Learning for Life Charter School

Local Control and Accountability Plan

2026-27

- LCFF Budget Overview for Parents
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- Goals and Actions
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Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Learning for Life Charter School
CDS code:	27 66092 2730240
LEA contact information:	Kenneth Lawrence-Emanuel, (831) 582-9820, kennethl@lflcs.org
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount**
Total LCFF funds	$ 2,333,886
LCFF supplemental & concentration grants	$ 369,807
All other state funds	$ 438,741
All local funds	$ 24,291
All federal funds	$ 106,174
Total Projected Revenue	$ 2,903,092

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 2,853,156
Total Budgeted Expenditures in the LCAP	$ 2,667,398
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 369,807
Expenditures not in the LCAP	$ 185,758

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 395,299
Actual Expenditures for High Needs Students in LCAP	$ 395,299

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Corporation materials and supplies, professional dues and memberships, insurance, shredding, bank and payroll services fees, legal services, audit services, advertising and recruiting, district oversight fees, interest expenses and fees.
No response required.	
No response required.	

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Learning for Life Charter School

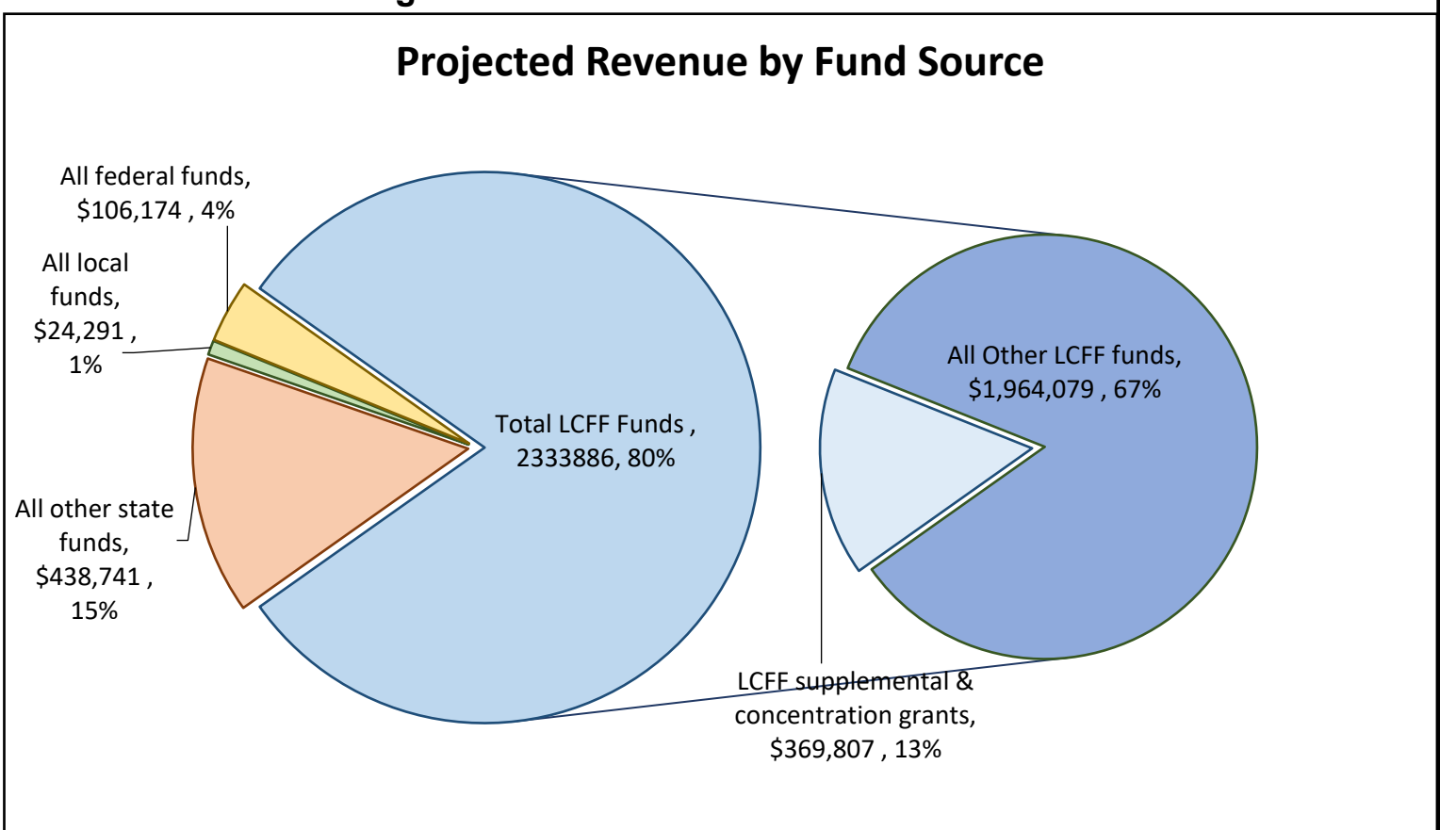
CDS Code: 27 66092 2730240

School Year: 2026-27

LEA contact information: Kenneth Lawrence-Emanuel, (831) 582-9820, kennethl@lflcs.org

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

Budget Overview for the 2026-27 School Year

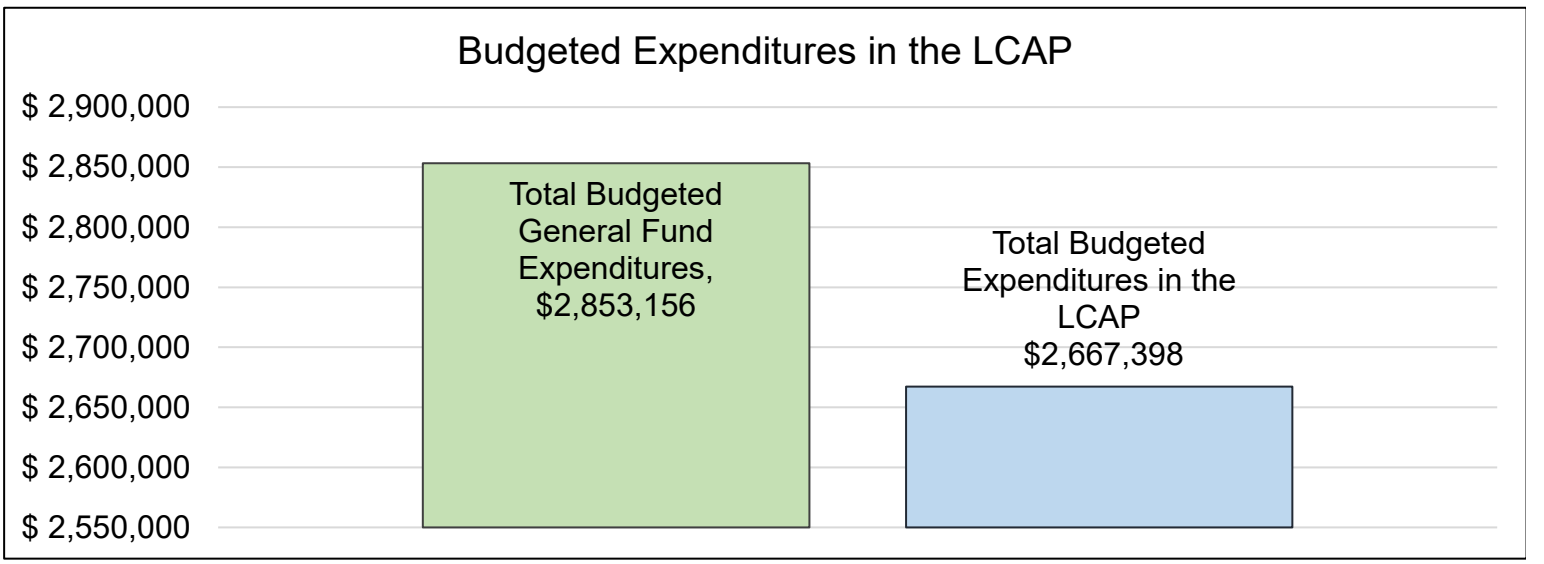


This chart shows the total general purpose revenue Learning for Life Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning for Life Charter School is $2,903,092.00, of which $2,333,886.00 is Local Control Funding Formula (LCFF), $438,741.00 is other state funds, $24,291.00 is local funds, and $106,174.00 is federal funds. Of the $2,333,886.00 in LCFF Funds, $369,807.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Learning for Life Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Learning for Life Charter School plans to spend $2,853,156.00 for the 2026-27 school year. Of that amount, $2,667,398.00 is tied to actions/services in the LCAP and $185,758.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

