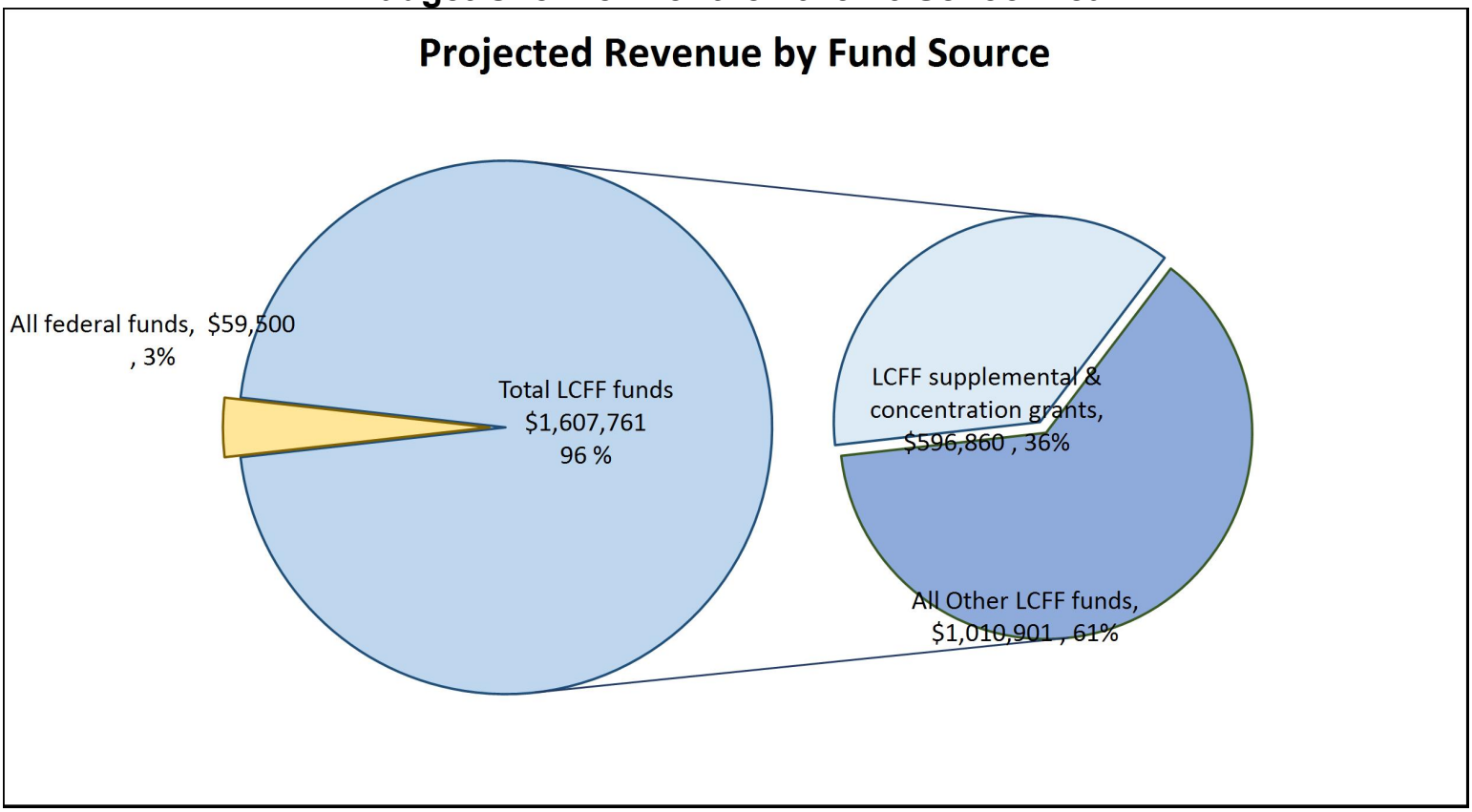
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Unified School DIstrict
CDS Code: 54-72256-6116909
School Year: 2025-26
LEA contact information:
Rebekah Moor
Principal
rmoor@vusd.org
559-622-3273

