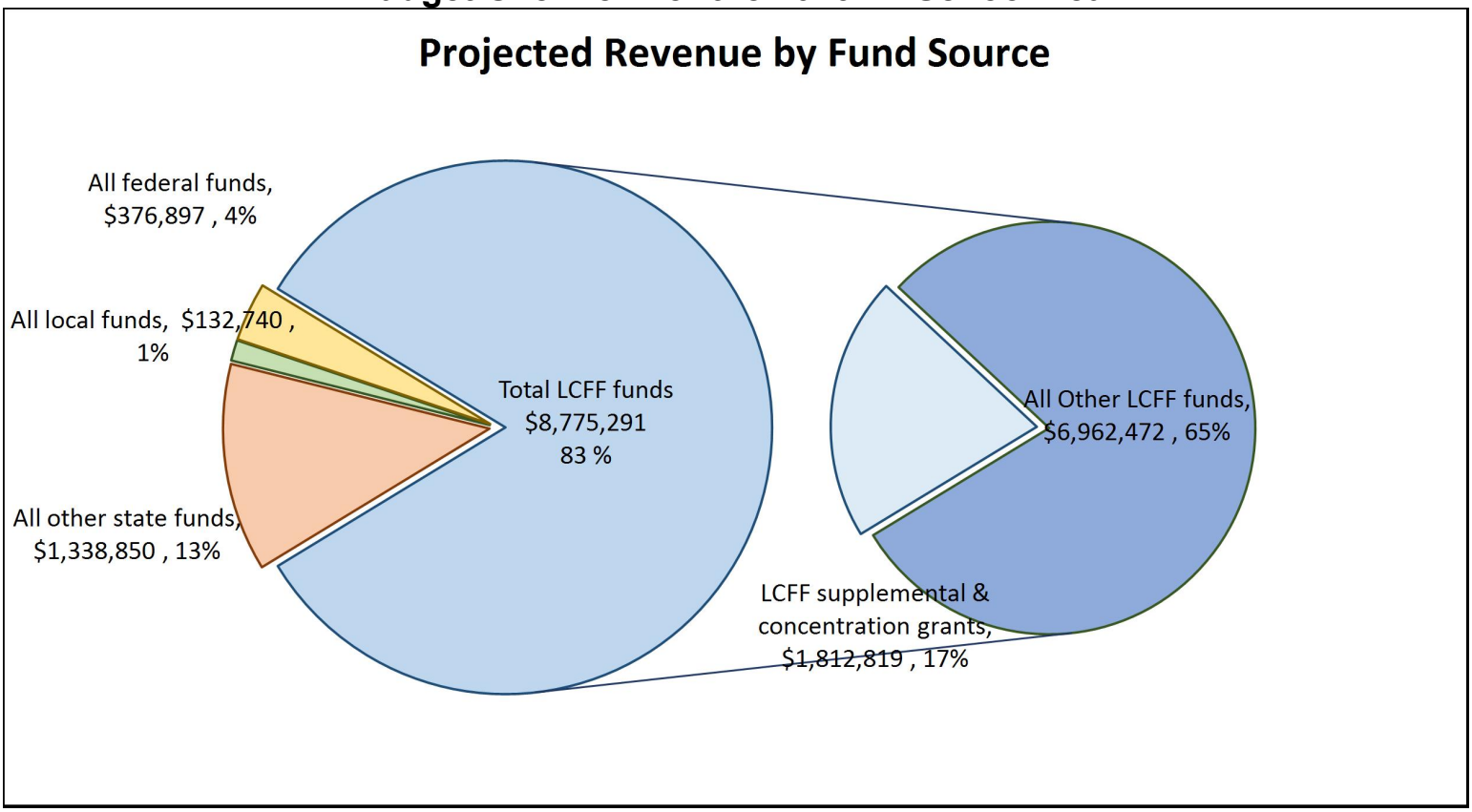
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leadership Public Schools: Richmond
CDS Code: 07617960101477
School Year: 2026-27
LEA contact information:
Riffat Akram
Principal
rorona@leadps.org
(510) 696 -7458

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

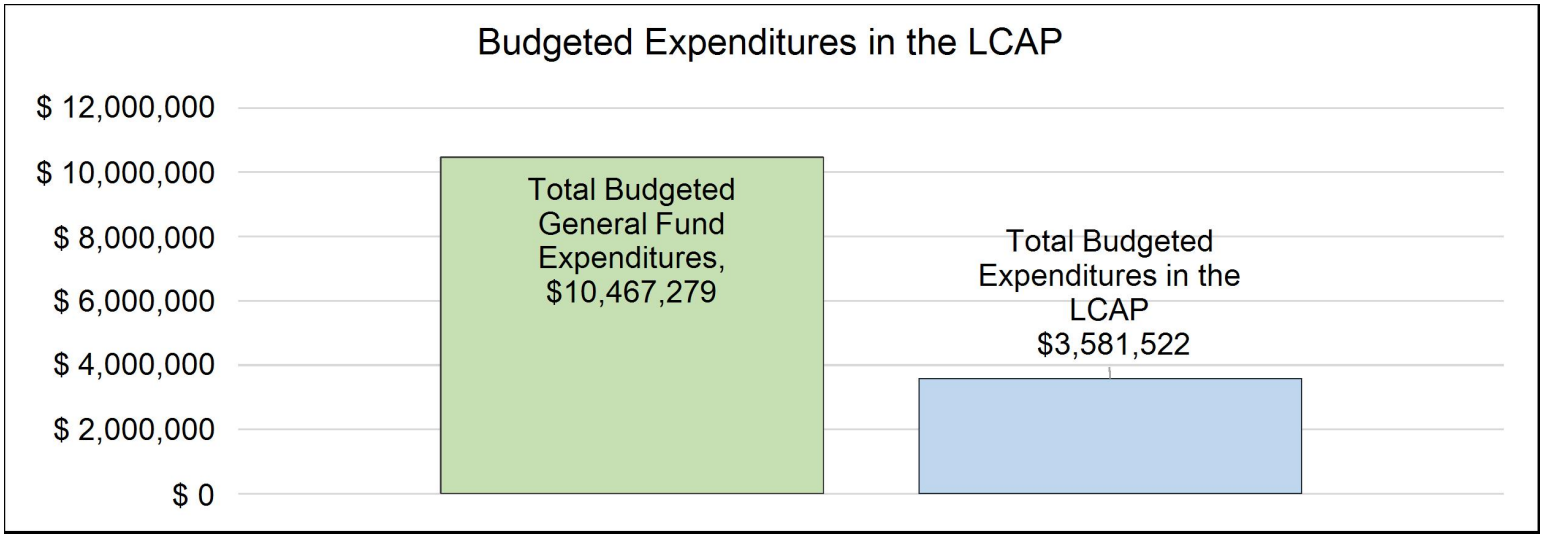


This chart shows the total general purpose revenue Leadership Public Schools: Richmond expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leadership Public Schools: Richmond is $10,623,778, of which $8,775,291.00 is Local Control Funding Formula (LCFF), $1,338,850.00 is other state funds, $132,740.00 is local funds, and $376,897.00 is federal funds. Of the $8,775,291.00 in LCFF Funds, $1,812,819.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Leadership Public Schools: Richmond 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: Leadership Public Schools: Richmond plans to spend $10,467,279.00 for the 2026-27 school year. Of that amount, $3,581,522.00 is tied to actions/services in the LCAP and $6,885,757 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

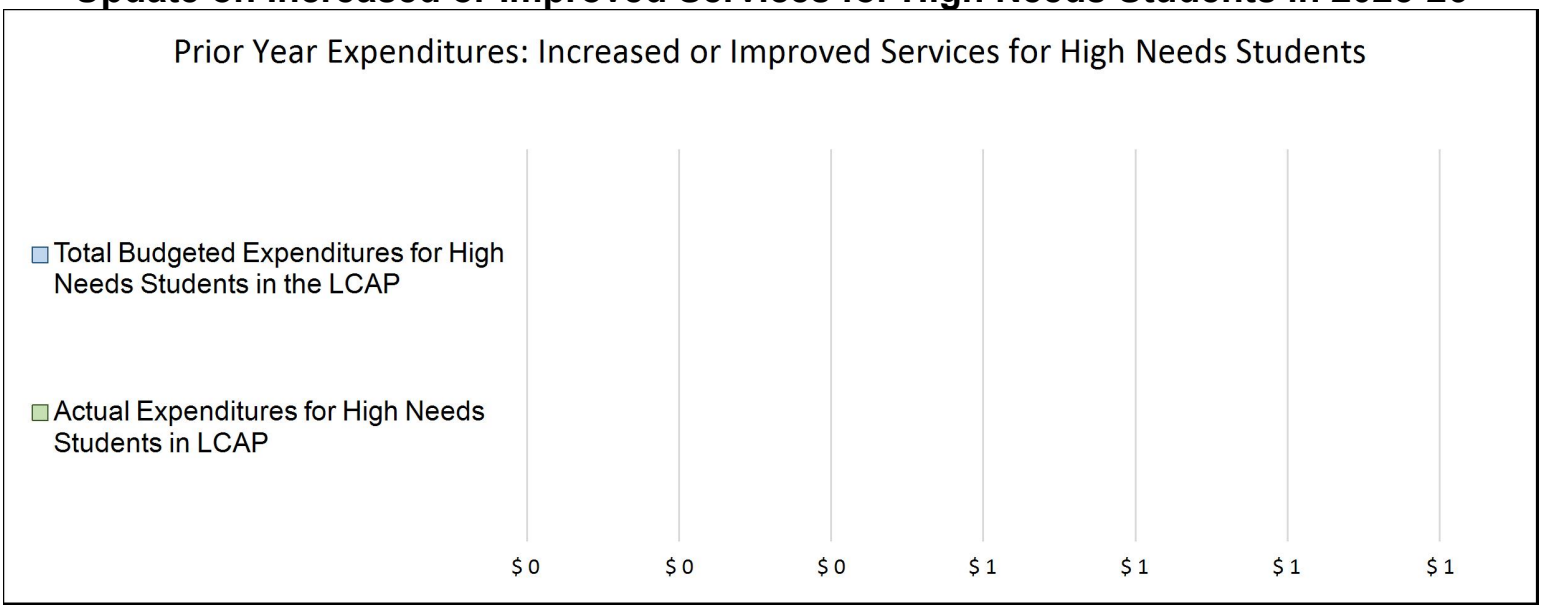
A number of the actions identified in the LCAP were funded through short term Federal Grants including Learning the Recovery Emergency Block Grant and A-G Success Grant., etc. Other General Funds were used for general programming and basic operations.