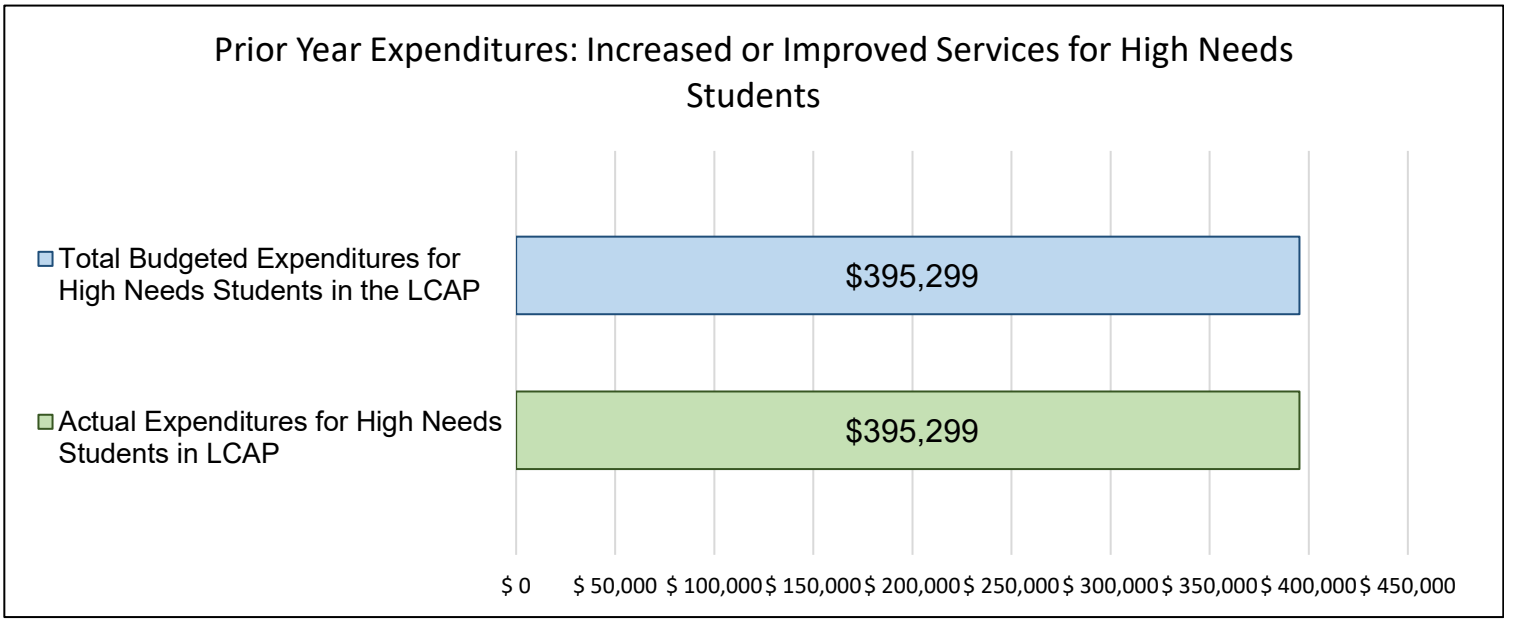
Corporation materials and supplies, professional dues and memberships, insurance, shredding, bank and payroll services fees, legal services, audit services, advertising and recruiting, district oversight fees, interest expenses and fees.

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

In 2026-27, Learning for Life Charter School is projecting it will receive $369,807.00 based on the enrollment of foster youth, English learner, and low-income students. Learning for Life Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Learning for Life Charter School plans to spend $369,807.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Learning for Life Charter School's LCAP budgeted $395,299.00 for planned actions to increase or improve services for high needs students. Learning for Life Charter School actually spent $395,299.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning for Life Charter School	Kenneth Lawrence-Emanuel	kennethl@lflcs.org, (831) 582-9820

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Learning for Life Charter School (LFLCS) is a nonclassroom based charter school that offers independent study to high-risk 7th—12th graders. We are an alternative school with Dashboard Alternative School Status (DASS), and so at least 70% of our students fall into one of 12 high-risk categories (credit deficient, with a high level of transiency, homeless, in the foster care system, truant, pregnant or parenting, expelled, suspended more than 10 days in a school year, a recovered dropout, or with a 45-day gap in enrollment)

Since 2014, we have provided instruction via a digitally delivered curriculum. Instruction is delivered asynchronously via Edgenuity, a web-based curriculum provider. Students can work from home, at our school site, or anywhere else they can access a WiFi signal.

Upon enrollment, all students are provided a managed Chromebook, and students who need it are provided Wi-Fi access via a hotspot. Students and families are provided access to Google communication tools, including email and text.

Teachers monitor student progress through live contacts and the monitoring of asynchronous instructional minutes. We utilize the procedures established for independent study programs to measure participation and determine the time value of pupil work. We operate a campus where students can come to get in-person support for academics, wellness, and meeting basic needs. We also provide support virtually in these areas.

LFLCS is its own LEA for the purposes of Special Education and is a member of the Sonoma County Charter SELPA. LFLCS provides a full continuum of services to students with disabilities. Most commonly, we provide Specialized Academic Instruction, individual counseling and speech and language instruction to our students. These services are provided in person or virtually as preferred by the students and their families.

LFLCS also provides support to students in foster care and who are experiencing homelessness. These supports may include transportation, additional supplies and materials, or food, as well as assistance finding housing, medical care, legal assistance, and other services.

Reflections: Annual Performance

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

LFLCS, the only school within our LEA, received the lowest performance level on one or more state indicators on the 2023 Dashboard.

The following school groups within our school & LEA received the lowest performance level on one or more state indicators on the 2023 Dashboard: All students (ELA, Math, CCI); Hispanics (ELA, Math, CCI); Socioeconomically Disadvantaged Students (CCI); Student With Disabilities (CCI).

Progress in the following areas is yet to be determined for 2025-26: performance in the Early Assessment Program (EAP); academic performance as measured by the CAST test for All students; A--G rates and/or; progress of English learners as measured by growth on the ELPAC; measures of safety & school connectedness; SBAC participation; academic performance as measured by the SBAC test in ELA for All students and Hispanic students; academic performance as measured by the SBAC test in Math for All students and Hispanic students; the College/Career Indicator.

LFLCS made acceptable or better progress during 2025-26 in the following areas: chronic absenteeism; the state of our facility; access to instructional materials and broad courses of study; implementing state standards; parent and family engagement; the middle school dropout rate; staffing; school removals; attendance rates; graduation, still-enrolled, & dropout rates; credits earned per quarter and progress towards graduation in 4, 5, or 6 years; performance on Advanced Placement (AP) tests; completion of college credit courses; the percent of students with a work permit; completion of a CTE or WPL sequence; progress of English learners as measured by the RFEP rate; ELPAC participation.

