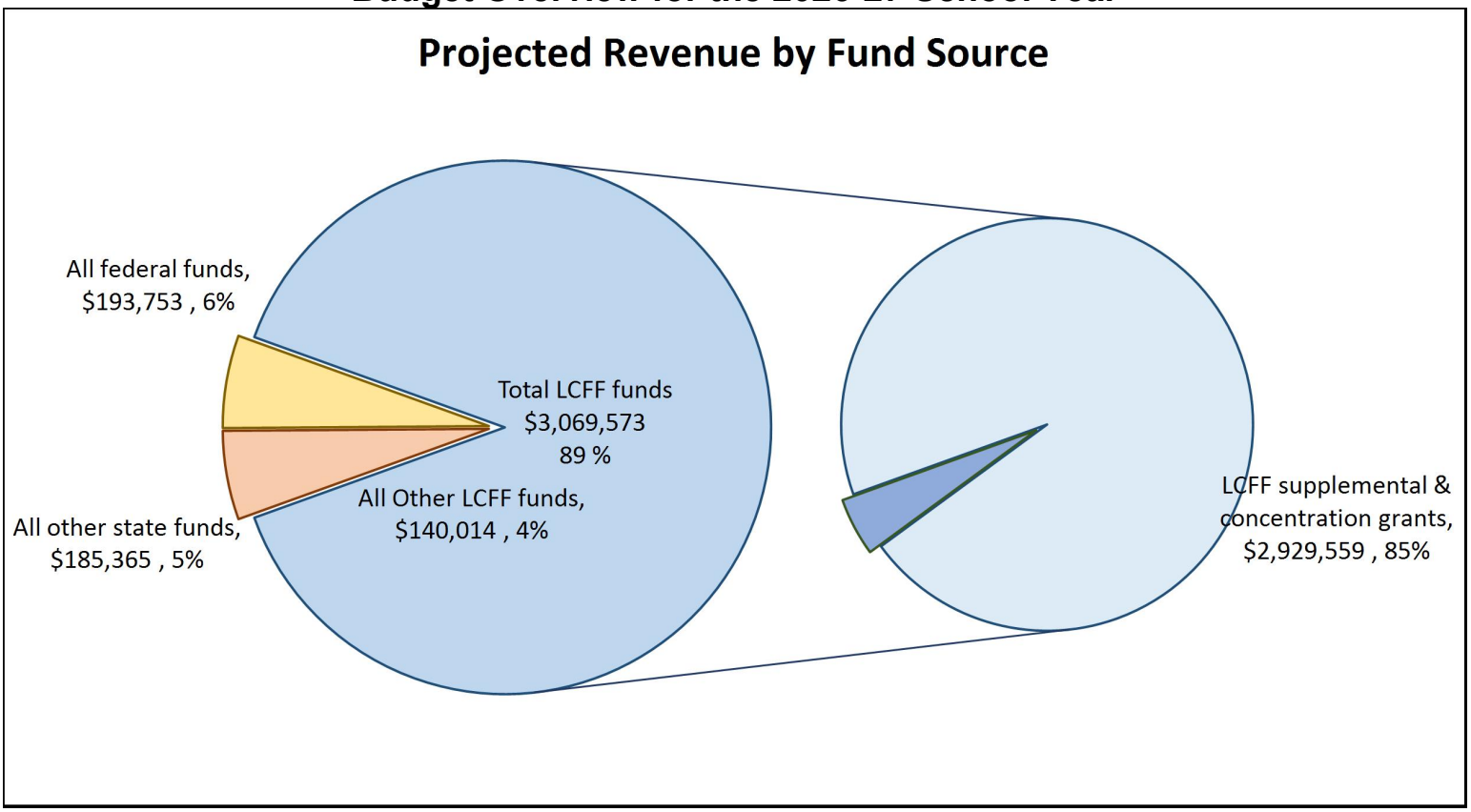
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Creative Connections Arts Academy K12
CDS Code: 34765050108795
School Year: 2026-27
LEA contact information:
Brian Emerson
Principal