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

In 2026-27, Leadership Public Schools: Richmond is projecting it will receive $1,812,819.00 based on the enrollment of Foster Youth, English learner, and low-income students. Leadership Public Schools: Richmond must describe how it intends to increase or improve services for high needs students in the LCAP. Leadership Public Schools: Richmond plans to spend $1,797,565.00 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 Leadership Public Schools: Richmond budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Leadership Public Schools: Richmond 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, Leadership Public Schools: Richmond's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Leadership Public Schools: Richmond actually spent $ 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
Leadership Public Schools: Richmond	Riffat Akram Principal	rakram@leadps.org (510) 696 -7458

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.

WHO WE ARE

Leadership Public Schools-Richmond is steadfast in its commitment to continual improvement and fostering equitable teaching and learning environments for staff, students, and the larger community we proudly serve. LPS was founded in 2002 by first CEO, Mark Kushner, supported by Board Chair, Scott Pearson. With strong backing by the New Schools Venture Fund, it was one of the early charters in California.

The founding mission of LPS was to provide a high quality, college preparatory education in underserved communities with the aim of preparing students to return as leaders. Student leadership was, and continues to be a strong component of the LPS model. Today, LPS-R is one of three Bay Area sites that has served over 4,000 students and families.

Our Core Values are that students:

KNOW THEMSELVES and have a strong sense of pride in their communities.

LEVERAGE KNOWLEDGE by being lifelong learners with interdisciplinary knowledge.

THINK CRITICALLY about social issues and understand the global context.

TAKE ACTION and demonstrate agency in their own learning.

GO PROUDLY and successfully navigate college, career and leadership opportunities.

WHO WE SERVE

Leadership Public Schools-Richmond has a current enrollment of 525 students (CA Dashboard):

African-American: 3.0%
Hispanic 94.5%
Pacific Islander: .2%
Two or More Races: 1.1%
English Language Learners: 24.6%
Long-Term English Learners (6+ years): 20%
Students with Disabilities: 9%
Socioeconomically Disadvantaged Students: 65.7%

The Local Control and Accountability Plan is a dynamic document that captures student needs and allocates material resources to improve student outcomes. During this process LPS-Richmond identified five key goals:

(1) ACADEMIC ENGAGEMENT AND PERFORMANCE
Providing all of our students with high quality teachers and instruction remains a cornerstone of Leadership Public High School-Richmond's mission and vision.

(2) CULTURE, CLIMATE, AND BELONGING
Maintaining a school culture that fosters meaningful student, family, and staff engagement that promotes community, social-emotional awareness and explicitly addresses institutional, organizational, and social barriers that can hinder equitable student outcomes.

(3) COLLEGE, CAREER, AND COMMUNITY LEADERSHIP
College and career programs play a crucial role in fostering equitable outcomes by providing students from diverse backgrounds with access to resources, opportunities, and support systems that empower them to pursue and succeed in post-secondary education and career pathways.

(4) PROVIDING OPTIMAL CONDITIONS FOR LEARNING
Providing ideal learning conditions in urban schools not only fosters equity and strengthens community ties but also ensures safety and psychological well-being for all students.

(5) SOCIAL-EMOTIONAL HEALTH AND PHYSICAL

Integrated social-emotional, physical, and mental health programming is necessary to address the immediate social-emotional and mental health needs of individual students and can have a positive impact on student outcomes and foster overall wellbeing, build self-awareness, and encourage positive interpersonal relationships.

These goals serve as our "north star" for prioritizing the staffing, services, programs, and budget expenditures to serve all students, especially those who have been systematically marginalized and/or need additional academic support or interventions.

The goals reflected in the 2024-2027 LCAP are a result of continued reflection on our organization's focus on equitable student outcomes, culture and climate, efforts towards inclusion, and the pursuit of an anti-racist campus that serves all students. Data drove the conversations with our educational partners (i.e. teachers, students, families, etc.)

Reflections: Annual Performance

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

The "data story" as told by our previous LCAP and accreditation report shows a commitment to our mission to ensure that every graduate is equipped to succeed in their chosen college, career, or community leadership goals.
Our WASC report and LCAP goals are aligned to ensure that we are continuously monitoring our progress towards positive student outcomes and reflecting upon our daily instructional practices and school climate.

ACADEMIC PERFORMANCE AND ENGLISH LEARNER PROGRESS
English Language Arts
According to the California Department of Education website, DataQuest, in Spring of 2025, 48.82% of all students who took the SBAC Met or Exceeded the grade level standards for English Language Arts. Meeting or Exceeding the state standard is a college readiness indicator that a student experiences success in entry-level, credit-bearing college coursework. This was a decrease from the previous academic year.

Socioeconomically disadvantaged students scored 1.8 points below standard.
English Learners scored 73.4 points below standard.
Hispanic students scored 8.7 points above standard.
According to the 2025 California Dashboard, English Learners moved into the RED category of performance.

Mathematics
According to 2025 CA Dashboard, 37.3% of all students Met or Exceeded the grade level standards for Mathematics. Meeting or Exceeding the state standard is a college readiness indicator that a student experiences success in entry-level, credit-bearing college coursework. This was an increase from the previous year.

All students performed 64.5 points below standard.
English Learners performed at 123.9 points below standard.
Hispanic students performed at 68.7 points below standard.
Socioeconomically disadvantaged students performed at 73.6 points below standard.

English Learners remained in the ORANGE category
SED and Hispanic students moved to the YELLOW category.

In addition for 2025, English Learners moved back to the RED category on the CA Dashboard based on an decrease of 21.4% in their performance on the ELPAC.

The Learning Recovery Emergency Block Grant (LREBG) was created in the California Budget Act of 2022 which added Education Code (EC) 32526 to establish the LREBG. California Budget Act of 2024 amended EC 32526 to add new requirements including that all funds that will be expended in school years 2025–26, 2026–27, and 2027–28 be subject to a needs assessment and be included in the LCAP. The required needs assessment includes a review of specific metrics regarding English language arts and mathematics outcomes and Chronic absenteeism.

Based on the Needs Assessment conducted for LPS Richmond, the greatest areas of need are in the area of English Language Arts, and Math based on data reported on the California Dashboard.

In the area of Chronic Absenteeism, the following information was obtained from Data Quest reports:
Overall student Chronic Absenteeism Rate increased from 4.5% (2023-2024) to 5.5% (2024-25). When represented by race/ethnicity or school program, the following was revealed:
African American-0%, Hispanic or Latino-5.4%, English Learners-5.6%, Socioeconomically Disadvantaged-6.1%.

At LPS Richmond it was determined that the greatest need is to provide Designated and Integrated ELD at high levels of implementation fidelity for all English Learners to address gaps in ELA and Math.The needs assessment and student focus groups indicate a need for counseling support to address connectedness and perceptions of bullying to reduce chronic absenteeism and improve academic outcomes.

In order to address the outcomes of the Needs Assessment, the following actions will take place as represented in the LCAP:
Action 1.2 The site identifies common English Learner strategies to implement across content areas. Teachers on Special Assignment (ToSAs) monitor teacher implementation of EL strategies and track EL progress as measured by formative assessments, local assessments, ELPAC interim assessments. ToSAs provide research-based and differentiated coaching to new and experienced teachers. Administration provides professional coaching through the evaluation cycle.

Action 1.3 Intervention and acceleration for English Learners, students who are Hispanic, and socioeconomically disadvantaged who are two or more grades below standard for targeted Tutorial periods or small group sessions using network approved software and curriculum.

Action 4.3 Provide classroom learning environments that improve and individualize learning for all learners during core instruction, intervention periods, Guided Studies, and accelerated courses.

Reflections: Technical Assistance

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

The LEA does not require technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Instructional Leadership Team (ILT)/Teachers	Teachers were engaged through annual feedback meetings with administrators and coaches and a review of the previous LCAP as a staff. A professional development session was used to better understand the LCAP and WASC and how the LEA was reaching the listed goals.
Administrative Team	The administrative team met biweekly to review the previous LCAP. Data from staff, parent, and students meetings informed the clarified goals and metrics. Feedback was collected through meeting notes, surveys, agendas, professional development sessions, etc.
Students	Student groups reviewed previous LCAP goals and identified areas where underserved and marginalized students groups were excluded. Students provided qualitative data regarding school culture and belonging. Feedback was collected at lunch through open discussions.
Parent Advisory Group	Parents engaged in providing feedback during two separate meetings which were set aside to review and discuss the LCAP; every meeting began with " state of the school" introduction by the Principal, then opened the floor for feedback and data review. An educational component was added in the Spring to understand verifiable data, the California Dashboard. Feedback was collected through meeting notes, surveys, agendas, professional development sessions, etc.
English Learner Advisory Council (Parent Advisory Group)	Consultation with English Learner families was conducted simultaneously with the Parent Advisory Council to determine the needs of English Learners and gather input into the development of

Educational Partner(s)	Process for Engagement
	the proposed LCAP. Meetings were held regularly and were advertised in English and Spanish.
SELPA	Provided draft LCAP goals and actions to SELPA for review and comment

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

Student feedback was provided through a survey which showed that college and career readiness, athletics, and summer programming were important components to academic success. Parents were concerned about the performance of English Learners in Math and English on standardized tests. Given the percentage of bilingual students enrolled, students emphasized summer programming, intervention classes, and teachers with a stronger background in English Language Development were necessary.
Community engagement including parents, guardians, staff and members of the PAC and DELAC resulted in the adoption, and continued training of the EL (English Learner) Achieve framework for academic language acquisition, the English Language Development course sequence was solidified.
Based on all community feedback including parents, staff and students parent engagement opportunities will be expanded to include adult learning and translators are provided for all family events and meetings to ensure families are able to access key information regarding student performance and school culture.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC ENGAGEMENT AND PERFORMANCE We will enable students to achieve their college and career goals by ensuring access to rigorous academic instruction and ample college and career opportunities, facilitated by a team of highly qualified teachers committed to delivering excellence in instruction	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Given the data, it is clear that an LCAP goal must be established to address the following as indicated by the 2023 California Dashboard for ELA, Math and ELPA:

-ELA Hispanic, 47.3 points below standard, Declined 48.6 Points
-ELA English Learners, 85 points below standard, Declined 19.4 Points
-Math HIspanic, 131 points below standard, Declined 26.3 Points
-Math English Learner, 164 points below standard, Maintained -0.5 Points
Math SED, 128.3 points below standard, Declined 17.7 Points
-ELPI English Learners, 40.9% making progress towards English language proficiency , Declined 26.9%

1. The low percentages of students meeting or exceeding standards in both subjects necessitate a comprehensive approach to enhance instructional quality and student support.

2. With 0% of English Learners meeting standards in both English and Math, it is imperative to implement specialized programs and resources to support language acquisition and academic performance.

3. The data shows that Long-term English Learners are struggling significantly. Tailored interventions and continuous monitoring are required to support their academic growth.

4. 0% of students with disabilities are meeting standards in either subject points to a need for differentiated instruction, additional resources, and inclusive educational practices.

Action steps must include a focus on providing ongoing professional development for teachers on effective instructional strategies for target learners, implementing evidence-based and culturally responsive curriculum and instructional practices, and allocating resources for tutoring, mentoring, and intervention programs. Engaging families and communities in supporting student learning is critical to student success and accountability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Smarter Balanced Summative Assessment Results for English	English Language Arts 2023 Students Meeting/Exceeding English Standards All Students: 40% English Learners: 0% Socioeconomically Disadvantaged: 43.02% Students with Disabilities: 0% Foster Youth: No Data Race and Ethnicity African-American: <4 students Hispanic: 40% Long-term English Learners: 7.14%	English Language Arts 2024 Students Meeting/Exceeding English Standards All Students: 55.04% English Learners: 9.09% Socioeconomically Disadvantaged: 58.69% Students with Disabilities: No data Foster Youth: No Data Race and Ethnicity African-American:No data Hispanic: 57.85%	English Language Arts 2025 Students Meeting/Exceeding English Standards All Students: 55.74% English Learners: 12.50% Socioeconomically Disadvantaged: 59.77% Students with Disabilities: < 11 students, no data Foster Youth: no data Race and Ethnicity African-American: < 11 students, no data	English Language Arts Students Meeting/Exceeding English Standards All Students: 65% English Learners: 25% Socioeconomically Disadvantaged: 65% Students with Disabilities: 29% Foster Youth: TBD Race and Ethnicity African-American: <4 students Hispanic: 65% Long-term English Learners: 30%	English Language Arts Students Meeting/Exceeding English Standards All Students: +15.74% English Learners: +12.5% Socioeconomically Disadvantaged: +16.75% Students with Disabilities: No data Foster Youth: No Data Race and Ethnicity African-American: no data Hispanic: +15.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-term English Learners: 13.33%	Hispanic: 54.78% Long-term English Learners: 15.79%		Long-term English Learners: +8.65%
1.2	CAASPP Smarter Balanced Summative Assessment Results for Math	Math 2023 Students Meeting/Exceeding English Standards All Students: 12.82% English Learners: 0% Socioeconomically Disadvantaged: 14.29% Students with Disabilities: 0% Foster Youth: No Data Race and Ethnicity African-American: <4 students Hispanic: 13.39% Long-term English Learners: 20%	Math 2024 Students Meeting/Exceeding English Standards All Students: 22.22% English Learners: 0% Socioeconomically Disadvantaged: 23.33%% Students with Disabilities: no data Foster Youth: No Data Race and Ethnicity African-American: No data Hispanic: 22.69% Long-term English Learners: 0%	Math 2025 Students Meeting/Exceeding Math Standards All Students: 34.17% English Learners: 4.17% Socioeconomically Disadvantaged: 30.59% Students with Disabilities: < 11 students, no data Foster Youth: No Data Race and Ethnicity African-American: < 11 students, no data Hispanic: 32.74% Long-term English Learners: 5.26%	Math 2026 Students Meeting/Exceeding English Standards All Students: 35% English Learners: 20% Socioeconomically Disadvantaged: 35% Students with Disabilities: 20% Foster Youth: TBD Race and Ethnicity African-American: >4 students Hispanic: 35% Long-term English Learners: 30%	Math 2025 Students Meeting/Exceeding English Standards All Students: +21.35% English Learners: +4.17% Socioeconomically Disadvantaged: +16.3% Students with Disabilities: no data Foster Youth: No Data Race and Ethnicity African-American: no data Hispanic: +18.95% Long-term English Learners: -14.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	NWEA/MAP Growth Reports for English Language Arts/Reading	NWEA Reading Winter 2024 All Students-41st percentile 9th: 45%ile 10th: 31%ile 11th: 47%ile 12th: 41%ile	NWEA Reading Winter 2025 All Students-51st percentile 9th: 57%ile 10th: 36%ile 11th: 67%ile 12th: 47%ile	NWEA Reading Winter 2026 All Students: 58th percentile 9th: 57th%ile 10th: 63rd%ile 11th: 59th%ile 12th: 53%ile	NWEA Reading Winter 2027 All Students-81st percentile 9th: 81%ile 10th: 81%ile 11th: 81%ile 12th: 81%ile	NWEA Reading Winter 2026 All Students-+17 percentile 9th: +12 10th: +32 11th: +12 12th: +12
1.4	NWEA/MAP Growth Reports for Math	NWEA Math Winter 2024 All Students: 64%ile 9th: 80%ile 10th: 56%ile 11th: 56%ile 12th: 61%ile	NWEA Math Winter 2025 All Students: 48%ile 9th: 51%ile 10th: 36%ile 11th:57%ile 12th:45%ile	NWEA Math Winter 2026 All Students: 57%ile 9th: 50th %ile 10th: 66th %ile 11th: 5th %ile 12th: 58th %ile	NWEA Math Winter 2027 All Students: 94%ile 9th: 94%ile 10th: 94%ile 11th: 94%ile 12th: 94%ile	NWEA Math Winter 2026 All Students: -7 9th: -30 10th: +10 11th: -51 12th: -3
1.5	California Dashboard Distance from Standard (DFS) in English	CA Dashboard 2023 ELA English DFS All Students: -44.9 points English Learners: -85 points Hispanic Students: -47.3 points Reclassified Students: -35.6 points	CA Dashboard 2024 ELA English DFS All Students: -2.2 points English Learners: 55.3 points Hispanic Students: 1.9 points Reclassified Students: 5.4	CA Dashboard 2025 ELA English DFS All Students: -3.5 points English Learners: -73.4 points Hispanic Students: -8.7 points Reclassified Students: -9.1	CA Dashboard ELA English DFS All Students: -35.9 points English Learners: -55 points Hispanic Students: -30 points	CA Dashboard ELA English DFS All Students: +41.4 points English Learners: +11.6 points Hispanic Students: +38.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points above standard	points above standard	Reclassified Students: -25.6 points	Reclassified Students: +26.5 points
1.6	California Dashboard Distance from Standard (DFS) in Math	CA Dashboard 2023 Math DFS All Students: -131.8 points English Learners: -164 points Hispanic Students: -131 points Socioeconomically Disadvantaged: -128.3 points Reclassified English Learners: -118.7 points	CA Dashboard 2024 Math DFS All Students: -86 points English Learners: -132.2 points Hispanic Students: -84.6 points Socioeconomically Disadvantaged: -83.6 points Reclassified English Learners: -102.7 points	CA Dashboard 2025 Math DFS All Students: -64.5 points English Learners: -123.9 points Hispanic Students: -68.7 points Socioeconomically Disadvantaged: -1.8 points Reclassified Students: -59.5 points above standard	CA Dashboard 2026 Math DFS All Students:-110 points English Learners: -150 points Hispanic Students: -120 points Socioeconomically Disadvantaged: -110 points Reclassified English Learners: -100 points	CA Dashboard 2025 Math DFS All Students: +67.3 points English Learners: +40.1 points Hispanic Students: +62.3 points Socioeconomically Disadvantaged: +126.5 points Reclassified English Learners: +59.2 points
1.7	California Dashboard Language Acquisition	English Learner Progress: 40% Progressed at Least One ELPI on ELPAC: 39.5%	English Learner Progress: 54.2% Progressed at Least One ELPI on ELPAC: 52.5%	2025 English Learner Progress: 32.8% Progressed at Least One ELPI on ELPAC: 32.8%	English Learner Progress: 50% Progressed at Least One ELPI on ELPAC: 40%	English Learner Progress: +13.2% Progressed at Least One ELPI on ELPAC: -6.7%
1.8	California Dashboard Met A-G Requirements	2023 All Students: 97% English Learners: 94.1%	2024 All Students: 95% English Learners: 94.1%	2025 All Students: 94.3%	2026 All Students: 97% English Learners: 95.1%	2025 All Students: -2% English Learners: -3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 93.3% Socioeconomically Disadvantaged: 96.6% Hispanic: 96.9%	Students with Disabilities: 0% Socioeconomically Disadvantaged: 94.4% Hispanic: 94.9%	English Learners: 90.5% Students with Disabilities: No Data Socioeconomically Disadvantaged: 93.9% Hispanic: 94%	Students with Disabilities: 95% Socioeconomically Disadvantaged: 96.6% Hispanic: 96.9%	Students with Disabilities: No Data Socioeconomically Disadvantaged: -2.7% Hispanic: -2.9%
1.9	Internal Data Source UC/CSU Eligibility (Adds two factors: a-g completion + minimum 2.5GPA)	2022-23 All students: 85% Hispanic: 84.7% English Learners: 64.7% Socioeconomically Disadvantaged: 84.5% Students with Disabilities: 46.7%	2023-24 All students: 87.8% Hispanic: 84.7 79.3% English Learners: 68.8% Socioeconomically Disadvantaged: 87.2% Students with Disabilities: 50%	2024-25 All Students: 81% Hispanic: No Data English Learners: No Data Socioeconomically Disadvantaged: No Data Students with Disabilities: No Data	2025-26 All students: 90% Hispanic: 85% English Learners: 70% Socioeconomically Disadvantaged: 85% Students with Disabilities: 50%	2024-25 All students: -4% Hispanic: No Data English Learners: No Data Socioeconomically Disadvantaged: No Data Students with Disabilities: No Data
1.10	LPSR Agendas Staff Participation in Professional Development	Percentage of teachers who are observed (administrator, coach, or peer): 100%	Percentage of teachers who are observed	Percentage of teachers who are observed	Percentage of teachers who are observed	No change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(administrator, coach, or peer): 100%	(administrator, coach, or peer): 100%	(administrator, coach, or peer): 100%	

Goal Analysis [2025-26]

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

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

LPS Richmond made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year as described below:

All actions in Goal 1 were successfully implemented as described below:
1.1 EL Achieve Instructional Model has been implemented and ELD classes are in place for all students identified as English Learners.