LFLCS made some progress during 2025-26 but wants to see further improvement in these areas: local Math and Writing assessment participation and performance levels.

Overall, we anticipate that our annual performance on local and Dashboard data will be good. We have implemented many programs that we think will improve student outcomes when they are measured again at the end of this school year, such as in-person writing and math instruction, and coordinated wellness activities.

Challenges faced and overcome in 2025-26 include expanding the in-person learning program to include not just writing, but also math/personal finance, and work-place learning; connecting more students to workplace learning and career technical education; and finding new ways to help students interconnect when they are on campus.

Continuing challenges include finding effective strategies to prepare ELs for the ELPAC, preparing eligible students for SBAC and CAST tests, and increasing voluntary participation in these tests.

LFLCS expended the last of its initial LREBG funds in the 2024-25 school year. For 2026-27, the Governor's Budget proposes additional LREBG funds for LFLCS. We estimate this amount to be $20,698. If these new LREBG funds are included in the adopted state budget, Goal 2, Action 4 Student Assistance Program Personnel will be partially funded with the full LREBG allocation. This action incorporates tutoring and the provision of mental health services, two allowable uses of the funds, that research has shown will help students improve academically, engage more in school, and make positive connections to supportive adults and thus promote their resiliency. This action is expected to meet the needs of the chronically absent students identified by the needs assessment we conducted in compliance with EC 32526(d). Under this action, we employ a student advocate, an individual who is a certified Wellness Coach, to help students complete assignments and thus earn attendance credit within a developmental relationship where barriers to school engagement can be revealed and addressed. Increased attendance credit is expected to improve Metric 2.6 Chronic Absenteeism, for both middle school students (as reflected on the school's Dashboard) and high school students (as reflected in DataQuest).

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Teachers, principals, administrators, other school personnel, parents, and students	Our Board of Directors engages in 3-year strategic planning cycles. The process involves gathering input from educational partners (staff, students, parents, members of the community) at monthly board meetings and in addition, holding annual strategic planning retreats, at which the Board, all staff, students, and parents met to review progress and make recommendations for improving the school. LFLCS used these strategic planning cycles to transform its independent study program over the past 6 years, from a textbook-based program to the digitally-based program we have now. Teachers meet weekly with parents and students and gather their input regarding our programs. Teachers share this input with the administration and the rest of the staff at the weekly staff meetings and at special ad hoc meetings when these are needed. The counselor convenes a weekly meeting of the psychologist, the school-community liaison, and the student advocates. These employees meet individually with students and parents to gather their feedback. The gathered feedback is also shared at staff meetings, as well as in special meetings with the administration. The executive director convenes a weekly administrative team meeting, joined by the heads of the educational services and student services departments. These individuals represent within a collaborative leadership model the employee groups they are a part of, and the programs and employees they oversee. In addition to 1:1 meetings, students can provide input in group settings. All students have the opportunity to participate in Weekly Synchronous Instruction, and middle school students also have the opportunity to participate in Daily Live Interaction. Students were surveyed in these settings about how they would like to see the school improved for 2026-27. LFLCS distributed two surveys to parents and students in the spring: the School Climate and Programs Survey, and the School Plan and Budget Survey. Teachers, administrators, and other school personnel were consulted regularly throughout the Spring on the strengths and weaknesses of the educational and student support programs, at weekly staff meetings and professional development sessions, and how they might be improved in the upcoming year.

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

Student and parent feedback was received via the annual School Plan and Budget and School Climate & Programs Surveys. In addition, parent advisory sessions were held at our Fall and Spring Parent Nights. Teachers, administrators, and other school personnel provided feedback at the weekly staff meetings and professional development sessions throughout the Spring.

For several reasons, significant reductions had to be made in the 2026-27 budget. One-time funds that had been granted during COVID years were expiring and so were exhausted. Lower ADA was projected than in prior years.

Feedback from students, parents, and school staff supported maintaining the school's essential academic, wellness, and workplace learning programs. The school's climate was valued, and the most important metrics were being achieved. Support was shown for reducing programs--by eliminating redundancies in staffing, services, and supplies--rather than cutting programs.

Feedback from the Board of Directors required that even as reductions were to be made, the school's sound financial position was to be maintained--structural deficits were to be eliminated, and drawing on reserves was to be kept to a minimum.

The final LCAP incorporates necessary reductions while maintaining essential programs within a balanced budget.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Maintain successes**	Maintenance of Progress

State Priorities addressed by this goal.

1 Basic, 2 Implementation of State Standards, 3 Parental Involvement and Family Engagement, 5 Student Engagement, 6 School Culture, 7 Course Access

An explanation of why the LEA has developed this goal.

LFLCS wants to maintain its current level of performance in areas where we do well: the state of our facility, access to instructional materials, implementing state standards, parent and family engagement, the middle school dropout rate, staffing, school removals, and access to broad courses of study.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Target
1	Facilities Inspection Tool Overall Rating	Exemplary	Exemplary	Exemplary	Exemplary	None
2	Students w/out access to instructional materials	0%	0%	0%	0%	0%

3	Progress in implementing State and ELD Standards for ELs	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	None
4	Progress in implementing State Standards	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	None
5	Parent input in decision making	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	None
6	Promoting parental participation in programs for unduplicated pupils	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	None
7	Promoting parental participation in programs for students with disabilities	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	Full implementation & sustainability	None
8	Middle school dropout rate	0%	0%	0%	0%	0%
9	Percent of teachers Fully credentialed and Assigned out of class	2021-22 72.6% 27.6% 100%	2022-23 44.6% 37.3% 81.9%	2023-24 34.8% 30.1% 64.9%	Total = 100%	-35.1%
10	Suspension rates	0%	0%	0%	0%	0%, 0%
11	Expulsion rates	0%	0%	0%	0%	0%, 0%
12	Percent passing Advanced Placement Exams	0%	0%	0%	0%	0%, 0%
13	Percent prepared for university per the EAP (SBAC scores of Met or Exceeded Std for grade 11)	2023 ELA 59.1 Math 7.1	2024 ELA 30.2 Math 2.7	2025 ELA 35% Math 5%	ELA 50.0 Math 6.6	-15 -2

14	Access to broad courses of study	All students with full access	All students with full access	All students with full access	All students with full access	None
15	Access to broad courses of study for UPPs	All students with full access	All students with full access	All students with full access	All students with full access	None
16	Access to broad courses of study for SWDs	All students with full access	All students with full access	All students with full access	All students with full access	None
17	Statewide assessment outcomes--Science (percent of test takers at each performance level) Targets based on the percent of a population expected within a percentile band *Std Excd: 92nd-100th %ile* *Std Met: 64th-91st %ile* *Std Nrly Met: 43rd-63rd %ile* *Std Not Met: 0-42nd %ile*	2023 Science All Std Excd: 3% Std Met: 22% Std Nrly Met: 59% Std Not Met: 16%	2024 Science All Std Excd: 3% Std Met: 5% Std Nrly Met: 73% Std Not Met: 19%	2025 Science All Std Excd:11% Std Met: 11% Std Nrly Met: 54% Std Not Met: 25%	Science All Std Excd: 0.1% Std Met: 16% Std Nrly Met: 53% Std Not Met: 31%	Science All Std Excd: +11% Std Met: -4% Std Nrly Met: +1% Std Not Met: -6%

Goal Analysis for 2025-26

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

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

The implementation of actions related to this goal went as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between budgeted expenditures and estimated actual expenditures or between 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.

Progress towards the goal

Progress in these areas was satisfactory.

Effectiveness or ineffectiveness of specific actions

Since an acceptable level of progress was made, each specific action can be described as effective.

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.

