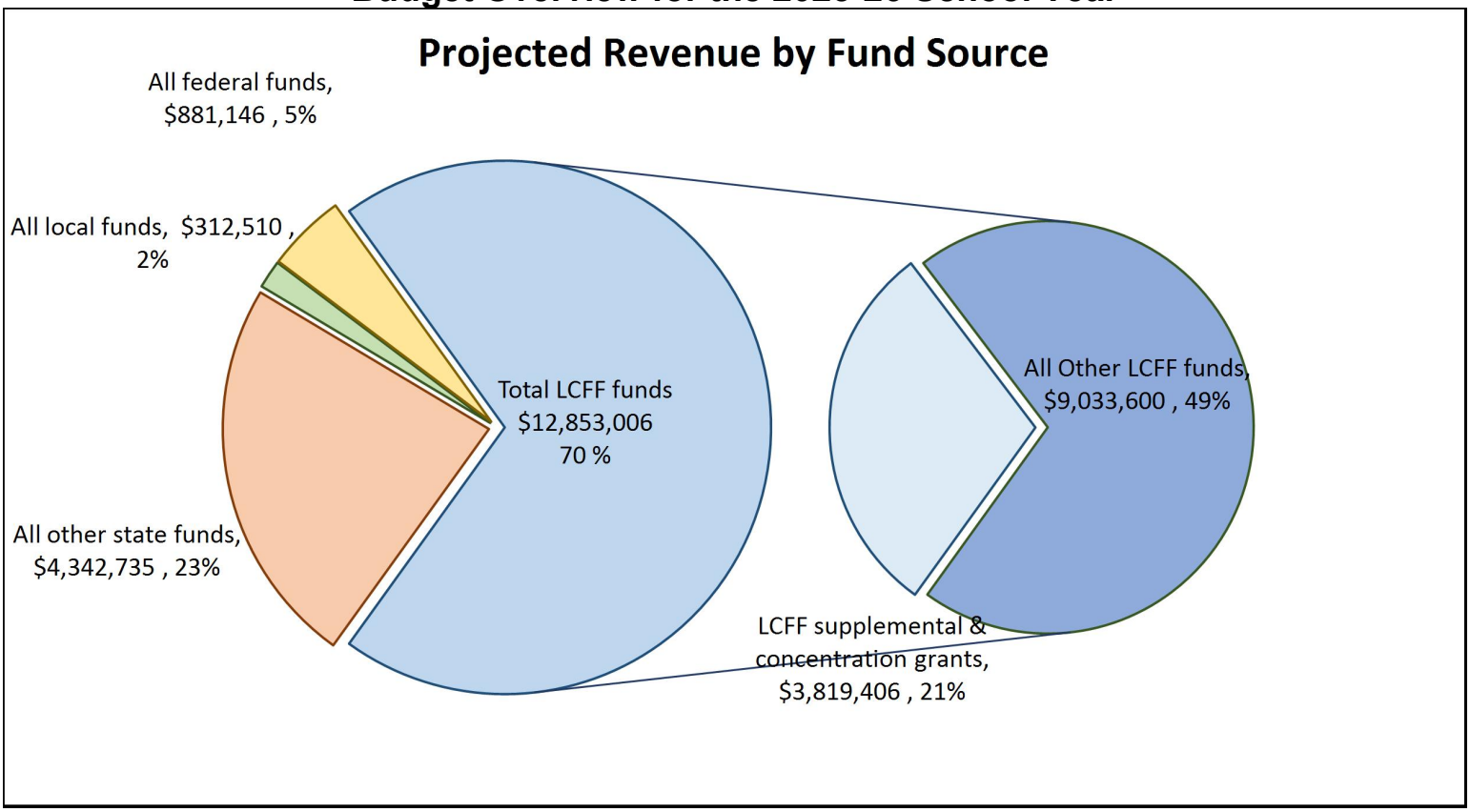
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: YouthBuild Charter School of California
CDS Code: 14-10140-0117994
School Year: 2025-26
LEA contact information:
Dr. Rudy Cuevas
Superintendent
Rcuevas@youthbuildcharter.org

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

Budget Overview for the 2025-26 School Year

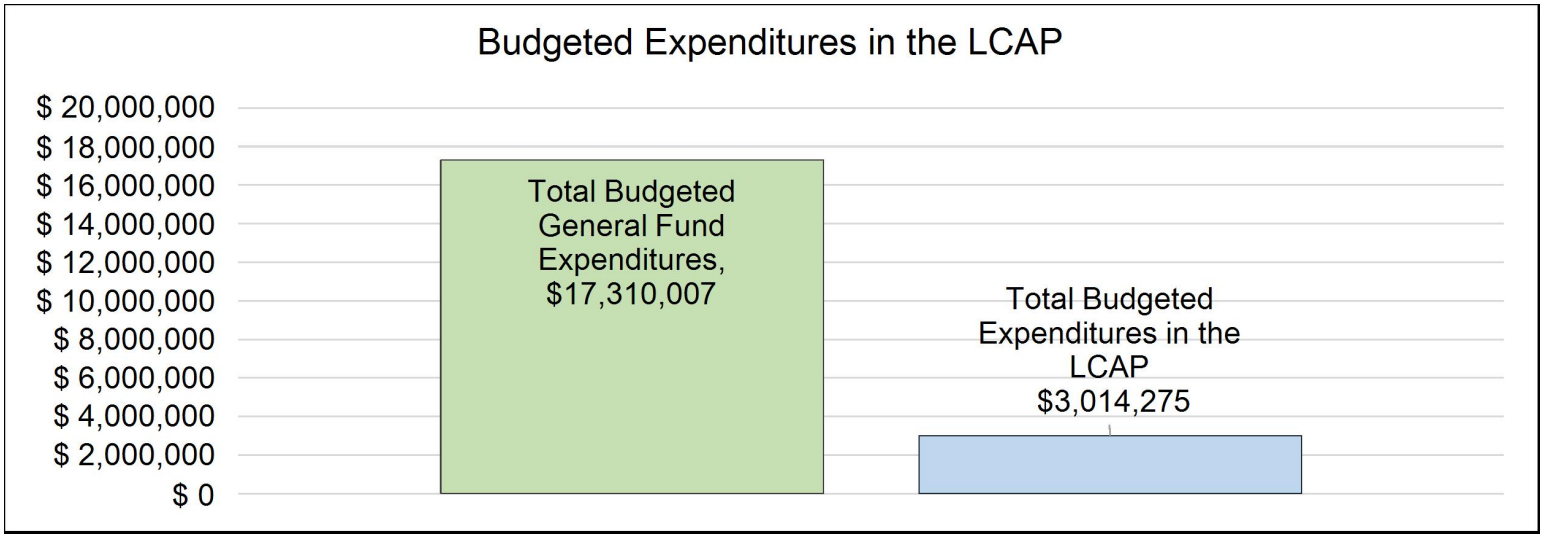


This chart shows the total general purpose revenue YouthBuild Charter School of California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for YouthBuild Charter School of California is $18,389,397, of which $12,853,006 is Local Control Funding Formula (LCFF), $4,342,735 is other state funds, $312,510 is local funds, and $881,146 is federal funds. Of the $12,853,006 in LCFF Funds, $3,819,406 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 YouthBuild Charter School of California plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: YouthBuild Charter School of California plans to spend $17,310,007 for the 2025-26 school year. Of that amount, $3,014,275 is tied to actions/services in the LCAP and $14,295,732 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

