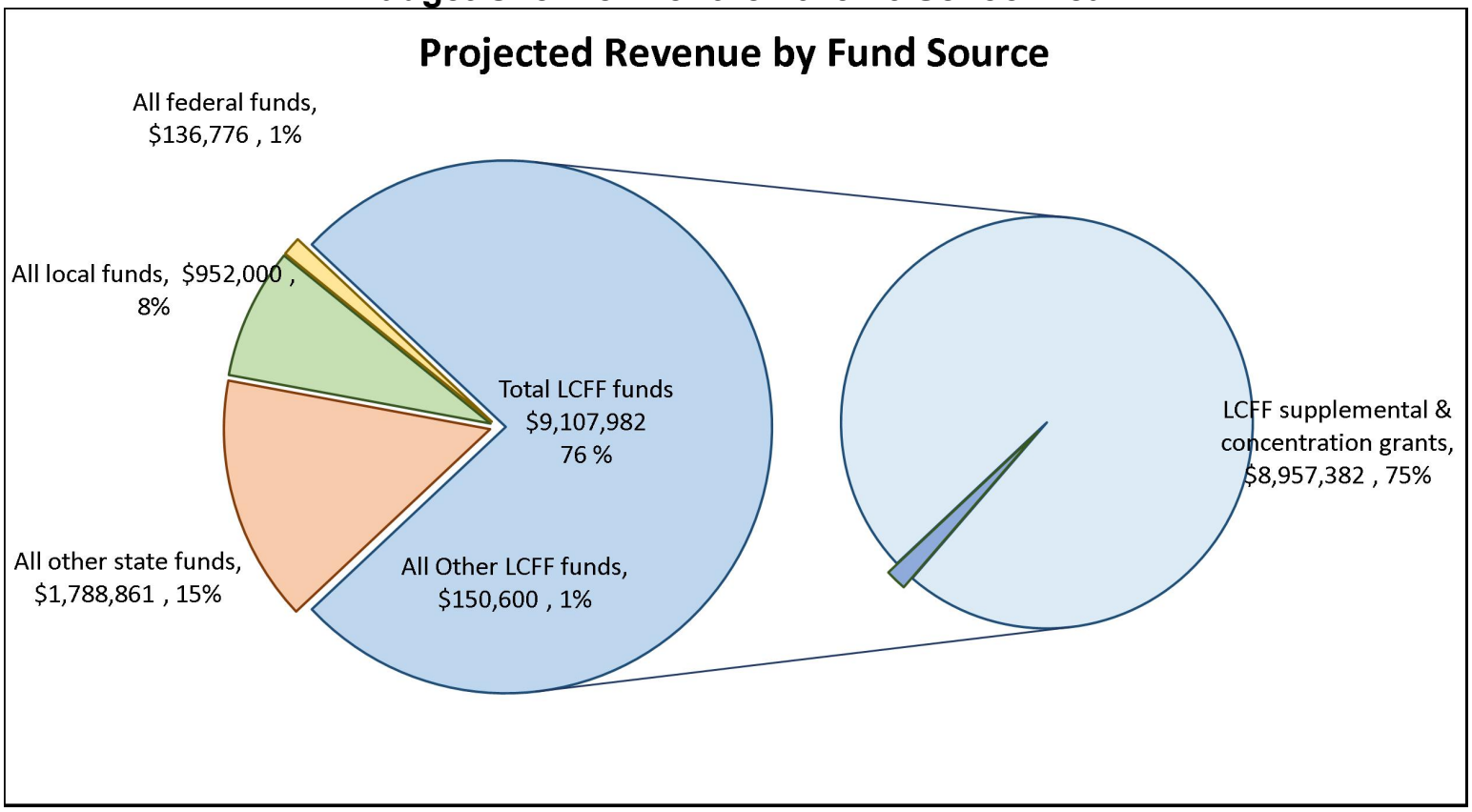
PEABODY CHARTER SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peabody Charter School
CDS Code: 42767866045918
School Year: 2025-26
LEA contact information:
Demian Barnett
Superintendent/Principal
demian.barnett@peabodycharter.net
805-563-1172

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

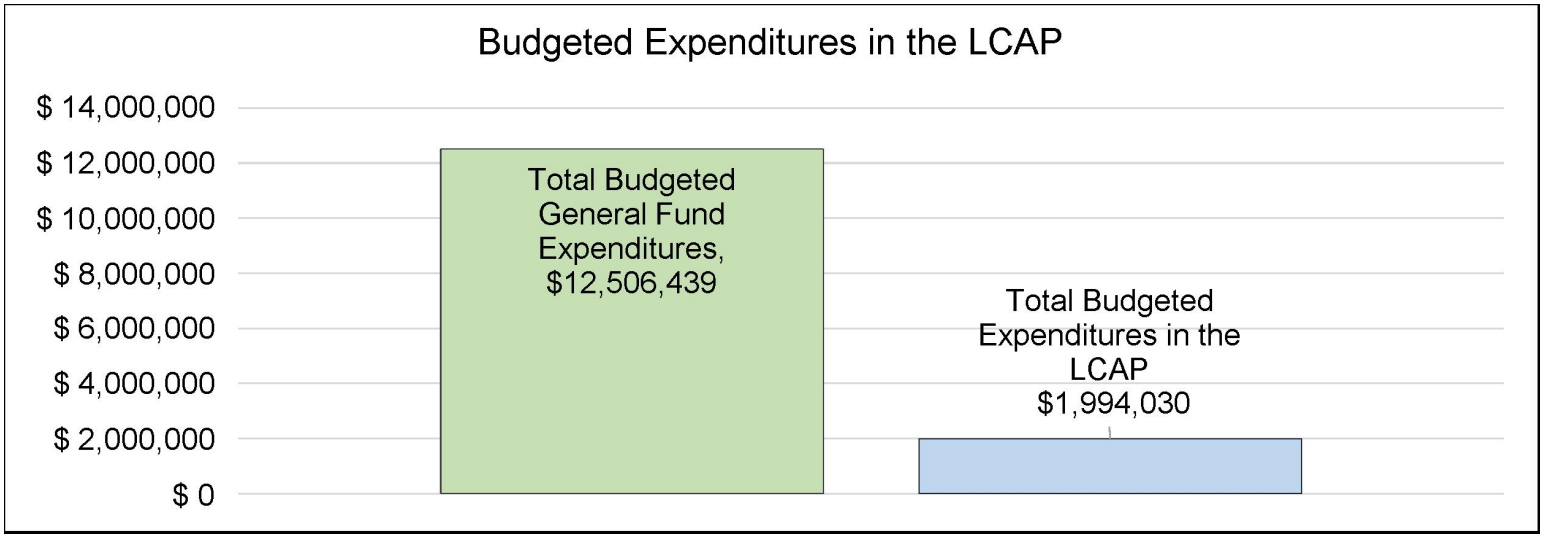


This chart shows the total general purpose revenue Peabody Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peabody Charter School is $11,985,619, of which $9,107,982 is Local Control Funding Formula (LCFF), $1,788,861 is other state funds, $952,000 is local funds, and $136,776 is federal funds. Of the $9,107,982 in LCFF Funds, $8,957,382 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 Peabody Charter 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: Peabody Charter School plans to spend $12,506,439 for the 2025-26 school year. Of that amount, $1,994,030 is tied to actions/services in the LCAP and $10,512,409 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenses not included in the LCAP are estimated to be classroom teachers, office staff, support staff, administration. Also excluded are overhead costs such as utilities, insurance, district fees for special education, district fees for oversight, transportation, classroom supplies