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

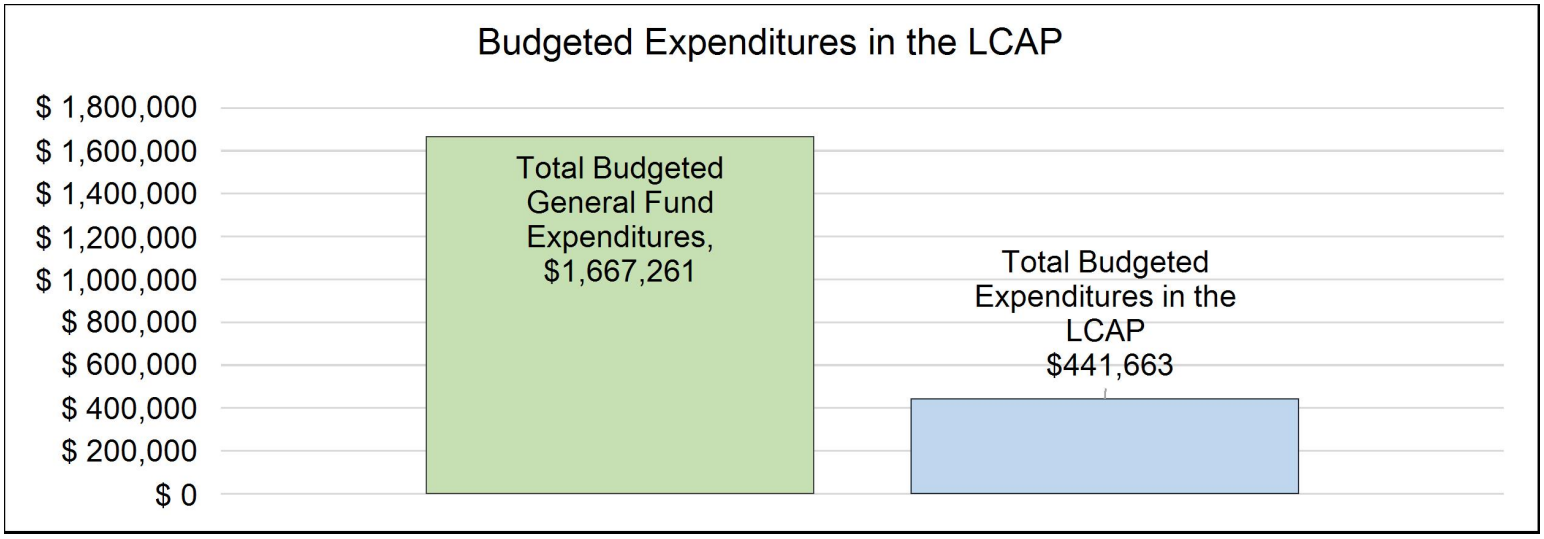


This chart shows the total general purpose revenue Visalia Unified School DIstrict expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Unified School DIstrict is $1,667,261, of which $1607761 is Local Control Funding Formula (LCFF), $0 is other state funds, $0 is local funds, and $59500 is federal funds. Of the $1607761 in LCFF Funds, $596860 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 Visalia Unified School DIstrict 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: Visalia Unified School DIstrict plans to spend $1667261 for the 2025-26 school year. Of that amount, $441663 is tied to actions/services in the LCAP and $1,225,598 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

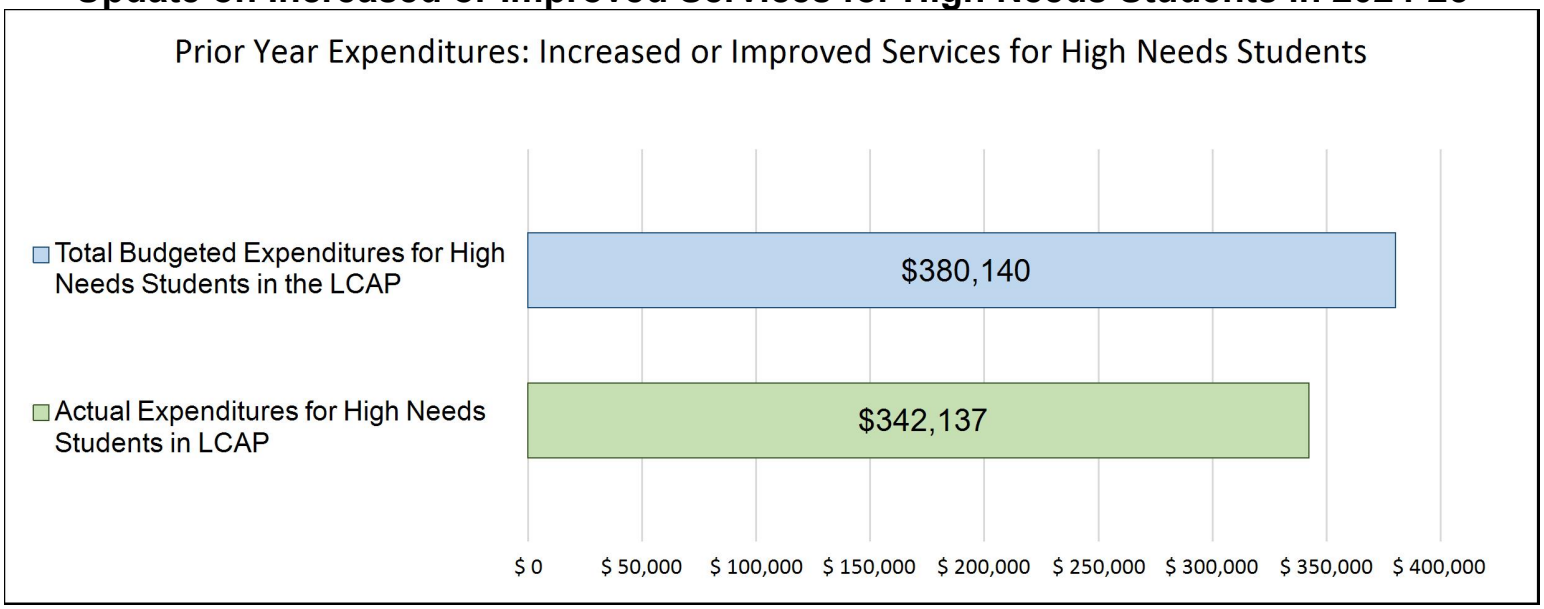
Salaries, facilitates, Administration

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

In 2025-26, Visalia Unified School DIstrict is projecting it will receive $596860 based on the enrollment of foster youth, English learner, and low-income students. Visalia Unified School DIstrict must describe how it intends to increase or improve services for high needs students in the LCAP. Visalia Unified School DIstrict plans to spend $382163 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 Visalia Unified School DIstrict budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Visalia Unified School DIstrict 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, Visalia Unified School DIstrict's LCAP budgeted $380,140.00 for planned actions to increase or improve services for high needs students. Visalia Unified School DIstrict actually spent $342,137.000 for actions to increase or improve services for high needs students in 2024-25.

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
Visalia Unified School DIstrict	Rebekah Moor Principal	rmoor@vusd.org 559-622-3273

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.

The Charter Home School Academy, an affiliated charter under the Visalia Unified School District, upholds its commitment to facilitating an encouraging alternative for parents who wish to extensively involve themselves in their children's academic journey. Embracing a distinctive approach to learning, the academy caters to an estimated 270 students ranging from transitional kindergarten to the eighth grade. It has been noted that around 72.7% of these students are classified as Socioeconomically Disadvantaged, 11% are identified as English Language Learners, and 17.9% are recognized as Students with Disabilities.

Charter Home School provides an exciting opportunity for families to choose an alternative educational journey. We know that every child is unique and has many strengths, so we are excited to support parents while they navigate through their educational path. We believe that all students can succeed with the necessary tools and structure that Charter Home School can provide. The CHSA program allows students to excel at their pace and take charge of their education!

The CHSA program consists of both at home learning and on site learning. Students are required to attend grade-level academic classes, weekly, in addition to their weekly 1-hour meeting with their teacher and parent. Tutoring and academic support is offered to students who may need additional services or guidance throughout the week. In addition, CHSA provides weekly elective classes, clubs and opportunities to be enriched outside of the core curriculum.