Due to revenue reductions projected for the 2026-27 school year, the Total Funds will be lowered and staffing reduced for the following Actions:

1.1--Teacher Assignments

1.5--IT Staff & Services

1.6--Special Education & related services

1.7--Administration

Total funds for Action *1.3--1:1 Technology Environment* can be eliminated because last year's investments were sufficient to meet 26-27's needs.

The actions themselves, as well as the goal, metrics, and target outcomes will remain the same.

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	Teacher assignments	Employ and assign appropriately credentialed teachers to all students including Unduplicated Pupils (UPs = foster, low-income, & English Learners) and Students With Disabilities (SWDs)	$624,674	
2	Director of Instruction	Provide supervision of instruction to support the development of teachers	$7,040	
3	1:1 technology environment	Maintain inventories of student and staff equipment, including computing devices and WiFi hotspots for all students including UPs and SWDs	$8,129	Y
4	Main facility	Provide an Exemplary facility for all students including UPs and SWDs MBEST Suite 110: Lease, Common Areas Maintenance, utilities, repairs, housekeeping/custodian, security MBEST Suite 105: Lease, Common Areas Maintenance, utilities, repairs, housekeeping/custodian, security	$186,474	
5	IT staff and services	Provide and maintain technology infrastructure 1.0 IT Coordinator, Software & Licenses, IT services	$103,662	Y
6	Special Education & related services	Provide Special Education and related services compliantly, effectively, and on-time. Stipended Special Education Director, 1.0 Ed Specialist; contracted Psychological, Speech/Language, & Occupational Therapy (OT) services; other services as needed	$212,125	
7	Administration	Staff administrative roles to supervise staff and students including SWDs & UPs, and to manage the nonprofit corporation 1.0 Administrator, 2.0 administrative assistants	$400,601	
8	Classroom materials and supplies	Purchase materials and supplies needed for virtual and in-person classes	$4,300	
9	Financial services & reporting	Fund indirect costs related to revenues (4%), to enable essential financial transactions within a transparent reporting system	$116,124	
10	Enhance communications	Provide a wide variety of communication and paperless information exchange options between school and homes, including the homes of SWDs	$17,510	

Goal 2

Goal #	Description	Type of Goal
2	**Make broad progress in beneficial areas**	Broad

State Priorities addressed by this goal.

2 Implementation of State Standards, 4 Student Achievement, 5 Student Engagement, 6 School Culture, 7 Course Access, 8 Pupil Outcomes

An explanation of why the LEA has developed this goal.

LFLCS wants to make some improvement in beneficial areas: progress of English learners, measures of safety & school connectedness, attendance rates & chronic absenteeism, high school graduation & dropout rates, progress towards graduation

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Target for Year 3 Outcome	Current Difference from Target
1	English Learner progress --Making progress toward proficiency (+1 ELPAC level/yr)	2022-23 56%	2023-24 6.7%	2024-25 28%		65%	-37
2	English Learner progress --RFEP rate	2022-23 23%	2023-24 14%	2024-25 0%	2025-26 15%	40%	-25%
3	ELPAC Participation	2023 69%	2024 79%	2024-25 73%	2025-26 85%	75%	+10%
4	Measured sense of safety and school connectedness Approval of School Climate Running Average on the Flourishing Scale	2022-23 94.8% 34th %tile	2023-24 96.7 38th %tile	2024-25 93.2% 40th %tile		95% 50th Percentile	-1.8 -10
5	School attendance rates	2024 P2 (Aug--Mar) 91.8%	2025 P2 (Aug--Mar) 96.9%	25-26 P2 (Aug-Mar) 96.5%		95%	+1.5%

6	Chronic absenteeism 7th & 8th (Dashboard) All (DataQuest)	2022-23 19% 15%	2023-24 41% 27%	2024-25 4% 16%		10% 10%	-6% +6%
7	Graduation rate (Local 1 year, 3 yr av)	2021-23 87.5%	2022-24 90%	2023-25 91%	2024-26 93%	90%	+3%
8	Still-enrolled rate (Local 1 year, 3 yr av)	2021-23 5.7%	2022-24 4%	2023-25 4%	2024-26 2%	5%	-3%
9	Dropout rate (Local 1 year, 3 yr av)	2021-23 6.9%	2022-24 6%	2023-25 5%	2024-26 5%	5%	0%
10	Average credits earned per quarter	2023-24 17.4	2024-25 20.0	25-26 19.9		17	+2.4%
11	Progress toward graduation in 4, 5, or 6 years	23-24 In 4 years: 57% In 5 years: 21% In 6 years: 6% Total: 84%	24-25 In 4 years: 74% In 5 years: 13% In 6 years: 5% Total: 92%	25-26 In 4 years: 79% In 5 years: 8.5% In 6 years: 2.5% Total: 90%		In 4 years: 50% In 5 years: 30% In 6 years: 10% Total: 90%	In 4 years: +29% In 5 years: -21.5% In 6 years: -7.5%

Goal Analysis for 2025-26

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

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

The implementation of actions related to this goal went as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between planned percentages of improved services and estimated actual percentages of improved services. There were the following material differences between budgeted expenditures and estimated actual expenditures.

Expenditures for Action 2.7 Health Screenings were increased. We had to contract with a new, more expensive organization to provide these services after our former contractor withdrew from the market.

Expenditures for Action 2.9 Graduation Ceremony were increased. Due to an extraordinary number of midyear graduates, we organized and incurred the additional expenses for a mid-year graduation ceremony.

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

Progress towards the goal

Broad progress was achieved: 5 of the 11 metrics associated with this goal showed positive growth (Metrics 2.1 English Learner progress as measured by the ELPAC, 2.4 Measured sense of safety and school connectedness, 2.6 Chronic Absenteeism., 2.7 Graduation rate,, 2.9 Dropout rate.)

2 of the 11 metrics maintained at positive levels (2.5 School attendance rates, 2.8 Still-enrolled rate)

2 Metrics (Metric 2.10 Average credits earned per quarter and 2.11 Progress towards graduation in 4,5, or 6 years) showed only slight decreases. Metric 2.11, within its composite, showed growth in the percent of students on track to graduate in 4 years, the preferred standard.

2 of the 11 metrics showed negative growth (Metric 2.2 English Learner progress as measured by RFEP rate, Metric 2.3 ELPAC Participation)

Effectiveness or ineffectiveness of specific actions

The specific actions directly related to the RFEP and ELPAC participation rates could be described as only somewhat effective (Action 2.1 ELD Program). The remaining Actions could be described as effective related to the 9 metrics with acceptable growth, and only somewhat effective related to EL 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.

Due to revenue reductions projected for the 2026-27 school year, the Total Funds will be lowered and staffing or other expenditures reduced for the following Actions:

2.2--Psychologist, supplemental

2.4--Transportation

2.11--Orientation

2.12--Summer school & intersessions

2.15--Training and professional development

Total funds for Action *2.3--Student Assistance Personnel and Programs* will be increased by absorbing the funding for *Tutors (Action 3.10*), who were retrained to become Student Advocates. Total funds for Action *2.7--Health Screenings* will be increased to reflect the costs of a new contractor for this service.

The actions themselves, as well as the goal, metrics, and target outcomes will remain the same.

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	ELD Program	Stipend an ELD Coordinator and Teacher	$7,360	Y
2	Psychologist, supplemental	*Supplemental psychologists duties have been transferred to the Counselor (see Goal 2.14)*	$0	Y
3	Student Assistance Program personnel & programs	Employ a school social worker and 3 full-time Student Advocates to take an active role in seeking out students including SWDs and UPs needing assistance meeting basic needs, and to facilitate in-person learning experiences. Allocate funds to support homeless students.	$375,873	Y
4	Transportation	Provide UPs including SWDs a variety of ways to get to school on a schoolwide basis Van mileage & maintenance, transit passes, van depreciation	$19,670	Y
5	Incentives	Provide students including SWDs and UPs incentives for engagement	$5,000	
6	Meals	Provide compliant meals as well as snacks to UPs including SWDs on a schoolwide basis	$16,618	Y
7	Health screenings	Provide opportunities for on-campus vision and hearing screenings to all students including SWDs on a schoolwide basis	$13,000	Y
8	Student activities	Provide staff- and student-organized activities designed to connect students to school	$1,000	
9	Graduation ceremony	Provide graduates with a graduation ceremony including UPs and SWDs	$7,500	
10	Arts teachers & programs	Offer Arts instruction to all students including UPs and SWDs 0.2 Art Teacher, 0.07 Digital Arts teacher, materials and supplies	$28,105	

11	Orientation	Provide an orientation program to all new students including UPs, SWDs and their parents on a schoolwide basis Stipends for Orientation Teachers	$7,614	Y
12	Summer school & Intersessions	Provide intensive, in-person sessions in addition to the regular school year	$38,747	Y
13	Counselor--base	Standard counselor services	$50,847	
14	Supplemental Counselor—mental health	Provide extra counseling to students including SWDs and UPs to address mental health needs	$38,136	Y
15	Training and professional development	Fund annual training and professional development of staff related to credentialing, wellness, learning theories, compliance with Independent Study regulations, and other topics that support the growth of our students.	$6,000	

Goal 3

Goal #	Description	Type of Goal
3	Make significant progress in critical areas	Focus

State Priorities addressed by this goal.

4 Student Achievement, 8 Pupil Outcomes

An explanation of why the LEA has developed this goal.

LFLCS wants to make significant improvement in essential areas where we do not perform so well and/or that are of highest priority--academic performance in ELA for All students and Hispanic students, academic performance in Math for All students and Hispanic students, and college/career readiness for All students, Hispanic students, Socioeconomically Disadvantaged students, and Students With Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Target

1	Statewide assessment outcomes--ELA (percent of test takers at each performance level) Targets based on the percent of a population expected within a percentile band *Std Excd: 81st-100th %ile* *Std Met: 50th-80th %ile* *Std Nrly Met: 28th-50th %ile* *Std Not Met: 0-27th %ile*	2023 ELA All Std Excd: 4% Std Met: 34% Std Nrly Met: 28% Std Not Met: 34% 2023 ELA Hispanic Std Excd: 0% Std Met: 24% Std Nrly Met: 36% Std Not Met: 40%	2024 ELA All Std Excd: 2% Std Met: 25% Std Nrly Met: 35% Std Not Met: 38% 2024 ELA Hispanic Std Excd: 2% Std Met: 25% Std Nrly Met: 39% Std Not Met: 34%	2025 ELA ALL Std Excd: 9% Std Met: 22% Std Nrly Met: 33% Std Not Met: 36% 2025 ELA Hispanic Std Excd: 3.6% Std Met: 14% Std Nrly Met: 32% Std Not Met: 50%	ELA All Std Excd: 2% Std Met: 48% Std Nrly Met: 43% Std Not Met: 7% ELA Hispanic Std Excd: 2% Std Met: 48% Std Nrly Met: 43% Std Not Met: 7%	ELA All Std Excd: +7% Std Met: -26% Std Nrly Met: -10% Std Not Met: +29% ELA Hispanic Std Excd: +2% Std Met: -34% Std Nrly Met: -11% Std Not Met: +43%
2	Statewide assessment outcomes--Math (percent of test takers at each performance level) *Std Excd: 86th-100th %ile* *Std Met: 70th-85th %ile* *Std Nrly Met: 48th-70th %ile* *Std Not Met: 0-47th %ile*	2023 Math All Std Excd: 0% Std Met: 8% Std Nrly Met: 13% Std Not Met: 79% 2023 Math Hispanic Std Excd: 0% Std Met: 4% Std Nrly Met: 9% Std Not Met: 87%	2024 Math All Std Excd: 0% Std Met: 2% Std Nrly Met: 11% Std Not Met: 88% 2024 Math Hispanic Std Excd: 0% Std Met: 3% Std Nrly Met: 10% Std Not Met: 87%	2025 Math All Std Excd: 5% Std Met: 5% Std Nrly Met: 24% Std Not Met: 67% 2025 Math Hispanic Std Excd: 0% Std Met: 4% Std Nrly Met: 16% Std Not Met: 80%	Math All Std Excd: 0.6% Std Met: 6% Std Nrly Met: 43% Std Not Met: 50% Math Hispanic Std Excd: 0.6% Std Met: 6% Std Nrly Met: 43% Std Not Met: 50%	Math All Std Excd: +4.4% Std Met: -1% Std Nrly Met: -19% Std Not Met: +17% Math Hispanic Std Excd: -0.6% Std Met: -2% Std Nrly Met: -27% Std Not Met: +30%
3	SBAC Participation ELA Math Science	2023 61% 49% 67%	2024 72% 65% 74%	2025 63% 58% 44%	70% 60% 70%	-7% -2% +-26%

4	Local ELA assessment outcomes		ELA essays satisfactorily completed S1 : 100% S2: 80%	WSI writing assignments, 25-26 Performance level: High: 33% Medium: 35% Low: 13% Not completed: 19%	Performance level: High: 50% Medium: 50% Low: 0% Not completed: 0%	-17% -15% +13% +19%
5	Local Math assessment outcomes			WSI Financial Math assignments, 25-26 Performance level: High: 34% Medium: 36.5% Low: 9% Not completed: 20.5%	Performance level: High: 50% Medium: 50% Low: 0% Not completed: 0%	-16% -13.5% +9% +20.5%

6	College/Career Indicator (CCI) (percent of LFLCS graduates at each CCI level) *Targets based on Workforce Development Boards Economic Overview, 2023:* *Monterey Co residents* *Postgrad degree: 8.5%* *BS: 15.5%* *Assoc Degree: 8.4%* *Some college: 18.2%* *HS grad: 21.1%* *No HS diploma: 28.3%*	2023 All Prepared: 7% Approach Prep: 7% Not Prepared: 86% 2023 Hispanic Prepared: 3% Approach Prep: 3% Not Prepared: 93% 2023 SED Prepared: 7% Approach Prep: 3% Not Prepared: 90% 2023 SWDs Prepared: 0% Approach Prep: 0% Not Prepared: 100%	2024 All Prepared: 8% Approach Prep: 16% Not Prepared: 76% 2024 Hispanic Prepared: 3% Approach Prep: 13% Not Prepared: 83% 2024 SED Prepared: 7% Approach Prep: 14% Not Prepared: 79% 2024 SWDs Prepared: 8% Approach Prep: 8% Not Prepared: 83%	2025 All Prepared: 7% Approach Prep: 8% Not Prepared: 85% 2025 Hispanic Prepared: 6% Approach Prep: 2% Not Prepared: 92% 2025 SED Prepared: 5% Approach Prep: 5% Not Prepared: 90% 2025 SWDs Prepared: 0% Approach Prep: 0% Not Prepared: 100%	All Prepared: 24% Approach Prep: 48% Not Prepared: 28% Hispanic Prepared: 24% Approach Prep: 48% Not Prepared: 28% SED Prepared: 24% Approach Prep: 48% Not Prepared: 28% SWDs Prepared: 24% Approach Prep: 48% Not Prepared: 28%	All Prepared: -17% Approach Prep: -40% Not Prepared: +57% Hispanic Prepared: -18% Approach Prep: -46% Not Prepared: +64% SED Prepared: -19% Approach Prep: -43% Not Prepared: +62% SWDs Prepared: -24% Approach Prep: -48% Not Prepared: +72%
7	Percent completing A—G requirements (local 3 year average) (Dashboard)	2021-23: 4.4% 2023: 5%	2022-24: 9% 2024: 14%	2023-25: 7% 2024: 6%	7.5% 7.5%	-0.5% -1.5%
8	Percent completing a --CTE sequence (Dashboard) --WPL sequence (local)	22-23 2.2% 0% 2.2%	23-24 1.9% 0% 1.9%	2025 0% 61% 61%	22% 50% 72%	-22% +11% -70%

9	Percent meeting A--g reqs and completing a --CTE sequence (Dashboard) --WPL sequence (local)	22-23 0% 0% 0%	23-24 0% 0% 0%	2025 0% 80% 80%	7.5% 16.5% 24%	-7.5% +63.5% +56%
10	Percent completing college credit courses	22-23 5%	23-24 6%	2025 7%	24%	-17%
11	Percent of students with a work permit	22-23 14%	23-24 9%	24-25 13%	25%	-12%

Goal Analysis for 2025-26

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

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

The implementation of actions related to this goal went as planned. There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between planned percentages of improved services and estimated actual percentages of improved services. There were the following material differences between budgeted expenditures and estimated actual expenditures.

Expenditures for Action 3.1 CTE and WPL Teachers & Programs were decreased. We elected not to fund food handling certificates for all students.

Expenditures for Action 3.4 Synchronous Writing, Math, and WPL Curricula were decreased. Fewer staff hours were worked than budgeted.

Expenditures for Action 3.7 College Trips were decreased. Field trips to colleges during 2025-26 did not incur expenses.

Expenditures for Action 3.9 Local Assessments were decreased. Our work on developing a summative portfolio experience for students during 2025-26 did not incur expenses.

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

Progress towards the goal

Overall, progress was positive on this goal. There were more metrics with positive growth than with negative growth.

Satisfactory Progress

Metric 3.4 Local ELA Assessments

Metric 3.5 Local MAth Assessments

Positive Growth

Metric 3.1 ELA Assessment Outcomes: For All and Hispanic students, there was positive growth in the percent Exceeding, Nearly Meeting, and Not Meeting Standard, and negative growth in Meeting Standard.

Metric 3.2 Math Assessment Outcomes: For All students, there was positive growth in all performance levels. For Hispanic students, there was positive growth in all but the Exceeded performance levels.

Metric 3.8 Percent completing a CTE or WPL sequence

Metric 3.9 Percent completing A--g requirements plus completing a CTE or WPL sequence

Metric 3.10 Percent completing college credit classes

Metric 3.11 Percent of students with a work permit

Negative Growth

Metric 3.3 SBAC Participation

Metric 3.6 College/Career Indicator: For All, Hispanic, SED, and SWD students there was negative growth in all performance levels.

Metric 3.7 Percent completing A--g requirements

Effectiveness or ineffectiveness of specific Actions

With positive growth in SBAC scores and satisfactory progress in implementing local assessments, Actions 3.3, 3.4, 3.5, 3.9 and 3.10 can be described as effective. With positive growth in the completion of CTE/WBL sequences, and an increase in the number of work permits issued, Actions 3.1 & 3.2 can be described as effective.

With negative growth in the A--g rate, and subsequently in the CCI, Actions 3.6, 3.7, and 3.8 can be described as somewhat effective,

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.

Due to revenue reductions projected for the 2026-27 school year, the Total Funds and expenditures will be lowered for Action *3.4 Synchronous curriculum development.*

Total funds for Action *3.1 CTE/WPL teachers & programs* will be reduced because last year's investments were sufficient to furnish and equip the new CTE/WPL classroom.

All funds for Action 3.10 Tutors will be transferred to Action *2.3--Student Assistance Personnel and Programs*, as we trained all our tutors to become student advocates, who can provide academic assistance and social-emotional support.

Total funds for Action *3.5--Curriculum* will be increased to purchase a 5-year contract for Edgenuity.

The actions themselves, as well as the goal, metrics, and target outcomes will remain the same.

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	Career Technical Education (CTE) and Work-Place Learning (WPL) teachers & programs	Employ staff to provide WBL &/or CTE to all students including UPs and SWDs	$30,789	Y
2	Workplace Learning Coordinator	Employ a coordinator to develop work experiences and help students complete CTE/WPL pathways	$53,484	Y
3	CAASPP Testing Coordinator	Stipend a CAASPP Testing Coordinator	$3,679	
4	Synchronous curriculum development--writing, math, and work-based learning	Plan and implement in-person supplemental writing, math and work-based learning instruction	$48,590	
5	Digitally delivered curriculum and enhancements	Supplement our digitally-delivered curriculum Additional software tools (No Red Ink, Newsela, Goalbook…) Spanish Teachers Assistant	$183,445	
6	Supplemental Counselor: university preparedness	Provide extra college and career counseling students including SWDs and UPs to increase awareness of and motivation for college eligibility	$38,136	
7	College trips	Schedule field trips to colleges to increase awareness of and motivation for college eligibility in students, including SWDs and UPs	$2,500	Y
8	College texts and fees	Cover the costs of concurrent enrollment at community colleges (fees and texts) for students including SWDs and UPs	$1,000	
9	Local assessments	Develop a portfolio assessment system that tracks progress resulting from synchronous writing, math, and WBL instruction, and memorializes overall growth in academics, interconnectedness, and work-based learning that becomes the core of a senior exhibition.	$1,500	
10	Tutors	*Tutors have been converted to Student Advocates (Goal 2.3)*	$0	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$393,294	$28,930

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
18.86%	0%	$0	18.86%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.01, 3.02, 3.08	Unduplicated Pupils (UPs) may need more assistance becoming college and career ready	Increased CTE teacher FTE and a CTE coordinator offers UPs more opportunities to sample possible career fields and to engage in work based learning. College trips allow UPs to visit and visualize themselves at colleges and universities.	CCI, a--g rate, rates of CTE sequence completion, rates of college course completion, percent of students with work permits or work-related certifications
2.03, 2.15	UPs may need more intensive social-emotional supports than other students.	Increasing the staffing of our psychologist and our counselor provides UPs more access to 1:1 counseling	Flourishing Scale results, Approval rates of school climate, attendance and chronic absenteeism rates

2.12, 2.13, 3.11	UPs may need more intensive academic supports than other students.	Increasing the staffing of our tutors provides UPs more individualized academic support. Summer school & intersessions provide UPs different modalities for learning academics. Providing an orientation to our school ensures students with learning challenges are better prepared to manage their independent study.	Graduation dropout and still-enrolled rates, average number of credits earned per quarter, Rates of progress towards graduation
2.04,2.05, 2.07, 2.08	UPs may need more assistance meeting basic needs than other students.	Employing a school-community liaison assists UPs overcome barriers to learning. Providing transportation assistance such as bus passes and rides in school vans gets UPs to campus more often so they can learn and be assisted. Providing meals to UPs gives them a better foundation for learning. Providing health screenings to UPS helps identify and correct physiological challenges to learning such a vision and hearing deficiencies.	Graduation dropout and still-enrolled rates, average number of credits earned per quarter, Rates of progress towards graduation
1.03,1.05	UPs may need more assistance with devices and digital communications than other students.	Supplementing the FTE of our IT manager and IT Technician provides UPs more access to 1:1 devices, the internet, and to software needed to participate in digital learning.	Attendance rates, parent and student participation rates in weekly meetings

		The actions listed above are all provided on a schoolwide basis because LFLCS is an alternative school, with a mission to serve challenged learners. UPs often have challenges to learning. The educational program at LFLCS is designed to meet the needs of challenged learners, not the average or well-resourced learner. Rather than providing extra supports within a program designed for the average or well-resourced learner, LFLCS provides a program developed for challenged learners to all, whether they have these challenges or not.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	English learners need assessments of progress in acquiring English, and to be reclassified as fluent when they acquire sufficient academic English.	Funding an ELD Coordinator will result in timely assessments of EL progress and reclassifications.	EL Progress, RFEP rate

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

The concentration grant add-on funding will be used to increase the number of tutors available to foster youth, English learners, and low-income students.

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	NA	5.0/180 (1:36)
Staff-to-student ratio of certificated staff providing direct services to students	NA	11.8/180 (1:15)

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27	$ 1,964,079	$ 369,807

Totals	LCFF Funds	Other State Funds
Totals	$ 2,125,751	$ 405,961

Goal #	Action #	Action Title	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	Teacher assignments	Ongoing	$ 624,674	$ -	$ 569,235	$ 55,439	$ -	$ -	$ 624,674	0.000%
1	2	Director of Instruction	Ongoing	$ 6,902	$ -	$ 1,588	$ -	$ -	$ 5,314	$ 6,902	0.000%
1	3	1:1 technology environment	Ongoing	$ -	$ 8,129	$ 7,129	$ 1,000	$ -	$ -	$ 8,129	0.000%
1	4	Main facility	Ongoing	$ -	$ 186,474	$ 186,474	$ -	$ -	$ -	$ 186,474	0.000%
1	5	IT staff and services	Ongoing	$ -	$ 103,662	$ 102,662	$ 1,000	$ -	$ -	$ 103,662	0.000%
1	6	Special Education & related services	Ongoing	$ 169,825	$ 39,494	$ 44,539	$ 139,091	$ -	$ 25,689	$ 209,319	0.000%
1	7	Administration	Ongoing	$ 400,601	$ -	$ 376,310	$ -	$ 24,291	$ -	$ 400,601	0.000%
1	8	Classroom materials and supplies	Ongoing	$ -	$ 4,300	$ 2,800	$ 1,500	$ -	$ -	$ 4,300	0.000%
1	9	Financial services & reporting	Ongoing	$ -	$ 116,124	$ 116,124	$ -	$ -	$ -	$ 116,124	0.000%
1	10	Enhance communications	Ongoing	$ -	$ 17,510	$ -	$ 17,510	$ -	$ -	$ 17,510	0.000%
2	1	ELD Program	Ongoing	$ 6,612	$ -	$ 6,612	$ -	$ -	$ -	$ 6,612	0.000%
2	2	Psychologist, supplemental	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Student Assistance Program personnel	Ongoing	$ 369,988	$ 5,885	$ 268,203	$ 32,791		$ 74,879	$ 375,873	0.000%
2	4	Transportation	Ongoing	$ -	$ 19,670	$ 19,670	$ -	$ -	$ -	$ 19,670	0.000%
2	5	Incentives	Ongoing	$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
2	6	Meals	Ongoing	$ -	$ 16,618	$ 16,618	$ -	$ -	$ -	$ 16,618	0.000%
2	7	Health screenings	Ongoing	$ -	$ 13,000	$ 13,000	$ -	$ -	$ -	$ 13,000	0.000%
2	8	Student activities	Ongoing	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
2	9	Graduation ceremony	Ongoing	$ -	$ 7,500	$ 4,230	$ 3,270	$ -	$ -	$ 7,500	0.000%
2	10	Arts teachers & programs	Ongoing	$ 27,005	$ 1,100	$ -	$ 28,105	$ -	$ -	$ 28,105	0.000%
2	11	Orientation	Ongoing	$ 7,614	$ -	$ 7,614	$ -	$ -	$ -	$ 7,614	0.000%
2	12	Summer school & Intersessions	Ongoing	$ 38,747	$ 2,000	$ 40,747	$ -	$ -	$ -	$ 40,747	0.000%
2	13	Counselor--base	Ongoing	$ 50,847	$ -	$ 50,847	$ -	$ -	$ -	$ 50,847	0.000%
2	14	Supplemental Counselor—mental health	Ongoing	$ 38,136	$ -	$ 24,924	$ 13,212	$ -	$ -	$ 38,136	0.000%
2	15	Training and professional development	Ongoing	$ -	$ 7,164	$ 2,500	$ 4,664	$ -	$ -	$ 7,164	0.000%
3	1	Career Technical Education (CTE) and Work-Based Learning (WBL) teachers & programs	Ongoing	$ 26,789	$ 4,500	$ -	$ 31,289	$ -	$ -	$ 31,289	0.000%
3	2	Work-Based Learning Coordinator	Ongoing	$ 53,484	$ -	$ -	$ 53,484	$ -	$ -	$ 53,484	0.000%
3	3	CAASPP Testing Coordinator	Ongoing	$ 3,196	$ -	$ 3,196		$ -	$ -	$ 3,196	0.000%
3	4	Synchronous curriculum development--writing, math, and work-based learning	Ongoing	$ 48,590	$ -	$ 48,590	$ -	$ -	$ -	$ 48,590	0.000%
3	5	Digitally delivered curriculum: enhancements	Ongoing	$ 7,654	$ 178,955	$ 170,503	$ 16,106	$ -	$ -	$ 186,609	0.000%
3	6	Supplemental Counselor: university preparedness	Ongoing	$ 38,136	$ -	$ 38,136	$ -	$ -	$ -	$ 38,136	0.000%
3	7	College trips	Ongoing	$ -	$ 2,500	$ 2,500	$ -	$ -	$ -	$ 2,500	0.000%
3	8	College texts and fees	Ongoing	$ -	$ 1,000	$ -	$ 1,000	$ -	$ -	$ 1,000	0.000%
3	9	Local ELA & Math assessments	Ongoing	$ -	$ 1,500	$ -	$ 1,500	$ -	$ -	$ 1,500	0.000%
3	10	Tutors	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,964,079	$ 369,807	18.829%	0.000%	18.829%	$ 509,679	0.000%	25.950%	**Total:**	$ 509,679
								LEA-wide Total:	$ -
								Limited Total:	$ 6,612
								Schoolwide Total:	$ 503,067