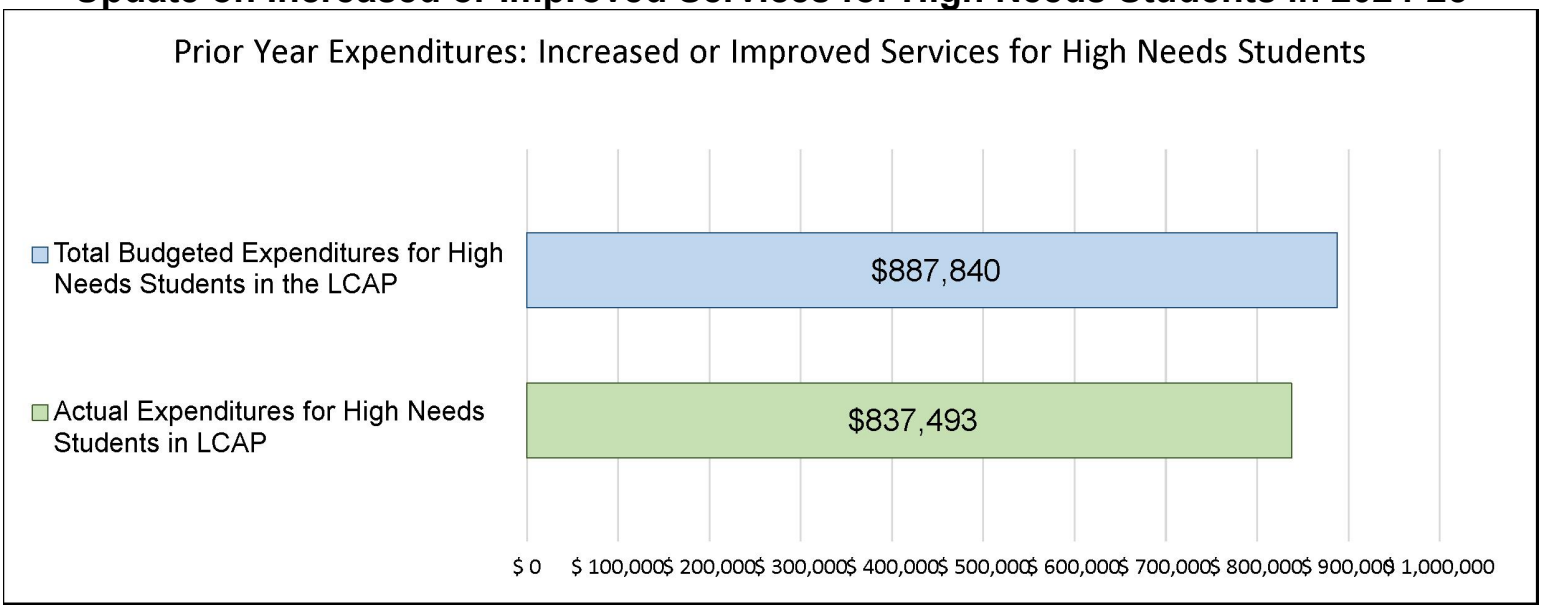
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Peabody Charter School is projecting it will receive $8,957,382 based on the enrollment of foster youth, English learner, and low-income students. Peabody Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Peabody Charter School plans to spend $981,718 towards meeting this requirement, as described in the LCAP.

N/A

LCFF Budget Overview for Parents

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



This chart compares what Peabody Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Peabody Charter 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, Peabody Charter School's LCAP budgeted $$887,840.00 for planned actions to increase or improve services for high needs students. Peabody Charter School actually spent $$837,493.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $50,347 had the following impact on Peabody Charter School’s ability to increase or improve services for high needs students:

N/A



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
Peabody Charter School	Demian Barnett Superintendent/Principal	demian.barnett@peabodycharter.net 805-563-1172

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.

In the early 1990s, a revolutionary concept called "charter schools" emerged in California. Peabody Charter School became one of the state's pioneering institutions in 1993, holding the 21st charter out of over 1,300. However, Peabody's roots in Santa Barbara date back to 1927, when it was established as Peabody Elementary on an expansive plot of land generously sold to the Santa Barbara Unified School District for a mere $5 by the Frederick Forrest Peabody family.

From its humble origins, which included a dentist's office and a three-room hospital, Peabody has blossomed into a remarkable 34-classroom campus. The school now boasts an auditorium, stage, cafeteria, kitchen, vast fields, play areas, and the cutting-edge Pinner Family Exploration Center. This state-of-the-art facility houses a captivating science laboratory, a breathtaking library with a fireplace, an intimate amphitheater, outdoor patio seating, and a newly established Literacy Lab, which was once the computer lab. The unwavering support of Peabody families made these impressive facilities possible.

The school's physical growth and campus enhancements are a fitting metaphor for developing an exemplary educational program. Today, approximately 786 students in grades TK-6 reap the benefits of the immeasurable dedication and vision that have shaped Peabody since 1927.

Peabody's charter was renewed as a dependent charter school in 1998 and 2003, embodying the community's research, creativity, and ideas with the mission to "structure all school programs to provide an opportunity for all students to be successful life-long learners." In 2006-2007, the charter was revised and expanded to pursue autonomy, and in March 2007, Peabody Charter School achieved independent status. The

charter was renewed in 2012 for a five-year term through June 30, 2017, and then again until 2022. COVID extended that timeline until 2025. Peabody will renew its charter through 2030 this year.

In 2016, the mission statement evolved to "Peabody Charter School strives to be innovative in developing academic excellence and the full potential and well-being of each student." Peabody receives the majority of its funding directly from the state and assumes responsibility for all aspects of the school's governance and management, including administration, fiscal operations, facility maintenance, food services, professional growth opportunities, curriculum development and implementation, and the methodology and delivery of instruction to its diverse student population. Peabody Charter does not receive Equity Multiplier funding.

The current student body at Peabody Charter School is a vibrant tapestry, with 44% Hispanic or Latino, 46% white, 10% identifying with another group, 9% Emerging Multilinguals (EML), 10% with an Individualized Education Program (IEP), 8% Gifted and Talented Education (GATE), and 44% qualifying for free or reduced lunch. This rich diversity is a testament to the school's commitment to fostering an inclusive and equitable learning environment for all students.

Reflections: Annual Performance

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

Our dedicated staff, students, and families have worked professionally to create a supportive and engaging learning environment, and the results are truly inspiring. This includes being designated a 2023 California Distinguished School and a 2024 National Blue Ribbon School, and then again a California Distinguished School in 2025. Being recognized as a Distinguished School two elementary review cycles in a row is a rare honor.

Additionally, as reported on the CA Dashboard, our "Blue" suspension rate reflects our commitment to creating a safe and inclusive school environment where students can learn and grow without disruption.

Our school's "Blue" rating in Language Arts and our "Green" rating in Mathematics indicate our students' strong academic performance and mastery of these critical subjects. We have met the standards for providing our students with qualified teachers, appropriate instructional materials, and well-maintained facilities, ensuring a conducive learning environment. Our school has also met the standard for implementing academic standards, demonstrating our commitment to a rigorous and comprehensive curriculum.

Peabody’s academic achievement for the 23/24 school year places the school at the highest levels among surrounding neighborhood schools. One factor that has led to this achievement is the rigorous and research-based literacy intervention system that we’ve established. This work, grounded in structured literacy, has supported students as they become strong readers.

Our efforts to involve parents and families in their children's education and foster a strong sense of community are evident in our meeting the parent and family engagement standard.

Furthermore, our school has completed the Local Climate Survey, gathering valuable feedback from our school community to inform our ongoing efforts to improve the educational experience for our students.

We have successfully provided our students with access to our complete program, ensuring they can explore a range of subjects and interests.

Peabody is proud of our continued efforts to support students' social and emotional well-being. We have expanded our on-site counseling services and maintained our bilingual liaison position, allowing us to provide invaluable support and services to students and their families.

The state indicators for English Learner Progress and Chronic Absenteeism improved from red last year to both being in the "Green" this year. This improvement means that Peabody has no "red" indicators on the California School Dashboard.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Information and ideas were shared, and input is taken, in the following ways: 1. Parent, Teacher, Staff Organization (PTSO) meetings (simultaneously translated) 2. English Learner Advisory Council (which we call Podemos) meetings (simultaneously translated) 3. Board meetings (simultaneously translated) 4. ParentSquare digital messaging to the community (simultaneously translated) 5. Parent and Staff Surveys (translated) 6. School Committee Meetings (Leadership, ELD, Tech/Assessment, and Equity) 7. Informal conversations during grade-level meetings or with individuals	In-person meetings. Surveys Formal and informal meetings

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

The adopted LCAP was influenced by the feedback provided by educational partners in various ways. First, it was clear that the current goals around ensuring students have the best chance of becoming strong readers as soon as possible should be maintained. Second, there was a desire to have greater coherence within our multi-tiered system of support (MTSS) between our robust school-controlled Tier 1 (general education) and Tier 2 & 2.5 (intervention), and our Tier 3 (special education) system, which is currently organized by our chartering district. Third, there was interest in finding ways to support those students who needed support in extending beyond grade-level expectations. Fourth, there is interest in looking at ways to improve our math instruction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement for all, with a focus on Emerging Multilingual, Special Education, and other unduplicated pupils.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Data shows that our Emerging Multilingual Learners (EML) are performing academically at lower levels than their monolingual peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR 360 - ELA (schoolwide)	65.03%			68%	
1.2	STAR 360 - Math (schoolwide)	58.28%			65%	
1.3	STAR 360 - ELA (EML)	6.67%			25%	
1.4	STAR 360 - Math (EML)	3.57%			25%	
1.5	STAR 360 - ELA (Sped)	40%			44%	
1.6	STAR 360 - Math (Sped)	33%			36%	

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 implementation of the goal to use STAR data as a formative assessment continues to be effective, and there are no planned substantive differences planned for this goal.

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.

There are no 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.

Peabody conducted a review of actions for goal 1 to determine the effectiveness or ineffectiveness of each specific action. Here is the outcome of that review:

Action 1.1 - MTSS Literacy Program. This program comes after a needs analysis and uses LREBG funds. It continues to be effective as measured by STAR data and other specific assessment tools used by teachers, teacher-tutors, and reading specialists. It is planned to continue.
Action 1.2 - ELD Training—This action was successful, with the County Office of Education providing professional development. It is planned to continue.
Action 1.3—After-school club for EL students—This action continues to be successful, with 25-30 students in grades 4, 5, and 6 being served (for a total of 75-90 students). Students and families share that the program is meeting its goals of improved school connectedness and a greater sense of academic agency. This action is planned to continue.
Action 1.4—Complete literacy training—This action was successful. As all teachers have now been trained, this action will switch to "Literacy training as needed" to account for the arrival of staff new to Peabody who haven't yet been trained.
Action 1.5 - Formative Assessments - is effective. This goal will be continued.
Action 1.6—Visible Thinking Strategies PD for grades TK-6—This action was not completed this year due to the demands of the literacy training, particularly for grades 4-6. It will not continue.
Action 1.7—The Designated ELD will begin by September 16, 2024—this was effective and will be maintained.
Action 1.8 - Teacher Tutor Support - This is effective and will be maintained.
Action 1.9—Math Fact Standardization—This was not completed this year and will be carried over to the next school year.
Action 1.10—Math Intervention Standardization—This was not completed this year and will be carried over to the next school year.
Action 1.11—Support EML "newcomers"—This was effective, but with potentially growing numbers of newcomers, Peabody is seeking to expand its capacity to support these students.
Action 1.12—Disaggregate EML data down to the student—This was attempted with the new data warehouse purchased this year. The software has not worked as promised. Peabody is seeking to end the contract with the software company and achieve this goal in another way. This action will continue.

Action 1.13 - Additional support for ELPAC is a continuing action as Peabody seeks to increase the capacity for giving the ELPAC. This action will continue.
Action 1.14—Create short-term ELD goals—This did not happen this year. While Peabody believes this is still valuable, additional capacity is needed to make it happen. This action will continue.
Action 1.15 - Maintain ELPAC support - this is effective. Peaody students have shown improving passing rates due to this support. This action will continue.

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

There are no planned changes for this planned goal, metrics, or target outcomes. The only changes to actions are the ones that have been completed (and will be removed) or ones that will be dropped due to a change in organizational focus and priorities.

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	Maintain MTSS Literacy Program	Use of LREBG funds to maintain prior progress on Tier 1 and Tier 2 & 2.5 Literacy Support	$354,292.00	Yes
1.2	ELD Training	Continue to provide ELD training to grade levels to maximize both designated and integrated ELD.	$5,000.00	Yes
1.3	After School EML Club in Grades 4-6	Sustain an after school EML Club (PACE) to Increase Student and Family Agency within the School System.	$14,500.00	Yes
1.5	Formative Assessments	Continue to use teacher release time, late start Friday morning time, PD time, and/or release time to give all students formative assessments throughout the school year, as well as analyze the results.	$360,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Designated ELD will begin by September 15, 2025.	Teachers will provide designated and integrated ELD and work with the ELD coordinator to track EL progress throughout the year, using various data points (i.e. ELPAC and ELD curriculum assessments).	$71,399.00	Yes
1.8	Teacher Tutor Support	Have as many teacher-tutors at as many grade levels as possible to support the needs of students.	$568,000.00	Yes
1.9	Math Fact Standardization	Leadership Committee will review math scope, sequence, and materials used to develop math facts.	$5,000.00	No
1.10	Math Intervention Standardization	Leadership will review how math intervention will be handled across the grade levels.		No
1.11	Support EML "newcomers"	Academic and social-emotional support students attending Peabody who have been in the country less than 12 months.	$5,000.00	Yes
1.12	Disaggregate EML data down to the student	Closely review data on EML progress, ELD implementation, reclassification procedures, and more down to the individual student level.	$32,774.00	Yes
1.13	Additional support for ELPAC	Increase the number of staff trained to administer the ELPAC test	$3,500.00	Yes
1.14	Create short-term ELD goals	Create focused goals/objectives for ELD each trimester		Yes
1.15	Maintain ELPAC support	Continue to provide students with ELPAC "chats" and test overview preparation.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sustain and/or increase social emotional and physical support to students and their families.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Peabody is experiencing a growing social-emotional need among students and families. While this initially seemed triggered by the COVID pandemic, it continues to persist.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Reduce wait list time to see the school counselor as measured by counselor referrals and requests.	Agreed upon measure tool and baseline to be determined during the 2024-25 school year.	100% of students will have access to the school counselor as needed.			
2.2	Increase the number of parents utilizing Parent Guidance videos and 1-1 remote counseling.	Agreed upon measure tool and baseline to be determined during the 2025-26 school year.				

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.

This goal has been expanded to include the offering of the online support system called Parent Guidance.

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.

There are no 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.

Action 2.1 - School Counselor - This action is extremely effective and will continue. Peabody seeks to expand capacity in this area by pursuing the Children and Youth Behavioral Health Initiative in hopes of generating sufficient revenue to increase capacity by adding addtional counselors.
Action 2.2 - Bilingual Liaison - This action is extremely effective and will continue. Peabody seeks to reduce other duties of this position to the greatest extent possible so that this position primarily supports students and families.
Action 2.3 - Mindfulness - This action is extremely effective and will continue.
Action 2.4 - Parent Education (Fireside Chats) - This action will continue and parent education topics will be determined by parent needs.
Action 2.5 - Responsive Classroom - This action is extremely effective and will continue.
Action 2.6 - Outdoor education - This action is extremely effective and will continue.

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

The only change to the planned goal is to add a metric of increased utilization of remote counseling support by parents.

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	School Counselor	Counselor to be available to provide training for school staff on strategies, including trauma informed practices, to engage pupils and families in meeting social-emotional health needs.	$104,666.00	Yes
2.2	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	Support for students and families, including EML students and their families.	$71,399.00	Yes
2.3	Mindfulness	Continue to teach students to use Mindfulness to improve physical and mental health.		No
2.4	Parent Education	Have two (2) parent education opportunities as part of our "Fireside Chats" program.	$1,000.00	Yes
2.5	Responsive Classroom	Continue to use the Responsive Classroom approach to build classroom and school community.	$1,000.00	Yes
2.6	Outdoor Education	Continue to partner with the Wilderness Youth Program (WYP) in the 5th grade.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Deepen our school-wide equity development in order to eliminate the organizational predictability of who is successful at Peabody, and who is less so based on economics, home language, race, and/or learning disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Peabody is actively engaged in leading with an equity lens to ensure that institutional systems that create barriers to diversity, equity, and inclusion are disrupted and then eliminated. This intentionally anti-racist work is schoolwide and led from the Board of Directors to the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student, staff, and parent surveys.	TBD during the 24-25 school year.			90% of students and their families will report a strong sense of connection to the school, its goals, and the community.	

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.

Peabody's Equity Committee stayed focused on these goals throughout the school year. The substantive differences in planned actions and actual implementation of these actions involves Action 3.4 that didn't happen. This action will be carried forward into the coming year.

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

The only material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services is the $10,000 that wasn't spent on Action 3.4.

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

Action 3.1 - CA Healthy Kids Survey—This action is effective and will continue as an LCAP requirement.
Action 3.2 - EML student and family survey—This action effectively provides useful information to the Equity Committee.
Action 3.3 - Teaching of ADL Lesson - This has been effective. Teachers have organized and taken on teaching at least two ADL lessons at each grade level.
Action 3.4 - Inclusion Training for School Staff - This did not happen this year. It will be reattempted for the coming school year.

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

There aren't any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	California Healthy Kids Survey	Students in grades 5 & 6, parents, and staff will participate in the CHKS.	$1,000.00	Yes
3.2	EML student and family survey	The Equity Committee will conduct a survey to measure progress toward the goal of having multiple languages and cultures being valued and	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reflected in the school environment. Staff will report specific strategies used to value and reflect various language and cultures in their classrooms.		
3.3	Teaching of ADL Lesson	All grade levels will teach lessons provided by the Anti-Defamation League (ADL) to the greatest extent possible.	$2,000.00	Yes
3.4	Inclusion Training for School Staff	Inclusion training will be provided for school staff who have not received training prior, or staff who would like further training.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will participate in the "whole child" approach at Peabody. This approach couples rigorous academics with rich extra-curricular activities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of students will participate in the Peabody Specials Program.	100% of students are participating in the Peabody Specials Program	100% of students are participating in the Peabody Specials Program		100% of students will participate in the Peabody Specials Program.	

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.

This program is built into the daily schedule with classes and grade levels attending weekly and monthly specials classes on a scheduled basis. This insures that all students have access to the specials program.

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.

There are no 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.

Action 4.1: Peabody's Specials Program - This program is effective and will be maintained.