916-566-1870, ext. 20500

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

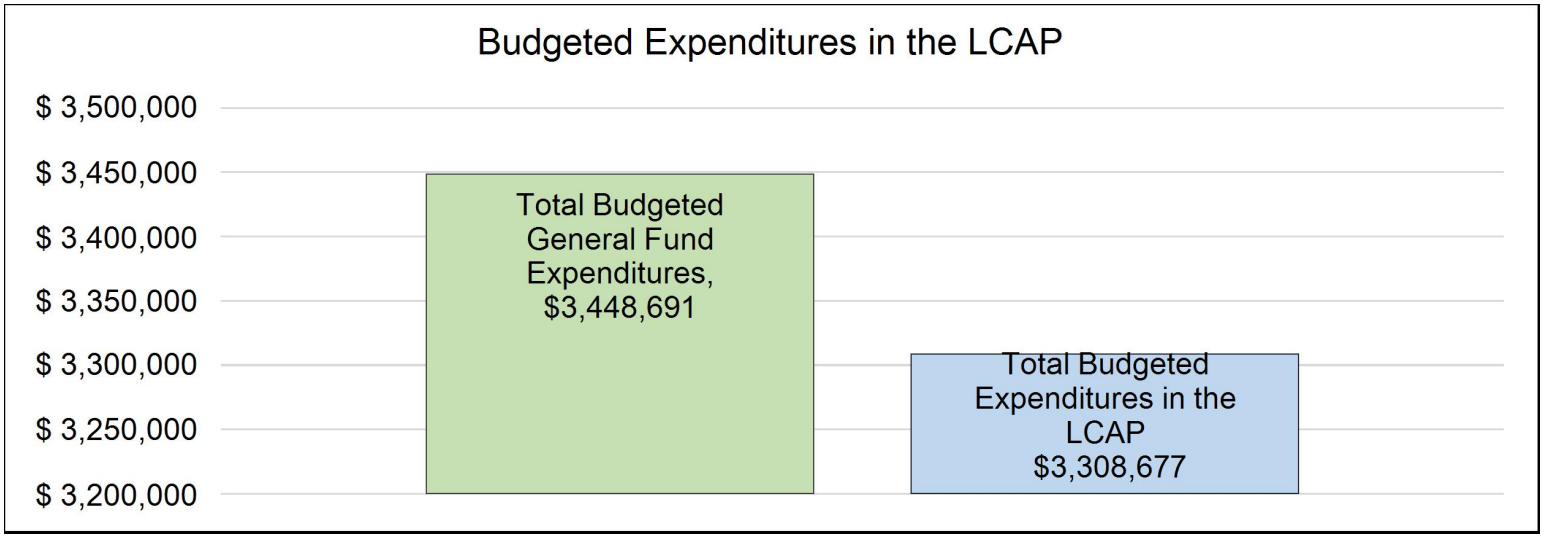


This chart shows the total general purpose revenue Creative Connections Arts Academy K12 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Creative Connections Arts Academy K12 is $3,448,691, of which $3,069,573 is Local Control Funding Formula (LCFF), $185,365 is other state funds, $0 is local funds, and $193,753 is federal funds. Of the $3,069,573 in LCFF Funds, $2,929,559 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 Creative Connections Arts Academy K12 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: Creative Connections Arts Academy K12 plans to spend $3,448,691 for the 2026-27 school year. Of that amount, $3,308,677 is tied to actions/services in the LCAP and $140,014 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