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	Teacher assignments	No	Schoolwide		All schools	$ -	0.000%
1	2	Director of Instruction	No	Schoolwide		All schools	$ -	0.000%
1	3	1:1 technology environment	Yes	Schoolwide	All	All schools	$ 7,129	0.000%
1	4	Main facility	No	Schoolwide		All schools	$ -	0.000%
1	5	IT staff and services	Yes	Schoolwide	All	All schools	$ 102,662	0.000%
1	6	Special Education & related services	No	Limited		All schools	$ -	0.000%
1	7	Administration	No	Schoolwide		All schools	$ -	0.000%
1	8	Classroom materials and supplies	No	Schoolwide		All schools	$ -	0.000%
1	9	Financial services & reporting	No	Schoolwide		All schools	$ -	0.000%
1	10	Enhance communications	No	Schoolwide		All schools	$ -	0.000%
2	1	ELD Program	Yes	Limited	English Learners	All schools	$ 6,612	0.000%
2	2	Psychologist, supplemental	Yes	Schoolwide	All	All schools	$ -	0.000%
2	3	Student Assistance Program personnel	Yes	Schoolwide	All	All schools	$ 268,203	0.000%
2	4	Transportation	Yes	Schoolwide	All	All schools	$ 19,670	0.000%
2	5	Incentives	No	Schoolwide		All schools	$ -	0.000%
2	6	Meals	Yes	Schoolwide	All	All schools	$ 16,618	0.000%
2	7	Health screenings	Yes	Schoolwide	All	All schools	$ 13,000	0.000%
2	8	Student activities	No	Schoolwide		All schools	$ -	0.000%
2	9	Graduation ceremony	No	Schoolwide		All schools	$ -	0.000%
2	10	Arts teachers & programs	No	Schoolwide		All schools	$ -	0.000%
2	11	Orientation	Yes	Schoolwide	All	All schools	$ 7,614	0.000%
2	12	Summer school & Intersessions	Yes	Schoolwide	All	All schools	$ 40,747	0.000%
2	13	Counselor--base	No	Schoolwide		All schools	$ -	0.000%
2	14	Supplemental Counselor—mental health	Yes	Schoolwide	All	All schools	$ 24,924	0.000%
2	15	Training and professional development	No	Schoolwide		All schools	$ -	0.000%
3	1	Career Technical Education (CTE) and Wo	Yes	Schoolwide	All	All schools	$ -	0.000%
3	2	Work-Based Learning Coordinator	Yes	Schoolwide	All	All schools	$ -	0.000%
3	3	CAASPP Testing Coordinator	No	Schoolwide		All schools	$ -	0.000%
3	4	Synchronous curriculum development--writ	No	Schoolwide		All schools	$ -	0.000%
3	5	Digitally delivered curriculum: enhancemen	No	Schoolwide		All schools	$ -	0.000%
3	6	Supplemental Counselor: university prepar	No	Schoolwide		All schools	$ -	0.000%
3	7	College trips	Yes	Schoolwide	All	All schools	$ 2,500	0.000%
3	8	College texts and fees	No	Schoolwide		All schools	$ -	0.000%
3	9	Local ELA & Math assessments	No	Schoolwide		All schools	$ -	0.000%
3	10	Tutors	Yes	Schoolwide	All	All schools	$ -	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,661,884.50	$ 2,661,884.50

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	Teacher assignments	No	$ 624,674	$ 624,674
1	2	Director of Instruction	No	$ 6,902	$ 6,902
1	3	1:1 technology environment	Yes	$ 8,129	$ 8,129
1	4	Main facility	No	$ 186,474	$ 186,474
1	5	IT staff and services	Yes	$ 103,662	$ 103,662
1	6	Special Education & related services	No	$ 209,319	$ 209,319
1	7	Administration	No	$ 400,601	$ 400,601
1	8	Classroom materials and supplies	No	$ 4,300	$ 4,300
1	9	Financial services & reporting	No	$ 116,124	$ 116,124
1	10	Enhance communications	No	$ 17,510	$ 17,510
2	1	ELD Program	Yes	$ 6,612	$ 6,612
2	2	Psychologist, supplemental	Yes	$ -	$ -
2	3	Student Assistance Program personnel	Yes	$ 375,873	$ 375,873
2	4	Transportation	Yes	$ 19,670	$ 19,670
2	5	Incentives	No	$ 5,000	$ 5,000
2	6	Meals	Yes	$ 16,618	$ 16,618
2	7	Health screenings	Yes	$ 13,000	$ 13,000
2	8	Student activities	No	$ 1,000	$ 1,000
2	9	Graduation ceremony	No	$ 7,500	$ 7,500
2	10	Arts teachers & programs	No	$ 28,105	$ 28,105
2	11	Orientation	Yes	$ 7,614	$ 7,614
2	12	Summer school & Intersessions	Yes	$ 40,747	$ 40,747
2	13	Counselor--base	No	$ 50,847	$ 50,847
2	14	Supplemental Counselor—mental health	Yes	$ 38,136	$ 38,136
2	15	Training and professional development	No	$ 7,164	$ 7,164
3	1	Career Technical Education (CTE) and Work-Based Learning (WBL) teachers & programs	Yes	$ 31,289	$ 31,289
3	2	Work-Based Learning Coordinator	Yes	$ 53,484	$ 53,484
3	3	CAASPP Testing Coordinator	No	$ 3,196	$ 3,196
3	4	Synchronous curriculum development--writing, math, and work-based learning	No	$ 48,590	$ 48,590
3	5	Digitally delivered curriculum: enhancements	No	$ 186,609	$ 186,609
3	6	Supplemental Counselor: university preparedness	No	$ 38,136	$ 38,136
3	7	College trips	Yes	$ 2,500	$ 2,500
3	8	College texts and fees	No	$ 1,000	$ 1,000
3	9	Local ELA & Math assessments	No	$ 1,500	$ 1,500
3	10	Tutors	Yes	$ -	$ -
				$ -	$ -

2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 395,299	$ 509,679	$ 508,157	$ 1,522	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Teacher assignments	No	$ -	$ -	0.000%	0.000%
1	2	Director of Instruction	No	$ -	$ -	0.000%	0.000%
1	3	1:1 technology environment	Yes	$ 7,129	$ 7,129.00	0.000%	0.000%
1	4	Main facility	No	$ -	$ -	0.000%	0.000%
1	5	IT staff and services	Yes	$ 102,662	$ 99,263.00	0.000%	0.000%
1	6	Special Education & related services	No	$ -	$ -	0.000%	0.000%
1	7	Administration	No	$ -	$ -	0.000%	0.000%
1	8	Classroom materials and supplies	No	$ -	$ -	0.000%	0.000%
1	9	Financial services & reporting	No	$ -	$ -	0.000%	0.000%
1	10	Enhance communications	No	$ -	$ -	0.000%	0.000%
2	1	ELD Program	Yes	$ 6,612	$ 6,612.00	0.000%	0.000%
2	2	Psychologist, supplemental	Yes	$ -		0.000%	0.000%
2	3	Student Assistance Program personnel	Yes	$ 268,203	$ 273,540.00	0.000%	0.000%
2	4	Transportation	Yes	$ 19,670	$ 19,900.00	0.000%	0.000%
2	5	Incentives	No	$ -	$ -	0.000%	0.000%
2	6	Meals	Yes	$ 16,618	$ 16,618.00	0.000%	0.000%
2	7	Health screenings	Yes	$ 13,000	$ 13,000.00	0.000%	0.000%
2	8	Student activities	No	$ -	$ -	0.000%	0.000%
2	9	Graduation ceremony	No	$ -	$ -	0.000%	0.000%
2	10	Arts teachers & programs	No	$ -	$ -	0.000%	0.000%
2	11	Orientation	Yes	$ 7,614	$ 7,510.00	0.000%	0.000%
2	12	Summer school & Intersessions	Yes	$ 40,747	$ 38,272.00	0.000%	0.000%
2	13	Counselor--base	No	$ -	$ -	0.000%	0.000%
2	14	Supplemental Counselor—mental health	Yes	$ 24,924	$ 23,808.00	0.000%	0.000%
2	15	Training and professional development	No	$ -	$ -	0.000%	0.000%
3	1	Career Technical Education (CTE) and Work-Based Learning (WBL) teachers & programs	Yes	$ -	$ 5.00	0.000%	0.000%
3	2	Work-Based Learning Coordinator	Yes	$ -		0.000%	0.000%
3	3	CAASPP Testing Coordinator	No	$ -	$ -	0.000%	0.000%
3	4	Synchronous curriculum development--writing, math, and work-based learning	No	$ -	$ -	0.000%	0.000%
3	5	Digitally delivered curriculum: enhancements	No	$ -	$ -	0.000%	0.000%
3	6	Supplemental Counselor: university preparedness	No	$ -	$ -	0.000%	0.000%
3	7	College trips	Yes	$ 2,500	$ 2,500.00	0.000%	0.000%
3	8	College texts and fees	No	$ -	$ -	0.000%	0.000%
3	9	Local ELA & Math assessments	No	$ -	$ -	0.000%	0.000%
3	10	Tutors	Yes	$ -		0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2026-27 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)
$ -	$ 395,299	0.000%	0.000%	$ 508,157	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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.
    - *o* 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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