1.2 Teachers on Special Assignment (ToSAs) were able to monitor teacher implementation of EL strategies and track EL progress as measured by formative assessments, local assessments, ELPAC interim assessments. Administrator on Special Assignment took on the responsibility for this action.

1.3 English and Math Intervention and Acceleration was implemented using targeted Tutorial periods or small group sessions using network approved software and curriculum.

1.4 Supports for Students with Disabilities have been fully implemented with help from the Director of Special Education. Two Teaching Assistants are providing push in services which took place in English Language Arts and Math. IEPs are being well supported.

1.5 English Language Development course scope and sequence was developed and implemented to support newcomers and emergent bilingual students (i.e. ELD 1, ELD 2, Advanced ELD, etc).

1.6 Community partners and consultants were engaged to support parent learning during a variety of school events. Cafecito Parent Engagement Meetings took place twice monthly. This group reviewed CA Dashboard and CAASPP results as well as LPS-Richmond's Local Control Accountability Plan.

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

No material differences between Budgeted and Estimated Actual Expenditures for 2025-2026.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed some effectiveness in achieving Goal 1 as demonstrated below:

1.1 English Learners benefitted from the implementation of EL Achieve showing positive outcomes, as identified by the 2024-25 metrics below:
-CAASPP ELA 11th grade English Learners: 12.5% Met or Exceeded Standards, an increase from the baseline of 0%.
-CAASPP Math 11th grade, Distance from Standard decreased to -123.9 points in 2024-25.
-CAASPP ELA 11th grade, Distance from Standard decreased to -73.4 in 2024-25.
-Met A-G Requirements, 12th Grade English Learners: 90.5%

1.2 English Leaners benefitted from the site having Teachers on Special Assignment to provide professional development and coaching support by monitoring teacher implementation of EL strategies and tracking EL progress based on the metrics aligned with this action and shown below:
-CAASPP English, 11th Grade English Learners: 12.5% of ELs met or exceeded standards on CAASPP ELA, which represents an increase of about 3% from the prior year and an increase of 12.5% from the baseline year.
-CAASPP Math, 11th Grade English Learners: 4.17% of ELs met or exceeded standards on CAASPP Math, which represents an increase of 4.17% from the prior year and the baseline year.
*However, it is important to note that the percentage of ELs in all grades 9-12 who demonstrated progress on the ELPI dropped from 54.2% in 2023-24 to 32.8% in 2024-25. This implies a need to more specifically analyze the impact of action 1.2.

1.3 Intervention and acceleration including targeted Tutorial periods or small group sessions using network approved software and curriculum for English Learners, students who are Hispanic, and socioeconomically disadvantaged who are two or more grades below standard.
-CAASPP English, 11th Grade English Learners: 12.5% of ELs met or exceeded standards on CAASPP ELA, which represents an increase of about 3% from the prior year and an increase of 12.5% from the baseline year.
-CAASPP Math, 11th Grade English Learners: 4.1% of ELs met or exceeded standards on CAASPP Math, which represents an increase of 4.17% from the prior year and the baseline year.
-California Dashboard Distance from Standard (DFS) in English: -73.4 points
-California Dashboard Distance from Standard (DFS) in Math: -123.9 points
-English Learner Progress: As noted above, the percentage of ELs in all grades 9-12 who demonstrated progress on the ELPI dropped from 54.2% in 2023-24 to 32.8% in 2024-25. This implies a need to more specifically analyze the impact of action 1.2.
-UC/CSU All students: The percentage of students who qualify for UC/CSU dropped from 87.8% in 2023-24 to 81% in 2024-25. *It is important to distinguish between the two factors that create this eligibility: 1) a-g completion + 2) minimum GPA. Identifying which factor had the larger impact on the drop will help identify the strategies to improve.

1.6 Community partners and consultants supported parent learning during various school events such as orientations and quarterly family meetings. While the total number of parents/families is not increasing, the school recognizes that the same ~20 families continue to attend the meetings to engage with the school.

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.

For 2026-27, LPS Richmond will adjust ELD programming by providing all English Learners with designated EL support, in addition to integrated EL support. LPS Richmond will also take care to provide ideal testing conditions and schedules for the ELPI.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for All Teachers and Instructional Staff	Professional development and ongoing monitoring of English, Math, and ELD Curriculum. Staff will follow a professional development scope and sequence that is informed by to the 24-25 LCAP, Home Office/Network initiatives, MAP growth reports, and SBAC data for English and Math.	$143,426.00	Yes
1.2	Professional and Instructional Coaching for English Learner Achievement	The site identifies common English Learner strategies to implement across content areas. Staff will monitor teacher implementation of EL strategies and track EL progress as measured by formative assessments, local assessments, ELPAC interim assessments. Staff provide research-based and differentiated coaching to new and experienced teachers. Administration provides professional coaching through the evaluation cycle. 2026-2027 This action is partially funded with an allocation for the Learning Recovery Emergency Block Grant and is described further in the Reflections: Annual Performance Section	$152,620.00	Yes
1.3	English and Math Intervention and Acceleration	Intervention and acceleration for students who are two or more grades below standard, including targeted Tutorial periods and small group sessions using software and curriculum." 2026-2027 This action is partially funded with an allocation for the Learning Recovery Emergency Block Grant and is described further in the Reflections: Annual Performance Section.	$229,304.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Special Education Support and Monitoring	Hire qualified and experienced Education Specialists and SPED Instructional Assistants to provide push-in, structured pull-out, and professional development to ToSAs and teachers to support academic outcomes and college and career readiness for students with disabilities. 2026-2027 This action is partially funded with an allocation for the Learning Recovery Emergency Block Grant and is described further in the Reflections: Annual Performance Section	$147,807.00	No
1.5	Parent Engagement for Improved Student Outcomes	Community partners and consultants support parent learning during various school events such as: orientations and quarterly family meetings. Adult learning supports parent understanding of our student performance data (i.e. MAP, SBAC, California Dashboard, interims, etc.) for overall performance, Special Education, and English Learners, and African-American students.	$218,416.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CULTURE, CLIMATE, AND BELONGING Maintaining a school culture that fosters meaningful student, family, and staff engagement that promotes community, social-emotional awareness and explicitly addresses institutional, organizational, and social barriers that can hinder equitable student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This culture and climate goal was created based on the following data as represented on the 2023 California Dashboard with a RED Indicator: Suspension English Learners: 6.4% suspended at least one day, Increased 6.4%

1. The percentage of unexcused absences was significantly higher than excused absences by 20% showing a significant portion of students are missing school without valid reasons, which can adversely affect their academic performance and engagement.

2. While African-American enrollment is much lower than the enrollment of other groups, specifically Hispanic students, excused absences are 74.7%. The data for Hispanic students is similar with excused absences being slightly over 70%. This suggest a conscious disconnect from school that needs intervention.

3. Based on the Panorama survey, about 48% of students reported feeling that they do not feel fully integrated in the school community.

The data suggests establishing an LCAP goal to improve the culture and climate of the school is essential to address the issues of chronic absenteeism and the low sense of belonging reported by students. By implementing targeted strategies and supports, we can create a more inclusive, supportive, and engaging school environment that promotes the well-being and success of all students. This will lead to improved attendance, higher academic achievement, and a stronger engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Data Quest Chronic Absenteeism	2022-23 Chronic Absenteeism: 6.8% African American 0% Hispanic 5.7% English Learners 7.4% Socioeconomically Disadvantaged 6%	2023-24 Chronic Absenteeism: 4.5% African American 6.3% Hispanic 4.5% English Learners 4.9% Socioeconomically Disadvantaged 5.1%	2024-25 Chronic Absenteeism: 5.5% African American 0% Hispanic 5.4% English Learners 5.6% Socioeconomically Disadvantaged 6.1%	2025-26 Chronic Absenteeism: 5% African American 5% Hispanic 5% English Learners 5% Socioeconomically Disadvantaged 5%	2024-25 Chronic Absenteeism: -1.8% African American: No change from 0% Hispanic -0.3% English Learners -1.8% Socioeconomically Disadvantaged +0.1%
2.2	Data Quest Absenteeism by Race and Ethnicity	2022-23 African-American Excused Absences: 74.7% Unexcused Absences: 25.3% Hispanic Excused Absences: 71.5% Unexcused Absences: 27.2%	2023-24 African American Excused Absences: 30.3% Unexcused Absences: 29.4% Hispanic Excused Absences: 42.8% Unexcused Absences: 55.1%	2024-25 African American Excused Absences: 46.3% Unexcused Absences: 52.2% Hispanic Excused Absences: 42.1% Unexcused Absences: 48.2%	2025-26 African-American Excused Absences: 70% Unexcused Absences: 20% Hispanic Excused Absences: 60% Unexcused Absences: 20%	2024-25 African American Excused Absences: -28.4% Unexcused Absences: +26.9% Hispanic Excused Absences: -29.4% Unexcused Absences: +21%
2.3	Panorama Survey (Local) Sense of Belonging	2022-23 Students: 48% reported feelings a sense of belonging Teachers: to be surveyed 2024-2025 Families: to be surveyed 2024-2025	2023-24 Panorama Survey Results (Sense of Belonging): 66%:	2024-25 Panorama Survey Results (Sense of Belonging): 59%	2025-26 Students: 50% reported feelings a sense of belonging	2024-25 Panorama Survey Results (Sense of Belonging): +11%:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Weekly Parent Meeting Participation	2022-23 Weekly Parent Meeting Attendance: 20 families	2023-24 Weekly Parent Meeting Attendance: 25 families	2024-25 Weekly Parent Meeting Attendance: 20 families	2025-26 Weekly Parent Meeting Attendance: 50 families	2024-25 Weekly Parent Meeting Attendance: no change
2.5	Data Quest Suspension and Expulsions	2022-23 All Students: 4.2% English Learners: 6.4%	2023-24 All Students: 5.5% English Learners: 8.3%	2024-25 All Students: 2.7% English Learners: 3.6%	2025-26 All Students: 2% English Learners: 3%	2024-25 All Students: -1.5% English Learners: -2.8%
2.6	Data Quest College and Career Indicator	2022-23 Students Prepared All Students: 48.1% English Learners: 19.6%	2023-24 Students Prepared All Students: 47.6% English Learners: 32.1%	2024-25 Students Prepared All Students: 32.8% English Learners: 32.8%	2025-26 Students Prepared All Students: 55% English Learners: 25%	2024-25 Students Prepared All Students: -15.3% English Learners: +13.2%
2.7						

Goal Analysis [2025-26]

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

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

LPS Richmond made some progress in implementing planned actions while adapting to emerging needs and challenges throughout the year as described below:

Implemented as planned:
2.1 Provided multi-day orientations to students/transfer students and families upon enrollment, after registration, and in the Spring semester that review culture and climate, the school's restorative approach to teaching and learning, and school goals for equitable student outcomes.

2.2 Staff received professional development focused on implementing anti-racism, diversity, and inclusion collaboration.

2.4 Advisory Curriculum Adoption was purchased; "Character Strong" was implemented.

2.5 Parent Education and Engagement, Partner with organizations that promote adult literacy and/or citizenship support.

Not implemented as planned
2.3 Student-Led/Parent Conferences did not take place due to issues with scheduling. This action has been removed and the numbering of actions reflects this change.

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

No material differences.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed some effectiveness in achieving Goal 2 as demonstrated below:

Strongly effective action
2.1 Provided multi-day orientations to students/transfer students and families upon enrollment, after registration, and in the Spring semester that review culture and climate, the school's restorative approach to teaching and learning, and school goals for equitable student outcomes.

Data that supports our claim of success is related to suspension rates, as follows:
-Suspension rates for all students decreased to 2.7% in 2024-25 as compared to 5.5% in 2023-24. The decrease was also evident for English Leaners, 3.6% in 2024-25 as compared to 8.3% in 2023-24.

Other data points show slight decreases in success, as follows:
-Chronic Absenteeism: increased in 2024-25 by ~1% for all students and each subgroup as compared to in 2023-24. However, the 2024-25 statistic is still lower than the 2022-23 baseline of 6.8%.
-Panorama (School Culture) Survey Results from 2024-25 showed a decrease from 66% in 2023-24 to 59% in 2024-25 in the area of Sense of Belonging.
-Weekly Parent Meeting Attendance decreased to ~20 families in 2024-25 as compared to ~25 families in 2023-24.
-Percentage of students who are prepared for College and Career decreased from 47.6% in 2023-24 to 32.8% in 2024-25. However, the statistic did increase slightly for English Learners, and significantly from the baseline in 2022-23 baseline. *Note: We are not certain why this statistic is included in this Goal #2 related to culture and climate.

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

No changes to this goal, with the exception of student-led parent conferences, which will not be implemented.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	9th-12th Grade Community and Culture-Building Programming	Provide multi-day orientations to students/transfer students and families upon enrollment, after registration, and in the Spring semester that review culture and climate, the school's restorative approach to teaching and learning, and school goals for equitable student outcomes. Culture building includes, but is not limited to, WSFM/GLM and academic recognition, Advisory and/or social-emotional programming, restorative justice programming and partnerships as facilitated by Deans of Students. This action will create pathways for student engagement, especially for English Learners who have an increased percentage of suspensions.	$348,389.00	Yes
2.2	Anti-biased and Anti-racist Education	Deepen anti-racism, diversity, and inclusion collaboration with qualified consultants and educational partners. Effectiveness and accountability measures will ensure ongoing commitment to anti-racism efforts across all aspects of campus life. All student groups with the opportunity to engage in anti-racism education opportunities, on and off campus with the goal of identifying areas of improvement, and creating actionable strategies to address systemic racism and promote equity and inclusion.		No
2.3	Advisory Program	Implement the advisory program and field trips. Purchase materials, conferences, etc. to engage students in experiential learning in and out of the classroom. Collect comprehensive data and documentation related to the curriculum and use a variety of data sources, such as surveys, interviews, classroom observations, and student performance data, to gather insights from stakeholders and assess the implementation and impact of the curriculum.	$15,254.00	Yes
2.4	Parent Education and Engagement	Partner with organizations that promote adult literacy and/or citizenship support. Fund Parent, LCAP, Principal Advisory, Black Leadership and Accountability (BLAC), 5Cs, and School Site Council (if applicable)	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		meetings to ensure that families are able to participate in school governance fully.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	COLLEGE, CAREER, AND COMMUNITY LEADERSHIP We will expand and enhance college and career programs to ensure equitable outcomes by providing students from diverse backgrounds with access to essential resources, opportunities, and support systems that empower them to pursue and succeed in post-secondary education and career pathways.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The college, career, and community goal is based on the following data:

While graduation and A-G completion data is quite high, performance data suggests that fewer students may not be fully prepared based on the Graduate Profile.

1. 97% of students completed A-G graduation requirements and graduated within four years. This high level of achievement demonstrates the school's effectiveness in ensuring students meet basic graduation requirements.

2. 94.1% of English Language Learners completed A-G requirements and graduated on time, slightly below the overall rate (-3.4%), indicating a small but important gap that needs addressing to ensure equity.

3. 93.3% of students with disabilities 93.3% completed A-G requirements.

4. However, 48.1% of students are prepared for college/career, suggesting that less than half are fully equipped for post-secondary success.

Implementing comprehensive college and career programming is crucial to address the gaps identified in the data. By providing targeted support and resources, we can ensure all students, especially those from underrepresented groups, have the opportunity to succeed in post-secondary education and career pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Dashboard A-G Requirements	2022-23 Percentage of students who completed A-G graduation requirement: All Students: 97% English Language Learners: 94.1% Students with Disabilities: 93.3%	2023-24 Percentage of students who completed A-G graduation requirement: All Students: 95% English Learners: 94.1% Students with Disabilities: 0%	2024-25 Percentage of students who completed A-G graduation requirement: All Students: 94.3% Hispanic: 94% English Learners: 90.5% Socioeconomically Disadvantaged: 93.9% Students with Disabilities: 0%	2025-26 Percentage of students who completed A-G graduation requirement: 97%+ English Language Learners: 94.1%+ Percentage of students with disabilities who completed A–G requirements: 93.3%+	2024-25 Percentage of students who completed A-G graduation requirement: All Students: -2.7% English Learners: -3.6% change Students with Disabilities: -93.3%
3.2	California Dashboard Graduation Rates: Percentage of students who graduated on time (4 years):	2022-23 All Students: 97% English Language Learners: 94.1% Students with Disabilities: 93.3%	2023-24 All Students: 96.8% English Language Learners: 96.2% Students with Disabilities: 94.1%	2024-25 All Students: 93.8% English Language Learners: 89.4% Students with Disabilities: No Data, fewer than 11 students.	2025-26 All Students: 97% English Learners: 94.1% Students with Disabilities: 95%	2024-25 All Students: -3.2% English Language Learners: -4.7% Students with Disabilities: N/A (sample size too small)
3.3	Data Quest Meeting UC/CSU Eligibility Requirements	2022-23 All Students: 85%	2023-24 All students: 78.6%	2024-25: All students: 94.3%	2025-26 All students: 90%	2024-25 All students: +9.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CA Dashboard College and Career Indicator	2022-23 All Students: 48.1% 'Socioeconomically Disadvantaged: 47.3% Hispanic: 47.3% English Language Learners: 19.6% Students with Disabilities: 6.7%	2023-24 All Students: 47.6% Socioeconomically Disadvantaged: 45.4% Hispanic: 48.8% English Language Learners: 32.1% Students with Disabilities: 5.9%	2024-25 All Students: 75.4% Socioeconomically Disadvantaged: 74.6% Hispanic: 75.8% English Language Learners: 53.2% Students with Disabilities: No Data, fewer than 11	2025-26 All Students: 60% Socioeconomically Disadvantaged: 55% Hispanic: 60% English Language Learners: 25% Students with Disabilities: 10%	2024-25 All Students: +27.3% Socioeconomically Disadvantaged: +27.3% Hispanic: +28.5% English Language Learners: +33.6% Students with Disabilities: N/A (sample size too small)
3.6	California Dashboard Access to a Broad Course of Study	2022-23 100% of students	2023-24 100% of students	2024-25 100% of students	2025-26 100% of students	2024-25 No change
3.7	Data Quest Seal of Biliteracy	2022-23 0	2023-24 43.3%	2024-25 52.5%	2025-26 50%	2024-25 +52.5%
3.8	College Board Number of Advanced Placement Course Offered	2022-23 Number of AP Available: 8	2023-24 Number of AP Available: 9	2024-25 Number of AP Available: 9	2025-26 Number of AP Available: 8	2024-25 2024Number of AP Available: +1
3.9	College Board AP Organizational Score Reports	2022-23 All courses: 28%	2023-24 All courses: 28%	2024-25 All courses: 52%	2025-26 All courses: 50%	2024-25 Advanced Placement Course Pass Rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Score of 3 or Higher Advanced Placement Course Pass Rate	2D Art and Design: 50% (2) Biology: 8% (23) Calculus AB: 5.9% (34) English Language and Composition: 13.5% (52) English Literature and Composition: 21.9% (32) Psychology: 35% (40) Spanish Language and Culture: 73.2% (56) United States History: 17.4% (23)		2D Art and Design: 60% Biology: 25% Calculus AB: 30% English Language and Composition: 19% English Literature and Composition: 35% Precalculus: 76% Psychology: 65% Spanish Language and Culture: 81% United States History: 41%		All courses: +24%

Goal Analysis [2025-26]

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

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

LPS Richmond made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year as described below:

3.2 Cultivate community partnerships and internship opportunities were initiated through establishing, hiring and training a College and Community Leadership Coordinator for all students. Professors on campus, teaching online, partnership with local Community College.

3.3 Provided college explorations opportunities that are specific to underrepresented and marginalized populations (i.e. race/ethnicity, gender, tribal affiliation, gender/sexual identities, etc. through local and domestic tours. Twelve (12) on HBCU tour, Forty (40) on SoCal trip, multiple students went on local tours to Community College, UC Davis, SFState, UCSF, USF, UC Berkeley.

3.4 School Counselors provided group and individual guidance, application and financial aid assistance, credit recovery support, and college and career guidance. Three counselors with ratio of 1:175.

3.5 Counselors received ongoing and differentiated professional development that is specific to their role outside of school-mandated professional development. Attended multiple conferences, members of American School Counselor Association connects counselor to a variety of resources and opportunities for collaboration.

3.6 Parents and College Counselors provided resources to assign transition age students towards post-secondary goals in the area of employment, independent living, college, and/or career in compliance with the Disabilities Act (IDEA), Employment First Policy, and the California Department of Education's Guideposts for Success.

Actions Partially Implemented:
3.1 LPS Richmond implemented online learning platforms, tutorial periods during the school day, and in-person summer school. Zero period (7:30 - 8:30am was not implemented.)

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

There are no material differences for this goal for 2026-2027.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed effectiveness in achieving Goal 3 as demonstrated below:

Effective actions
3.1 Credit recovery options have been provided and approximately 90% of those students who enroll complete the coursework.

3.2 Cultivate community partnerships and internship opportunities initiated through the College and Community Leadership Coordinator position for all students.
-80 students have been taking CTE courses through the community college programs in 2025-2026.

3.3 Provide college exploration opportunities that are specific to underrepresented and marginalized populations (i.e. race/ethnicity, gender, tribal affiliation, gender/sexual identities, etc. through local and domestic tours.

3.4 School Counselors provide group and individual guidance, application and financial aid assistance, credit recovery support, and college and career guidance.

3.6 Transition planning for students with I.E.P.s is effective.

The metrics below are associated with measuring effectiveness of the above actions:

2024-25 Percentage of students who completed A-G graduation requirement: All Students: 94.3%; Hispanic: 94%; English Learners: 90.5%; Socioeconomically Disadvantaged: 93.9%; Students with Disabilities: 0%

2024-25 Percentage of Students who Graduate On Time: All Students: 93.8%; English Language Learners: 89.4%; Students with Disabilities: No Data, fewer than 11 students.

2024-25 UC/CSU Eligibility, All students: 94.3%

2024-25 College & Career Indicator: All Students: 75.4%; Socioeconomically Disadvantaged: 74.6%; Hispanic: 75.8%; English Language Learners: 53.2%; Students with Disabilities: No Data, fewer than 11

2024-25 Access to a Broad Course of Study: 100% of students

2024-25 Seal of Biliteracy, Students Earning the Seal of Biliteracy: 52.5% (+52.5%)

2024-25 Number of Advanced Placement Courses Offered and Pass Rates Advanced Placement Course Pass Rate (all courses): 52% (+24%)

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.

3.1: LPS Richmond will offer a 7th period (3:30pm - 4:35pm) class as a form of credit recovery for 2026-27.
Also, LPS Richmond will increase AP course by adding three more courses: "AP Physics, AP Government, AP African American Studies"

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Credit Recovery and Acceleration	Implement supplemental programming to support progress towards graduation and A-G course recovery. This includes: 7th Period (3:30 a.m.-4:30 p.m.), online learning platforms to provide flexible and accessible course recovery options that align with A-G subject requirements and standards, a Tutorial period embedded in the school day, and in-person summer school. 2026-2027 This action is partially funded with an allocation for the Learning Recovery Emergency Block Grant and is described further in the Reflections: Annual Performance Section	$76,000.00	Yes
3.2	Career Exploration	Cultivate community partnerships and internship opportunities initiated through the College and Community Leadership Coordinator position for all students. Hire and/or train qualified staff, internal or associated with the local community college, to teach dual or concurrent enrollment courses for college credit and/or expand Career Technical Education (CTE) offerings.	$119,896.00	Yes
3.3	College and Alternative Education Exploration	Survey students regarding their career interests and use the data to provide activities, resources, and presentations that engage students in their post-secondary college and career interests. Include a wide-range of post-secondary options such as, but not limited to: community college, state colleges, universities, trade schools, entrepreneurship, etc. in college programming. Provide college explorations opportunities that are specific to underrepresented and marginalized populations (i.e. race/ethnicity, gender, tribal affiliation, gender/sexual identities, etc. through local and domestic tours: a. Historically Black College and University (HBCU) Tour b. Southern California (SoCal) College Tour	$75,300.00	Yes
3.4	Academic Counseling	School Counselors provide group and individual guidance, application and financial aid assistance, credit recovery support, and college and career guidance. School Counselors provide programming for families to support the understanding of graduate credits, college and university eligibility, and identifying schools that are a financial and social fit.	$111,449.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Professional Development	Counselors receive ongoing and differentiated professional development that is specific to their role outside of school-mandated professional development.	$12,310.00	No
3.6	Special Education Post-Secondary Planning	With parent/guardian support, and under the advisement of the Director of Special Education, staff will provide resources to assign transition age students towards post-secondary goals in the area of employment, independent living, college, and/or career in compliance with the Disabilities Act (IDEA), Employment First Policy, and the California Department of Education's Guideposts for Success: a. School-based Preparatory Experiences b. Career Preparation and Work-based Learning Experiences c. Youth Development and Leadership d. Connecting Activities e. Family Involvement and Supports	$120,655.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PROVIDING OPTIMAL CONDITIONS FOR LEARNING We will provide ideal learning conditions in urban schools to foster equity, strengthen community ties, and ensure the safety and psychological well-being of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The current data indicates that only 64.14% of teachers are properly assigned, leaving a significant 20.01% of teachers mis-assigned. This misalignment can negatively impact student learning outcomes, as teachers may not be adequately equipped to teach subjects outside their expertise. Addressing this issue is critical to ensuring that all students receive high-quality instruction from qualified educators, which is essential for promoting academic success and equity within the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Accountability Report Card Properly Assigned Teacher	2022-23 Properly Assigned Teachers: 64.14%	2023-24 Properly Assigned Teachers: 75.85%	2024-25 Properly Assigned Teachers: 66.23%	2025-26 Properly Assigned Teachers: 100%	2024-25 Properly Assigned Teachers: +2.09%
4.2	California Dashboard Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2022-23 Mis-Assignments: 20%	2023-24 Mis-Assignments: 8%	2024-25 Mis-Assignments: 8.55%	2025-26 Mis-Assignments: 0%	2024-25 Mis-Assignments: -11.45%
4.3	California Dashboard	2022-23	2023-24	2024-25	2025-26	2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduation Rates Percentage of students who graduated on time (4 years)	All Students: 97% English Language Learners: 94.1% Students with Disabilities: 94.9%	All Students: 96.8% English Language Learners: 96.2% Students with Disabilities: 94.1%	All Students: 93.8% English Language Learners: 89.4% Students with Disabilities: No data, fewer than 11 students.	All Students: 97% English Language Learners: 97% Students with Disabilities: 97%	All Students: -3.2% English Language Learners: -4.7% Students with Disabilities: N/A (sample size too small)
4.4	Data Quest Meeting UC/CSU Eligibility	2022-23 All Students: 85%	2023-24 All Students: 81%	2024-25: All Students: 94.3%	2025-26: All Students: 90%	2024-25 All Students: +9.3%
4.5	Data Quest College and Career Indicator Percentage of Students Prepared	2022-23 All Students: 49.1% Socioeconomically Disadvantaged: 47.3% Hispanic: 47.3% English Learners: 19.6% Students with Disabilities: 6.7%	2023-24 All Students: 47.6% Socioeconomically Disadvantaged: 45.4% Hispanic: 48.8% English Learners: 32.1% Students with Disabilities: 5.9%	2024-25 All Students: 75.4% Socioeconomically Disadvantaged: 74.6% Hispanic: 75.8% English Learners: 53.2% Students with Disabilities: No data, fewer than 11	2025-26 All Students: 80% Socioeconomically Disadvantaged: 80% Hispanic: 80% English Learners: 50% Students with Disabilities: 45%	2024-25 All Students: +26.3% Socioeconomically Disadvantaged: +32.7% Hispanic: +28.5% English Learners: +33.6% Students with Disabilities: N/A (sample size too small)

Goal Analysis [2025-26]

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

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

LPS Richmond made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year as described below:
Action 4.1 Facilities- Williams visit confirmed facilities in good repair.

Action 4.2 All students were given a Chromebooks to access digital curriculum and assignments inside and outside of the classroom. Hotspots were provided for students unable to access internet service outside of school and provide access to a broad course of study and support software for diverse learner needs.

Action 4.3 Some additional teachers were hired to provide smaller classroom learning environments in order to improve and individualized learning for all learners during core instruction, intervention periods, Guided Studies, and accelerated courses.

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.

Action 4.2 Expenditures for purchasing Chromebooks exceeded original estimate.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed effectiveness in achieving Goal 4 as demonstrated below:

4.2 Provide 1:1 Chromebooks to all students to access digital curriculum and assignments inside and outside of the classroom. Hotspots improve connectivity for students unable to access internet service outside of school and provide access to a broad course of study and support software for diverse learner needs.

4.3 Provide smaller classroom learning environments provide improved and individualized learning for all learners during core instruction, intervention periods, Guided Studies, and accelerated courses.

Properly Assigned Teacher Percentage (SARC), Properly Assigned Teachers: increased 2.09%

Teachers Without Credential (ESSA), Mis-Assignments: 8.55% in 2024-25 which is still much lower than the 20% baseline.

UC/CSU Eligibility, Students meeting UC/SCU requirements: 94.5%, which represents a 9.3% increase.