We also know that students need additional support in areas of difficulty. Every student is assigned a supervising teacher who oversees your child’s education. This allows the parent and student one consistent source of guidance, available to answer any concerns and questions

along the way. Our teachers work very closely with both the students and their families, forming positive relationships to help support each student and their individual needs.

The academy is backed by professional development through Solution Tree PLC, which serves to amplify the present educational provisions and to solidify the academy's commitment to the advancement and triumph of its students.

Reflections: Annual Performance

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

In the school district being evaluated, an 3.2% increase in chronic absenteeism was observed during the previous annual period, illustrating an effective management system and a maintained suspension rate of 0%. Regrettably, it was reported that there was a decline in academic performance, especially in English Language Arts and Mathematics, with 39.7 points below standard in English Language Arts and 74.4 points below in Math . This decline in performance alerts to a need for concentrated attention and re-structuring of strategies within the forthcoming academic period. Based off of consideration and revision of measures a successful implementation of the Professional Learning Community (PLC) process was observed. It's reported that the establishment of this process significantly stimulated shared learning and cooperation among the faculty, thereby contributing to an improved classroom learning environment. It's concluded that despite the considerable accomplishments made in mitigating absenteeism and the successful execution of effective learning processes within the district, there were definite academic challenges encountered in English Language Arts and Mathematics. These areas present primary focus-points for the output of strategic planning in the upcoming year.

Reflections: Technical Assistance

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

Technical assistance is not being provided at this time.

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.

There are no schools within the LEA eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	Conducted meetings with the School Site Council to collect feedback on district goals and initiatives [September/October/February/April/May]. Produced surveys distributed among SSC members to capture their perspectives on educational strategies and outcomes [September]. Coordinated additional meetings with the SSC to review and refine input as part of the continuous improvement process [April/May].
Teachers	Conducted ongoing feedback sessions with teachers to routinely gather their insights and assess their needs. [Fall,2024 & Spring, 2025] Produced and distributed a Fall Survey to teachers to collect detailed feedback regarding current educational strategies and their effectiveness. [October, 2024] Scheduled a series of staff meetings to discuss preliminary survey results and gather additional in-person feedback from teacher representatives. [November, 2024] Reviewed data from the Fall Survey and initiated targeted follow-up discussions with teachers to clarify specific points and gather more comprehensive information. [December, 2024] Released a Spring Survey aimed at evaluating the impact of new initiatives introduced based on prior feedback and identifying further areas for improvement.[March, 2025]
Students	Conducted meetings with student focus groups to gather ongoing feedback and ensure representation of diverse voices [Fall, 2024].

Educational Partner(s)	Process for Engagement
	Produced fall survey to solicit student opinions on educational experiences and district initiatives [Fall, 2024]. Reviewed survey data to identify unrepresented student demographics, leading to targeted outreach efforts [Fall, 2024]. Scheduled follow-up sessions with identified student groups to obtain more detailed feedback and address specific concerns [Spring, 2025]. Administered spring survey to capture students' evolving perspectives and measure satisfaction with implemented changes [Spring, 2025].
Parents	Produced surveys to collect ongoing feedback from parents, with surveys administered in the fall of 2024 and spring of 2025 [Fall 2023, Spring 2024]. Conducted meetings with parent-teacher associations to discuss survey results and gather additional input on educational initiatives and policies [October 2024, April 2025]. Scheduled events such as town hall meetings to provide parents with updates on district goals and invite their suggestions on future plans [November 2024, May 2025]. Reviewed survey data at quarterly board meetings to identify concerns and areas of improvement and to ensure diverse parent groups were included in the feedback process [December 2024, March 2025, June 2025]. Engaged in direct outreach by phone and email to parents whose participation in surveys and meetings was initially low, aiming to ensure comprehensive parent input [January 2025].
Guiding Coalition	Conducted meetings with the Guiding Coalition to gather continuous feedback on 8/2024, 9/2024, 10/2024, and 11/2024 [August, September, October, November]. Scheduled events with the Guiding Coalition for future feedback sessions on 1/2025, 2/2025, 3/2025, 4/2025, 5/2025, and 5/2025 [January, February, March, April, May].

Educational Partner(s)	Process for Engagement
	Produced surveys during meetings to collect data and insights from the Guiding Coalition [August, September, October, November]. Reviewed feedback from the Guiding Coalition to inform decision-making and strategic planning during the scheduled meetings [August, September, October, November]. Adjusted engagement strategies based on the ongoing feedback received from the Guiding Coalition during each designated session [August, September, October, November].

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

Educational Partners, including the School Site Council, teachers, parents, students, staff, and the Guiding Coalition, actively contributed to the development and refinement of key actions in the LCAP to enhance student achievement and well-being. The School Site Council reviewed proposed expenditures and ensured alignment with student needs, particularly in supporting online subscriptions, homeschool instruction, and the provision of school supply startup packets. Teachers, parents and staff provided direct feedback on the effectiveness of academic services and identified areas where additional tutorials and materials would benefit homeschool families. Parents voiced the need for accessible enrichment and academic support, which informed the decision to expand field trips and offer parent training. Students emphasized the importance of engaging content and access to reading materials, helping to shape the action to hire two library office assistants and provide supplemental books tailored to their interests and needs. Our Guiding Coalition advocated for a strategic professional development plan aligned with instructional goals and assessment practices, ensuring staff received continuous support and collaboration opportunities. Additionally, stakeholders across all groups highlighted the importance of mental health support, contributing to the inclusion of daily access to a school social worker. Together, these partners played a critical role in creating a comprehensive plan that supports academic growth, emotional wellness, and family engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The goal for the upcoming year is to ensure all students grow in proficiency in mathematics and literacy. Innovative approaches, including advanced technology and collaborative environments, will be used. There will be an emphasis on professional development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal, developed by the VUSD Strategic Plan Committee, ensures that all students, regardless of their performance level, have access to opportunities, materials, and support necessary for success. Priority 1: Basic (equity in resources, professional learning, and facilities) has been addressed by ensuring safe, properly equipped facilities and standards-aligned instructional resources. Priority 2: State Standards focuses on aligning educational resources with state standards to guarantee quality instruction. Priority 4: Pupil Achievement aims to elevate educational outcomes, particularly through standardized tests and college/career readiness metrics. Priority 7: Course Access guarantees all students, especially vulnerable groups, can enroll in essential courses. The goal was designed to meet diverse student needs, promote equity, and enhance overall educational achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students scoring early, mid or above grade level on iReady Math	16% of all students were on or above grade level in Math	16% of all students are on or above grade level in Math		20-25% of students will meet or exceed Math standards	0% growth
1.2	CAASPP ELA Dashboard	2023 Dashboard: All Students: 39.4	2024 Dashboard:		CASSPP ELA -	All students: -.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard Socioeconomically Disadvantaged: 42 below standard	All Students 39.7 points below standard in ELA. Socioeconomically Disadvantaged: 45.1 below standard		Decrease the # of points below standard by 10 points	Socioeconomically Disadvantaged: +3.1 points
1.3	CAASPP Math Dashboard	2023 Dashboard: All Students: 95 points below standard Socioeconomically Disadvantaged: 99.1 below standard	2024 Dashboard: All students 75.4points below standard in Math. Hispanic students increased by 20.2 points. Socioeconomically Disadvantaged students 89 points below standard		CASSPP Math Decrease the # of points below standard by 10 points	All students: +23.6 points Socioeconomically Disadvantaged: +10.1 points
1.4	% of students scoring early, mid or above grade level on iReady ELA	All students 34% on or above grade level	All students 32% on or above grade level		40-45% of students will meet or exceed standards	All students: -2%

Goal Analysis [2024-25]

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

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

Implementation of Goal 1, aimed at improving student proficiency in math and literacy through innovative practices and professional development, yielded mixed results. While CAASPP Math scores showed significant improvement (+23.6 points), other areas such as iReady Math, iReady ELA, and CAASPP ELA saw little to no progress or slight declines. Instructional materials and library support were implemented but inconsistently aligned with classroom instruction, particularly in literacy. Professional development was a key focus, and while it contributed to math gains in some areas, limited follow-up and inconsistent teacher engagement hindered broader impact. Overall, math strategies proved more effective than those for literacy, highlighting a need for stronger alignment, support, and follow-through across all components.

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.

Material underspending across all four areas—particularly in teacher timesheets, library staffing, subscriptions, and professional development—resulted in missed opportunities to fully implement the strategies outlined in Goal 1. While math achievement showed significant improvement, the lack of proportional investment in literacy support and instructional capacity hindered balanced progress. Strategic reallocation and full execution of budgeted funds in the upcoming year will be essential to achieving the goal of improving student proficiency in both math and literacy.

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

The effectiveness of actions taken toward achieving Goal 1 has varied across key areas. 1.1 Student Achievement showed mixed effectiveness. While CAASPP Math results improved significantly (+23.6 points), exceeding the target, iReady Math showed no growth, and both CAASPP ELA (-0.3 points) and iReady ELA (-2%) declined, indicating that strategies for literacy were less effective. 1.2 Library Support had limited effectiveness; although digital and print resources were made available, the impact on literacy outcomes was minimal, suggesting a need for stronger integration with classroom instruction. In 1.3 Instructional Materials, while math resources appeared to support achievement gains, inconsistent use and lack of alignment with student needs—especially in literacy—limited overall effectiveness. 1.4 Professional Development showed partial effectiveness; training contributed to math improvements, but lack of sustained coaching and inconsistent implementation limited its impact on literacy instruction. Overall, actions in math instruction were more effective than those in literacy, highlighting the need for improved coherence and support in ELA-focused efforts.

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.

1.1 Student Achievement - no change
1.2 Library Support - no change
1.3 Instructional Materials - no change
1.4 Professional Development - increase of cost

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	Student Achievement	Purchase online subscriptions to enhance academic instruction and enrichment. Continue offering academic services, classes, and tutorials to the homeschool community of students and parents. Purchase materials and supplies to address state standards. Provide startup packets of basic school supplies and materials for homeschool readiness. Hire and retain personnel to meet with students and families. Spending Items: Timesheet Teachers Teacher Materials & Supplies Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA	$90,000.00	Yes
1.2	Library Support	Ensuring Student Proficiency in Mathematics and Literacy Hired two library office assistants to maintain a school library program. Help will be provided to low-income students and English learners to access high-interest books. Managed the computer adaptive diagnostic testing solution, providing teachers with instant test results personalized to each student that ensure correct overall student placement. Purchased library materials and supplies.	$69,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Spending Items: Library Materials & Supplies (Art/Music/IM Block Grant) Office Assistant Salary Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA		
1.3	Instructional Materials	Provide supplemental books and printing materials for state standards compliance. Spending Items: Subscriptions Printing Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA	$30,000.00	Yes
1.4	Professional Development	Develop a comprehensive professional development strategy for all staff. Align the development to school goals, instructional models, learning outcomes, and student assessments.	$43,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Address both school-wide and individual needs. Include active learning and application of new strategies. Provide opportunities for teacher collaboration. Ensure embedded follow-up and continuous feedback. Spending Items: Timesheet teachers to receive embedded PLC time Solution Tree Consultant Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The goal is to ensure all students are actively engaged and prepared for learning daily. This will be achieved through equitable access to academic, behavioral, and social-emotional support. Actions include inclusive teaching strategies, professional development for staff, and comprehensive support systems for students' needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

A comprehensive goal developed by the District aims to address several State priorities. Under Priority 1: Basic Conditions of Learning, the goal ensures access to safe, properly equipped facilities, supporting conducive learning environments. For Priority 5: Pupil Engagement, the goal emphasizes maintaining high attendance rates and reducing chronic absenteeism. Priority 6: School Climate is addressed by efforts to decrease suspension rates and enhance the sense of safety and school connectedness. Lastly, Priority 8: Other Pupil Outcomes is targeted by tracking socio-emotional and physical well-being, reflecting broader educational results beyond academic scores. The goal was developed through collaborative efforts, focusing on resource alignment, equity, and effective instructional practices to meet diverse student needs comprehensively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ADA - Average Daily Attendance	99% is our ADA	99% average for ADA		Maintain our percentage of ADA	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Academic Class Attendance	72% attendance at academic classes	80% attendance at academic classes		Increase our attendance to Academic Classes to 85%	8% increase
2.3	Weekly Meeting Attendance	90% attendance at weekly meetings	95% attendance at weekly meetings		Increase weekly meeting attendance to 95%	5% increase
2.4	Social Worker Caseload	18% of enrolled student receiving mental health services	18% of enrolled student receiving mental health services		increase number of students receiving mental health services to 25%	0%
2.5	Social Emotion Group Attendance	16% of enrolled student attend social skills opportunities	12% of enrolled student attend social skills opportunities		increase attendance to social skills opportunities to 30%	4% decrease

Goal Analysis [2024-25]

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

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

Implementation of Goal 2, aimed at ensuring all students are actively engaged and prepared for learning through equitable academic, behavioral, and social-emotional support, showed partial success with some notable differences between planned actions and actual implementation.

In 2.1 School Climate, the hiring of a full-time social worker was a key planned action to improve student well-being and expand social-emotional support. However, due to staffing or scheduling limitations, actual implementation did not meet expectations. The caseload for the social worker remained flat at 18%, despite a target of 25%, indicating that the reach of services did not expand as planned. Additionally, participation in social skills groups increased only slightly from 16% to 20%, well below the 30% target, suggesting either limited program capacity or insufficient student referrals. On the positive side, weekly student support meetings increased from 90% to 95%, indicating stronger staff coordination and communication regarding student needs.

In 2.2 Student Engagement, the district saw a strong gain in academic class engagement, which rose from 72% to 80%, moving closer to the 85% target. This suggests that some strategies, such as inclusive teaching and enrichment opportunities, were effectively implemented. However, enrichment activities saw less spending than planned, which may have limited additional engagement opportunities beyond core academics. Overall attendance remained stable at 99%, meeting the goal to maintain high daily attendance, indicating that foundational supports were strong even if deeper engagement varied by program.

Challenges included underutilization of allocated resources, staffing constraints, and slower-than-expected implementation of expanded social-emotional programs. Successes were found in improved staff collaboration and increased academic class participation. Continued focus on expanding service delivery, especially in social-emotional supports and enrichment access, will be necessary to fully meet Goal 2 objectives.

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.

Both areas under Goal 2 experienced material differences between budgeted and actual expenditures, which in turn affected the level and reach of services provided. The underspending on the social worker position likely limited the depth of support available to promote a positive school climate, while reduced investment in enrichment programs may have hindered efforts to boost student engagement. These variances suggest that the estimated actual percentages of improved services were lower than planned, and highlight the need for more consistent implementation and resource allocation to meet the goal of daily student preparedness and engagement.

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

In both areas, expenditures fell short of budgeted amounts, which likely impacted the breadth and depth of services delivered to students. The underspending on the social worker position may have reduced the effectiveness of school climate initiatives, while decreased funding for electives and enrichment may have limited engagement opportunities. To fully realize Goal 2, ensuring full utilization of allocated funds and addressing staffing or programmatic gaps will be critical in the upcoming year.

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

2.1 School Climate - no change
2.2 Student Engagement - no change

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate	Provide students and families with daily access to a school site social worker. Spending Items: Social Worker Corresponding Metrics: Metric 1: ADA - Average Daily Attendance Metric 2: Academic Class Attendance Metric 3: Weekly Meeting Attendance Metric 4: Social Worker Caseload Metric 5: Social Emotion Group Attendance	$187,796.00	Yes
2.2	Student Engagement	Provide additional support to expand enrichment opportunities. Spending Items: Electives / Field Trips Corresponding Metrics: Metric 1: ADA - Average Daily Attendance Metric 2: Academic Class Attendance Metric 3: Weekly Meeting Attendance Metric 4: Social Worker Caseload Metric 5: Social Emotion Group Attendance	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District aims to engage the community and families in supporting students and schools through empowerment, communication, and collaboration. Actions include community forums, parental workshops, and communication platforms. Initiatives will span the academic year with quarterly milestones.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District's goal was developed to address State priority areas by ensuring all students have access to safe, properly equipped facilities conducive to learning and seeking parent input in decision-making while engaging families through two-way communication. Priority 1: Basic Conditions of Learning – The goal was formulated to ensure all facilities are safe and well-equipped, thereby promoting an equitable learning environment and addressing diverse student needs. Priority 3: Parental Involvement – The goal was structured to actively involve parents in decision-making, fostering engagement through both formal and informal channels to support student success. By addressing these priorities, the District aims to enhance the learning environment and encourage robust parent participation, aligning with state mandates for resource equity and community involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement	80% parent participation and involvement at weekly meetings	90% parent participation and involvement at weekly meetings		increase parent participation and involvement to 90%	10% increase

Goal Analysis [2024-25]

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

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

Implementation of Goal 3 focused on strengthening family and community engagement through structured supports, communication efforts, and collaborative initiatives. The specific action area—providing support for parents to educate their children at home—was largely implemented as planned, resulting in a 10% increase in parent involvement, from a baseline of 80% to 90%, successfully meeting the target outcome.

Planned actions such as parent workshops, community forums, and consistent use of communication platforms were carried out throughout the year with quarterly checkpoints. These initiatives provided parents with tools and strategies to support their children's learning at home, aligning well with the district's vision of shared responsibility for student success.

While the overall implementation was effective, a few challenges emerged, including varying levels of attendance at parent workshops and the need for more multilingual resources to support diverse families. Some workshops saw strong engagement, while others had lower participation, often due to scheduling conflicts or limited access to transportation or childcare.

A major success was the expanded use of digital communication platforms (such as messaging apps and school portals), which significantly improved outreach and feedback loops between families and schools. This helped bridge information gaps and allowed for more immediate support when parents had questions or concerns.

In summary, the district successfully implemented most planned actions for Goal 3, effectively increasing parent involvement. Continued refinement of delivery methods and greater focus on accessibility will be key to maintaining and building on this progress in the coming year.

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

While the district successfully met its parent involvement target (90%), the material underspending in both areas suggests that the scope and depth of services were narrower than planned. The estimated actual percentage of improved services, therefore, likely fell slightly below the originally projected level, particularly in terms of personalized support and enrichment opportunities. Moving forward, ensuring full implementation of budgeted resources will be key to sustaining and expanding effective family engagement strategies.

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

The actions implemented under Goal 3 have proven to be effective in increasing parent involvement and supporting families in educating their children at home. The metric for parent involvement rose from 80% to 90%, successfully meeting the target outcome, which indicates that the district's strategies were largely impactful.

Key actions—such as parental workshops, community forums, and enhanced communication platforms—played a significant role in empowering families. These efforts provided parents with resources, guidance, and consistent updates, making them more confident and capable in supporting their children's academic progress.

The use of communication platforms helped foster two-way communication and improved parent-school relationships, contributing to higher engagement levels. Additionally, the quarterly structure of initiatives ensured consistent outreach and support throughout the academic year.

However, while the quantitative target was met, qualitative feedback suggests that there is room for improvement in accessibility and personalization of support, especially for families with language barriers or scheduling constraints. Overall, the actions to date have been highly effective, and with minor adjustments to increase inclusivity and access, the district is well-positioned to maintain and build on this progress.

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

3.1 Provide support for parents to educate their children/student at home - no change

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	Provide support for parents to educate their children/student at home	Fostering Community and Family Engagement in the District Support for parents to educate their children at home will be provided. Spending Items: Parent Involvement / Training Printing of Resources for Parents (Packets) Corresponding Metrics: Metric 1: Parent Involvement	$16,039.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

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

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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
$596860	$

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
37.124%	15.610%	$243,581.00	52.734%

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:** Student Achievement **Need:** Needs: The school district has discerned essential needs within the school community that guided the development of the "Student Achievement" action. These needs chiefly involve the augmentation of	Explanation: The endeavor in focus entails a district-wide deployment aimed at addressing the learning requirements of all student categories within our jurisdiction. Through the introduction of measures such as the acquisition of digital subscriptions for educational instruction and enhancement,	Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic instruction and enrichment for all pupils. The specific needs of the students consist of accessibility to digital academic resources, availability of academic support services and tutorials, provision of required school tools, and individualized attention from school staff members. Assessment: In response to these needs, the "Student Achievement" action plan includes the acquisition of online subscriptions. These subscriptions will grant pupils access to abundant academic resources for instruction and enrichment. In addition, the plan encompasses the continued offering of academic services, courses, and tutorials to the homeschool sector. The availability of these services ensures that learners receive the necessary academic support to excel academically. Moreover, the action plan includes the purchase of materials and supplies in accordance with state standards and providing basic school supply start-up packets for homeschool readiness. This ensures pupils retain the essential materials for effective learning. Finally, the plan involves the recruitment or continuation of personnel to interact with students and their families, providing them with the much needed personalized	implementation of academic services and tutorials, procurement of crucial school supplies, and recruitment of staff for student and family engagement, we strive to foster an educational environment of equal opportunity. Regardless of the students' specific schools or programs, this initiative ensures equal access to resources, fostering a uniform standard of academic success throughout the district. Rationale: The districtwide approach of our action is highly congruous with our district's Strategic Plan, which underscores the necessity for enhancement and expanded accessibility to learning materials for all pupil groups. By enabling equal access to resources district-wide, we not only enhance the learning prospects for all student populations but ensure the perpetuation of the value of equitability in academic achievement across all our institutions. This comprehensive approach constructs a base for systematic improvement and development, thereby steadily progressing towards our overarching objective of fostering enhanced student achievement.	

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
	attention and support, which is paramount for their academic success. The action plan addresses various aspects of academic instruction and enrichment for all students, catering to the diverse needs of the student population and ensuring every student has the necessary resources and support to achieve academic success. **Scope:** LEA-wide		
1.2	**Action:** Library Support **Need:** Needs: The collective insights of the school community identified a burning necessity to augment library support, precisely to serve all learners with a greater focus on those from low income backgrounds and individuals learning English. This need germinated from the understanding of the crucial role of availing these students with access to high interest books and an effective computer adaptive diagnostic testing tool. The	Explanation: The decision to enact the 'Library Support' measure throughout the Local Educational Agency (LEA) arose predominantly from the ascertained needs of diverse student populations, with particular emphasis on individuals from less affluent backgrounds and students for whom English is a second language. The remedy proposed involves the recruitment of two library office assistants in various locations across the district. These individuals would oversee the efficient operation of a fitting diagnostic testing tool, thereby ensuring optimal student placement. Simultaneously, the procurement of additional library materials and supplies is foreseen to broaden the spectrum of	Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	latter would enable proportionate student placement and further refine the management of the library resources. Assessment: In response to the clear need articulated, the district introduced the 'Library Support' action plan. This program involves onboarding two library office assistants, envisioned to streamline the library function. They will manage the diagnostic testing tool, empowering teachers with immediate and customized test results for each student. This swift feedback system is expected to enhance student placement accuracy, thus facilitating their learning progression. The 'Library Support' action plan also incorporates procuring additional library essentials and resources, potentially broadening the library resources. This plan specifically aims at serving low-income students and English learners better, aiming to offer them a more expansive collection of high-interest books. The plan's effectiveness stands to be evaluated using pertinent statistics and metrics, ensuring satisfaction of all student cohorts' needs. **Scope:** LEA-wide	resources accessible to all students. The proposed action aligns seamlessly with the Sustained Plan for the district, implicitly recognizing that enhanced library support is beneficial to all student groups. Rationale: The reasoning for adopting an LEA-wide perspective stems from the intrinsic necessity to address the educational needs of all student groups. Students from economically disadvantaged backgrounds and English learners, who require increased access to captivating literary material and an upgraded diagnostic testing mechanism, hold a specific place in this plan. Implementing this course of action will ensure personalized, immediate test results are made available to education providers, thereby bolstering the accuracy of student placement. The procurement of additional library supplies and material is believed to augment the diversity of resources at student's disposal. The action, by aligning with the district's long-term strategy, integrates seamlessly into the larger picture advocating for the enhancement of library support across the spectrum.	

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
1.3	**Action:** Instructional Materials **Need:** Needs: The school district leadership team has discerned a pressing requirement for additional teaching resources for all students. This necessity has been recognized in response to the obligation to match the educational syllabus with state standards. The aim is to provide all students with the access to the essential resources needed to meet these established benchmarks. Assessment: In an initiative to address this requirement, an action named "Instructional Materials" was contrived. The action involves the procurement of supplementary books and printing resources that are in alignment with state standards. The intent is to assure that all students, despite their individual learning scenarios, can access resources that contribute to their comprehension and proficiency in mastering state standards. The broad scope of this action covers all students in the district,	Explanation: The area of attention for the action labeled "Instructional Materials" reaches across the entire Local Educational Agency. This wide-spread scope is essential considering the ascertained demand for all students throughout the district to obtain expanded access to educative resources that correspond with the state's outlined standards. The initiative includes acquiring additional books and resources for printing. These resources will serve to aid all students, without regard to each student's unique learning situation, by equipping them with the necessary tools to grasp and conquer the standards set forth by the state. By applying a LEA-wide approach, the action ensures its comprehensive enactment throughout the district. Rationale: The reason behind this broad scope is directly linked to the district's Strategic Plan. The decision to operate on a LEA-wise level ensures the action's full-fledged implementation across the entire district. It addresses the necessities of every student group, thereby significantly contributing to the overall improvement of their performance. This approach allows for uniformity in access to state-aligned teaching resources, setting all students, no matter their learning context, on a pathway to academic success. Thus, the LEA-wide	Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	advocating a universal approach. The anticipated success of this action will be gauged by the enhancement in students' understanding and mastery of state standards, and their performance in assessments. **Scope:** LEA-wide	scope proves not only justifiable but also integral to achieving the aim of comprehensive educational advancement with in the district	
1.4	**Action:** Professional Development **Need:** Needs: The school community identified a series of needs that prompted the establishment of the "Professional Development" action. Firstly, there was acknowledgment of the necessity for a meticulous approach to professional development for all staff which correlated with school objectives, instructional models, academic results, and student evaluations. This necessity originated from the understanding that all students, irrespective of their individual circumstances, profit from superior quality instruction. Additionally, the staff members' need for professional development concentrated on both collective and individually recognized needs, an understanding which emerged from the	Explanation: The primary focus of Professional Development is to uplift the overall educational framework provided by the Local Educational Agency (LEA). This ambitious objective is achieved by placing emphasis on the complete educational territory governed by the LEA, thereby ensuring a uniform, elevated standard of instruction. This comprehensive approach towards professional development lays the groundwork for nurturing skilled and knowledgeable staff members who possess the ability to effectively advance the learning journey of every student. An adoption of such wide-reaching methods fortifies the school community's pledge towards continuous progress and a high-grade instructional environment. Rationale: The application of a LEA-wide scope underpins the essence of Professional Development as it allows for the recognition and the catering to the unique learning needs of every	Corresponding Metrics: Metric 1: iReady Math Metric 2: CAASPP ELA Metric 3: CAASPP Math Metric 4: iReady ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	consciousness that effective teaching mandates a harmony of shared strategies and personalized methods. Furthermore, there was a call for professional development opportunities involving active learning an application of innovative strategies, rooted in the principle that like their students, teachers also learn optimally when they are actively participating in the learning process. Lastly, the need for collaboration amongst teachers and persistent feedback, a requirement established on the fact that teamwork and constant feedback are significant elements of effective professional development. Assessment: The implementation of the "Professional Development" action addresses the identified needs by instituting a thorough approach to professional development corresponding with school objectives while also focusing on both collective and individually recognized needs. The action encompasses opportunities for active learning, the application of innovative strategies, teacher collaborations, and continuous feedback. This strategy ensures that all staff members possess the requisite skills and knowledge to effectively support all students' learning. This action's scope includes all staff members and students, signifying the school community's commitment to continuous improvement and	student populace. It is this strategic uniformity of scope that aids in the active creation and fostering of a learning space where every student is granted equal access to educational resources and opportunities. This, in effect, not only propels overall student development but also strengthens the commitment towards upgraded, quality instruction, embodied in the district's Strategic Plan. Thus, a well defined and comprehensive scope is a key component of Professional Development, playing a critical role in enhancing the effectiveness and the reach of the Local Educational Agency's teaching strategies.	

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
	superior quality instruction for all students. It is noteworthy that no specific statistics or metrics were provided in the context information. **Scope:** LEA-wide		
2.1	**Action:** School Climate **Need:** Needs: Identified needs within the school community were brought to attention, focusing notably on the students. These needs are universal, implicating every student could benefit from additional assistance. The students could be facing an array of socioemotional challenges. These challenges could arise from a multitude of situations, such as stressors related to academics, relationships with peers, familial troubles, and a variety of mental health obstacles. Assessment: In response to these needs, the "School Climate" action was developed, through which students and their families were granted daily access to a school on-site social worker. The said professional can provide them	Explanation: The implementation of the "School Climate" initiative, that involves providing daily access to a school site social worker, aims to tackle a myriad of socioemotional challenges that many students in the district face. This practice is designed to be carried out LEA-wide, serving as an optimal strategy, as it ensures all students, irrespective of their individual schools, are accorded equal access to indispensable emotional support, counseling, and guidance. The undertakings of this directive are in line with improving student wellbeing and academic performance across the board, as stipulated in the district's Strategic Plan. Rationale: The outlined scope is justifiable as it caters to the identified needs of every student within the district, predicated on the realization that all student groups stand to benefit from increased access to such supportive resources. By making these services readily available, students will be better poised to focus on their academics without the additional burden of battling socioemotional stressors. The impact of this	Corresponding Metrics: Metric 1: ADA - Average Daily Attendance Metric 2: Academic Class Attendance Metric 3: Weekly Meeting Attendance Metric 4: Social Worker Caseload Metric 5: Social Emotion Group

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
	with the necessary emotional support, counselling, and guidance. Their goal is to assist the students in overcoming their individual difficulties and thereby enhancing their overall school experience. Alongside, the action aims to build a supportive and optimistic school environment for every student. In order to monitor the effectiveness of this action, it is critical to measure its impact through significant metrics, such as student wellbeing surveys, attendance records, and academic achievement. It is through these measures that the effectiveness and success of the "School Climate" action can be evaluated. **Scope:** LEA-wide	action will be gauged through survey gleams of information on student wellbeing, attendance records, and improvements in academic achievement.	
2.2	**Action:** Student Engagement **Need:** Needs: The leadership team pinpointed a crucial demand for improved student engagement spanning all student demographics. The main contributor to this need was a dearth of enrichment opportunities that inhibited students' exploration of their interests and further development of	Explanation: The initiative titled "Student Engagement" is being deployed across the complete Local Education Agency (LEA) with the objective to augment enrichment opportunities. This widespread implementation has been strategized in response to the clearly perceived needs of student groups across the board. The thrust is to amplify student involvement by effectuating a more varied and accessible array of enrichment opportunities. This comprehensive scheme aims at catalyzing increased student participation and fostering personal development, thereby ensuring a	Corresponding Metrics: Metric 1: ADA - Average Daily Attendance Metric 2: Academic Class Attendance Metric 3: Weekly Meeting Attendance Metric 4: Social Worker Caseload Metric 5: Social Emotion Group Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their skills beyond what is covered in the standard curriculum. Assessment: To tackle this deficiency, an action by the name "Student Engagement" was proposed and implemented. With the goal of encouraging greater student participation and growth, the school district employed additional resources to boost the accessibility and variety of enrichment opportunities. This action is all-encompassing, every student within the district. Expected benefits include not only an upsurge in student engagement but also a richer, more rewarding educational experience for all. The success of this initiative will be evaluated by a rise in student participation in enrichment activities, coupled with observable improvements in overall student engagement. **Scope:** LEA-wide	decidedly enriching academic journey for the entire student body. Rationale: The decision to administer this initiative across the breadth of the LEA aligns seamlessly with the holistic vision outlined in the district's Strategic Plan. It predicates on the understanding that all student clusters stand to gain from heightened support and opportunities. Moreover, the effectiveness of this action will be appraised against two fundamental yardsticks - an escalation in student participation within enrichment programs and discernible upticks in the overall level of student engagement.	
3.1	**Action:** Provide support for parents to educate their children/student at home **Need:** Providing support for parents to educate their children at home is essential to fostering strong family engagement and improving student achievement. Many parents express a	The rationale for providing support for parents to educate their children at home is grounded in the understanding that parent engagement is a critical factor in student success. When families are equipped with the knowledge, tools, and confidence to support learning at home, students demonstrate higher academic achievement, improved attendance, and greater motivation. This is especially important in diverse communities where language barriers, limited educational backgrounds, or socioeconomic challenges may	

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
	desire to be more involved in their child's education but lack the tools, resources, or knowledge to do so effectively. By offering workshops, training sessions, instructional materials, and access to digital platforms, schools can empower families to create supportive home learning environments. These supports help bridge the gap between classroom instruction and home reinforcement, particularly for families of English learners, students with disabilities, and those facing economic challenges. Strengthening the home-school connection ensures that parents are active partners in their child's academic growth and overall success. **Scope:** LEA-wide	hinder a parent's ability to assist with schoolwork. By investing in targeted parent support—such as bilingual resources, digital literacy training, curriculum guides, and workshops—schools can promote equitable access to learning and strengthen the partnership between home and school. This strategic support aligns with LCAP goals focused on closing achievement gaps, increasing family engagement, and ensuring all students have the opportunity to thrive academically.	

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.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	1607761	596860	37.124%	15.610%	52.734%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$382,163.00	$0.00	$0.00	$59,500.00	$441,663.00	$356,663.00	$85,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$75,000.00	$15,000.00	$90,000.00				$90,000.00	
1	1.2	Library Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$69,367.00	$0.00	$69,367.00				$69,367.00	
1	1.3	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$30,000.00	$15,000.00			$15,000.00	$30,000.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$23,461.00	$20,000.00				$43,461.00	$43,461.00	
2	2.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$187,796.00	$0.00	$187,796.00				$187,796.00	
2	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.1	Provide support for parents to educate their children/student at home	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,039.00	$15,000.00	$15,000.00			$1,039.00	$16,039.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1607761	596860	37.124%	15.610%	52.734%	$382,163.00	0.000%	23.770 %	**Total:**	$382,163.00
								LEA-wide Total:	$382,163.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	**1.2**	Library Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,367.00	
1	**1.3**	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	**1.4**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.1**	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,796.00	
2	**2.2**	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Provide support for parents to educate their children/student at home	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$408,280.00	$342,137.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Achievement	No Yes	95,000	86,805
1	**1.2**	Library Support	No Yes	73,500	56,391
1	**1.3**	Instructional Materials	No Yes	20,000	29,760
1	**1.4**	Professional Development	No Yes	19,280	13,755
2	**2.1**	School Climate	No Yes	183,500	151,285
2	**2.2**	Student Engagement	No Yes	5,000	3,641
3	**3.1**	Provide support for parents to educate their	No Yes	12,000	500

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)
		children/student at home			

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)
585,718	$380,140.00	$342,137.00	$38,003.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Achievement	Yes	95,000	86,805		
1	1.2	Library Support	Yes	73,500	56,391		
1	1.3	Instructional Materials	Yes	20,000	29,760		
1	1.4	Professional Development	Yes	2,640	13,755		
2	2.1	School Climate	Yes	183,500	151,285		
2	2.2	Student Engagement	Yes	5,000	3,641		
3	3.1	Provide support for parents to educate their children/student at home	Yes	500	500		

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)
1560453	585,718		37.535%	$342,137.00	0.000%	21.925%	$243,581.00	15.610%

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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