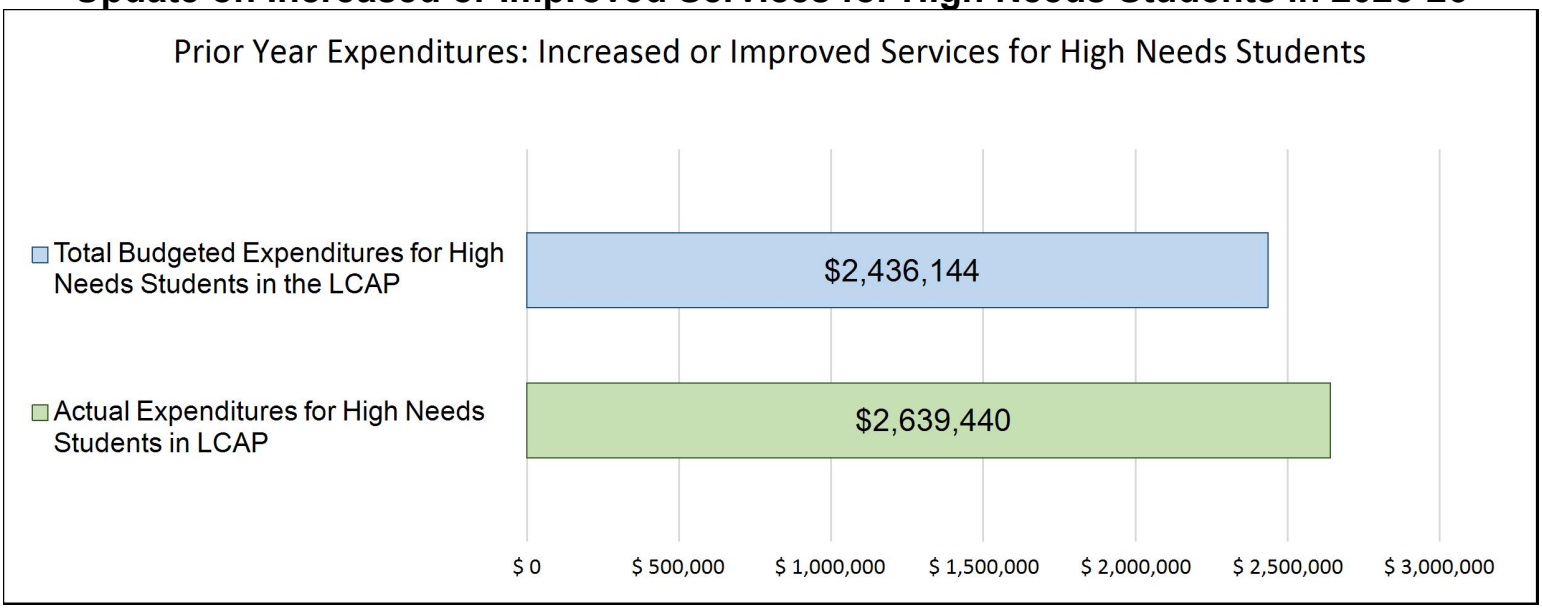
Site allocation and Athletics. Additionally, base costs (teachers, office staff, special education, utilities, operational overhead, etc.) for dependent charters are not always separately identified. The base costs are included in Twin Rivers USD's LCAP.

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

In 2026-27, Creative Connections Arts Academy K12 is projecting it will receive $2,929,559 based on the enrollment of foster youth, English learner, and low-income students. Creative Connections Arts Academy K12 must describe how it intends to increase or improve services for high needs students in the LCAP. Creative Connections Arts Academy K12 plans to spend $2,929,559 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 Creative Connections Arts Academy K12 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Creative Connections Arts Academy K12 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, Creative Connections Arts Academy K12's LCAP budgeted $2,436,144 for planned actions to increase or improve services for high needs students. Creative Connections Arts Academy K12 actually spent $2,639,440 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
Creative Connections Arts Academy K12	Brian Emerson Principal	brian.emerson@trusd.net 916-566-1870, ext. 20500

Plan Summary [2026-27]

General Information

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

Creative Connections Arts Academy (CCAA), is a K–12 charter school (where art meets academics) operating under the oversight of the Twin Rivers Unified School District. United by a shared commitment to reimagining public education, CCAA's staff, families, and community partners collaborate to create an engaging, student-centered learning environment that intentionally departs from the traditional school model.

Founded in 2005, CCAA was built on the vision of delivering a rigorous academic program infused with meaningful arts integration, all within a supportive and inclusive community. In 2010, the school expanded to include a high school program, now located on a separate campus on Walerga Avenue.

Now in its twentieth year, CCAA operates through a distinctive 3+2+1 model—three educational levels (elementary, middle, and high school), across two campuses, united as one cohesive K–12 arts-integrated program. The school serves a diverse population of students drawn by its emphasis on creativity, arts immersion, and innovative instruction. In recent years, CCAA has also welcomed a growing number of students who have faced challenges in traditional settings, along with an increasing population of students receiving special education services, currently representing approximately 13% of enrollment. In response, the school has prioritized strong Special Education and Counseling supports to ensure all students receive the individualized attention they need to thrive.

CCAA enrolls students from across Sacramento County and surrounding communities, with families commuting both within and beyond Twin Rivers Unified School District boundaries. As of spring 2026, total enrollment is approximately 759 students, with 364 attending the elementary campus and 395 enrolled at the 7–12 campus.

The school's educational program is grounded in the Common Core State Standards and enriched through arts integration and constructivist learning practices. At the K–6 level, students engage in exploratory classes that provide sequential arts instruction, while students in grades 7–12 experience deeper integration of visual and performing arts across content areas. CCAA is committed to fostering an inclusive environment that supports the whole child—academically, socially, and emotionally. Parent engagement remains a cornerstone of the school's culture, with families actively participating in both academic and arts-based experiences.