College and Career Indicator Percentage Prepared; significant increases: All Students: +26.3%, Socioeconomically Disadvantaged: +32.7%, Hispanic: +28.5%, English Learners: +33.6%

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 changes will be made to this goal and these actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities for Learning	We will provide safe and clean facilities and shared spaces in good repair by custodial, maintenance, and other facilities support staff. as well as, materials and services associated with the maintenance of school sites and other district facilities. Additionally, we will use the appropriate district platforms and janitorial staff to report any disrepair, vandalism, property damage, or landscaping needs of the school site or shared spaces to the authorizer.	$189,000.00	No
4.2	Technology and Connectivity Provisions	Provide 1:1 Chromebooks to all students to access digital curriculum and assignments inside and outside of the classroom. Hotspots improve connectivity for students unable to access internet service outside of school and provide access to a broad course of study and support software for diverse learner needs.	$13,000.00	No
4.3	Improved Learning Opportunities	Provide classroom learning environments to provide improved and individualized learning for all learners during core instruction, intervention periods, Guided Studies, and accelerated courses. Additional funding will be allocated to this action to provide stability by hiring a school site substitute to cover classrooms during teacher absences/leaves.	$1,024,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2026-27: This action is partially funded with an allocation for the Learning Recovery Emergency Block Grant and is described further in the Reflections: Annual Performance Section.		
4.4	Credential and Certification Support	Novice teachers receive instructional coaching, evaluations, pre-induction and induction support. Experienced teachers receive ongoing professional development and support through evaluations, coaching, etc. to support the implementation of core instruction.		No
4.5	Free and Reduced Lunch	Providing access to nutritious meals throughout the day to ensure that students have the energy and focus needed to engage effectively in learning	$142,761.00	No
4.6	Need-based Transportation	Remove geographical barriers to educational access, transportation empowers students to fully participate in their education, leading to improved academic performance and increased graduation rates (i.e. HopSkipDrive and related services).	$115,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	SOCIAL-EMOTIONAL AND PHYSICAL HEALTH Integrate social-emotional, physical, and mental health programming is necessary to address the immediate social-emotional and mental health needs of individual students and can have a positive impact on student outcomes and foster overall wellbeing, build self-awareness, and encourage positive interpersonal relationships.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Prioritizing wellness programming through such as mental health practitioners, Deans of Students, and an expanded physical education scope and sequence opportunities creates an environment where every learner can thrive, both academically and emotionally. The correlation between health and academic performance is strong, as students who maintain good physical health through proper nutrition, regular exercise, and adequate sleep tend to perform better academically due to enhanced cognitive functions and concentration. Mental health is equally important, with lower levels of stress and anxiety leading to improved memory, attention, and classroom engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Data Quest Chronic Absenteeism	2022-23 All Students: 6.8% African American 0% Hispanic 5.7% English Learners 7.4%	2023-24 All Students: 4.5% African American 6.3% Hispanic 4.5% English Learners 4.9%	2024-25 All Students: 5.5% African American: 0% Hispanic: 5.4% English Learners: 5.6%	2025-26 All Students: 5% African American 5% Hispanic 5% English Learners 5%	2024-25 All Students: -1.3% African American: no change Hispanic: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 6%	Socioeconomically Disadvantaged 5.1%	Socioeconomically Disadvantaged: 6.1%	Socioeconomically Disadvantaged5%	English Learners - 1.8% Socioeconomically Disadvantaged +0.1%
5.2	Data Quest Absenteeism by Race and Ethnicity	2022-23 African-American Excused Absences: 74.7% Unexcused Absences: 25.3% Hispanic Excused Absences: 71.5% Unexcused Absences: 27.2%	2023-24 African American Excused Absences: 30.3% Unexcused Absences: 29.4% Hispanic Excused Absences: 42.8% Unexcused Absences: 55.1%	2024-25 African American Excused Absences: 46.3% Unexcused Absences: 52.2% Hispanic Excused Absences: 42.1% Unexcused Absences: 48.2%	2025-26 African-American Excused Absences: 70% Unexcused Absences: 20% Hispanic Excused Absences: 60% Unexcused Absences: 20%	2024-25 African American Excused Absences: -28.4% Unexcused Absences: +26.9% Hispanic Excused Absences: -29.4% Unexcused Absences: +21%%
5.3	Panorama Survey (Local) Sense of Belonging, Percentage of all students reporting a sense of belonging.	2022-23 All Students: 48%	2023-24 All Students: 66%:	2024-25 All Students: 59%	2025-26 All Students: 50%	2024-25 All Students: +11%:
5.4	Student Participation in Wellness Offerings Access to a Counselor Participation in Individual and Group Counseling Access to a Dean of Students	2022-23 Percentage of Students Participating in Individual or Group Counseling: 3.5% Percentage of Students with Access to a Wellness Counselor: 100%	2023-24 Percentage of Students Participating in Individual or Group Counseling: N/A Percentage of Students with Access to a	2024-25 Percentage of Students Participating in Individual or Group Counseling: 28% Percentage of Students with Access to a	2025-26 Percentage of Students Participating in Individual or Group Counseling: 3.5% Percentage of Students with Access to a	2024-25 Percentage of Students Participating in Individual or Group Counseling: +24.5% Percentage of Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of Students with Access to a Dean of Students: 100%	Wellness Counselor: 100% Percentage of Students with Access to a Dean of Students: 100%	Wellness Counselor: 100% Percentage of Students with Access to a Dean of Students: 100%	Wellness Counselor: 100% Percentage of Students with Access to a Dean of Students: 100%	Access to a Wellness Counselor: No change Percentage of Students with Access to a Dean of Students: No change

Goal Analysis [2025-26]

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

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

LPS Richmond made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year as described below:
Fully Implemented
5.1 Wellness Counselors- three Wellness Counselors provide comprehensive mental health programs that includes regular workshops, individual sessions, group sessions, and family sessions. Wellness Counselors will establish a referral network with local mental health services to provide students with access to additional support resources outside of school.

Not Fully Implemented in 2025-26:
5.2 Expand Physical Education Offerings and Athletics due to hiring challenges. The funding was used to provide classroom release for teachers. It should be noted that there is a PE teacher providing classes on site, but does not provide expanded offerings in PE.

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.

5.2 Physical Education: Five sections of PE were offered in 2025-26. The original goal was to expand beyond five sections.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed effectiveness in achieving Goal 5 as demonstrated below:
5.1 Wellness Counselors

-Chronic Absenteeism: decreased by 2.3% for all students, by 2.5% for English Learners, by 1.2% for Hispanic students and by 9% for students identified as SED. Chronic Absenteeism increased by 6.3% for African American students.
-Excused Absences decreased and Unexcused Absences increased. (We've heard from parents that students have learned how to block the attendance telephone number on their parents' cell phones.)
-Panorama (School Culture) Survey Results showed an increase of 11% in the area of Sense of Belonging.
-Weekly Parent Meeting Attendance remained consistent with the baseline average of 20 families.
-Suspension rates decreased by 1.5% from baseline for all students and 3.8% for English Learners.
-Percentage of students who are prepared for College and Career increased by 27.3% overall and by 33.6% for English Learners.

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.

Action 5.2: 1.0 FTE will be provided for Physical Education in 2026-27. Offerings will be re-designed in order to open an opportunity for advanced Physical Education.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Wellness Counselors	Wellness Counselors will implement a comprehensive mental health program that includes regular workshops, individual sessions, group sessions, and family sessions. Wellness Counselors will establish a referral network with local mental health services to provide students with access to additional support resources outside of school.	$165,088.00	Yes
5.2	Expand Physical Education Offerings and Athletics	The physical education program will include mindfulness and enrichment activities for all fitness and grade levels. A full-time Health and Wellness instructor will provide foundational and advanced physical education and health classes.	$141,058.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,812,819.00	$

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
20.658%	0.000%	$0.00	20.658%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for All Teachers and Instructional Staff **Need:** Needs include enhancing English and Math instruction and monitoring, especially for English Language Learners, Hispanic,	Action 1.1 provides professional development around the use of an interdisciplinary framework that addresses constructing meaning on academic texts and in academic writing.	CAASPP (English, Math), NWEA/MAP Growth Reports, Distance from Standard for English and Math, Language Acquisition Progress, Meeting A-G Requirements, UC/CSU Eligibility, and Professional Development Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged, and students with disabilities. **Scope:** LEA-wide		
1.5	**Action:** Parent Engagement for Improved Student Outcomes **Need:** Students and families partner to understand school systems that support academic achievement. **Scope:** LEA-wide	Action 1.5 address the need to family participation and acknowledges the positive impact on student outcomes.	CAASPP (English, Math), NWEA/MAP Growth Reports, Distance from Standard for English and Math, Language Acquisition Progress, Meeting A-G Requirements, UC/CSU Eligibility, and Professional Development Attendance
2.1	**Action:** 9th-12th Grade Community and Culture-Building Programming **Need:** Based on the 2023 California Dashboard with a RED Indicator for Suspension of English Learners: 6.4% suspended at least one day, Increased 6.4% Needs include creating psychological safety, social-emotional awareness, and addressing institutional racism and bias to create a culture of belonging for all students, especially for English Learners who comprise 30% of the school population and have a RED Indicator for Suspension on the California Dashboard.	Action 2.1 address the positive correlation between belonging, student attendance, engagement, and achievement. When educators and administrators focus on creating a positive school climate, the likelihood of a student being suspended decreases by approximately 10 percent.	Chronic Absenteeism Data by Race and Ethnicity, Panorama (School Culture) Survey, Family Meeting Attendance, Suspension and Expulsion Data, and the College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Advisory Program **Need:** The 2024-25 rates of chronic absenteeism have increased as compared to the prior year. 2024-25 rates are as follows: Chronic Absenteeism: 5.5% African American 0% Hispanic 5.4% English Learners 5.6% Socioeconomically Disadvantaged 6.1% The 2024-25 Panorama Survey results, specific to favorable responses regarding "sense of belonging," have decreased as compared to the previous year. 2024-25: Panorama Survey Results (Sense of Belonging): 59% The 2024-25 Suspension and Expulsion rates have decreased as compared to previous years. 2024-25: All Students: 2.7%; English Learners: 3.6% **Scope:** LEA-wide	Advisory programs, field trips, and conferences emphasize build positive school communities and increase students sense of belonging.	Chronic absenteeism rates, Panorama survey results, Suspension and Expulsion rates.
3.1	**Action:** Credit Recovery and Acceleration	Action 3.1 addresses the discrepancy between very high graduation rates and significantly lower	A-G Requirements (by program and Race and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Needs address providing additional, structured instructional time for intervention and acceleration for students who are not on track to graduate on time; thus, hindering a students college and career trajectory. **Scope:** LEA-wide	college readiness rates as outlined by the College and Career Indicator.	Ethnicity), Graduation Rates, UC/CSU Eligibility, College and Career Indicators, Access to a Broad Course of Study, Seal of Biliteracy, Number of Advanced Placement Courses Offered and Pass Rates
3.2	**Action:** Career Exploration **Need:** Needs include access to curriculum that supports the development of professional skills, project-based learning, and experiential opportunities to supplement general education courses. **Scope:** LEA-wide	Action 3.2 addresses the positive correlation of post-secondary and professional outcomes and access to college and career programming for 9th-12th grade students.	A-G Requirements (by program and Race and Ethnicity), Graduation Rates, UC/CSU Eligibility, College and Career Indicators, Access to a Broad Course of Study, Seal of Biliteracy, Number of Advanced Placement Courses Offered and Pass Rates
3.3	**Action:** College and Alternative Education Exploration **Need:** Needs include providing identity-affirming representation in academic and professional spaces to encourage belonging and diversity. **Scope:**	Action 3.3 ensures that underrepresented and marginalized students experience college and career experiences that reflect their respective backgrounds.	A-G Requirements (by program and Race and Ethnicity), Graduation Rates, UC/CSU Eligibility, College and Career Indicators, Access to a Broad Course of Study, Seal of Biliteracy, Number of Advanced Placement Courses Offered and Pass Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.3	**Action:** Improved Learning Opportunities **Need:** Needs include providing classroom staffing to deliver targeting learning opportunities and enrichment learning of curriculum, advanced, and enrichment courses ensures that unduplicated pupils, including English Learners, foster youth, and low-income students, receive personalized and comprehensive educational opportunities. **Scope:** LEA-wide	Action 4.3 provides improved and individualized learning for all learners.	Properly Assigned Teacher Percentage (SARC), Teachers Without Credential (ESSA), Graduation Rates, UC/CSU Eligibility, College and Career Indicator
5.1	**Action:** Wellness Counselors **Need:** Unduplicated students require essential mental health support and resources to address their well-being and promote academic success. **Scope:** LEA-wide	Action 5.1 implements a comprehensive mental health program and establish a referral network with local mental health services, ensuring unduplicated students receive essential support and resources to enhance their mental well-being and overall academic success.	Chronic Absenteeism Data by Race and Ethnicity, Panorama (School Culture) Survey, Family Meeting Attendance, Suspension and Expulsion Data, and the College and Career Indicator
5.2	**Action:** Expand Physical Education Offerings and Athletics	Action 5.2 supports the needs of unduplicated students by expanding the physical education program to include mindfulness and enrichment	Chronic Absenteeism Data by Race and Ethnicity, Panorama (School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Needs include the addition of a full-time Health and Wellness instructor to provide both foundational and advanced physical education and health classes, catering to diverse student needs. **Scope:** LEA-wide	activities, ensuring that all fitness and grade levels benefit from a holistic approach to health.	Culture) Survey, Suspension and Expulsion Data, and the College and Career Indicator