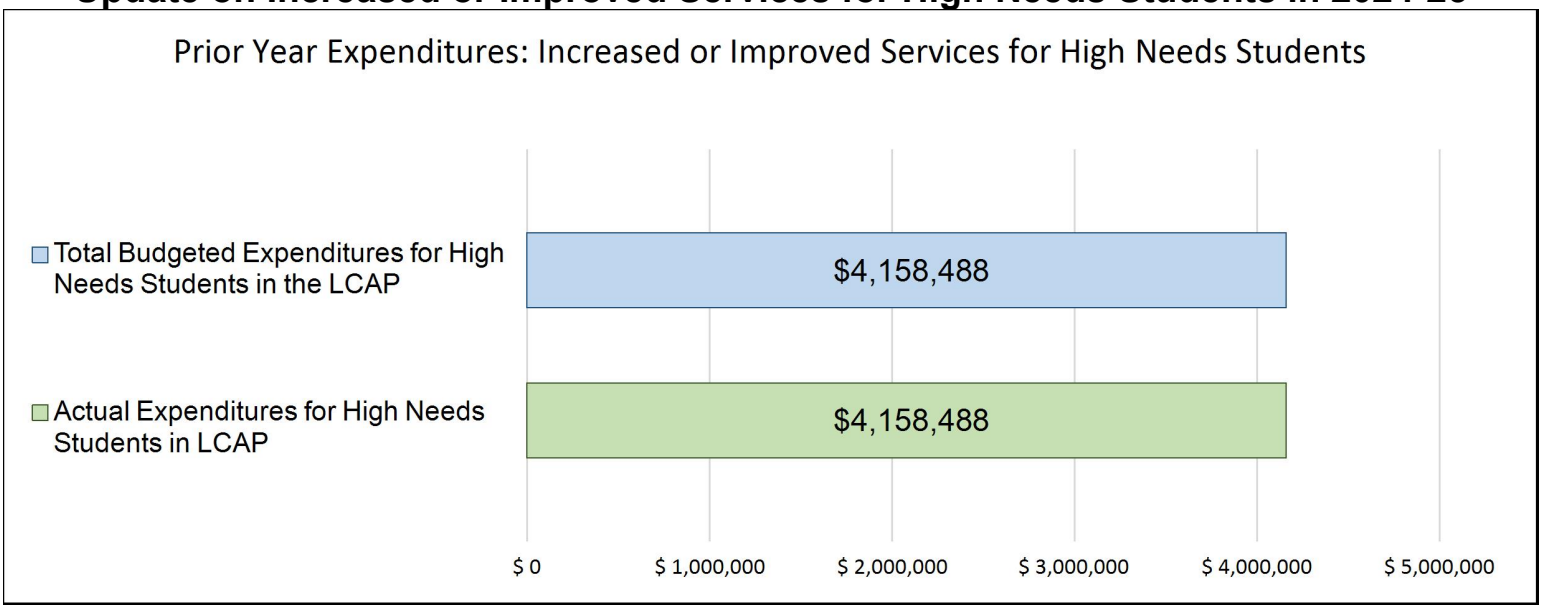
General operations, staffing, facilities, and student and site support.

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

In 2025-26, YouthBuild Charter School of California is projecting it will receive $3,819,406 based on the enrollment of foster youth, English learner, and low-income students. YouthBuild Charter School of California must describe how it intends to increase or improve services for high needs students in the LCAP. YouthBuild Charter School of California plans to spend $3,014,275 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what YouthBuild Charter School of California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what YouthBuild Charter School of California estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, YouthBuild Charter School of California's LCAP budgeted $4,158,488 for planned actions to increase or improve services for high needs students. YouthBuild Charter School of California actually spent $4,158,488 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on YouthBuild Charter School of California’s ability to increase or improve services for high needs students:

We expended all funds to increase and improve services for high needs students.

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
YouthBuild Charter School of California	Dr. Rudy Cuevas Superintendent	(213) 804-2199

Plan Summary [2025-26]

General Information

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

YouthBuild Charter School of California holds a unique place in the landscape of California's public charter schools. Its mission is to provide a high school education that leads to a diploma for a distinct group of students. All YCSC students come from low-income families and underserved communities and have previously left or been pushed out of the traditional school system without a diploma and have made their way to one of the many YouthBuild programs in the Southern California area. They enroll in the YouthBuild program over-aged, under-credited, or both, in order to receive vocational training, counseling, leadership development and an education. The students are between 16-24 years old, yet they are allowed to re-enroll in the K-12 school because they are a member of a YouthBuild program. The California Department of Education allows for this through an exemption that is written into California Education Code. In order to meet the unique needs of its students, YCSC has developed a project-based, interdisciplinary curriculum model that relies on authentic assessments and applied learning that provides numerous opportunities to connect a standards-based education to program activities at the YouthBuild program that are geared towards creating social justice in the communities where its students live.

The YouthBuild Charter School of California (YCSC) is a competency-based, dropout recovery high school that is designed to provide a supportive and challenging academic program for stu- dents who have not done well in traditional school settings. YCSC opened its doors in September, 2008 to 265 students, at three YouthBuild program sites in Los Angeles County. The School was launched and continues to be supported by the national organization YouthBuild USA in response to California YouthBuild programs' need for a robust high school diploma based education option for their students. YCSC currently utilizes an internally developed the Authentic and Collaborative Education (ACE) Interdisciplinary Learning and Program Integration (ILPI) Manual and its assessment competencies (Humanities, STEM, Culture) in

congruence with a prioritized set of the California State Standards, the Common Core Standards, and the Next Generation Science Standards.

YCSC serves approximately 94% of students who receive free and reduced lunch we receive additional funding, concentration and equity multiplier funds. In an effort to best serve our students receiving free and reduced lunch we will have a increased focused on professional development on improving all internal formative and summative assessments as well as state testing outcomes including CAASPP and ELPAC. These efforts will support all students in making academic gains including the following student groups: African America, English Learners, Hispanic, Homeless, Socioeconomically disadvantaged and students with disabilities. Training and professional development will also have an increased focus on integrating specific strategies and tiered interventions to increase engagement of these populations.