Over time, CCAA has continued to strengthen its systems and culture through the development of an Executive Charter Board, implementation of consensus-driven shared decision-making, transparent budgeting practices, and clearly defined policies and procedures. Open communication and collaboration among staff, students, families, and district partners remain central to the school's success. Ongoing initiatives such as Positive Behavior Interventions and Supports (PBIS) further reinforce a positive and supportive climate, ensuring that CCAA remains focused on student growth, creativity, and achievement.

Reflections: Annual Performance

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

Creative Connections Arts Academy K–12 continues its mission to deliver a rigorous, arts-integrated education that cultivates academic achievement, creativity, and the whole child. As we build our 2025–2026 Local Control and Accountability Plan, we ground our priorities in a careful review of 2024–25 California School Dashboard data, CAASPP Smarter Balanced results, and local assessment systems. This review reflects both areas of progress to celebrate and persistent gaps that demand our focused attention and action.

Academic Achievement:
In 2024–25, 50.51% of CCAA students met or exceeded the standard in English Language Arts/Literacy on the Smarter Balanced assessment, with 28.09% scoring at the Met Standard level and 22.42% at the Exceeded Standard level. This continues an upward trend in ELA and reflects the sustained investment our instructional team has made in literacy development, reading comprehension, and academic vocabulary across grade levels. We are proud that our school-wide ELA performance exceeds Twin Rivers Unified District averages and signals that our literacy systems are working. Mathematics, however, remains our most urgent academic priority. Only 34.45% of students met or exceeded the standard in Mathematics — with 33.42% scoring at the Standard Not Met level and an additional 32.13% at Standard Nearly Met, meaning nearly two-thirds of our students are performing below grade level in math. This data, combined with local diagnostic assessments that continue to identify skill gaps in number sense, operations, and multi-step problem solving particularly in grades 3–8, compels us to significantly deepen our math intervention, curriculum alignment, and instructional coaching systems in 2025–2026. We will prioritize structured math intervention via targeted small-group reteaching, professional development in evidence-based mathematical practices across the K–12 continuum, and small group via the Student Support Teacher.

English Learner Achievement:

The 2024–25 CAASPP data for our English Learner population (excluding RFEP students) reflects the most significant achievement gap in our school. Only 13.64% of English Learners met or exceeded the standard in ELA, with 54.55% scoring at the Standard Not Met level and 31.82% at Standard Nearly Met. In Mathematics, just 11.36% of EL students met or exceeded the standard, with 65.91% scoring at the Standard Not Met level. These results make clear that our current ELD systems — both designated and integrated — are not yet producing the language and academic outcomes our English Learners deserve. In 2025–2026, addressing EL achievement will be a non-negotiable schoolwide priority. We will implement more consistent and structured ELD instruction, increase coaching and professional development in language development strategies, strengthen the use of ELPAC data to monitor individual student progress, and deepen family engagement and communication with our EL communities in their home languages.

Black and African American Student Performance: Strengths and Gaps
A disaggregated review of CAASPP data for our Black and African American students reveals a more nuanced picture. 51.52% of Black or African American students met or exceeded the standard in ELA — with 25.76% at the Met Standard level and 25.76% at the Exceeded Standard level. This is a meaningful strength: our African American students are performing at or above the school average in ELA, and we celebrate this outcome as evidence that our literacy and arts-integration model is working for this community. In Mathematics, however, 30.30% of Black or African American students met or exceeded the standard, with 34.85% at the Standard Not Met level and an additional 34.85% at Standard Nearly Met. The math gap for Black and African American students mirrors — and in some measures exceeds — the school-wide pattern, reinforcing that our math improvement strategies must be explicitly designed with equity in mind and must address the needs of our African American students as a named priority. CACA

School Climate and Engagement: A Continued Foundation of Strength
Positive school climate remains one of CCAA's most consistent and distinguishing strengths. Our PBIS framework, rich visual and performing arts programming, and commitment to project-based learning continue to create a school culture where students feel connected, safe, and valued. Student survey results continue to reflect high levels of belonging and engagement, particularly at the K–8 level. Local data shows our suspension rate has remained low, and we will continue to prioritize restorative practices and proactive behavioral supports to sustain this positive trend. These climate conditions are not separate from academic achievement — they are the foundation upon which all learning rests, and we remain deeply committed to them in 2025–2026.