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional and Instructional Coaching for English Learner Achievement **Need:** 2025 English Learner Progress: 32.8% Progressed at Least One ELPI on ELPAC: 32.8% **Scope:**	EL instructional strategies target the language development needs of English Learners in both targeted language instruction as well as integrated language instruction in core content areas.	English Learner progress on ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:45
Staff-to-student ratio of certificated staff providing direct services to students		1:14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$8,775,291.00	$1,812,819.00	20.658%	0.000%	20.658%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,812,819.00	$1,177,194.00	$133,828.00	$457,681.00	$3,581,522.00	$2,957,207.00	$624,315.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for All Teachers and Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$143,426.00	$0.00	$128,741.00			$14,685.00	$143,426.00	
1	1.2	Professional and Instructional Coaching for English Learner Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$152,620.00	$0.00	$50,400.00	$102,220.00			$152,620.00	
1	1.3	English and Math Intervention and Acceleration	All	No				July 2024-June 2027	$229,304.00	$0.00		$84,565.00		$144,739.00	$229,304.00	
1	1.4	Special Education Support and Monitoring	Students with Disabilities	No					$147,807.00	$0.00		$47,555.00		$100,252.00	$147,807.00	
1	1.5	Parent Engagement for Improved Student Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$218,416.00	$0.00	$218,416.00				$218,416.00	
2	2.1	9th-12th Grade Community and Culture-Building Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$322,389.00	$26,000.00	$271,653.00	$76,736.00			$348,389.00	
2	2.2	Anti-biased and Anti-racist Education	All	No			All Schools									
2	2.3	Advisory Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,254.00	$15,254.00				$15,254.00	
2	2.4	Parent Education and Engagement	All	No				July 2024-June 2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
3	3.1	Credit Recovery and Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$56,000.00	$20,000.00	$20,000.00	$28,000.00		$28,000.00	$76,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	Career Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$111,896.00	$8,000.00	$97,517.00		$22,379.00		$119,896.00	
3	3.3	College and Alternative Education Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$75,300.00	$37,300.00	$38,000.00			$75,300.00	
3	3.4	Academic Counseling	All	No					$111,449.00	$0.00			$111,449.00		$111,449.00	
3	3.5	Professional Development	All	No					$12,310.00	$0.00		$12,310.00			$12,310.00	
3	3.6	Special Education Post-Secondary Planning	Students with Disabilities	No					$120,655.00	$0.00		$120,655.00			$120,655.00	
4	4.1	Facilities for Learning	All	No					$0.00	$189,000.00		$189,000.00			$189,000.00	
4	4.2	Technology and Connectivity Provisions	All	No					$0.00	$13,000.00				$13,000.00	$13,000.00	
4	4.3	Improved Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,024,789.00	$0.00	$681,636.00	$343,153.00			$1,024,789.00	
4	4.4	Credential and Certification Support	All	No												
4	4.5	Free and Reduced Lunch	All	No			All Schools		$0.00	$142,761.00				$142,761.00	$142,761.00	
4	4.6	Need-based Transportation	All	No			All Schools		$0.00	$115,000.00		$115,000.00			$115,000.00	
5	5.1	Wellness Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$165,088.00	$0.00	$150,844.00			$14,244.00	$165,088.00	
5	5.2	Expand Physical Education Offerings and Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$141,058.00	$0.00	$141,058.00				$141,058.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,775,291.00	$1,812,819.00	20.658%	0.000%	20.658%	$1,812,819.00	0.000%	20.658 %	**Total:**	$1,812,819.00
								LEA-wide Total:	$1,762,419.00
								Limited Total:	$50,400.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for All Teachers and Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$128,741.00	
1	1.2	Professional and Instructional Coaching for English Learner Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,400.00	
1	1.5	Parent Engagement for Improved Student Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,416.00	
2	2.1	9th-12th Grade Community and Culture-Building Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$271,653.00	
2	2.3	Advisory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,254.00	
3	3.1	Credit Recovery and Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

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 (%)
3	3.2	Career Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,517.00	
3	3.3	College and Alternative Education Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,300.00	
4	4.3	Improved Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$681,636.00	
5	5.1	Wellness Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		$150,844.00	
5	5.2	Expand Physical Education Offerings and Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income		$141,058.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,610,988.00	$3,126,192.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development for All Teachers and Instructional Staff	Yes	$448,926.00	$506,217.00
1	**1.2**	Professional and Instructional Coaching for English Learner Achievement	Yes	$143,228.00	$101,192.00
1	**1.3**	English and Math Intervention and Acceleration	Yes	$205,746.00	$193,136.00
1	**1.4**	Special Education Support and Monitoring	No	$221,015.00	$61,589.00
1	**1.5**	English Language Learner Supports	No	$30,000.00	0
1	**1.6**	Parent Engagement for Improved Student Outcomes	Yes	$170,024.00	$157,444.00
2	**2.1**	9th-12th Grade Community and Culture-Building Programming	Yes	$365,618.00	$290,837.00
2	**2.2**	Anti-biased and Anti-racist Education	No	$30,000.00	$40,000
2	**2.3**	Student-Lead/Parent Conferences	No		
2	**2.4**	Advisory Curriculum Adoption	No	$50,000.00	$37,499

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)
2	2.5	Parent Education and Engagement	No		
3	3.1	Credit Recovery and Acceleration	Yes	$183,813.00	$70,514.00
3	3.2	Career Exploration	Yes	$119,848.00	$100,069.00
3	3.3	College and Alternative Education Exploration	Yes	$95,000.00	$76,533.00
3	3.4	Academic Counseling	Yes	$168,104.00	$239,216.00
3	3.5	Professional Development	No	$17,920.00	$260.00
3	3.6	Special Education Post-Secondary Planning	No	$123,574.00	$34,990.00
4	4.1	Facilities for Learning	No	$180,000.00	$182,092.00
4	4.2	Technology and Connectivity Provisions	Yes	$104,800.00	$107,783
4	4.3	Improved Learning Opportunities	Yes	$552,053.00	$438,249.00
4	4.4	Credential and Certification Support	No	$23,445.00	$32,390.00
4	4.5	Free and Reduced Lunch	No	$72,115.00	$124,339.00
4	4.6	Need-based Transportation	No	$25,800.00	$21,688.00
5	5.1	Wellness Counselors	Yes	$145,210.00	$169,487.00

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)
5	**5.2**	Expand Physical Education Offerings and Athletics	Yes	$134,749.00	$140,668.00

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 5 from 8)
$1,700,942	$1,867,618.00	$1,769,557.00	$98,061.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for All Teachers and Instructional Staff	Yes	$432,723.00	$390,421.00		
1	1.2	Professional and Instructional Coaching for English Learner Achievement	Yes	$50,400.00	$20,944.00		
1	1.3	English and Math Intervention and Acceleration	Yes	$36,508.00	$24,145.00		
1	1.6	Parent Engagement for Improved Student Outcomes	Yes	$170,024.00	$163,317		
2	2.1	9th-12th Grade Community and Culture-Building Programming	Yes	$365,618.00	$282,473		
3	3.1	Credit Recovery and Acceleration	Yes	$62,133.00	$26,300.00		
3	3.2	Career Exploration	Yes	$98,351.00	$83,083.00		
3	3.3	College and Alternative Education Exploration	Yes	$60,000.00	$35,412.00		
3	3.4	Academic Counseling	Yes	$62,576.00	$122,522.00		
4	4.2	Technology and Connectivity Provisions	Yes	$9,800.00	$28,000.00		
4	4.3	Improved Learning Opportunities	Yes	$254,034.00	$282,785.00		

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)
5	**5.1**	Wellness Counselors	Yes	$130,702.00	$169,487.00		
5	**5.2**	Expand Physical Education Offerings and Athletics	Yes	$134,749.00	$140,668.00		

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)
$8,123,915	$1,700,942	0	20.937%	$1,769,557.00	0.000%	21.782%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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