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

There are no planned changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Peabody Specials Program	All students will have PE, dance, vocal music, and visual arts (ceramics) to the greatest extent possible.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	School will maintain high levels of daily attendance and low levels of chronic absenteeism	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

School attendance plays a significant role in student achievement because students who attend school regularly consistently outperform their peers in core academic subjects and are nearly twice as likely to achieve proficiency in mathematics and reading. Regular attendance ensures students build a strong foundation for increasingly complex concepts while developing crucial relationships with teachers who can provide tailored support. Beyond academics, consistent school attendance fosters essential life skills like time management and responsibility, which contribute to higher graduation rates and future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism on CA Dashboard	15.1%	7.8%		5% Chronic Absenteeism	2.8%

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.

This goal was implemented through the use of parent notifications, meeting announcements, and letters home to families with significant absences from school. There will be no substantive differences in planned actions and actual implementation of these actions, nor where there any relevant challenges experienced with implementation.

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

There are no 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.

Action 5.1: Parent Notification - This action was effective with Chronic Absenteeism cut nearly in half. This action will continue.
Action 5.2: Independent Study - This action was effective with Chronic Absenteeism cut nearly in half. This action will continue.

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

There will be no changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Notification	Parents will notified regularly about the importance of attending school and not planning family vacations during school time.	$85,000.00	No
5.2	Independent Study	Independent Study contracts will be used to the greatest extent possible.	$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Take back Special Education Services from Santa Barbara Unified	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to create greater coherence between tiers within the MTSS system, Peabody is looking to provide its own special education services which will become tier 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Hiring a SPED team that will be the providers of SPED services	Zero team members	Hire a SPED director		A full SPED team will be place	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.

N/A

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.

N/A

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

N/A

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.

N/A

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
6.1	Hire a SPED Director	Peabody will hire its inaugural special education director	$150,000.00	No
6.2	Set up Peabody Student Information System (SIS)	Peabody will set up its own version of AERIES	$25,000.00	No
6.3	Hire a CalPads Consultant	Peabody will report its own CalPads	$36,000.00	No

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
$715,707	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.684%	0.000%	$0.00	8.684%

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:** Maintain MTSS Literacy Program **Need:** Support all students who need additional support to become a strong reader. **Scope:**	A coherent, robust Multi-Tiered System of Support (MTSS) for literacy in elementary schools creates a seamless framework that systematically identifies reading struggles early and addresses them through increasingly intensive, evidence-based interventions tailored to each student's specific needs. By implementing universal literacy screening, regular progress monitoring, and data-driven instruction, educators can quickly identify students struggling with foundational reading skills	STAR 360 - ELA

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
	Schoolwide	and provide immediate, targeted support before minor difficulties evolve into significant literacy gaps. This comprehensive approach not only strengthens core reading instruction through research-based practices benefiting all students but also delivers targeted small-group and individualized interventions for those requiring additional support with phonemic awareness, decoding, fluency, vocabulary, or comprehension. When implemented with fidelity, a literacy-focused MTSS dramatically improves reading outcomes for all students, significantly reduces inappropriate special education referrals, and helps ensure that every child develops the critical literacy skills needed for lifelong learning and academic success.	
1.4	**Action:** **Need:** Teachers need support in completing the literacy training **Scope:**	This action support regular classroom teachers meet the needs of their students in order to become a strong reader.	STAR 360 - ELA
1.5	**Action:** Formative Assessments **Need:** Teachers need real-time data on the progress of their students. **Scope:** Schoolwide	Implementing a normed formative assessment system for math and reading at the elementary level provides educators with reliable, objective data that accurately identifies students' current achievement levels compared to grade-level expectations and national peer groups. This systematic approach to data collection enables schools to track growth patterns over time, identify instructional gaps, and make evidence-based decisions about curriculum adjustments, resource	STAR 360 - ELA

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
		allocation, and targeted interventions for specific student groups. By administering these assessments at regular intervals throughout the school year, teachers can quickly identify students who may need additional support or enrichment, allowing for timely instructional adjustments rather than waiting for end-of-year summative assessments when intervention opportunities may be limited. Furthermore, normed formative assessment data provides a common, objective language for teacher collaboration, parent communication, and administrative decision-making, creating a cohesive approach to student support that aligns efforts across classrooms, grade levels, and the home-school connection.	
1.7	**Action:** Designated ELD will begin by September 15, 2025. **Need:** EML students are demonstrating low levels of student achievement. **Scope:** Schoolwide	This action directly addresses the need and includes all of our EML students.	ELPAC, STAR 360, and classroom assessments.
1.8	**Action:** Teacher Tutor Support **Need:** A portion of students at each grade level need additional support. **Scope:**	This action supports students who need additional support in reading and math.	STAR 360 - ELA and Math; CAASPP ELA and Math

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
	Schoolwide		
1.9	**Action:** Math Fact Standardization **Need:** School needs a coherent set of expectations and tools to teach math facts. **Scope:**	This action supports students in becoming proficient in mathematics.	STAR 360 - Math; CAASPP Math
1.10	**Action:** Math Intervention Standardization **Need:** School needs a coherent approach and standardized tools for engage in math intervention. **Scope:**	This action supports students in becoming proficient in mathematics. School-wide Math Fact Standardization provides students with consistent, systematic practice in foundational math operations, creating automaticity that frees up cognitive resources for tackling more complex mathematical problem-solving. By establishing uniform expectations and routines for math fact mastery across all classrooms, schools ensure that no student falls through the cracks and that each grade level builds efficiently upon previously acquired knowledge, eliminating instructional redundancies and gaps. This coordinated approach allows teachers to more accurately identify students who need additional support with basic operations, enabling timely intervention before math fact deficiencies can significantly impact performance in higher-level mathematics. Furthermore, standardized math fact practice creates a common mathematical language throughout the school, fostering collaborative conversations among teachers about effective instructional strategies and student progress, while giving students a sense of continuity and	STAR 360 - Math; CAASPP Math

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
		predictability as they advance through grade levels.	
1.11	**Action:** Support EML "newcomers" **Need:** Schools needs established supports for students who arrive to the area and are new to the country. **Scope:** LEA-wide	This action supports students who are emerging multilingual and in the country less than 12 months.	ELPAC; STAR 360 ELA; CAASPP ELA
1.12	**Action:** Disaggregate EML data down to the student **Need:** School needs to personalized ELD instruction to the greatest extent possible. **Scope:** LEA-wide	This action supports students who are emerging multilingual	ELPAC; STAR 360 ELA; CAASPP ELA
1.13	**Action:** Additional support for ELPAC **Need:** School needs more than a single individual capable of administering the ELPAC **Scope:** LEA-wide	This action brings more people to help with the administration of ELPAC	ELPAC scores; meeting ELPAC compliance deadlines

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
1.14	**Action:** Create short-term ELD goals **Need:** EML students benefit from short term, tangible goal setting. **Scope:** LEA-wide	This action supports students who are emerging multilingual	ELPAC; STAR 360 ELA; CAASPP ELA
1.15	**Action:** Maintain ELPAC support **Need:** Student achievement on the ELPAC improves when there is a trusting relationship with the ELPAC coordinator. **Scope:** LEA-wide	Students who pass the English Language Proficiency Assessment for California (ELPAC) before graduating from elementary school gain significant academic and social advantages as they transition to middle school. The Summative ELPAC serves as "a critical tool in determining if a student's English language skills have progressed to the level of 'Fluent English Proficient' status," allowing students to be reclassified and fully access grade-level curriculum without language barriers. This reclassification enables students to participate more confidently in regular academic classes without additional language support requirements, boosting their academic achievement and self-confidence. Being reclassified before middle school means students can "do well in school and access the full curriculum" from the start of their secondary education, avoiding potential academic delays that might occur while still developing English proficiency. Additionally, students who achieve "Fluent English Proficient" status demonstrate mastery of both the language skills and "basic skills" necessary for success in all subject areas, positioning them for greater achievement in middle and high school.	ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** School Counselor **Need:** There is an increasing number of students with SEL needs. **Scope:** Schoolwide	An elementary school counselor who focuses on social-emotional needs serves as a crucial support system for both students and families during the formative developmental years when children are establishing lifelong emotional regulation skills and coping mechanisms. By providing individual and group counseling, classroom lessons on emotional intelligence, and family consultations, these professionals help identify and address issues like anxiety, grief, social challenges, and behavioral concerns before they significantly impact academic achievement or escalate into more serious problems. School counselors create a safe, trusted space where children can express feelings and learn healthy emotional management techniques while simultaneously educating parents on how to reinforce these skills at home, creating consistency between school and family environments. Furthermore, they coordinate with teachers and administrators to implement schoolwide social-emotional learning initiatives that foster empathy, resilience, and conflict resolution skills across the entire student body. Their preventative approach to mental health and wellness not only improves school climate and reduces behavioral incidents but also equips children with essential life skills that extend far beyond the classroom walls.	Number of students referred to counselor
2.2	**Action:** Bilingual Liaison (also connected to Goal 1, Action 2 and 7). **Need:** To meet equity goals, the school needs a point of contact for members of our community who are non-Native English speakers.	A bilingual liaison who works with families and students at an elementary school serves as a vital bridge between cultures, fostering stronger school-family partnerships and creating a more inclusive learning environment. These staff members "can provide invaluable information and insights into families' cultures or home situations," helping schools understand and address the unique needs	ELPAC; STAR 360 ELA; CAASPP ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	of multilingual families. They help unlock the "deep reserves of strength, resilience, and resourcefulness" that immigrant families bring to the school community but might otherwise go unnoticed. By supporting "authenticity by intentionally fostering a welcoming, inclusive environment where families see reflections of themselves," bilingual liaisons significantly increase family engagement, which research consistently links to improved academic achievement, school attendance, and social-emotional development. This role helps ensure equitable access to education by providing essential translation services, connecting families with school resources, and creating culturally responsive opportunities for families to meaningfully participate in their children's education.	
2.3	**Action:** Mindfulness **Need:** Students benefit from being taught concrete strategies for managing stress. **Scope:**	Mindfulness exercises offer elementary school children a powerful toolkit for emotional regulation, cognitive development, and overall well-being. Research shows that children who participate in mindfulness programs demonstrate significant improvements in executive function, including better attention, behavioral regulation, metacognition, and focus compared to control groups. These benefits extend to academic performance, with students receiving mindfulness training generally achieving higher test scores and grades than their peers, while also developing better focus, social skills, self-esteem, and emotional regulation. Mindfulness is particularly beneficial for children with learning disabilities or special needs, as it can "relieve student stress, reduce bullying rates, and help children with learning disabilities or special needs develop	Teacher observation

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
		stronger SEL skills." Brain imaging studies have confirmed these benefits, showing that mindfulness practices help children become "less prone to get stressed out and lose focus," allowing them to stay more engaged in learning.	
2.4	**Action:** Parent Education **Need:** Students benefit when parents have increased parenting skills that they can use at home. **Scope:** Schoolwide	Parent education seminars focused on building strong school-home partnerships deliver remarkable value for elementary schools by directly influencing student achievement and well-being. Research demonstrates that parents who attend such classes report having children with higher grades, fewer behavior problems, less substance abuse issues, better mental health, and greater social competence. Students whose parents remain involved in education show better attendance, behavior, grades, and social skills, with studies indicating that improvements in parental involvement are associated with enhanced social functioning and fewer problematic behaviors across elementary years. A 2019 American Psychological Association review of 448 independent studies confirmed that parental involvement leads to higher academic achievement, school engagement, and motivation. These seminars represent a strategic investment in both family empowerment and student success, creating a powerful educational partnership that benefits the entire school community.	Agenda of Parent Education meetings.
2.5	**Action:** Responsive Classroom **Need:** School needs a coherent system to build classroom community.	Responsive Classroom is an evidence-based approach that integrates social-emotional learning with academics, resulting in significant benefits for elementary schools. Research shows students in Responsive Classroom environments demonstrate increased standardized test scores in reading and mathematics, with students who attend these programs being 1.7 times more likely to achieve	Teacher observation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	proficiency in core subjects compared to peers with traditional instruction. The approach creates a proactive discipline system that reduces behavior issues, giving teachers more instructional time while fostering stronger teacher-student relationships that can last through high school graduation. Additionally, students who regularly participate in the program are 2.5 times more likely to graduate high school, making it particularly valuable in addressing post-pandemic social skills deficits while supporting academic achievement.	
2.6	**Action:** Outdoor Education **Need:** Student attention is strengthened when given opportunities to engage with nature. **Scope:** Schoolwide	The Bridge to Nature program offers our 5th grade students regular, meaningful connections with the natural world that enhance both academic achievement and personal development. Research shows that outdoor education experiences improve science test scores by 27%, enhance problem-solving skills, and boost self-esteem and motivation to learn. Time in nature enriches students' "experience bank," providing them with vivid, firsthand content that translates to improved writing samples and naturally complements our science curriculum on soils, rocks, and landforms. By ensuring all students have access to these transformative outdoor experiences with skilled mentors, we're working to level the educational playing field while honoring the fundamental human birthright of connection to the natural world.	Teacher observation
3.1	**Action:** California Healthy Kids Survey **Need:** State requires annual survey to inform local indicators.	This fulfills the requirement set by the state.	CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** EML student and family survey **Need:** Schools needs feedback on its equity goals around language and cultures being respected and reflected within the classroom. **Scope:** LEA-wide	This survey provides feedback on its equity goals around language and cultures being respected and reflected within the classroom.	Local Survey
3.3	**Action:** Teaching of ADL Lesson **Need:** Students benefit from specific lessons on community building, anti-racism, and inclusion. **Scope:** LEA-wide	The ADL lessons provide specific lessons on community building, anti-racism, and inclusion.	Teacher plans showing ADL lesson dates
3.4	**Action:** Inclusion Training for School Staff **Need:** All staff benefits from inclusion training; students benefit from having staff trained on inclusion strategies. **Scope:**	Training provides strategies of inclusion which helps to make all students feel seen and welcome.	Agendas from training sessions.

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 Schoolwide		
4.1	**Action:** Peabody Specials Program **Need:** Students benefit from a 360 "whole child" approach. **Scope:**	The special programs provide academic and non-academic opportunities that appeal to students and encourage attendance, engagement, and learning.	Attendance records, student achievement scores.
5.1	**Action:** Parent Notification **Need:** Students benefit from not mission school **Scope:**	Reminding parents to not pull their children from school regularly benefits student achievement and emotional well-being.	Attendance records.
5.2	**Action:** Independent Study **Need:** Ensure learning for students when they have to be away from school. **Scope:**	Independent study allows students to maintain their learning while engaging in required travel.	Student achievement scores; attendance records.
6.1	**Action:** Hire a SPED Director **Need:** Students with IEP's need to be served.	This is the program to provide students with IEPs the services that they need.	IEP compliance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
6.2	**Action:** Set up Peabody Student Information System (SIS) **Need:** To track IEP services and report IEP activity, Peabody needs its own SIS (AERIES). **Scope:**	Setting up our own SIS meets this need.	Installation of new SIS (AERIES)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** ELD Training **Need:** Increase EML student achievement as measured by STAR **Scope:** Limited to Unduplicated Student Group(s)	While reclassification rates are high, remaining EML student achievement is low.	STAR 360 ELA & Math
1.3	**Action:** After School EML Club in Grades 4-6	This program provides experiences for EML students and families that increase their ability to	Student and parent survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Students and families need increased opportunities to better understand their options in the secondary schools. **Scope:** Limited to Unduplicated Student Group(s)	navigate the school system, particularly in the secondary schools.	

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

Additional Concentration Grant Funding

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

Peabody is not eligible for concentration grant funding (under 55% UPP)

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

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	8,241,675	715,707	8.684%	0.000%	8.684%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,322,718.00	$550,502.00	$0.00	$120,810.00	$1,994,030.00	$1,813,030.00	$181,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain MTSS Literacy Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$354,292.00	$0.00		$354,292.00			$354,292.00	
1	1.2	ELD Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$0.00	$5,000.00	$5,000.00				$5,000.00	.5%
1	1.3	After School EML Club in Grades 4-6	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2025-2026	$12,500.00	$2,000.00	$14,500.00				$14,500.00	1.4%
1	1.5	Formative Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$360,500.00	$0.00	$257,500.00	$103,000.00			$360,500.00	26.23%
1	1.7	Designated ELD will begin by September 15, 2025.	English Learners	Yes	School wide	English Learners	All Schools	2025-2026	$71,399.00	$0.00	$51,787.00	$14,207.00		$5,405.00	$71,399.00	5.28%
1	1.8	Teacher Tutor Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$568,000.00	$0.00	$458,000.00			$110,000.00	$568,000.00	46.65%
1	1.9	Math Fact Standardization	All	No			All Schools	2025-2026	$0.00	$5,000.00	$5,000.00				$5,000.00	.5%

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	1.10	Math Intervention Standardization	All	No			All Schools	2025-2026								
1	1.11	Support EML "newcomers"	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	.5%
1	1.12	Disaggregate EML data down to the student	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-2026	$32,774.00	$0.00	$32,774.00				$32,774.00	3%
1	1.13	Additional support for ELPAC	English Learners	Yes	LEA-wide	English Learners		2024-2027	$2,500.00	$1,000.00	$3,500.00				$3,500.00	.4%
1	1.14	Create short-term ELD goals	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027								
1	1.15	Maintain ELPAC support	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027								
2	2.1	School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$104,666.00	$0.00	$39,870.00	$64,796.00			$104,666.00	4.1%
2	2.2	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$71,399.00	$0.00	$51,787.00	$14,207.00		$5,405.00	$71,399.00	5.3%
2	2.3	Mindfulness	All	No			All Schools	2025-2026								
2	2.4	Parent Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$1,000.00	$1,000.00				$1,000.00	.1%
2	2.5	Responsive Classroom	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-2026	$0.00	$1,000.00	$1,000.00				$1,000.00	.1%
2	2.6	Outdoor Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$45,000.00	$45,000.00				$45,000.00	4.6%
3	3.1	California Healthy Kids Survey		Yes	LEA-wide		All Schools	2025-2026	$0.00	$1,000.00	$1,000.00				$1,000.00	.1%
3	3.2	EML student and family survey		Yes	LEA-wide		All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	.2%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Teaching of ADL Lesson		Yes	LEA-wide		All Schools	2025-2026	$0.00	$2,000.00	$2,000.00				$2,000.00	.2%
3	3.4	Inclusion Training for School Staff		Yes	LEA-wide School wide		All Schools	2025-2026	$0.00	$10,000.00	$10,000.00				$10,000.00	1%
4	4.1	Peabody Specials Program	All	No			All Schools	2025-2026								
5	5.1	Parent Notification	All	No			All Schools	2025-2026	$85,000.00	$0.00	$85,000.00				$85,000.00	
5	5.2	Independent Study	All	No			All Schools	2025-2026	$0.00	$40,000.00	$40,000.00				$40,000.00	
6	6.1	Hire a SPED Director	Students with Disabilities	No			All Schools	2025-2027	$150,000.00	$0.00	$150,000.00				$150,000.00	15.3%
6	6.2	Set up Peabody Student Information System (SIS)	All Students with Disabilities	No			All Schools	2025-2026	$0.00	$25,000.00	$25,000.00				$25,000.00	2.5%
6	6.3	Hire a CalPads Consultant	All Students with Disabilities	No			All Schools	2025-2026	$0.00	$36,000.00	$36,000.00				$36,000.00	3.7%

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
8,241,675	715,707	8.684%	0.000%	8.684%	$981,718.00	121.660%	133.572 %	**Total:**	$981,718.00
								LEA-wide Total:	$56,274.00
								Limited Total:	$19,500.00
								Schoolwide Total:	$915,944.00

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**	Maintain MTSS Literacy Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.2**	ELD Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	.5%
1	**1.3**	After School EML Club in Grades 4-6	Yes	Limited to Unduplicated Student Group(s)	English Learners		$14,500.00	1.4%
1	**1.5**	Formative Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$257,500.00	26.23%
1	**1.7**	Designated ELD will begin by September 15, 2025.	Yes	Schoolwide	English Learners	All Schools	$51,787.00	5.28%
1	**1.8**	Teacher Tutor Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$458,000.00	46.65%
1	**1.9**	Math Fact Standardization				All Schools	$5,000.00	.5%
1	**1.11**	Support EML "newcomers"	Yes	LEA-wide	English Learners	All Schools	$5,000.00	.5%

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	1.12	Disaggregate EML data down to the student	Yes	LEA-wide	English Learners	All Schools	$32,774.00	3%
1	1.13	Additional support for ELPAC	Yes	LEA-wide	English Learners		$3,500.00	.4%
1	1.14	Create short-term ELD goals	Yes	LEA-wide	English Learners	All Schools		
1	1.15	Maintain ELPAC support	Yes	LEA-wide	English Learners	All Schools		
2	2.1	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$39,870.00	4.1%
2	2.2	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$51,787.00	5.3%
2	2.3	Mindfulness				All Schools		
2	2.4	Parent Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	.1%
2	2.5	Responsive Classroom	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	.1%
2	2.6	Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$45,000.00	4.6%
3	3.1	California Healthy Kids Survey	Yes	LEA-wide		All Schools	$1,000.00	.1%
3	3.2	EML student and family survey	Yes	LEA-wide		All Schools	$2,000.00	.2%
3	3.3	Teaching of ADL Lesson	Yes	LEA-wide		All Schools	$2,000.00	.2%
3	3.4	Inclusion Training for School Staff	Yes	LEA-wide Schoolwide		All Schools	$10,000.00	1%
6	6.1	Hire a SPED Director				All Schools	$150,000.00	15.3%
6	6.2	Set up Peabody Student Information System (SIS)				All Schools	$25,000.00	2.5%
6	6.3	Hire a CalPads Consultant				All Schools	$36,000.00	3.7%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,641,000.00	$1,491,257.00

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**	Maintain MTSS Literacy Program	No Yes	$341,000.00	$343,258.00
1	**1.2**	ELD Training	Yes	$5,000.00	$5,000.00
1	**1.3**	After School EML Club in Grades 4-6	Yes	$12,000.00	$11,062.00
1	**1.4**	Complete Literacy Training	Yes	$30,000.00	$16,144.00
1	**1.5**	Formative Assessments	Yes	$350,000.00	$245,000.00
1	**1.6**	Visible Thinking Strategies PD for grades TK-6	Yes	$3,000.00	0
1	**1.7**	Designated ELD will begin by September 16, 2024.	Yes	$70,000.00	$72,534.00
1	**1.8**	Teacher Tutor Support	Yes	$440,000.00	$432,122.00
1	**1.9**	Math Fact Standardization	No	$5,000.00	$5,000.00
1	**1.10**	Math Intervention Standardization	No		$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Support EML "newcomers"	Yes		$0
1	1.12	Disaggregate EML data down to the student	Yes	$36,000.00	$18,752.00
1	1.13	Additional support for ELPAC	Yes	$3,500.00	$2,340.00
1	1.14	Create short-term ELD goals	Yes	0	0
1	1.15	Maintain ELPAC support	Yes	0	0
2	2.1	School Counselor	Yes	$100,500.00	$101,778.00
2	2.2	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	Yes	$70,000.00	$72,534.00
2	2.3	Mindfulness	No	0	0
2	2.4	Parent Education	Yes	$1,000.00	$1,000.00
2	2.5	Responsive Classroom	Yes	$1,000.00	$1,000.00
2	2.6	Outdoor Education	Yes	$40,000.00	$40,733.00
3	3.1	California Healthy Kids Survey	Yes	$1,000.00	$1,000.00
3	3.2	EML student and family survey	Yes	$2,000.00	$2,000.00
3	3.3	Teaching of ADL Lesson	Yes	$2,000.00	$2,000.00

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)
3	3.4	Inclusion Training for School Staff	Yes	$10,000.00	$0
4	4.1	Peabody Specials Program	No		
5	5.1	Parent Notification	No	$80,000.00	$80,000.00
5	5.2	Independent Study	No	$38,000.00	$38,000.00

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)
$703,821.00	$887,840.00	$837,493.00	$50,347.00	100.000%	94.950%	-5.050%

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	Maintain MTSS Literacy Program	Yes				
1	1.2	ELD Training	Yes	$5,000.00	$5,000.00	.6%	.6%
1	1.3	After School EML Club in Grades 4-6	Yes	$12,000.00	$11,062.00	1.42%	1.2%
1	1.4	Complete Literacy Training	Yes	$30,000.00	$16,144.00	3.5%	1.8%
1	1.5	Formative Assessments	Yes	$250,000.00	$250,000.00	28.5%	28.5%
1	1.6	Visible Thinking Strategies PD for grades TK-6	Yes	$3,000.00	$3,000.00	.3%	.3%
1	1.7	Designated ELD will begin by September 16, 2024.	Yes	$61,420.00	$61,420.00	6.9%	6.9%
1	1.8	Teacher Tutor Support	Yes	$330,000.00	$322,122.00	36.8%	36.8%
1	1.11	Support EML "newcomers"	Yes				
1	1.12	Disaggregate EML data down to the student	Yes	$36,000.00	$18,752.00	4.1%	2.1%
1	1.13	Additional support for ELPAC	Yes	$3,500.00	$2,340.00	.35%	.25%
1	1.14	Create short-term ELD goals	Yes				
1	1.15	Maintain ELPAC support	Yes				

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)
2	**2.1**	School Counselor	Yes	$38,500.00	$38,500.00	4.3%	4.3%
2	**2.2**	Bilingual Liaison (also connected to Goal 1, Action 2 and 7).	Yes	$61,420.00	$61,420.00	6.9%	6.9%
2	**2.4**	Parent Education	Yes	$1,000.00	$1,000.00	.1%	.1%
2	**2.5**	Responsive Classroom	Yes	$1,000.00	$1,000.00	.1%	.1%
2	**2.6**	Outdoor Education	Yes	$40,000.00	$40,733.00	4.5%	4.6%
3	**3.1**	California Healthy Kids Survey	Yes	$1,000.00	$1,000.00	.1%	.1%
3	**3.2**	EML student and family survey	Yes	$2,000.00	$2,000.00	.2%	.2%
3	**3.3**	Teaching of ADL Lesson	Yes	$2,000.00	$2,000.00	.2%	.2%
3	**3.4**	Inclusion Training for School Staff	Yes	$10,000.00	$0	1.13	0%

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)
7,963,577	$703,821.00	0	8.838%	$837,493.00	94.950%	105.467%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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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