The mission of the YouthBuild Charter School of California (YCSC) is to offer low-income, unemployed and undereducated youth ages 16-24 who have previously dropped out or aged out of high school a unique education program that successfully prepares them for a high school diploma and strengthens their skills to be transformative change agents while simultaneously preparing them for careers, postsecondary education, and life. The School's overarching goal is to use innovative, learning methods to challenge students to meet high expectations and rigorous standards and to prepare them to live meaningful lives as active, educated, engaged, self-sufficient adults who are responsible for themselves, their families and communi- ties. In order to prepare young people for college and the technological and knowledge demands of the workplace, YCSC combines a rigorous, standards-based, academic curriculum emphasizing a project based instructional model that prepares youth lead their communities for social change while each YouthBuild Site also provides a variety of different vocational training opportunities for careers in fields like nursing and information technology, in addition to industry-recognized certifications in construction. The School's focus on career skill building is supplemented by a hands-on curriculum in leadership and community development. Students prepare for community leadership through an innovative curriculum focused on the social and cultural history of the local community and critical awareness of important global issues. Students earn credits as they contribute to the community by building affordable new housing or refurbishing existing housing for local low income communities at worksite "construction labs." YCSC believes that, in addition to the skills required for success in postsecondary education and employment, and as contrib-uting citizens in their communities, an educated person in the 21st century needs well-developed emotional intelligence skills such as self-reflection and self-concept, relation-ship-building, conflict resolution and work culture fluency. These skills are taught explic-itly at YCSC in a rigorous, standards based curriculum and are reinforced by students' experiences in team projects, leadership development opportunities and in on-site vocational and life skills training.

Reflections: Annual Performance

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

YCSC has improved its services and outcomes with respect to all 24/25 Goals including Postsecondary Readiness & Life Skills Development, Community & Family Support, and Enrichment and Recreation Activities. In addition and with specific reference to the Dashboard, YCSC has continued to have strong outcomes on 1 Year Grad Rate and Federal Job Program Completion. YCSC is working to strengthen outcomes on the College and Career Readiness Index. Starting in 24/25, YCSC started to account for all School Dashboard testing data including focusing on all of the following sub groups: African America, English Learners, Hispanic, Homeless, Socioeconomically disadvantaged and students with disabilities for all Goals and Actions as per the requirements of Differentiated Assistance. The school

worked to improve student participation in statewide testing by enhancing advanced notices and reminders, increasing the opportunities for testing, training additional staff, offering in person and virtual options for students, and utilizing tiered interventions to ensure other needs are met to meet testing requirements. This will also be a part of the 3 year cycle of goals and actions.

In the 2023 dashboard data both Hispanic and Socioeconomically disadvantaged students scores in the low in both ELA and math. A majority of YCSC students identify as Hispanic and are considered socioeconomically disadvantaged. Individuals attending YCSC are either high school dropouts or below grade level credits. Given gaps in education and other needs YCSC focuses on providing transformative, project-based educational, vocational, and socio-emotional learning opportunities to young people to address academic needs and work to increase skill level and make progress toward credit attainment. These strategies aim to also increase achievement on state testing. Although local assessments such as authentic performance tasks and community action projects demonstrate student academic growth it does not align with dashboard data.

Most students at YCSC enter beyond traditional high school age or credit level. Although they make gains and earn a diploma this is calculated based on the four year grad rate. In the 23-24 school year it was 36.4%. Although an increase of 9.2% it does not capture all students that earned their diploma that year. As a result the following groups are shown as red on the dashboard: African America, English Learners, Hispanic, Homeless, Socioeconomically disadvantaged and students with disabilities. A more accurate depiction of diploma attainment is our internal one year graduation rate. In 23-24, the one year graduation rate 69.8%. To ensure individuals have every opportunity to reach this goal within one to two years we provide CTE training, counseling, leadership development, career development and post-secondary readiness program. This motivates individuals and establishes connections to their academic courses to increase potential to earn all required credits. Additional services such as mental health have been identified as barriers and we are pursuing grants to further support this growth area.

YCSC has expended all LREBG funds.

Reflections: Technical Assistance

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

YCSC has took full advantage of the advice and coaching from the Tulare County Office of Education Differentiated Assistance team. They worked with us to understand our mission and vision and unique needs as a DASS school. We have taken their advice and feedback into account in creating our LCAP Goals for the next the 3 years. This school year, YCSC has been working with a new Directed Technical Assistance team from WestEd to look at all aspects of our school model for targeted improvements. This will involve an in-depth organizational and instructional review to identify system strengths, weaknesses, and opportunities. The activities will help identify the policies, processes, and practices contributing to student success, as well as any that present barriers to success. Findings will be used to inform recommendations, an improvement plan, and improvement coaching that can help build the capacity of YCSC leaders to improve academic achievement, engagement, and social and emotional wellbeing.

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.

All YCSC sites are part of 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.

As per the annual LCAP stakeholder survey input and other school-wide data, YCSC is using its CSI funds for the professional development of its leadership team, department chairs, and other staff tasked with improving the grad rate at YCSC. All staff provided with training funded by CSI funds will regularly share all knowledge with staff at quarterly YCSC professional developments. The evidence-based interventions focused on improving the grad rate through continuous professional development, such as: increased classroom accommodations, targeted counseling support, and the intentional scaffolding via YCSC interdisciplinary project based model.

For the upcoming year, YCSC has begun to collect additional data to develop comprehensive support and improvement plans. For example, YCSC staff collected comprehensive data on chronic absenteeism using absence reporting, focus groups with students, surveys, and discussions with staff members. YCSC has also gathered feedback from our Community Schools advisory committees on focus areas for improvement. Additional support and improvement plans for the upcoming year will be developed in collaboration with the DTA team at WestEd. WestEd has conducted preliminary site visits to enhance the data collection process to support in strengthening assessment practices at YCSC.

Monitoring and Evaluating Effectiveness

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

Via the annual surveying of all stakeholders, YCSC monitors and evaluates the impact of all evidence-based interventions noted above. Part of that process is to collaboratively review the 1 year grad rate data published by the CDE as its ultimate a measure of effectiveness for CSI grad rate improvement plans.

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
Students	Students are engaged by providing YCSC with LCAP survey feedback, Panorama survey feedback, Community School surveys and focus groups. Student input is also sought for the LCAP public hearing. Additional support is provided to Spanish speaking students
Parents	Parents are engaged by providing YCSC with LCAP survey feedback survey feedback, attending parent meetings and participating in Community Action Projects. Parentinput is also sought for the LCAP public hearing. Additional support is provided to Spanish speaking parents requiring technical assistance.
YCSC Staff (Classified and Certificated)	Staff are also engaged with LCAP surveys but they also participate in ongoing community meetings. In addition, to YCSC staff collaborate with YCSC Leadership during Spring PD in the following ways: 1) YCSC Admin presents LCAP Draft Goals/Actions to staff and program for stakeholder feedback in order to prepare for May 19th Public Hearing 2) YCSC admin send out revisions to LCAP goals with staff feedback 3) Staff is then invited to the public hearing 4) Any revision from the public are also shared with staff 5) Staff is invited to board meeting for final approval of LCAP
Community Members	Community members are engaged by providing YCSC with LCAP survey feedback survey feedback, attending community meetings and participating in Community Action Projects. Community input is also

Educational Partner(s)	Process for Engagement
	sought for the LCAP public hearing. Additional support is provided to Spanish speaking individuals requiring technical assistance.

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

YCSC Leadership analyzed all of the survey responses related to the stakeholder engagement process detailed above and then shared that input with all stakeholders at several stakeholder meetings. YCSC Leadership then asked for more stakeholder feedback after sharing the results of the survey analysis. During this process, the draft of the 25/26 goals were devised as summarized below. During the framing of stakeholder feedback, we discussed the following: because YCSC serves approximately 94% of students who receive free and reduced lunch, we receive additional funding, concentration and equity multiplier funds. In an effort to best serve our students receiving free and reduced lunch, we have an increased focused on professional development on improving all internal formative and summative assessments as well as state testing outcomes, including CAASPP and ELPAC. These efforts will support all students in making academic gains, including the following student groups: African America, English Learners, Hispanic, Homeless, Socioeconomically disadvantaged and students with disabilities. Training and professional development will also have an increased focus on integrating specific strategies and tiered interventions to increase engagement of these populations. Stakeholders gave specific input on areas of focus and provided ideas to further enhance LCAP goals and school planning. In addition to school-wide feedback, we asked each school site to further identify additional needs to reach LCAP goals specific to their site.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Postsecondary Readiness and Life Skills Development	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to LCAP survey and other stakeholder feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rates (One Year Grad Rate & Dashboard Grad Rate)	77.7% One Year Grad Rate (23 Dashboard) 36.4% Dashboard Grad Rate (23 Dashboard)	69.8% On Year Grad Rate (24 Dashboard) 36.9% Dashboard Grad Rate (24 Dashboard)		70% One Year Grad Rate Maintain above 35% Dashboard Grad Rate	-7.9% One Year Grad Rate 0.5% Dashboard Grad Rate
1.2	Dropout Rate	33.8% (23 Dashboard Data)	34.8% (24 Dashboard Data)		35%	1%
1.3	Increased Community Action Project (CAP) quantity and quality. This measure captures both quantity and quality of CAP. The school uses	50% at 3 or above (23 CAP Assessment Data)	70% at 3 or above (23 CAP Assessment Data)		80% at 3 or above	20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	an assessment that measures the quantity of sites that meet a standard quality (at least a 3 on a 5 point scale) utilizing a set of YCSC measurement tools.					

Goal Analysis [2024-25]

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

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

All YouthBuild sites have taken at least one postsecondary field trip. We have also implemented the graduation portfolio which includes items to prepare students for postsecondary placement. And, we are working with a vendor called Explore Your Potential that runs an online college career preparation course for all seniors. We also established relationships for postsecondary credit bearing opportunities. We expanded our CTE programming with dedicated staff to CTE oversight. We also increased the number of vocational field trips. We are pursuing more CTE grants to further increase and expand our offerings. We have a need for an increased focus on Community Action Projects focused on postsecondary readiness.

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 major differences between expenditures.

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

We improved on 2 our of the 3 metrics as noted in the tables above.

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.

None.

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	College & career exposure & preparation	College & career exposure & preparation (20% of Supplemental & Concentration Funds for 7 Teachers)	$762,389.00	Yes
1.2	Including Vocational Education & CTE school wide	Including Vocational Education & CTE school wide (20% of Supplemental & Concentration Funds for 5 Teachers & 2 Counselors)	$762,389.00	Yes
1.3	All sites will have a CAP that integrates Postsecondary readiness and life skills development focus	All sites will have a CAP that integrates Postsecondary readiness and life skills development focus. Additional focus at quarterly PD will feature school-wide, small group, interdisciplinary focused, individual, community meetings *includes department chair meetings, release time. (20% of Supplemental and Concentration Funds for 7 Teachers)	$762,389.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Community and Family Support	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to LCAP survey and other stakeholder feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LCAP Survey Data - Student responses satisfactory and above.	94% (24-25 LCAP Surveys)	96.5% LCAP Survey responses to satisfactory or above to question "I am experiencing academic growth at YouthBuild Charter School of California" (25-26 LCAP Surveys)		95% student responses satisfactory and above	2.5%
2.2	Spring 2024 CCSPP needs evaluation (Action #1)-Completion of needs evaluation.	50% completion (24-25 LCAP Surveys)	52% LCAP Survey favorable responses to question on "in collaboration with		70% CCSPP needs evaluation	2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			all stakeholders, built out community support" (25-26 LCAP Surveys)			
2.3	Increased Community Action Project (CAP) quantity and quality. This measure captures both quantity and quality of CAP. The school uses an assessment that measures the quantity of sites that meet a standard quality (at least a 3 on a 5 point scale) utilizing a set of YCSC measurement tools.	50% at 3 or above (23 CAP Assessment Data)	70% at 3 or above (23 CAP Assessment Data)		80% at 3 or above	20%

Goal Analysis [2024-25]

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

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

Every YouthBuild site held family and community events. We also established Wellness Centers at each site. And, we established new relationships with outside agencies to provide services and resources to our students, families, and communities. Additionally, we increased the number and quality of Community Action Projects related to our community and family support centers.

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.

We had no major differences between budgeted and estimated actuals.

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

All three proposed metrics saw increases in percentages.

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.

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	In collaboration with all stakeholders build out community support	Work with stakeholders to build out community support model. Student incentives for support with Community School Events. (50% of Equity Multiplier Funds for 3 Teachers and 3 Counselors)	$677,047.25	Yes
2.2	All sites will have a CAP that integrates Community and Family Support	Community Action Projects at each site will include community and family support elements (costs already reflected in GOAL #1). Additional focus at quarterly PD will feature school-wide, small group, interdisciplinary focused, individual, community meetings *includes department chair meetings, release time. (50% of Equity Multiplier Funds for 3 Teachers and 3 Counselors)	$677,047.25	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enrichment and Recreation Activities	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rates (One Year Grad Rate & Dashboard Grad Rate)	77.7% One Year Grad Rate (23 Dashboard) 36.4% Dashboard Grad Rate (23 Dashboard)	69.8% On Year Grad Rate (24 Dashboard) 36.9% Dashboard Grad Rate (24 Dashboard)		70% One Year Grad Rate Maintain above 35% Dashboard Grad Rate	-7.9% One Year Grad Rate 0.5% Dashboard Grad Rate
3.2	Dropout Rate	33.8% (23 Dashboard Data)	34.8% (24 Dashboard Data)		35%	1%
3.3	Increased Community Action Project (CAP) quantity and quality. This measure captures both quantity and quality of	50% at 3 or above (23 CAP Assessment Data)	70% at 3 or above (23 CAP Assessment Data)		80% at 3 or above	20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAP. The school uses an assessment that measures the quantity of sites that meet a standard quality (at least a 3 on a 5 point scale) utilizing a set of YCSC measurement tools.					

Goal Analysis [2024-25]

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

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

We planned enrichment and recreation activities at all sites, including field trips, events, new resources, and Community Action Projects related to this. The graduation rate varies each year based on the incoming students and their gap in credit needs.

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.

We did not have major differences between the budgeted and actual expenditures.

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

We saw an improvement one out of the three metrics listed above, related to Community Action Projects. For the graduation rate, we saw a decrease from a baseline; however, we are only .2% off from our targeted year 3 outcome. For dropout rate, we saw an increase in that rate by only 1%.

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 have been made.

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	Enrichment activities & field trips	Enrichment activities & field trips ($7,000 per site). (20% of Supplemental & Concentration Funds for 7 Teachers)	$762,389.83	Yes
3.2	All sites will have a CAP that integrates enrichment and recreation activities	Community Action Projects at each site will include Enrichment and Recreation elements (costs already reflected in GOAL #1). Additional focus at quarterly PD will feature school-wide, small group, interdisciplinary focused, individual, community meetings *includes department chair meetings, release time. (20% of Supplemental & Concentration Funds for 7 Teachers)	$762,389.83	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal: MTSS training and professional development for all teachers and support staff to integrate tiered interventions with the expectation to improve school dashboard outcomes for African American, Hispanic, students with disabilities, homeless, foster, English learners, Long-term English learners, and socio-economically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

YCSC wants to focus on MTSS support for groups listed above to improve qualitative and quantitive metrics, including annual state testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rates (One Year Grad Rate & Dashboard Grad Rate)	77.7% One Year Grad Rate (23 Dashboard) 36.4% Dashboard Grad Rate (23 Dashboard)	69.8% On Year Grad Rate (24 Dashboard) 36.9% Dashboard Grad Rate (24 Dashboard)		70% One Year Grad Rate Maintain above 35% Dashboard Grad Rate	-7.9% One Year Grad Rate 0.5% Dashboard Grad Rate
4.2	Dropout Rate	33.8% (23 Dashboard Data)	34.8% (24 Dashboard Data)		35%	1%
4.3	Increased Community Action Project (CAP) quantity and quality. This measure captures both quantity and quality of	50% at 3 or above (23 CAP Assessment Data)	70% at 3 or above (23 CAP Assessment Data)		80% at 3 or above	20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAP. The school uses an assessment that measures the quantity of sites that meet a standard quality (at least a 3 on a 5 point scale) utilizing a set of YCSC measurement tools.					

Goal Analysis [2024-25]

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

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

YouthBuild has taken steps to offer more training around Multi Tiered System of Support to staff through a state SUMs grant. All staff are taking 60 hours of training over the course of 2 years. This has led to an increase and improvement of our use of MTSS to identify, intervene in, and support students with higher needs (as identified in the demographics listed above).

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 major differences between the budgeted and actual expenditures.

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

We have seen great progress in the graduation rates according to this demographic breakdown: African American Students Grad Rate: 72.3%, Hispanic Students Grad Rate: 69.6%, Students with Disabilities Grad Rate: 71.4%, Homeless Students Grad Rate: 62.7%, Long Term EL Students Grad Rate: 71%, EL Students Grad Rate: 72.2%, and Socio-Economically Disadvantaged Grad Rate: 70.8%. However, for specific groups, we are targeting for further interventions and supports.

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.

We have not made any changes.

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	Ongoing implementation of MTSS	MTSS training and professional development for all teachers and support staff to integrate tiered interventions with the expectation to improve school dashboard outcomes for African America, Hispanic, students with disabilities, homeless, foster, English learners, Long-term English learners, and socio-economically disadvantaged students.	$769,771.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,791,707	$543,499

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
29.716%	0.000%	$0.00	29.716%

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:** College & career exposure & preparation **Need:** Socio-economically disadvantaged students face many challenges in their academic and socio-emotional needs, such as unstable housing, access to food, and other economic barriers that affect their academic, college and career, and life skills progress. This group has historically not had access to postsecondary	The goal and actions are being implemented on an LEA-wide basis because data shows that over 93% of YCSC students are Free & Reduced Lunch in addition to other unduplicated categories. Our focus for this goal and actions will be on socioeconomically disadvantaged students. However, we recognize these students fall within other subgroup categories and will benefit from this goal and action.	Dropout rate, One year Graduation Rate and CAP completion

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
	education or life skills development activities. Socioeconomically disadvantaged students need to have college and career exposure and preparation. Within the socioeconomically disadvantaged group also fall within other student groups that have lowest performance scores in the School Dashboard. They experience similar challenges in academic, socio-emotional, and institutional barriers. Although each group is unique in their needs and conditions, the goal and actions developed provide interventions and supports that address their various situations. **Scope:** LEA-wide Schoolwide	The postsecondary readiness and life skills goal was developed based on stakeholder feedback as well as research-based practices that demonstrate their effectiveness. Socio-economically disadvantaged students: This goal and actions will develop within socioeconomically disadvantaged students an understanding of postsecondary opportunities and provide them with life skills to be prepared for career and college. The school organizes PSE field trips, speakers, workshops, and activities around this goal. Students participation in community action projects also engages them in activities to promote their own agency in addressing system barriers.	
1.2	**Action:** Including Vocational Education & CTE school wide **Need:** Socio-economically disadvantaged students face many challenges in their academic and socio-emotional needs, such as unstable housing, access to food, and other economic barriers that affect their academics. They traditionally lack exposure to CTE and vocational education opportunities. This group has historically not had access to learning about educational pathways and career pathways in vocational fields.	This action is being implemented on an LEA-wide basis because data shows that over 93% of YCSC students are Free & Reduced Lunch in addition to other unduplicated categories. Our focus for this goal and actions will be on socioeconomically disadvantaged students. However, we recognize these students fall within other subgroup categories and will benefit from this goal and actions. CTE and vocational training at our school will provide opportunities for economic and social mobility. They can bridge connections and understanding to other academic subjects. CTE helps students increase their engagement when	Dropout rate, One year Graduation Rate and CAP completion

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 students need to have equitable access to CTE and vocational education. Within the socioeconomically disadvantaged group also fall other student groups that have the lowest performance scores in the School Dashboard. CTE and vocational education provide enhancements to the academic setting by focusing on real world skills and opportunities. These experiences create opportunity for a better understanding of academic standards. These opportunities allow for a needed transition from theoretical knowledge in the classroom to practical application in real world contexts. These students lack opportunities for economic and social mobility in previous school and community settings that will be address through this action. **Scope:** LEA-wide Schoolwide	they apply academic skills in a vocational education environment. Students engaged in CTE and vocational education can be more interested in pursuing higher education, careers, internships, the trades, and other postsecondary opportunities. This CTE and vocational education action was developed based on stakeholder feedback as well as research-based practices that demonstrate their effectiveness to support low-income, foster, SPED, and EL students. This action will develop within socioeconomically disadvantaged students an understanding the many opportunities within different vocational fields that align with their personal goals. This will engage and motivate them in school.	
1.3	**Action:** All sites will have a CAP that integrates Postsecondary readiness and life skills development focus **Need:** Socio-economically disadvantaged students face many challenges in their academic and socio-emotional needs, such as unstable	The goal and actions are being implemented on an LEA-wide basis because data shows that over 93% of YCSC students are Free & Reduced Lunch in addition to other unduplicated categories, such as African American and Hispanic students. Our focus for this actions will be on socioeconomically disadvantaged students. However, we recognize these students fall within other subgroup categories and will benefit from this goal and	Dropout rate, One year Graduation Rate and CAP completion

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
	housing, access to food, and other economic barriers that affect their academic, exposure to activities outside of the traditional setting, including postsecondary readiness and life skills development. This group has historically not had access to postsecondary opportunities or life skills development within their previous schooling and communities. Socioeconomically disadvantaged students need to have equitable access to postsecondary readiness activities and life skills development opportunities. Within the socioeconomically disadvantaged group also fall other student groups that have the lowest performance scores in the School Dashboard. Data demonstrate that this group is underrepresented in postsecondary settings. Individuals within these group that are able to obtain an AA or BA face additional barriers as they pursue higher level degrees. This group needs support and understanding in how to navigate different systems, such as college application process, bureaucratic institutions. They need to develop navigation skills, coping skills, and self-advocacy to access needed supports in the community and pursue college and career opportunities. Community Action Projects provide needed enhancements to the academic setting. These action projects create opportunity for a better understanding of academic standards. Community actions allow students to apply their academic learning to real world problems	actions because of the format of Community Action Projects. These are student-led projects to address community issues such as adequate nutrition, access to appropriate healthcare, postsecondary attainment, overrepresentation of Black and Brown communities in the criminal justice system, mental health, and lack of services for homeless families. Our students have first-hand experiences with these issues and, as such, are engaged in action projects to create community and systematic change. Community Action Projects help address systemic barrier that low-income, African American, and Hispanic students face in accessing postsecondary settings. It connects them to institutions and advocates that are supportive of these groups in accessing opportunities. Additionally, as they develop Community Action, they develop skills to find success in these settings. Students have organized resource fairs and college fairs that connect them to mentors and other adult supporters. Community action also helps them overcome financial inequities and other barriers by helping them understand resources and supports within colleges and communities. Community action projects also invites parents, guardians, families, and community members that can provide support to their student. They are invited to join and learn about how to support their student in accessing all of these opportunities. This action was developed based on stakeholder feedback as well as research-based practices that	

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
	in a community context. They have an impact on improving other education outcomes and create a sense of ownership and belonging in their community. They develop a desire to invest further in their community. Hispanic and African American students within their neighborhoods often experience economic barriers that results in fewer opportunities to take on leadership roles and be agents in their communities. These communities taking part in CAPs give them opportunities to pursue other opportunities, like postsecondary education, vocational training, having an impact on policy-making and politics. **Scope:** LEA-wide Schoolwide	demonstrate their effectiveness to support foster, SPED, and EL students as well. Individuals who are low-income as well as foster and/or EL will be provided with additional supports to assure their active participation in Community Action Projects. This action will develop within socioeconomically disadvantaged students an understanding of their own agency within postsecondary readiness and access.	
2.1	**Action:** In collaboration with all stakeholders build out community support **Need:** The communities that YCSC serves are predominantly African American and Hispanic. This goal and actions address the needs of these community. Students from these backgrounds need a range of interventions, resources, and services via community and family support centers as outlined in this goal. Most of our students in these categories are considered low-income.	The goal and actions are being implemented on an LEA-wide basis because a majority of our students are African American and Hispanic. Data shows that individuals in these subgroups experience similar challenges in academic, socio-emotional, and outside barriers. Although each group is unique in their needs and conditions, the goal and actions developed provide interventions and supports that address their various situations. These goals and actions will be evaluated through continuous improvement processes using Panorama SEL survey data, student focus groups, and other data. The school has developed a	LCAP Survey, CCSPP needs evaluations, Community Action Projects

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
	African American students require flexible scheduling to accommodate responsibilities inside and outside of school. These students are under-credit and need resources and support for their individual needs. Panorama socioemotional data helped us identify the need for holistic support through family and community approaches. Hispanic students need personalized intervention support for their academic and socioemotional development. These students are not on track to graduate by their anticipated graduation date. Many Hispanic students are Long Time English Learners and English Learners. This is a result of dropping out or gaps in education. Supplemental services such as tutoring, translations, and other interventions can assist in reclassification and educational gains. Tiered interventions and support centers provide that personalized approach to addressing these needs. Given performance levels reflected on the Dashboard, homeless, foster, and SPED students will be given an additional focus in Wellness Centers. **Scope:** LEA-wide Schoolwide	student advisory group to offer additional feedback on goal development and implementation progress. For African American students, this goal will provide school based wellness centers that address both academic and personal needs. These centers and activities gather school based and outside resources that African American students can access. For Hispanic students, wellness centers are culturally responsive and will meet the needs of individual students rather than the group. This goal will provide culturally responsive and flexible support to address individual barriers that previously impacted progress toward graduation.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** All sites will have a CAP that integrates Community and Family Support **Need:** The communities that YCSC serves are predominantly African American and Hispanic. This goal and actions address the needs of these community. Students from these backgrounds need a range of interventions, resources, and services via community and family support centers as outlined in this goal. Most of our students in these categories are considered low-income. African American students require flexible scheduling to accommodate responsibilities inside and outside of school. These students are under-credit and need resources and support for their individual needs. Panorama socioemotional data helped us identify the need for holistic support through family and community approaches. Hispanic students need personalized intervention support for their academic and socioemotional development. These students are not on track to graduate by their anticipated graduation date. Many Hispanic students are Long Time English Learners and English Learners. This is a result of dropping out or gaps in education. Supplemental services such as tutoring, translations, and other interventions can assist in reclassification and educational gains. Tiered interventions and support centers provide that	The goal and actions are being implemented on an LEA-wide basis because a majority of our students are African American and Hispanic. Data shows that individuals in these subgroups experience similar challenges in academic, socio-emotional, and outside barriers. Although each group is unique in their needs and conditions, the goal and actions developed provide interventions and supports that address their various situations. These goals and actions will be evaluated through continuous improvement processes using Panorama SEL survey data, student focus groups, and other data. The school has developed a student advisory group to offer additional feedback on goal development and implementation progress. For this action, students will be engaged in Community Action to identify and address needs in a collective manner. They will be part of a solutions based approach to creating community and systematic change. Both African American and Hispanic students will take on leadership roles within these Community Action projects. Projects will be based on focus areas that students have identified.	LCAP Survey, CCSPP needs evaluations, Community Action Projects

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
	personalized approach to addressing these needs. Given performance levels reflected on the Dashboard, homeless, foster, and SPED students will be given an additional focus in Wellness Centers. **Scope:** LEA-wide Schoolwide		
3.1	**Action:** Enrichment activities & field trips **Need:** Socio-economically disadvantaged students face many challenges in their academic and socio-emotional needs, such as unstable housing, access to food, and other economic barriers that affect their academic, exposure to activities outside of the traditional setting, including enrichment opportunities and postsecondary field trips. This group has historically not had access to enrichment activities and postsecondary opportunities within their previous schooling and communities. Socioeconomically disadvantaged students need to have equitable access to enrichment activities and field trips activities. Within the socioeconomically disadvantaged group also fall other student groups that have the lowest performance scores in the School	The goal and actions are being implemented on an LEA-wide basis because data shows that over 93% of YCSC students are Free & Reduced Lunch in addition to other unduplicated categories. Our focus for this goal and actions will be on socioeconomically disadvantaged students. However, we recognize these students fall within other subgroup categories and will benefit from this goal and actions. The recreation and field trip action was developed based on stakeholder feedback as well as research-based practices that demonstrate their effectiveness to support low-income, foster, and EL students. This action will develop within socioeconomically disadvantaged students an understanding of the rich cultural and historic opportunities within their local regions through recreation and field trips. The school organizes enrichment field trips, speakers, workshops, and activities around this action.	1 year Grad Rate, Dropout Rate, and Completion Rate

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
	Dashboard. Enrichment activities and field trips provided needed enhancements to the academic setting. These experiences create opportunity for a better understanding of state standards. These opportunities allow for a needed transition from theoretical knowledge in the classroom to practical application in real world contexts. **Scope:** LEA-wide Schoolwide		
3.2	**Action:** All sites will have a CAP that integrates enrichment and recreation activities **Need:** Socio-economically disadvantaged students face many challenges in their academic and socio-emotional needs, such as unstable housing, access to food, and other economic barriers that affect their academic, exposure to activities outside of the traditional setting, including enrichment opportunities and postsecondary field trips. This group has historically not had access to enrichment activities and postsecondary opportunities within their previous schooling and communities. Socioeconomically disadvantaged students need to have equitable access to enrichment activities and field trips activities.	The goal and actions are being implemented on an LEA-wide basis because data shows that over 93% of YCSC students are Free & Reduced Lunch in addition to other unduplicated categories, such as African American and Hispanic students. Our focus for this actions will be on socioeconomically disadvantaged students. However, we recognize these students fall within other subgroup categories and will benefit from this goal and actions because of the format of Community Action Projects. These are student-led projects to address community issues such as adequate nutrition, access to appropriate healthcare, postsecondary attainment, overrepresentation of Black and Brown communities in the criminal justice system, mental health, and lack of services for homeless families. Our students have first-hand experiences with these issues and, as such, are engaged in action projects to create community and systematic change.	1 year Grad Rate, Dropout Rate, and Completion Rate

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
	Within the socioeconomically disadvantaged group also fall other student groups that have the lowest performance scores in the School Dashboard. Community Action Projects provide needed enhancements to the academic setting. These action projects create opportunity for a better understanding of academic standards. Community actions allow students to apply their academic learning to real world problems in a community context. They have an impact on improving other education outcomes and create a sense of ownership and belonging in their community. They develop a desire to invest further in their community. Hispanic and African American students within their neighborhoods often experience economic barriers that results in fewer opportunities to take on leadership roles and be agents in their communities. These communities taking part in CAPs give them opportunities to pursue other opportunities, like postsecondary education, vocational training, having an impact on policy-making and politics. **Scope:** LEA-wide Schoolwide	This action was developed based on stakeholder feedback as well as research-based practices that demonstrate their effectiveness to support foster, SPED, and EL students as well. Individuals who are low-income as well as foster and/or EL will be provided with additional supports to assure their active participation in Community Action Projects. This action will develop within socioeconomically disadvantaged students an understanding of their own agency.	
4.1	**Action:** Ongoing implementation of MTSS **Need:**	This goal and actions are being implemented on an LEA-wide basis because data shows that the subgroups below experience similar challenges in academic, socio-emotional, and outside barriers.	School dashboard data, graduation rate, dropout rate, increase CAP quantity & quality

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
	This goal and actions focuses on all student groups with the lowest performing scores on Dashboard data. African American students require flexible scheduling to accommodate responsibilities inside and outside of school. These students are under-credit and need resources and support for their individual needs. Hispanic students need personalized intervention support for their academic and socioemotional development. These students are not on track to graduate by their anticipated graduation date. Students with disabilities need academic and personalized accommodations aligned with their Individualized Education Plans. Homeless and Foster students need the support of tiered interventions to regularly and accurately assess their academic and socioemotional progress. Absenteeism and linkages to outside resources are important needs for these students. English learners and long-term English learners experience large gaps in their education. And, there is no consistency in their school enrollment. Additionally, this group faces many challenges in integrating into the school culture. Socio-economically disadvantaged students face many challenges in their academic and	Although each group is unique in their needs and conditions, the goal and actions developed provide interventions and supports that address their various situations. The MTSS tiered interventions are based on stakeholder feedback as well as research-based practices that demonstrate their effectiveness. Our Panorama Education data on SEL progress is captured on a LEA-wide basis but can be assessed by subgroup as needed. Through a cross section of surveys, focus groups and other data points, we have determined a need to address the following areas for subgroups. African American: This goal will provide culturally responsive and flexible supports that address both academic and personal needs. Hispanic: Tiered interventions that are culturally responsive will meet the needs of individual students rather than the group. This goal will provide culturally responsive and flexible support to address individual barriers that previously impacted progress toward graduation. Students with Disabilities: These students benefit from actively participating in their education, which is a feature of the school MTSS model. This goal will provide opportunities for academic growth that meet their individualized education plans and future goals. Homeless & Foster:	

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
	socio-emotional needs, such as unstable housing, access to food, and other economic barriers that affect their academic and mental health progress. This group has historically not had access to postsecondary education or enrichment activities. **Scope:** LEA-wide Schoolwide	This goal will provide opportunities for academic and socio-emotional growth through the school tiered intervention model. English learners & Long-term English Learners: This goal will provide them with support through culturally responsive communication and education. Connections will be made not just to their high school diploma attainment, but also to their future goals to promote their engagement in school. This goal also makes sure EL students have access to resources to support their English language development and reclassification. Socio-economically disadvantaged students: This goal will connect students to a model to better assess their multilayered needs and promote their academic, mental health, and other needs. MTSS can address system barriers by connecting students to internal and external resources. Students participation in community action projects also engages them in activities to promote their own agency in addressing system barriers.	

Limited Actions

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

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

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

Services will support all students, including English Learners, foster youth, and low-income students. They will be supported by our goals to increase and improve post secondary readiness and life skills development (Goal 1), community and family support (Goal 2), enrichment activities and field trips (Goal 3), and improved MTSS interventions (Goal 4).

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 - All students are served by concentration grant funding since YCSC is typically 95% Free and Reduced Lunch

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	20.6
Staff-to-student ratio of certificated staff providing direct services to students	n/a	7.3

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,759,792	3,791,707	29.716%	0.000%	29.716%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,935,812.16	$0.00	$0.00	$0.00	$5,935,812.16	$5,661,322.16	$274,490.00

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	College & career exposure & preparation	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24-25 Budget (revisit in 25-26 and 26-27)	$762,389.00	$0.00	$762,389.00	$0.00	$0.00	$0.00	$762,389.00	5.97%
1	1.2	Including Vocational Education & CTE school wide	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24-25 Budget (revisit in 25-26 and 26-27)	$762,389.00	$0.00	$762,389.00	$0.00	$0.00	$0.00	$762,389.00	5.97%
1	1.3	All sites will have a CAP that integrates Postsecondary readiness and life skills development focus	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24-25 Budget (revisit in 25-26 and 26-27)	$762,389.00	$0.00	$762,389.00	$0.00	$0.00	$0.00	$762,389.00	5.97%
2	2.1	In collaboration with all stakeholders build out community support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24/25 School Year (Revisit for 25/26 & 26/27)	$677,047.25	$0.00	$677,047.25	$0.00	$0.00	$0.00	$677,047.25	5.31%
2	2.2	All sites will have a CAP that integrates Community and Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24/25 School Year (Revisit for 25/26 & 26/27)	$677,047.25	$0.00	$677,047.25	$0.00	$0.00	$0.00	$677,047.25	5.31%
3	3.1	Enrichment activities & field trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24/25 Budget (Revisit for 25/26 & 26/27)	$762,389.83	$0.00	$762,389.83	$0.00	$0.00	$0.00	$762,389.83	5.97%
3	3.2	All sites will have a CAP that integrates enrichment and recreation activities	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	24/25 Budget (Revisit for 25/26 & 26/27)	$762,389.83	$0.00	$762,389.83	$0.00	$0.00	$0.00	$762,389.83	5.97%
4	4.1	Ongoing implementation of MTSS	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools	24/25 Budget (Revisit for	$495,281.00	$274,490.00	$769,771.00				$769,771.00	5.75%

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		wide	Low Income		25/26 & 26/27)								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12,759,792	3,791,707	29.716%	0.000%	29.716%	$5,935,812.16	46.220%	92.740 %	**Total:**	$5,935,812.16
								LEA-wide Total:	$5,935,812.16
								Limited Total:	$0.00
								Schoolwide Total:	$5,935,812.16

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**	College & career exposure & preparation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$762,389.00	5.97%
1	**1.2**	Including Vocational Education & CTE school wide	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$762,389.00	5.97%
1	**1.3**	All sites will have a CAP that integrates Postsecondary readiness and life skills development focus	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$762,389.00	5.97%
2	**2.1**	In collaboration with all stakeholders build out community support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$677,047.25	5.31%
2	**2.2**	All sites will have a CAP that integrates Community and Family Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$677,047.25	5.31%
3	**3.1**	Enrichment activities & field trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$762,389.83	5.97%

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	All sites will have a CAP that integrates enrichment and recreation activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$762,389.83	5.97%
4	4.1	Ongoing implementation of MTSS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$769,771.00	5.75%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,108,031.00	$6,515,695.07

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**	College & career exposure & preparation	Yes	831,698	762,389.83
1	**1.2**	Including Vocational Education & CTE school wide	Yes	831,698	762,389.83
1	**1.3**	All sites will have a CAP that integrates Postsecondary readiness and life skills development focus	Yes	831,698	762,389.83
2	**2.1**	In collaboration with all stakeholders build out community support	Yes	738,597	677,047.25
2	**2.2**	All sites will have a CAP that integrates Community and Family Support	Yes	738,597	677,047.25
3	**3.1**	Enrichment activities & field trips	Yes	831,698	762,389.83
3	**3.2**	All sites will have a CAP that integrates enrichment and recreation activities	Yes	831,698	762,389.83
4	**4.1**	Ongoing implementation of MTSS	Yes	1,472,347	1,349,651.42

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,158,488	$6,278,086.00	$6,516,751.98	($238,665.98)	178.880%	156.720%	-22.160%

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	College & career exposure & preparation	Yes	831,929	762,601.58	20.93%	18.34%
1	1.2	Including Vocational Education & CTE school wide	Yes	831,929	762,601.58	20.93%	18.34%
1	1.3	All sites will have a CAP that integrates Postsecondary readiness and life skills development focus	Yes	831, 929	762,601.58	20.93%	18.34%
2	2.1	In collaboration with all stakeholders build out community support	Yes	738,596	677,046.33	18.59%	16.28%
2	2.2	All sites will have a CAP that integrates Community and Family Support	Yes	738,596	677,046.33	18.59%	16.28%
3	3.1	Enrichment activities & field trips	Yes	831,929	762,601.58	20.93%	18.34%
3	3.2	All sites will have a CAP that integrates enrichment and recreation activities	Yes	831,929	762,601.58	20.93%	18.34%
4	4.1	Ongoing implementation of MTSS	Yes	1,472,347	1,349,651.42	37.05%	32.46%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13,964,508	4,158,488	0%	29.779%	$6,516,751.98	156.720%	203.387%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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