College and Career Readiness: Building on Secondary Momentum
Our 7–12 campus continues to show meaningful growth in college and career readiness. Enrollment in Advanced Placement courses, dual enrollment opportunities, and Career Technical Education pathways continued to expand in 2024–25. New and deepened partnerships with local arts organizations, community colleges, and creative industry employers have broadened real-world learning experiences for our secondary students. In 2025–2026, we will focus on ensuring these pathways are equitably accessible — particularly for our English Learner, African American, and economically disadvantaged students — so that every CCAA student graduates with a credential, a plan, and a vision for their future.

Priorities for 2025–2026
Informed by this comprehensive review of Dashboard and local data, CCAA's instructional leadership has identified the following priorities for the 2025–2026 school year:
Accelerate mathematics achievement school-wide through structured intervention, curriculum alignment, and professional development in mathematical practices, with particular focus on grades 3–8 and our highest-need student groups. Sustain and build on ELA growth through

continued investment in literacy instruction, targeted intervention, and progress monitoring across all grade levels. Dramatically strengthen English Learner outcomes by implementing consistent, high-quality ELD instruction, increasing instructional coaching, and deepening school-home connections for EL families. Close the mathematics achievement gap for Black and African American students through equity-centered instructional strategies and disaggregated progress monitoring. Sustain our strong school climate through continued PBIS implementation, restorative practices, and proactive attendance and engagement supports. Expand equitable access to college and career pathways for all secondary students, with intentional outreach to underrepresented student groups.
With clear eyes on our data, deep respect for the diversity of our community, and an unwavering commitment to our arts-integrated mission, Creative Connections Arts Academy K–12 enters 2025–2026 ready to accelerate progress for every learner — especially those who have been waiting the longest for systems that fully serve them.

Reflections: Technical Assistance

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

A summary of the work underway as part of technical assistance.

Through a focused and ongoing technical assistance process, Creative Connections Arts Academy K–12 is working diligently to address achievement gaps and provide a high-quality, equitable education for all students — with particular attention to English Learners, Students with Disabilities, and historically underserved ethnic subgroups. This work is grounded in 2024–25 California School Dashboard data, CAASPP Smarter Balanced results, ELPAC data, and ongoing stakeholder input. The urgency of this work is confirmed by our data: only 50.51% of all students met or exceeded the standard in ELA, and just 34.45% met or exceeded the standard in Mathematics — and outcomes for our English Learner and African American student populations reveal gaps that demand sustained, strategic intervention. SchoolDigger

Why This Work Is Urgent: What the Data Tells Us
Our 2024–25 CAASPP data makes the stakes of this technical assistance process clear. Among English Learners (excluding RFEP), only 13.64% met or exceeded the ELA standard and just 11.36% met or exceeded the Mathematics standard, with 54.55% of EL students scoring at the Standard Not Met level in ELA and 65.91% at Standard Not Met in Mathematics. These results confirm that our English Learner population continues to face significant barriers to accessing grade-level content and that current systems require deeper, more consistent implementation to produce the outcomes these students deserve. For our Black and African American students, 51.52% met or exceeded the standard in ELA — a relative strength — while only 30.30% met or exceeded the standard in Mathematics, with 34.85% at the Standard Not Met level. While the ELA performance of our African American students is a genuine point of pride, the mathematics gap mirrors the school-wide pattern and reinforces that our improvement strategies must be equity-centered and disaggregated by student group. CA

Technical Assistance Focus Areas
1. K–6 Literacy Instruction
Despite meaningful ELA progress school-wide, nearly half of all students are still not meeting the ELA standard, and intervention intensity must increase — particularly in the early grades. CCAA continues to implement sitewide literacy intervention tools — including SIPPS, Heggerty, and iReady Reading — embedded in classroom schedules with dedicated intervention blocks and small-group supports. In 2025–2026, fidelity of implementation across all tools and grade levels will be a primary focus, alongside more systematic progress monitoring to ensure interventions are producing measurable growth for all students.

2. Integrated and Designated ELD Instruction
The 2024–25 EL performance data makes clear that strengthening ELD instruction is CCAA's highest-equity priority. In collaboration with the Twin Rivers Unified EL Department, CCAA has conducted a practice audit and needs analysis to evaluate current ELD implementation and identify gaps in both designated and integrated ELD delivery. Classroom observation tools and data protocols are being developed to track ELD effectiveness and monitor consistency of implementation across grades K–12. In 2025–2026, ensuring that every English Learner receives high-quality, consistent designated and integrated ELD instruction — and that teacher practice is regularly monitored and supported through coaching — will be the central action of this focus area.

3. