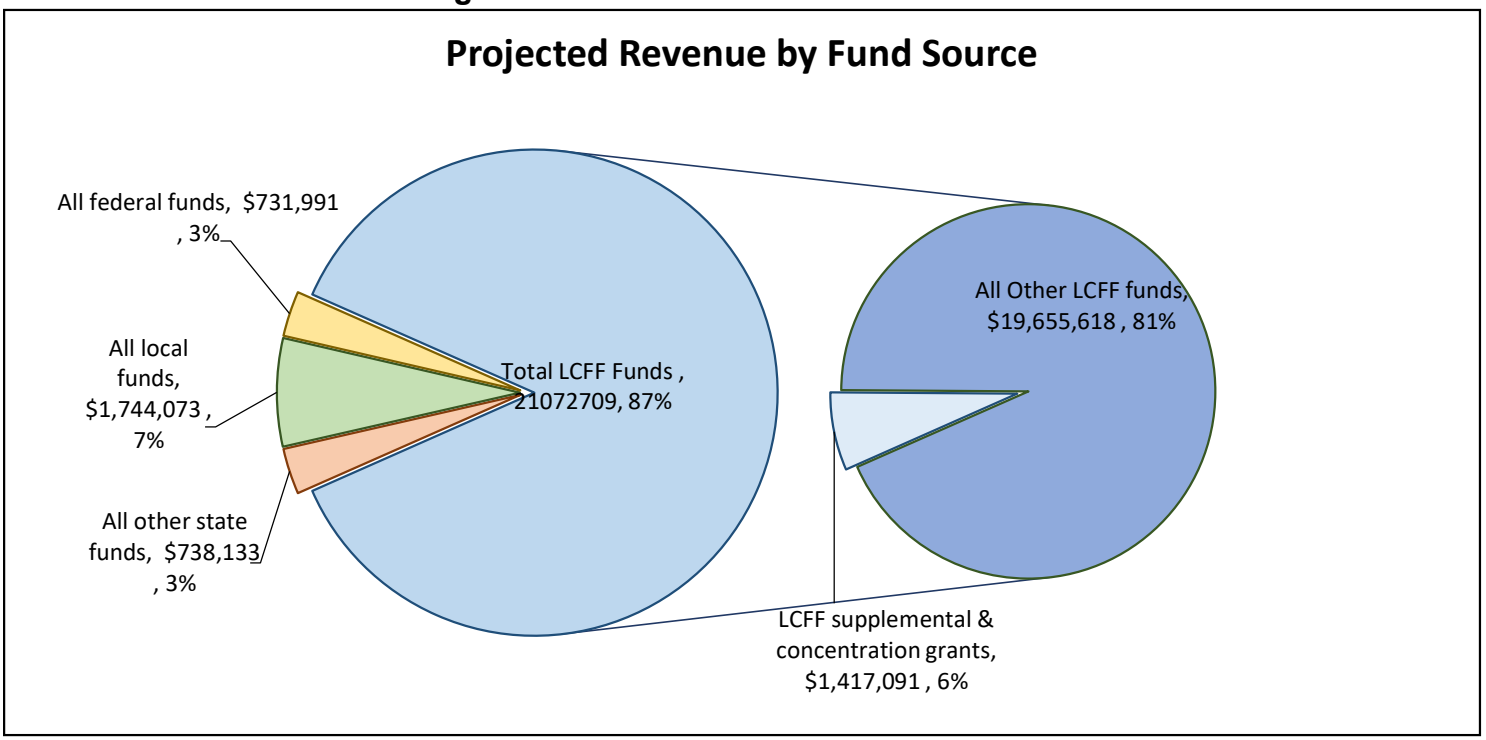
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gorman Learning Center San Bernardino/Santa Clarita
CDS Code: 36 75051 0137794
School Year: 2026-27
LEA contact information: Dena Kiouses EdD

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

Budget Overview for the 2026-27 School Year

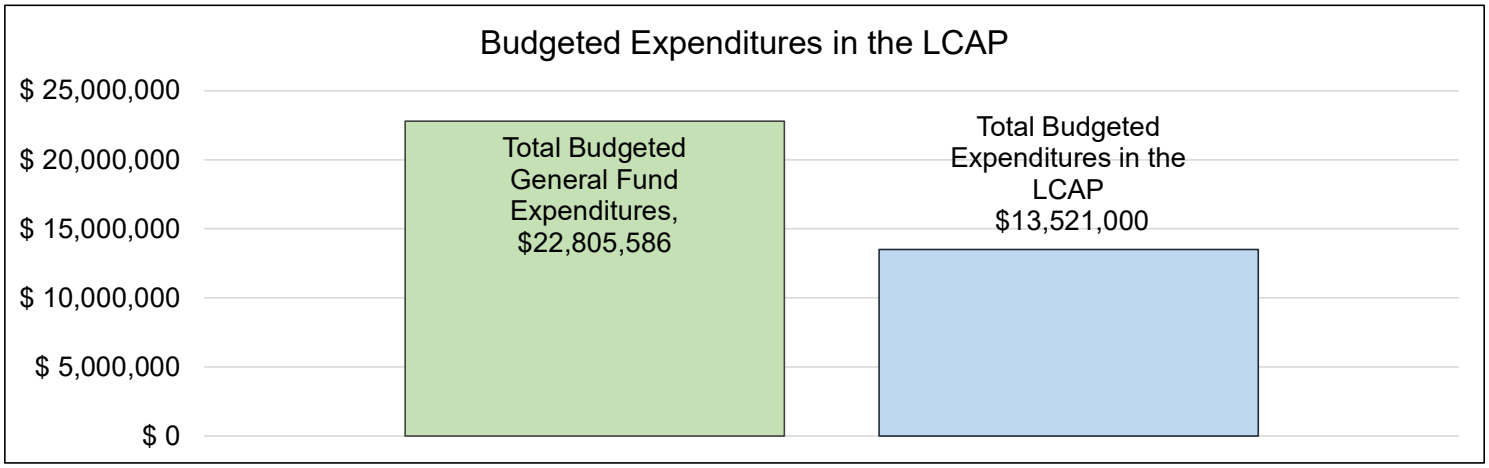


This chart shows the total general purpose revenue Gorman Learning Center San Bernardino/Santa Clarita expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gorman Learning Center San Bernardino/Santa Clarita is $24,286,906.00, of which $21,072,709.00 is Local Control Funding Formula (LCFF), $738,133.00 is other state funds, $1,744,073.00 is local funds, and $731,991.00 is federal funds. Of the $21,072,709.00 in LCFF Funds, $1,417,091.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Gorman Learning Center San Bernardino/Santa Clarita plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gorman Learning Center San Bernardino/Santa Clarita plans to spend $22,805,586.00 for the 2026-27 school year. Of that amount, $13,521,000.00 is tied to actions/services in the LCAP and $9,284,586.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

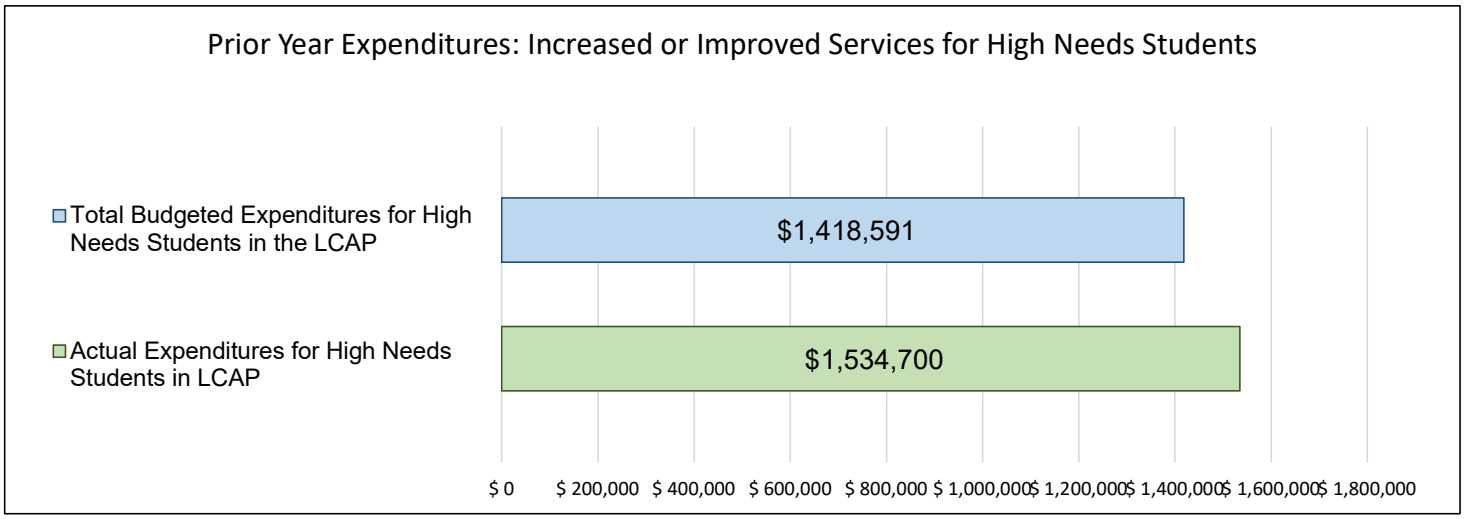
Certain General Fund expenditures were not specifically included in the LCAP because they support general charter operations and ongoing baseline services. These costs include routine staffing, operational, administrative, and other required expenditures necessary to maintain programs and services across the charter.

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

In 2026-27, Gorman Learning Center San Bernardino/Santa Clarita is projecting it will receive $1,417,091.00 based on the enrollment of foster youth, English learner, and low-income students. Gorman Learning Center San Bernardino/Santa Clarita must describe how it intends to increase or improve services for high needs students in the LCAP. Gorman Learning Center San Bernardino/Santa Clarita plans to spend $1,418,591.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Gorman Learning Center San Bernardino/Santa Clarita budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gorman Learning Center San Bernardino/Santa Clarita estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Gorman Learning Center San Bernardino/Santa Clarita's LCAP budgeted $1,418,591.00 for planned actions to increase or improve services for high needs students. Gorman Learning Center San Bernardino/Santa Clarita actually spent $1,534,700.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Learning Center San Bernardino/Santa Clarita	Dr. Dena Kiouses Superintendent	dkiouses@gormanlc.org (909) 307-6312

Plan Summary [2026-27]

General Information

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

Gorman Learning Center San Bernardino/Santa Clarita (GLC SB/SC) is a personalized learning public charter school that offers an
independent study program to students. It serves families across San Bernardino, Los Angeles, Riverside, Orange and Inyo counties, with a
significant population in San Bernardino County. Students learn in a flex-based environment, primarily through remote, distance, or online
learning, with support from a Personalized Learning Teacher (PLT).

Reflections: Annual Performance

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

Academic Performance
English Language Arts (ELA): In 2024, 48% of students met or exceeded the state standard in ELA, equal to the California state average of
48%. The school's ELA proficiency rate surpasses the state average, indicating effective literacy instruction.
Mathematics: 37% of students met or exceeded the state standard in math. With 37% of students meeting or exceeding the state standard,
targeted interventions in math instruction are necessary. Science: Approximately 33% of students achieved proficiency in science, placing the school in the top 50% statewide for this subject. Graduation and College Readiness The school's graduation rate stands at 87%, aligning with the state average. The average SAT score is 1330, indicating a strong level of college readiness among students. Maintaining an 87% graduation rate demonstrates the school's commitment to student completion. Faculty and Student Support Gorman Learning Center San Bernardino/Santa Clarita maintains a student-to-teacher ratio of 23:1, slightly above the state average. The school employs a certified teaching staff, with a focus on providing quality education.

Diversity and Demographics
The student body is diverse, with 54.7% minority enrollment. The demographic breakdown includes 39% Hispanic, 45% White, 6%
identifying as two or more races, 3% Black, and 5% Asian.

Conclusion
Gorman Learning Center San Bernardino/Santa Clarita exhibits strengths in ELA achievement, graduation rates, and diversity. Focused
efforts on enhancing math instructional strategies, expanding student support services, and engaging the community will be pivotal in driving
academic improvement and fostering student success in the coming years.

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
Parents and Students	Three in-person input sessions were held in January 2026 at the Santa Clarita Resource Center (SC). Three in-person input sessions were also held in January 2026 at the Redlands Resource Center (SB). Surveys were distributed in April 2026 via Parent Square and Personalized Learning Teachers. Respondents were as follows: 70% were parents and guardians; 12% were scholars; 11% were personalized learning teachers; and 7% were Redlands Resource Center staff. The results were analyzed and shared in May 2026. Parents and scholars were encouraged to add additional feedback regarding themes emerging in the LCAP survey data.
Administrators/Directors	Administrators and director-level staff participated in the LCAP survey distributed in April 2026. Directors met to review the data and discuss options to address opportunities and concerns that were raised as a result of educational partner feedback. These ideas were shared with personalized learning teachers at their monthly staff meetings to allow for further discussion and insight. In addition to this, administrative staff collected data throughout the school year to monitor overall student retention rate. Trends in student withdrawals were compared to LCAP survey data to determine how to better support Gorman students and their families.
Personalized Learning Teachers (PLTs)	Personalized Learning Teachers (PLTs) participated in the in-person input meetings. Of the LCAP Survey respondents, 11% were PLTs. Results were shared and discussed with teachers at their May 2026 PLT meeting.

Advisory Council	Gorman's advisory council, consisting of staff members, parents and students, to discuss the effectiveness of 2024-25 LCAP Goals. Feedback from the council was considered in the formation of the focus goal for the 2025-26 LCAP.
Special Programs	Some of our English Learner Parents have been regularly attending our monthly EL Parent Seminars. A separate English Learner Advisory Committee (ELAC) has also been formed for the 2025-2026 school year in order to provide ongoing meaningful input and feedback to best support our English Language Learners here at Gorman. Parents, students, staff, and other educational partners were invited to join.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.
The Gorman Learning Center community was consulted in a broad survey called the Gorman Learning Center Satisfaction Survey, which collected responses to measure progress towards previous years' goals and to establish the key priorities of the new LCAP. The survey was released in April 2026 and responses were analyzed in May 2026. A data review process was implemented to discuss survey results with a variety of educational partners. Together, these educational partners interpreted the data and identified priorities and areas of success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GLC SB/SC will equip students at all levels and in all student groups with the tools to succeed in college, career, and life. Gorman will prioritize standards mastery through our Personalized Learning Plan by setting goals towards student achievement. On a monthly basis GLC SB/SC will continue to monitor and evaluate these areas by analyzing CAASPP student results, formative assessment performance, other data measures, and mastery of standards aligned curriculum.	Broad Goal

State Priorities addressed by this goal.
Implementation of State Standards, State Priority 2; Student Achievement, State Priority 4; Student Outcomes, State Priority 8.

An explanation of why the LEA has developed this goal.
Available academic achievement data, including prior years' academic indicators and College and Career Readiness indicators, combined with internal review of the overall academic program outcomes and educational partner survey responses, support the conclusion that the school must address academic performance in a broad way, with attention to all significant student groups, in English Language Arts, Mathematics, and measures of college and career-readiness. CAASPP and iReady data at the beginning of year indicates we had significant learning loss, so the actions in this Broad goal focus on accelerating learning. Data from CAASPP and iReady shows that student academic achievement needs to be addressed and moving towards a positive upward trend. Measuring and Reporting Results

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	100% of teachers implementing standards tracking sheets	No change from baseline
2	ELD standards implemented for EL students	ELD Standards implemented to 100% English Learners in ELA K- 12	ELD Standards implemented to 100% English Learners in ELA K- 12	ELD Standards implemented to 100% English Learners in ELA K- 12	ELD Standards implemented to 100% English Learners in ELA K-12	No change from baseline
3	Career/College/Life Skills Presentations for Middle & High School Students	6 in-person workshops, 6 virtual assemblies offered in 2023-24	2 semester long workshops @ RRC, 2 semester long workshops @ SCRC, 7 virtual assemblies in 2024-25	2 semester long workshops @ RRC, 2 semester long workshops @ SCRC, 9 virtual assemblies in 2025-26	5 Virtual assemblies and semester-long workshop at Resource Center focused on Career/College/Life Skills Presentations for Middle & High School Students	2 less in-person workshop; one more virtual workshop
4	Average Distance from Level 3 on ELA CAASPP	Maintained distance from standard in 2023 compared to 2022	Increased 4.3 points in 2024 compared to 2023	Increased 3.5 points in 2025 compared to 2024	Increase 2 points annually for a total of 6 point increase compared to 2023 CAASPP ELA data	Increased 3.5 points in 2025 compared to 2023
5	Average Distance from Level 3 on Math CAASPP	Increased 5.4 points in 2023 compared to 2022	Increased 15.9 points in 2024 compared to 2023	Increased 2.4 points in 2025 compared to 2024	Increase 2 points annually for a total of 6 point increase compared to 2023 CAASPP Math data	Increased 2.4 points in 2025 compared to 2023

6	Correlation between CAASPP and Iready	Scores do not correlate, correlation coefficient below 0.7	.748 correlation between CAASPP and iReady scores in 2024	In analyzing trend data of iReady and CAASPP, the iReady scores increase by grade level as the scholars go from learning to read to reading to learn. Their effort wanes in 7th-8th grades.	iReady scores correlate to CAASPP scores with a correlation coefficient of at least 0.7.	Increased correlation by .05%
7	Percentage of English Learners who progress in English proficiency as measured by ELPAC	54.5% compared to State at 48.7%	50%, compared to State at 45.7%	59.1% of English Learners are making progress; 9.1% increase from 2024 to 2025	75% of English Learners progress in English proficiency as measured by ELPAC	Increased by 4.6%
8	Percentage of English Learners who Reclassify as Fluent English Proficient (RFEP)	11.7%, of English Learners reclassified as fluent in English Proficient (RFEP) in 2023	37%, of English Learners reclassified as fluent in English Proficient (RFEP) in 2024	37%, of English Learners reclassified as fluent in English Proficient (RFEP) in 2025	10%, of English Learners reclassified as fluent in English Proficient (RFEP)	Increased by 26.3% from baseline
9	Percentage of students who have completed a-g requirements	2.8% of GLC SBSC grads completed requirements in 2023 according to Data Quest	3.5% of GLC SB/SC grads completed in 2024 according to DataQuest	10.5% of GLC SB/SC grads completed in 2025 according to DataQuest	15% of GLC grads completing a-g requirements	Increased by 7.2% from baseline

10	Percentage of students who have passed an AP exam with a 3 or higher	0 % of testers passed with a 3 or higher	20% of testers passed with a 3 or higher	2.6% of GLC SBSC pass the Advanced Placement Exam to meet the College & Career Indicator (CCI) according to DataQuest & California Dashboard	60% of students who participate in AP exams pass with a 3 or higher	Increased by 20%
11	Percentage of Foster Youth provided specific services for foster youth students	100% of Foster Youth provided specific services through Foster Liaison in 2022-24	100% of Foster Youth provided specific services through Foster Liaison in 2024-25	100% of Foster Youth provided specific services through Foster Liaison in 2025-26	100% of Foster Youth provided specific services through Foster Liaison in 2026-27	No change from baseline
12	Number of high school students with extensive needs with alternative diploma pathway	No data for 2023- 24	1 out of 1 high school students with extensive needs are currently on an alternative diploma pathway.	100% of the scholars graduated with a traditional diploma in 2025.	100% of eligible high school students with extensive needs will be on an alternative diploma pathway.	No baseline established.
13	Number of high school students taking college courses outside of MOU	No data for 2023- 24	35 students participating in dual enrollment independent of the MOUs	19 scholars earned college course credit via dual enrollment or concurrent enrollment according to the DataQuest & California Dashboard Data for the College & Career Indicator (CCI) for 2025	40+ students participating in dual enrollment independent of the MOUs	No baseline established. In future LCAPs the baseline will be determined by those scholars who earned course credit, not those who took the class only (like we did this year).

14	Number of high school students taking college courses through MOU with Cerro Coso Community College and College of the Canyons	No data for 2023- 24	25 students participated in dual enrollment courses with College of the Canyons & Cerro Coso Community College.	19 scholars earned college course credit via dual enrollment or concurrent enrollment according to the DataQuest & California Dashboard Data for the College & Career Indicator (CCI) for 2025	66 students projected to participate in Fall 2027	No baseline established. In future LCAPs the baseline will be determined by those scholars who earned course credit, not those who took the class only (like we did this year).

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Action 1: College and Career Workshops. Our in-person resource centers offer Leadership workshops for middle school and high school.
Our virtual academy offers a middle school and high school study skills course for students who are unable to participate in the in-person
workshops.
We also offer Middle School Future Leaders workshops and High School Life Hacks workshops.
Action 2: Career Presentations. We held a virtual Career Technical Education showcase in March. Students who participate in CTE were
able to share about their accomplishments and experience, and other students were able to see the opportunities available through CTE.
Action 3: CAASPP Performance. For 2024-25 we focused on our math achievement scores. We utilized targeted instruction for our
students: if they were consistently performing under their grade level on our internal assessment iReady, we assigned weekly lessons until
they were performing at grade level. We also made an effort to incentivize CAASPP participation and recognized student achievement in
both growth over time and exceeding the standard through a virtual CAASPP recognition assembly. Students who completed CAASPP
testing by the designated date were rewarded with a field trip and eligible for a gift card drawing.
Action 4: AP Courses. We expanded the number of AP courses we offered our students in 2024-25. We still saw a minimal amount of
students participate in and pass the courses, but we saw an increase in students participating in dual enrollment.
Action 5: i-Ready. 2024-25 was the first year that we proctored iReady for all students. In the beginning, middle and end of the school year,
all students grades K-12 participated in the iReady diagnostic. Students who scored lower than grade level were assigned supplemental
iReady lessons for targeted instruction.
Action 6: Standards Tracking. Personalized Learning Teachers were also trained to document standards addressed in curriculum during
each learning period for students TK-8. These standards were assigned and tracked in our student information system.
Action 7: Curriculum Development. All curriculum was evaluated against the California State Standards by our subject expert teachers.

General education and Special Education curriculum options were revised. In the event that a curriculum did not fully meet the California State Standards, the curriculum was removed from the menu or supplemental resources were assigned to ensure that students were
addressing all standards.
Action 8: MTSS Program. The MTSS Coordinator hosted SST and 504 meetings. In 2024-25, 94 students were on an SST. The coordinator
also presented regularly at our Personalized Learning Teacher meetings to train teachers on effective strategies for intervention and
screening for eligible students. The MTSS Coordinator also worked with the resource centers and provided training on SEL, provided an
introduction to ALONG (an SEL program that is free to schools), and PBIS within their centers structure. The coordinator also put together an
SEL committee to review practices within the organization and the team contributes to the monthly newsletter providing all stakeholders links
to resources pertaining to the monthly theme. This team is also collaborating to build resources into the GLCN Cares Website to which all
stakeholders will have access to the resources provided, this is an ongoing action.
Action 9: DOR Collaboration. The DOR is different in each county. We have contacts and relations with the DOR of San Bernardino, which
works with our Redlands GLCN school. We are continuing to make efforts to set up connections for our Antelope Valley and Santa Clarita
GLCN campuses. Currently, the DOR that is connected with our Redlands campus is invited to attend IEP meetings for our high school
students; they also provide paperwork to the families to allow for opportunities where they can get additional support (services and job
resources) through DOR if they get accepted.

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

Goal 1, Action 3: CAASPP Performance. In 2023-24, all GLC SB/SC students in CAASPP testing grades were required to participate in
Conquer the CAASPP. At the time of the 2025-26 LCAP, a similar plan to utilize Conquer the CAASPP was in place. During the school
year,this requirement was changed resulting in a much smaller expenditure than the previous year.
Goal 1, Action 4: AP Courses. The amount spent for AP courses is contingent upon the number of students enrolling in AP courses. The
budget reflected a higher number of students enrolled in these courses than the number of students who actually enrolled.

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

Action1: EFFECTIVE Several in person and online workshops were offered for middle and high school students. While the number of
workshops has increased, additional strategies are needed to boost student participation..
Action 2: EFFECTIVE We successfully held several career exploration workshops. The workshops were only attended by a few students.
We want to encourage more participation in this workshop for future school years. In addition to synchronous workshop opportunities,
several students participated in asynchronous courses through Subject.com, Edgenuity and SchoolsPLP related to career readiness. Action 3: EFFECTIVE We saw an improvement in our math scores especially this year.
Action 4: EFFECTIVE. We expanded the number of AP Courses offered for the 2025-26 school year. We are still seeing relatively low
enrollment in the AP Courses but have seen an increase in our dual enrollment participation.
Action 5: EFFECTIVE. All students grades K-12 participated in 3 iReady diagnostics throughout the 2024-25 and 2015-26 school years.
Action 6: EFFECTIVE. All students TK-8 were evaluated against the California State Standards.
Action 7: EFFECTIVE. The curriculum menus for TK-8th graders and 9th -12th graders were refined by the Subject Expert Teachers
according to the California State Standards.
Action 8: EFFECTIVE. The MTSS coordinator held SST meetings for eligible students throughout the 2025-26 school year.
Action 9: EFFECTIVE. Students are enrolled with the DOR.

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.
METRIC: 12: Inclusion of alternative diploma pathway for students with extensive needs. 13: Inclusion of number of students who are taking college classes at universities or colleges not covered by our MOUs 14: Inclusion of number of students who are taking college classes at universities or colleges covered by our MOUs ACTION 2: We have begun marketing our career exploration workshops and courses to current middle and high school students with the hope that more students will participate in the 2025-26 school year. ACTIONS 10 & 11: Added iReady proctoring and SI Topics. Proctoring supports iReady and CAASPP correlation and helps to identify students in need of additional support. SI Topics address learning gaps according to student achievement data in ELA, math and science on CAASPP, CAST and iReady. 12& 13: MOUs for Dual Enrollment now included 14: a-g Eligibility: Promoting A-G eligibility by streamlining graduation requirements to ensure that most students will be A-G eligible. Increasing the number of A-G courses available, increasing student access to single subject credentialed teachers through Gorman Virtual Academy and Google Classroom. Subject Expert Teachers have vetted curriculum menu for high school students to ensure that all general education core curriculum is rigorous and a-g aligned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Workshops	Support all students in improving academic achievement with college-and career-readiness learning opportunities by offering college and career workshops at resource centers	$130,000.00	Y
2	Career Presentations	Utilize internal assessments to better prepare students for participation in CAASPP testing. Identify students who are performing below grade level and implement appropriate supports and interventions to ensure that more students are performing at or above grade level by the end of the school year.	$0.00	N
3	CAASPP Performance	Utilize internal assessments to better prepare students for participation in CAASPP testing. Identify students who are performing below grade level and implement appropriate supports and interventions to ensure that more students are performing at or above grade level by the end of the school year.	$50,000.00	Y

4	AP Courses	Support all students in improving academic achievement with direct services and programs by continuing to offer AP courses at Resource Centers, on the Virtual Resource Center, and with online programs	$10,000.00	Y
5	i-Ready Proctor iReady Assessments	Support all students in improving academic achievement with direct services and programs by continuing to utilize i-Ready for diagnostic assessments and interventions Teachers will proctor iReady beginning, mid and end of year assessments to ensure verified data for all students.	$30,000.00	Y
6	Standards Tracking	Support parents in their Personalized Learning role by utilizing Standards Tracking to keep parents informed of grade-level expectations and student progress	$0.00	N
7	Curriculum Development	Support all students in improving academic achievement by revising curriculum bundles, developing Standards Mastery materials and resources, adopting standards-aligned online curriculum options, and implementing Curriculum Plan to assure standards-aligned curriculum	$97,500.00	Y
8	MTSS Program	Implement effective and responsive schoolwide student and family engagement and support efforts by developing and coordinating an effective Multi-Tiered System of Support (MTSS) program, including Positive Behavioral Intervention and Support (PBIS) and the Student Study Team (SST) process	$86,691.00	Y
9	DOR Collaboration	Implement effective and responsive schoolwide student and family engagement and support efforts by collaborating with the Department of Rehabilitation to assist SPED students with vocational skills, options, and support	$0.00	N
10	Targeted Synchronous Instruction Topics	Assign teachers to facilitate synchronous instruction sessions for all students targeting California State Standards. Utilize student achievement data to identify high need content areas.	$0.00	N

11	A-G Eligibility	Promoting a-g eligibility by streamlining graduation requirements to ensure that most students will be A-G eligible. Increasing the number of A-G courses available, increasing student access to single subject credentialed teachers through Gorman Virtual Academy and Google Classroom	$0.00	N
12	MOU with College of the Canyons & Cerro Coso Community College	Establish and maintain a Dual Enrollment MOU with College of the Canyons and Cerro Coso Community College	$0.00	N
13	Partnership with the National Education Foundation (NEF) & Pilot Skill Soft	Establish partnership with the National Education Foundation (NEF) & Pilot Skill Soft Platform for scholars to take courses and earn badges that can be placed on their transcripts, resumes and LinkedIn profiles. Scholars can also take industry courses and pay EUs to take industry exams for industry certifications for courses like Cybersecurity, Project Management and more. (2026)	$0.00	N
14	Implement CDE Mandated CCGI & Provide Professional Learning for PLTs, Parents, Guardians & Scholars	Implement the mandated and free California College Guidance Initiative (CCGI) via CaliforniaColleges.edu (CA ED Code Section 60900.5). CaliforniaColleges.edu is California's state-funded, comprehensive, digital platform with the tools students need to develop their college and career plans (post-secondary options). Provide professional learning around the platform to PLTs, parents, guardians, and scholars. (2026)	$0.00	N
15	Add additional world language options to provide greater opportunity for A-G completion	Through a partnership with the International Korean Education Network (IKEN) and the Korean Education Center of Los Angeles (KECLA) we will implement Korean World Language 1 in 2026-27 via GVA; Korean World Language 2 in 2027-28 via GVA; and Korean WL 3 or Korean WL 1 depending on the success of the pilot program. [Grant funded $10,000 a year for three years via the International Korean Education Network (IKEN) and the Korean Education Center of Los Angeles (KECLA).	$0.00	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Gorman seeks to enhance parental involvement in school decision-making, improve student engagement through better attendance and reduced dropout rates, and foster a positive school climate by ensuring safety and connectedness. These priorities aim to create a collaborative environment, keep students engaged, and maintain a supportive atmosphere for academic success and well-being. Goal #2 is to enhance student engagement and strengthen connections by developing two-way communication forums that include educational partners' input to inform administrative decision-making. We will promote and increase small group student interactions through Title I, synchronous instruction, A-G hour interactives, community partner access, and resource center workshops. Our independent study policy and student missing assignment report procedures will continue to monitor engagement and evaluate progress. We will build on our current MTSS system to support student achievement and specific needs. Monthly teacher/student meetings will develop personalized goals to boost achievement, attendance, and social-emotional well-being. Advisory council teams will include educational partner input for school decision-making. We will use surveys to inform and monitor the effectiveness of decisions, collecting data on all students, including subgroups such as Unduplicated Pupil Populations, students with disabilities, and at-promise students.	Broad Goal

State Priorities addressed by this goal.
Parent Involvement, State Priority 3; Student Engagement, State Priority 5; School Climate, State Priority 6.

An explanation of why the LEA has developed this goal.
This broad goal seeks to prioritize student engagement and cultivate a positive school climate by strengthening relationships between all educational partners. This goal is driven by the need to increase student support, address mental health issues, and leverage survey results to measure student achievement outcomes. Additionally, the goal was developed in response to survey feedback indicating the necessity to enhance communication among educational partners and to meet the demand for Social-Emotional Learning (SEL) resources and support for students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of parents/guardians who indicate that parents are given an opportunity to support the school	90.6% of respondents indicate that parents are given an opportunity to support the school	93.2% of respondents indicate that parents are given an opportunity to support the school	85.5% of respondents indicate that parents are given an opportunity to support the school	95% or more respondents indicate that parents are given an opportunity to support the school	5.1% decrease from baseline

2	Percentage of respondents who indicate that the concerns they communicate with their PLT or school staff is heard and receives an appropriate response	95.1% of respondents indicate that the concerns they communicate with their PLT or school staff are heard and receive an appropriate response.	96.2% of respondents indicate that the concerns they communicate with their PLT or school staff are heard and receive an appropriate response.	95.6% of respondents indicate that the concerns they communicate with their PLT or school staff are heard and receive an appropriate response.	95% or more respondents indicate that the concerns they communicate with their PLT or school staff is heard and receives an appropriate response.	0,1% increase from baseline
3	Attendance rate	3.4% of students were chronically absent in 2022-23	3.5% of students were chronically absent in 2023-24	2.6 % of students were chronically absent in 2023-24	0% chronically absent	0.9% decrease in chronic absenteeism from baseline
4	Suspension Rate	0% suspension rate	0% suspension rate	0% suspension rate	0% suspension rate	No change from baseline
5	Expulsion Rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	No change from baseline
6	Percentage of respondents with a positive response to Satisfaction Survey question regarding GLC providing a positive learning environment	97% of respondents responded positively to question regarding GLC providing a positive learning environment	97% of respondents responded positively to question regarding GLC SB/SC providing a positive learning environment	98% of respondents responded positively to question regarding GLC SB/SC providing a positive learning environment	90% or more respondents to respond positively to question regarding GLC providing a positive learning environment	1% increase from baseline
7	Percentage of parents who believe that Gorman has clear supports in place to support their student if they are struggling behaviorally	93.5%of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.	93.3% of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.	97.1% of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.	90% or more of parents surveyed state that Gorman has clear supports in place to support their student if they are struggling behaviorally.	3.6% increase from baseline

8	Increase no. of SEL trainings & collaborative discussions provided	75 minutes of trainings & collaborative discussions for staff related to SEL	800 minutes of trainings & collaborative discussions for staff related to SEL	800 minutes of trainings & collaborative discussions for staff related to SEL	60 minutes of SEL training & collaborative discussions for staff	725 minutes above baseline
9	Share of Board of Directors representing parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents	Majority of members of the Board of Directors are parents	Target Met. No change from baseline
10	Time provided in meetings for collaboration among instructional staff	250 minutes throughout school year devoted to staff collaboration	240 minutes throughout school year devoted to staff collaboration in 24-25	240 minutes throughout school year devoted to staff collaboration in 25-26	200+ minutes throughout school year devoted to staff collaboration	Goal Met
11	Number of Parent Seminars offered throughout the year	9 Parent Seminars and 7 Special Education Parent Focused on HS students and family offered 22-23	9 Parent Seminars and 4 Special Education Parent Focused on HS students and family offered 23-24	9 Parent Seminars and 4 Special Education Parent Focused on HS students and family offered 24-25	Six or more Parent Seminars offered during the course of the academic year. Also, Seven or more Special Education Parent Seminars Focused on HS students and families offered during the course of the academic year	no change from baseline for Parent Seminars, 3 less special education parent seminars.
12	Number of English Learner Parent Seminars offered throughout the year	There were 5 English Learner specific parent seminars held in 2022-23	There were 3 English Learner specific parent seminars held in 2023-24	There were 3 English Learner specific parent seminars held in 2024-25	Six or more English Learner Parent Seminars offered during the course of the academic year	2 less English Learner specific parent seminars than the baseline

13	Number of English Learner Parents attending Seminars offered throughout the year	8% of English Learner parents attended specific parent seminars held in 2022-23	3% of English Learner parents attended specific parent seminars held in 2023-24	3% of English Learner parents attended specific parent seminars held in 2024-25	50% or more English Learner parents attending Seminars offered during the course of the academic year	5% decrease in English Learner parent attendance than the baseline. With the great number of English Learner reclassifications, there were less EL parents overall.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

1 SEL Training for Instructional Staff. Implemented as planned. The MTSS Coordinator established an SEL Committee that met bimonthly
to determine SEL areas of focus for students and staff. The committee contributed to the GLCN monthly newsletter. Personalized Learning
Teachers and resource center facilitators participated in a training regarding suicide ideation in February 2025.

2 Gorman Newsletter. Implemented as planned. A monthly newsletter was sent to all educational partners highlighting key social/emotional
themes, educational topics, and instructional resources throughout the year. In addition, there are key dates, staff acknowledgements and
updates from our network. The document is provided as both a video and a PDF. The biggest challenge we have had with our newsletter is
gauging how many people are reading the newsletter.

3 GLCN Cares. Implemented as planned. Starting in 2024, GLCN Cares became a key aspect of the GLCN Newsletter. The biggest
challenge we have faced is awaiting the update of our website. In the future, we hope to expand GLCN Cares as a resource available on our
website.

4 Educational Partner Feedback Cycle. Implemented as planned. The annual LCAP survey was distributed to all parents, students and
staff. The survey was customized to ensure targeted feedback from each of our educational partners. The GLCN Advisory Council met 4
times in the 2024-25 school year to discuss and revise LCAP Goals.

5 Engagement Data Analysis. Implemented as planned. Teachers effectively utilized the Missing Assignment Report (MAR) process to
ensure students and parents were accountable for completing assigned work. We believe that the decrease in our absenteeism rate is
connected to these efforts. Parents and students are given multiple opportunities to get back on track with completing assignments when
students have fallen behind.

6 Education Technical Support. Partial Implementation. We expanded our communication regarding our Gorman Virtual Academy (GVA).
The Gorman Virtual Academy team communicated effectively with all students enrolled in GVA courses. There were challenges in
addressing other virtual curriculum options, and we plan to add an Ed Tech position in 2025-26 to better address this

challenge.

7 Parent Seminars. Implemented as planned. We have seen great success with our Parent Seminars. General Parent Seminars and SPED
Parent Seminars are well attended and parents have indicated that they find the topics very helpful and engaging. We have challenges
engaging our EL Parents for the EL Parent Seminars. We began hosting new student orientations that have been highly successful.

8 Website Development. Full Implementation. Plans for our new website have been finalized. Website up and running.

9 Digital Library. Implemented as planned. The GLCN Digital Library is utilized by staff and parents for training. Previously recorded parent
seminars are available to parents on the GLCN Parent website. The resources are helpful and new videos are added on a regular basis to
ensure they stay current.

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.

Actual expenses and budgeted expenditures for each action were within a 15% variant. There are no material differences for Goal 2.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Training for Instructional Staff	Intentionally incorporate SEL training and collaborative discussions at professional development meetings	$0.00	N
2	Gorman Newsletter	Parents, students and staff receive a monthly newsletter highlighting upcoming events, important dates, SEL supportive articles, and network wide updates. Will publish again in 2026-27.	$0.00	N
3	GLCN Cares	Implement effective and responsive schoolwide student and family engagement and support efforts by maintaining the GLCN Cares portion of the newsletter, social media posts and website.	$0.00	N
4	Educational Partner Feedback Cycle	Support parent participation in school decision-making by operating a educational partners feedback process of regular surveys and focus groups	$40,000.00	Y

5	Engagement Data Analysis	Implement effective and responsive schoolwide student and family engagement and support efforts by proactively gathering data and conducting analysis on measures of student and family engagement to develop meaningful strategies to address root causes of withdrawal, dropping out, and chronic absenteeism	$0.00	N
6	Education Technical Support	Support students, parents and staff in best practices for utilizing digital curriculums and other online programs	$0.00	N
7	Parent Seminars	Support parents in their Personalized Learning role by continuing to provide Parent Seminars and Drop-Ins/Q&A sessions	$6,000.00	Y
8	Website Development	Provide helpful information for prospective and current families regarding Gorman's academic programs, opportunities for engagement, and enrollment. This is maintained in collaboration with the Assistant Superintendent of Educational Services and Informational Technology Staff.	$1,500.00	Y
9	Digital Library	Parents have access to a variety of digital training resources related to student engagement, social-emotional support, and curriculum	$80,000.00	Y
10	Family and Community Engagement Specialists (FACES) 2026 Sports Program Specialist	One classified staff member from SC was hired as the Family and Community Engagement Specialist (FACES) to serve Santa Clarita. One classified Redlands Resource Center staff member will continue to provide services that engage the families and community.	$208,000.00	Y
11	Community Schools Approach	Key Pillars of a Community School Approach 1. Integrated Student Supports: Addressing out-of-school barriers to learning through partnerships and services. 2. Expanded and Enriched Learning: Offering high-quality, expanded learning opportunities, including after-school and summer programs. 3. Active Family and Community Engagement: Treating families as partners and creating a welcoming environment. 4. Collaborative Leadership: Promoting a culture of shared decision-making.	$0.00	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	GLC will provide a Personalized Learning Model education to all students. Goal 4 is a maintenance goal for GLC will ensure that it provides every family with qualified Personalized Learning Teachers, high quality instructional programs and services, rigorous standards-aligned and personalized curriculum across a broad array of courses, and a safe and effective learning environment. We support implementation of the state standards and student achievement for all students, including low income, homeless youth, foster youth, socio-economically disadvantaged, English Learners, and students with disabilities.	Broad Goal

State Priorities addressed by this goal.
Basic, State Priority 1; Course Access. State Priority 7.

An explanation of why the LEA has developed this goal.
Available data and educational partner input suggest that the areas contained within this goal are being successfully addressed by the actions and services already in place. Metrics below will be used to monitor these areas on a regular basis. The actions included with this goal are those which GLC has determined are effective in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned	0% of teachers inappropriately assigned	No change from baseline
2	Percentage of students with access on demand to standardsaligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	100% of students have access on demand to standards-aligned materials	No change from baseline
3	Facilities in good repair	Resource Centers in need of moderate repairs	Redlands Resource Center is in good repair. Santa Clarita Resource Center in need of moderate repairs.	Redlands Resource Center is in good repair. We will no longer operate the Santa Clarita Resource Center.	All facilities rated in good repair	No change from baseline

4	% of teacher retention, excluding retirement	96% teacher retention from 2023-24 school year to 2024-25 school year	100% teacher retention from 2024-25 school year to 2025-26 school year.	100% teacher retention from 2025- 26 school year to 2026-27 school year (not including retirees).	Maintain 95% or higher teacher retention by June 2027	4% increase from baseline for 2024
5	Percentage of respondents with a positive response to Satisfaction Survey question regarding how satisfied they are with their child's learning at Gorman.	95% of parents stated they are satisfied with how much their child is learning at Gorman.	96.4% of parents stated they are satisfied with how much their child is learning at Gorman.	98% of parents stated they are satisfied with how much their child is learning at Gorman.	90% of parents stated they are satisfied with how much their child is learning at Gorman.	Increase of 3.0% from baseline
6	% of instructional staff receiving support and training regarding SEL	68.4% of instructional staff state that school leadership provided SEL training and support	84.4% of instructional staff state that school leadership provided SEL training and support	83.4% of instructional staff state that school leadership provided SEL training and support	100% of instructional staff receive training and support regarding trauma informed practices and SEL	15% increase from baseline
7	% of instructional staff receiving training regarding EL support and reclassification	82.9% of teachers state they know how to determine their EL students' progress towards reclassification	90% of teachers state they know how to determine their EL students' progress towards reclassification	90.9% of teachers state they know how to determine their EL students' progress towards reclassification	100% of teachers receive training regarding EL students' progress towards reclassification	8% increase from baseline
8	% of teachers receiving support and training for all students	87.5% of teachers agree that what they learn at Gorman's professional development meetings address their students' needs.	95.2% of teachers agree that what they learn at Gorman's professional development meetings address their students' needs.	100% have sufficient autonomy to implement an instructional strategy that meets the needs of my students.	100% of teachers receiving support and training for all students	7.7% increase from baseline

9	Percentage of English Learners served by the English Language Development program	100% served ELD Program unless opted out	100% served ELD Program unless opted out	100% served ELD Program unless opted out	100% of English Learners have been provided designated services	No change from baseline
10	No. of students receiving Title I tutoring	48% of students who qualified for services accepted them in 2022-23	40% of students who qualified for services accepted them in 2023-24	40% of students who qualified for services accepted them in 2024-25	70% of qualified students receive services	Decrease of 8% from baseline

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

1 Curriculum review and effectiveness. Our Subject Expert Teachers have revised both the TK-8th and high school curriculum menus.
Utilizing CAASPP and iReady data, SETs updated the list of preferred curriculum and identified additional resources needed to supplement
curriculum to ensure that all available curriculum is standards-aligned. We have increased the number of A-G courses available and student
access to single subject credentialed teachers through Gorman Virtual Academy and Google Classroom. Subject Expert Teachers have
vetted curriculum menu for high school students to ensure that all general education core curriculum is rigorous and A-G aligned. There were
many successes with this process this year as students had increased options for standards-aligned curriculum. The biggest challenge we
faced were budget constraints that limited the number of hours our SETs could spend on this task. It would have been beneficial to have
more staff hours designated to this process. In addition, there were time constraints for our SETs in managing their Google Classrooms.

2 Direct Shipping. Students were able to receive items directly from vendors. Parents were instructed how to properly document receipt of
these items for our warehouse inventory. In addition, Chromebooks were able to be shipped directly to students allowing students to access
curriculum faster. The biggest success as a result of direct shipping is more timely delivery of educational materials. The biggest challenge
we face is receiving curriculum materials back after families have withdrawn. We also have some families that do not communicate receipt of
items in a timely manner.

3 PLTs. Gorman ensured basic services were in place by providing credentialed Personalized Learning Teachers for all students.
Evaluations and observations aligned with CSTPs. A mentoring program was in place to support new teachers and facilitators; professional
development built capacity to differentiate instructional support for students with disabilities, English Learners, low socio-economic, atpromise
subgroups, and gifted and talented students; we continued to provide an induction program for teachers with preliminary credentials.
The biggest challenges we faced this year were related to hiring new teachers due to our current salary schedule.

4 SPED Teachers & Staff. Gorman provided all required IEP (Individualized Education Program) services by our credentialed Special

Education teachers and classified staffing to ensure that students were receiving a Free and Appropriate Education in the Least Restrictive
Environment. Special education staff carefully offer specific and beneficial IEP services to meet the needs of each unique student in a variety
of ways that works best for the student, such as virtual, in-person, or hybrid. The Special Education Department holds their students to high
standards in order to provide a safe and equitable learning environment for all learners to succeed and grow by giving access to the general
education curriculum as well as supplemental performance level curriculum.

5 Instructional/Student Support Staff - RC Paraprofessional Staff have provided in-person enrichment opportunities for students, including
workshops, tutoring and sports. Special education and general education paraprofessionals and instructional staff provide quality services to
support student learning in the academic environment, which in turn helps support the staff so that they can successfully teach all students.
Title I Academic Coaches and Thrive provided tutoring for students performing below grade level who qualified for Title I services. English
Language Learners are provided with instructional support including live instruction and modified curriculum.

6 Curriculum and Materials - Curriculum options were reviewed with the expertise of the PLT and the input of the parent(s) to ensure each
student's needs and learning style is considered. For students with an IEP, Inclusion Specialists are also heavily involved in decision making
to align curriculum and options with IEP goals. Adjustments were made as needed and assessment results were compared to make datadriven
decisions.

7 Software, Subscriptions, and Licenses - Online and digital resources were available for students to use as core curriculum,
supplemental, options and/or targeted resources. These options have become increasingly popular, and have been carefully reviewed to
ensure they adequately meet the needs of the students and the goals of the school.

8 Devices and Internet

9 Assessment - Students participated in three iReady benchmark assessments throughout the school year. In addition, students in
CAASPP testing grades were administered CAASPP, CAA and CAST assessments in March and April 2026. For the 2025-26 school year,
all assessments, high school midterms and finals were proctored by educational staff.

10 PD for UP - The MTSS Coordinator provided monthly training and resources to Personalized Learning Teachers (PLTs) each month at
the teacher meetings. Parents of English Learners were invited to participate in EL Parent Seminars.

11 Supplemental curriculum for UP K-5th grade Journeys (ELA) and 6-12th Edmentum (all subjects). All other options use our general populations curriculum with optional ELD support within the program- MS/HS- Subject.com (All subjects), MS/HS My Perspectives (ELA), K-8th math- Ready Common Core and
Sadlier.

12 Online resources for UP Reading Eggs/Math Seeds, iReady Intervention lessons, Conquer the CAASPP, and BrainPOP. For EL students individual pathways instruction are created using Edmentum's Exact Path for K-12th. EPIC!, Read Works, Math Antics, K5 Learning, Khan Academy,
Education.com, CommonLit.

13 Direct Assistance for UP The use of Iready Intervention and Conquer the CAASPP. Foster Youth/Homeless Liaison, EL Coordinator, other positions or extra duties specifically supporting EL, FY, or LI students, Salaries and Benefits.

14 Targeted Assistance Students that qualify for Title 1 targeted services and given the option to participate in targeted instruction provided by inhouse Academic Coaches or an outside tutoring vendor. The staff use iReady and CAASPP

scores to meet each individual student's needs. Supports and assistance from the Homeless and Foster Liaison. For EL students individual pathways instruction- Edmentum's Exact Path for K-12th and Reading Eggs/Math Seeds for TK.

15 Professional Development - Teachers engaged in professional development during each of the monthly regional PLT meetings, where
training and collaborative discussions were held. In August, an in-person all-staff Professional Development Day was held, followed by an inperson PLT training day and a virtual PLT training day.

16 Mental Health Support- For 2024-25 we intended to establish an MOU with a local provider of mental health support services. We did
contract with ERMHS (Educationally Related Mental Health Services) counselors for our SPED students, but at this time we have been
unable to establish an MOU for mental health support services for non-SPED students.

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

Goal 3 Action 2: Direct Shipping. For 2025-26 we over budgeted the amount we would need. We have reduced our budget for 2026-27 to
more closely reflect actual expenses for 2025-26.
Goal 3 Action 4: SPED Teachers & Staff. We are in the process of transitioning services offered to SPED students to in-house staff rather
than external providers. We budgeted to hire SPED employees to reduce the cost of using outside vendors, but have not yet filled all of these
positions.
Goal 3 Action 5: Instructional Staff. To address the budget deficit, many instructional staff positions were not filled for 2026-27.
Goal 3 Action 7: Subscriptions, Licenses & Software. There was an increase in the dollar amount because we purchased Blumira which is
part of ITs security stack that they use to mitigate security issues throughout our technology footprint, and additional IT security.
Goal 3 Action 15: Professional Development. To address the budget deficit for 2024-25, staff attended fewer conferences reducing travel
costs.

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

1 Curriculum review and effectiveness: Effective. Students had access to standards-aligned curriculum. There were project-based
courses created to better meet the needs of all students. Parents had more curriculum options to choose from. More students were able to
meet the a-g requirement of an interactive hour. Ineffective curriculum was identified and removed from the curriculum menu.
2 Direct Shipping: Effective. Students have timely access to educational materials.
3 PLTs: Effective. Personalized Learning Teachers ensured standards-aligned instruction and provided instructional materials to all students.
By 2025-26 we will complete a comparative analysis of the teacher salary schedule to ensure attraction of quality candidates.
4 SPED Teachers & Staff: Effective. Gorman provided all required IEP (Individualized Education Program) services by our credentialed
Special Education teachers and classified staffing to ensure that students were receiving a Free and Appropriate Education in the Least
Restrictive Environment. The Special Education Department offers students access to the general education curriculum as well as
supplemental performance level curriculum to best fit their needs.
5 Instructional/Student Support Staff: Effective. RC Paraprofessional Staff have provided in-person enrichment opportunities for students,
including workshops, tutoring and sports. Special education and general education paraprofessionals and instructional staff provide quality
services to support student learning in the academic environment, which in turn helps support the staff so that they can successfully teach all
students.

6 Curriculum and Materials: Effective.
7 Software, Subscriptions, and Licenses: Effective.
8 Devices and Internet: Effective.
9 Assessment: Effective. Over 95% of all eligible students participated in CAASPP testing in the spring of 2025. All students K-12th were
administered three iReady benchmark assessments. ELPAC testing was administered to eligible students.
10 PD for UP: Effective. Staff received training to support unduplicated pupils.
11 Supplemental curriculum for UP: Effective. All unduplicated pupils had access to supplemental curriculum.
12 Online resources for UP: Effective.
13 Direct Assistance for UP: Effective.
14 Targeted Assistance: Effective. All student achievement data was analyzed to identify students in need of targeted assistance.
15 Professional Development: Effective. Teachers engaged in professional development during each of the monthly regional PLT
meetings, where trainings and collaborative discussions were held. In August, an in-person all-staff Professional Development Day was held,
followed by an in-person PLT training day and a virtual PLT training day.
16 Mental Health Support: Partially Effective. Our eligible SPED students are receiving services from ERMHS counselors. In 2026-27, we
hope to establish more partnerships for all Gorman students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
No substantive changes. Goals and metrics were implemented as planned.

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	Curriculum review and effectiveness	Subject Expert Teachers (SET) evaluate content courses and update or create courses to provide high quality resources for students to meet standards based and/or a-g graduation requirements and exhibit college and career readiness	$0.00	N
2	Direct Shipping	Support student access to curriculum by implementing direct shipping from vendors and parent ordering of curriculum with PLT approval	$60,000.00	Y

3	PLTs	Ensure basic services are in place by providing credentialed Personalized Learning Teachers. Evaluations and observations align with CSTPs; mentoring program in place to support new teachers and facilitators; professional development to build capacity to differentiate instructional support for students with disabilities, English Learners, low socio-economic, at-promise subgroups, and gifted and talented students; continue to provide an induction program for teachers with preliminary credentials. Improved compensation plan for all teachers that will allow us to retain our staff	$5,680,186.00	N
4	SPED Teachers & Staff	Ensure basic services are in place by providing credentialed Special Education teachers and classified staffing	$3,080,810.00	N
5	Instructional/Student Support Staff	Ensure basic services are in place by providing qualified instructional staff and student support staff, paraprofessionals	$325,000.00	Y
6	Curriculum and Materials	Ensure basic services are in place by providing curriculum and materials	$1,337,500.00	N
7	Software, Subscriptions, and Licenses	Ensure basic services are in place by providing curriculum software, subscriptions, and licenses	$237,926.00	N
8	Devices and Internet	Ensure basic services are in place by providing devices and internet access	$17,500.00	N
9	Assessment	Ensure basic services are in place by providing effective assessment	$0.00	N
10	PD for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing professional development activities designed to support Unduplicated Pupils	$0.00	N
11	Supplemental curriculum for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing supplemental curriculum and materials for Unduplicated Pupils including standard aligned curriculum and online instructional supports to support all English Learners to reach annual growth towards language proficiency	$12,500.00	N
12	Online resources for UP	Ensure additional learning support services are in place for Unduplicated Pupils by providing ELD via Edmentum	$2,500.00	N

13	Direct Assistance for UP	Ensure direct assistance and support are provided to Unduplicated Pupils and their families by coordinating Foster Youth/Homeless student support, Low Income student support, and English Learner Support	$119,417.00	N
14	Targeted Assistance	Ensure the achievement of at risk students is supported by providing supplemental instructional support to Title I students	$200,000.00	N
15	Professional Development	Utilize student achievement data to drive student instruction through collaboration and data analysis; training for best practices regarding ed technology and SEL	$152,288.00	N
16	Mental Health Support	Enter into an MOU with local provider of mental health support services	$0.00	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Gorman will ensure equitable access to academic and social emotional support for all students by optimizing in-person learning opportunities.	Focus Goal

State Priorities addressed by this goal.
Student Engagement, State Priority 5; Course Access, State Priority 7

An explanation of why the LEA has developed this goal.
The focus goal for the previous LCAP cycle beginning in 2021-22 was centered around increasing parent engagement and support. Based on survey data collected over the last three years, significant progress towards meeting this goal was evident. As a result of these improvements around parent engagement, the administrative team of Gorman decided to pursue a new focus goal for this upcoming LCAP cycle. According to enrollment data from the last three years, Gorman's retention rate for current students is approximately 85%. When students withdraw from Gorman, their personalized learning teacher (PLT) submits a withdrawal form that includes data regarding the reason for the students' withdrawal. Analysis of this data showed that a significant majority of students who withdraw from Gorman to attend a similarly structured charter leave to have access to more in-person learning opportunities. In addition to this, LCAP survey data revealed that 38% of current parents feel there are not enough educational units provided to Gorman students. 76% of parents surveyed stated that their student utilizes their educational units towards academic support, sports, and art. The survey also revealed that 33% of parents indicated that there are not enough community partner options for them to choose from in their area. This was a top concern for parents of students who do not participate in in-person workshops at a resource center. The LCAP survey also addressed upcoming legal challenges that may impact our ability to operate in-person resource centers. To better determine the value of the resource centers, questions around the benefit of resource centers were included in the survey. 40% of parents,

students and staff surveyed stated they would help to garner community support for in-person resource centers to ensure their continued
operation. 76% of Gorman's parents highly value in-person learning experiences for their students. This percentage is starkly higher than
pre-Covid percentages.
42% of Gorman's English Learners participate in workshops at our in-person resource centers. In addition to this, 29% of Gorman's
homeless population and 52% of the socio-economically disadvantaged student population attend workshops at the resource center.
Student achievement data from CAASPP 2022 and CAASPP 2023 indicate that students in these special programs saw higher growth in
their performance over time in ELA and Mathematics in contrast to the same populations in the rest of the state of California. According to
the survey, nearly 600 parents and students state that they highly value the in-person learning experience to supplement their student's
academic experience. Administrative staff and the governing board were presented this data and discussed how to best ensure the
continuation of resource centers as we approach the charter renewal process.
The key tenets of Gorman's new focus goal are to identify and implement best practices around educational units to ensure equitable access
to academic support for all students and to work towards continuation of our physical resource centers by focusing on financial planning and
strategic planning in anticipation of charter renewal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	No. of Field Trips offered	1 field trip was offered in 2022-23	5 field trips were offered in 2023-24	10+ field trips were offered in 2024-25	5+ field trips per school year	Increase in 9 field trips from baseline
2	Retention rate of Gorman students	75% of Gorman students stayed enrolled from 2022- 23 to 2023-24 as of Census Day (excludes graduates and No- Shows)	79.6% of Gorman students stayed enrolled from 2023- 24 to 2024-25 as of Census Day (excludes graduates and No- Shows)	80.1% of Gorman students stayed enrolled from 2024- 25 to 2025-26 as of Census Day (excludes graduates and No- Shows)	85% of Gorman students stay enrolled between school years	Increase of 5.1% from baseline
3	% of parents state they utilize community partners	62% of families are satisfied with the current community partner resources available	78.9% of parents state they utilize community partners	82% of parents state they utilize community partners	75% of families are satisfied with the current community partner resources available	Increase of 20% from baseline

4	Local District Relationships	As of 2022-23, Gorman has no existing relationships with local districts	Gorman has begun establishing a relationship with districts in Redlands, CA	Gorman established a relationship with Redlands USD, SBCUSD, DSUSD & SBCSS. We have attended multiple Redlands USD Board meetings.	Gorman has relationships with all local districts.	Increased to a total of four local district relationships from baseline of zero.
5	No. of workshops offered	274 in-person workshops offered VA: 301 virtual workshops offered	296 in-person workshops offered 159 virtual workshops offered through the Gorman Virtual Academy	296 in-person workshops offered 159 virtual workshops offered through the Gorman Virtual Academy	Gorman offers 200+ in-person workshops and 250+ virtual workshops	increase of 22 in person workshops and decrease of 141 virtual workshops from baseline
6	No. of students attending workshops at physical RC	776 students attended physical workshops in 2022- 23	778 students attended physical workshops in 2023- 24	778 students attended physical workshops in 2024- 25	GLC: 600+ students attending physical workshops	No significant increase from baseline
7	No. of students attending virtual workshops	205 students participated in virtual workshops in 2022-23	251 students participated in virtual workshops in 2023-24	251 students participated in virtual workshops in 2024-25	200+ students participate in virtual workshops	46 student increase from baseline
8	No. of CTE classes available at resource centers	As of 2022-23 there was 1 workshop and 24 virtual classes available at resource centers. There were no complete pathways.	As of 2023-24 there were 0 inperson workshops and 29 virtual classes available at resource centers. There were 11 complete pathways.	As of 2024-25 there were 0 inperson workshops and 29 virtual classes available at resource centers. There were 11 complete pathways.	2 in-person workshops and 20+ virtual CTE classes available at the resource centers. There will be 15 complete pathways.	Increase of 5 virtual classes from baseline. Increase of 11 complete pathways.
9	Number of students who completed a CTE pathway	0 high schoolers completed a CTE pathway in 2022-23	3 high schoolers completed a CTE pathway in 2023-24	0 high schoolers completed a CTE pathway in 2024-25 according to DataQuest	15 high schoolers complete a CTE pathway annually	Increase of 3 students from baseline

10	Number of Community Partners (vendors)	In 2022-23 there were 323 approved Community Partners (vendors)	In 2023-24 there were 382 approved Community Partners (vendors)	In 2024-25 there were 400+ approved Community Partners (vendors)	400+ approved Community Partners	Increase of 59 Community Partners from baseline

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

1 Resource Centers. For 2025-26, our two resource centers provided semester and year-long workshops for students in TK-12th grade.
SPED services and tutoring were available for eligible students. In addition, resource centers hosted open houses, dances, graduations,
carnivals, movie nights, showcases and other family engagement activities that were well attended.
2 Community Partnerships. For 2026-27, we plan to continue to build relationships with more local districts. Gorman participated in a food
distribution event for the Redlands community. Gorman continues to offer additional dual enrollment opportunities for students. In 2024-25,
we established MOUs with both Cerro Coso Community College and College of the Canyons. We established a partnership with Garner Holt
Productions and Garner Holt Education Through Imagination who donated their meeting space for two meetings, provided lunch for one
meeting and provided all leaders and teachers who attended a free Disney popcorn holder collectible. They also provided one free field trip
for our GVA CTE scholars. We have established relationships with Redlands USD and attended multiple RUSD Board meetings. We have
relationships with leaders at San Bernardino County Superintendent of Schools (SBCSS), San Bernardino City Unified School District
(SBCUSD) and Desert Sands Unified School District (DSUSD).
3 Marketing Focus. For incoming students, the enrollment team removed barriers to enrollment. Any new parent wanting to enroll received
the enrollment video to watch and then received the enrollment form. Anyone who still needed a personal phone conversation, was given
that opportunity to truly understand the GLCN model. We purchased branded canopies and marketing materials to use at events. We used
the marketing tools at charter school fairs and local events. Gorman expanded its social media outreach by creating GLCN accounts on
Instagram, Facebook and LinkedIn and using them to market GLCN.
4 CTE workshops and materials.
This year CTE offered 11 pathways to our students. Those are Animal Science, AgriScience, Ornamental Horticulture, Design, Visual, &
Media Arts, Personal Finance, Performing Arts, Education, Child Development, Health Administrative Services, & Patient Care. The classes
were implemented with a student-centered model where teachers worked individually with each student to gain a career-focused awareness
while also developing trade specific skills. Ag students participated in FFA, local fair competitions, and virtual animal care basics. Our
advisory committee met to make recommendations for program development and future activities related to CTE.
5 Update Community Partner List. The Community Partner list is constantly revised by our Vendor Course Instruction personnel.
6 Community Partner Services. New Community Partner services were added for the 2024-25 and 2025-26 school years.
7 Learning Environments.
8 CTE Pathways. There are currently 11 complete CTE pathways. Though the complete pathways are available, few students have enrolled

in the courses. However, we did have 5 students make it to completer status fulfilling all the requirements for their specific pathway.

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

Goal 4 Action 3: Marketing Focus. To address the 2024-25 budget deficit, we did not hire a marketing person.
Goal 4 Action 4: CTE workshops and materials. Initially we planned to offer more CTEM workshops in-person. For 2025-26, the majority of
classes ended up being virtual, reducing the material cost. We established a grant funded partnership with the National Education Foundation SkillSoft to provide both workability skills and dispositions
via badging, certificates, and industry courses/certifications.

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

1 Resource Center. Effective.
2 Community Partnerships. Somewhat effective.
3 Marketing Focus. Effective.
4 CTE classes and materials. Effective. Our CTE workshops have been very effective with the students enrolled. Students have
demonstrated an increased understanding of their particular pathways and developed career specific skills along the way. One particular
example is within our Agriscience & Animal Care pathways where students are interacting with animals through feeding, cleaning, and
showing. Our photography students have developed photojournalist skills through developing our yearbook while integrating techniques they
have learned for their camera. Our medical students have utilized dual enrollment content from our local community colleges to earn college
credits while deepening their knowledge of the medical field in a higher education setting. Lastly, our Child Development & Education
students showed a hunger to develop a deeper understanding of adolescent behavior and needs. At least one student expressed her desire
to further her knowledge in her pathway and eventually become a teacher. Utilizing virtual curriculum like ICEV has given students an
interactive experience that has translated well to their real-world activities.
5 Update Community Partner List. Effective.
6 Community Partner Services. Effective.
7 Learning Environments. Effective.
8 CTE Pathways. Partially Effective. These pathways were determined to be partially effective largely due to the fact that we did not have
any students enrolled in the classes. While some efforts were made to promote these particular pathways, student interest has not been
great enough to run with these particular pathways. Our advisory committee has made recommendations on how we can better reach
students, one of which focuses on resource center assemblies with a guest speaker and student showcase.

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.

Metric 3 was changed for 2025-26 to “% of parents whose student(s) utilize community partners”.
Metric 9 was changed from “% of high school students who complete a CTE pathway” to the number of high school students who complete a
CTE pathway.
For 2025-26, Metric 10 was added to track the total number of community partners available for students.
All other metrics and actions were implemented as planned.

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	Redlands Resource Center	Provide opportunities for students to attend resource center for inperson instruction and peer engagement. Provide virtual VAPA offerings/hybrid for those in SC and AV.	$78,849.00	Y
2	Community Partnerships	Create opportunities for students and families to actively engage in their communities with personalized educational activities. Expand community partnerships.	$0.00	N
3	Marketing Focus	The superintendent and the assistant superintendent of Educational Service will lead the marketing and social media focus on student retention, enrollment district relations, and community partnerships	$0.00	N
4	CTE workshops and materials	Provide virtual and in-person CTE workshop opportunities for students. Equip classrooms with materials and supplies necessary for each CTE in-person workshop	$1,100.00	N
5	Update Community Partner List	Update current community partner list to be more accessible for parents and guardians	$0.00	N
6	Community Partner Services	Support all students in improving academic achievement with direct services and programs by continuing to offer Community Partner services	$1,150,000.00	N
7	Learning Environments	Ensure basic services are in place by providing safe and supportive learning environments	$110,682.00	N
8	CTE Pathways	Support all students in improving academic achievement with collegeand career-readiness learning opportunities by offering complete CTE pathways	$215,051.00	Y

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,417,091.00	$0.00

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
7.21%	0%	$0.00	7.21%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1			
1.3			
1.4			
1.5			
1.7			
1.8			
2.4			
2.7			
2.8			
2.9			
2.10			
3.2			
3.5			
4.1			
4.8			

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.
Not 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.
Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:75	
Staff-to-student ratio of certificated staff providing direct services to students	1:18	

2026-27 Total Planned Expenditures Table

Totals	19655618	1417091	7.21%	0%	7.21%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,418,591.00	$0.00	$0.00	$0.00	$13,521,000.00	$633,000.00	$785,591.00

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	College and Career Workshops	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$100,000.00	$30,000.00	$130,000.00				$130,000.00	
1	2	Career Presentations	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	3	CAASPP Performance	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	4	AP Courses	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	5	i-Ready Proctor iReady Assessments	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	6	Standards Tracking	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	7	Curriculum Development	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$97,500.00	$97,500.00				$97,500.00	
1	8	MTSS Program	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$86,691.00	$86,691.00				$86,691.00	
1	9	DOR Collaboration	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	10	Targeted Synchronous Instruction Topics	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	11	A-G Eligibility	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	12	MOU with College of the Canyons & Cerro Coso Community College	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	13	Partnership with the National Education Foundation (NEF) & Pilot Skill Soft	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	14	Implement CDE Mandated CCGI & Provide Professional Learning for PLTs, Parents, Guardians & Scholars	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
1	15	Add additional world language options to provide greater opportunity for A-G completion	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
2	1	SEL Training for Instructional Staff	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
2	2	Gorman Newsletter	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
2	3	GLCN Cares	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
2	4	Educational Partner Feedback Cycle	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	5	Engagement Data Analysis	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
2	6	Education Technical Support	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
2	7	Parent Seminars	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	8	Website Development	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	9	Digital Library	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
2	10	Family and Community Engagement Specialists (FACES) 2026 Sports Program Specialist	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$208,000.00	$0.00	$208,000.00				$208,000.00	
2	11	Community Schools Approach	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
3	1	Curriculum review and effectiveness	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
3	2	Direct Shipping	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
3	3	PLTs	All	No	Not Applicable			2026-27	$0.00	$0.00					$5,680,186.00	
3	4	SPED Teachers & Staff	All	No	Not Applicable			2026-27	$0.00	$0.00					$3,080,810.00	
3	5	Instructional/Student Support Staff	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$325,000.00	$0.00	$325,000.00				$325,000.00	
3	6	Curriculum and Materials	All	No	Not Applicable			2026-27	$0.00	$0.00					$1,337,500.00	
3	7	Software, Subscriptions, and Licenses	All	No	Not Applicable			2026-27	$0.00	$0.00					$237,926.00	
3	8	Devices and Internet	All	No	Not Applicable			2026-27	$0.00	$0.00					$17,500.00	
3	9	Assessment	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
3	10	PD for UP	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
3	11	Supplemental curriculum for UP	All	No	Not Applicable			2026-27	$0.00	$0.00					$12,500.00	
3	12	Online resources for UP	All	No	Not Applicable			2026-27	$0.00	$0.00					$2,500.00	
3	13	Direct Assistance for UP	All	No	Not Applicable			2026-27	$0.00	$0.00					$119,417.00	
3	14	Targeted Assistance	All	No	Not Applicable			2026-27	$0.00	$0.00					$200,000.00	
3	15	Professional Development	All	No	Not Applicable			2026-27	$0.00	$0.00					$152,288.00	
3	16	Mental Health Support	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
4	1	Redlands Resource Center	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$78,849.00	$78,849.00				$78,849.00	
4	2	Community Partnerships	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
4	3	Marketing Focus	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	
4	4	CTE workshops and materials	All	No	Not Applicable			2026-27	$0.00	$0.00					$1,100.00	
4	5	Update Community Partner List	All	No	Not Applicable			2026-27	$0.00	$0.00					$0.00	

4	6	Community Partner Services	All	No	Not Applicable			2026-27	$0.00	$0.00				$1,150,000.00	
4	7	Learning Environments	All	No	Not Applicable			2026-27	$0.00	$0.00				$110,682.00	
4	8	CTE Pathways	All	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing	$0.00	$215,051.00	$215,051.00			$215,051.00	

2026-27 Contributing Actions Table

19655618	1417091	7.21%	0%	7.21%	$1,418,591.00	0%	7.22%

Totals by Type	Total LCFF Funds
Total:	$1,418,591.00
LEA-wide Total:	$1,418,591.00
Limited Total:	$0.00
Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	College and Career Workshops	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$130,000.00	
1	3	CAASPP Performance	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$50,000.00	
1	4	AP Courses	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$10,000.00	
1	5	i-Ready Proctor iReady Assessments	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$30,000.00	
1	7	Curriculum Development	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$97,500.00	
1	8	MTSS Program	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$86,691.00	
2	4	Educational Partner Feedback Cycle	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$40,000.00	
2	7	Parent Seminars	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$6,000.00	
2	8	Website Development	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,500.00	
2	9	Digital Library	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$80,000.00	
2	10	Family and Community Engagement Specialists (FACES) 2026 Sports Program Specialist	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$208,000.00	
3	2	Direct Shipping	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$60,000.00	
3	5	Instructional/Student Support Staff	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$325,000.00	
4	1	Redlands Resource Center	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$78,849.00	
4	8	CTE Pathways	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$215,051.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$13,521,000.00	$1,462,700.00

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	College and Career Workshops	Yes	$130,000.00	$137,000.00
1	2	Career Presentations	No	$0.00	$0.00
1	3	CAASPP Performance	Yes	$50,000.00	$52,000.00
1	4	AP Courses	Yes	$10,000.00	$8,000.00
1	5	i-Ready Proctor iReady Assessments	Yes	$30,000.00	$30,000.00
1	6	Standards Tracking	No	$0.00	$0.00
1	7	Curriculum Development	Yes	$97,500.00	$100,000.00
1	8	MTSS Program	Yes	$86,691.00	$90,000.00
1	9	DOR Collaboration	No	$0.00	$0.00
1	10	Targeted Synchronous Instruction Topics	No	$0.00	$0.00
1	11	A-G Eligibility	No	$0.00	$0.00
1	12	MOU with College of the Canyons & Cerro Coso Community College	No	$0.00	$0.00
1	13	Partnership with the National Education Foundation (NEF) & Pilot Skill Soft	No	$0.00	$0.00
1	14	Implement CDE Mandated CCGI & Provide Professional Learning for PLTs, Parents, Guardians & Scholars	No	$0.00	$0.00
1	15	Add additional world language options to provide greater opportunity for A-G completion	No	$0.00	$0.00
2	1	SEL Training for Instructional Staff	No	$0.00	$0.00
2	2	Gorman Newsletter	No	$0.00	$0.00
2	3	GLCN Cares	No	$0.00	$0.00
2	4	Educational Partner Feedback Cycle	Yes	$40,000.00	$41,000.00
2	5	Engagement Data Analysis	No	$0.00	$0.00
2	6	Education Technical Support	No	$0.00	$0.00
2	7	Parent Seminars	Yes	$6,000.00	$8,000.00
2	8	Website Development	Yes	$1,500.00	$1,700.00
2	9	Digital Library	Yes	$80,000.00	$82,000.00
2	10	Family and Community Engagement Specialists (FACES) 2026 Sports Program Specialist	Yes	$208,000.00	$210,000.00
2	11	Community Schools Approach	No	$0.00	$0.00
3	1	Curriculum review and effectiveness	No	$0.00	$0.00
3	2	Direct Shipping	Yes	$60,000.00	$58,000.00
3	3	PLTs	No	$5,680,186.00	$0.00
3	4	SPED Teachers & Staff	No	$3,080,810.00	$0.00
3	5	Instructional/Student Support Staff	Yes	$325,000.00	$345,000.00
3	6	Curriculum and Materials	No	$1,337,500.00	$0.00
3	7	Software, Subscriptions, and Licenses	No	$237,926.00	$0.00
3	8	Devices and Internet	No	$17,500.00	$0.00
3	9	Assessment	No	$0.00	$0.00
3	10	PD for UP	No	$0.00	$0.00
3	11	Supplemental curriculum for UP	No	$12,500.00	$0.00
3	12	Online resources for UP	No	$2,500.00	$0.00
3	13	Direct Assistance for UP	No	$119,417.00	$0.00
3	14	Targeted Assistance	No	$200,000.00	$0.00
3	15	Professional Development	No	$152,288.00	$0.00
3	16	Mental Health Support	No	$0.00	$0.00
4	1	Redlands Resource Center	Yes	$78,849.00	$80,000.00
4	2	Community Partnerships	No	$0.00	$0.00
4	3	Marketing Focus	No	$0.00	$0.00
4	4	CTE workshops and materials	No	$1,100.00	$0.00
4	5	Update Community Partner List	No	$0.00	$0.00
4	6	Community Partner Services	No	$1,150,000.00	$0.00
4	7	Learning Environments	No	$110,682.00	$0.00
4	8	CTE Pathways	Yes	$215,051.00	$220,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 8 from 5)
1396300	$1,418,591.00	$1,534,700.00	($116,109.00)	0%	0%	0%

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	College and Career Workshops	Yes	$130,000.00	$137,000.00		
1	3	CAASPP Performance	Yes	$50,000.00	$52,000.00		
1	4	AP Courses	Yes	$10,000.00	$80,000.00		
1	5	i-Ready Proctor iReady Assessments	Yes	$30,000.00	$30,000.00		
1	7	Curriculum Development	Yes	$97,500.00	$100,000.00		
1	8	MTSS Program	Yes	$86,691.00	$90,000.00		
2	4	Educational Partner Feedback Cycle	Yes	$40,000.00	$41,000.00		
2	7	Parent Seminars	Yes	$6,000.00	$8,000.00		
2	8	Website Development	Yes	$1,500.00	$1,700.00		
2	9	Digital Library	Yes	$80,000.00	$82,000.00		
2	10	Family and Community Engagement Specialists (FACES) 2026 Sports Program Specialist	Yes	$208,000.00	$210,000.00		
3	2	Direct Shipping	Yes	$60,000.00	$58,000.00		
3	5	Instructional/Student Support Staff	Yes	$325,000.00	$345,000.00		
4	1	Redlands Resource Center	Yes	$78,849.00	$80,000.00		
4	8	CTE Pathways	Yes	$215,051.00	$220,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
19041486	1396300	0%	7.33%	$1,534,700.00	0%	8.06%	$0.00	0%

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

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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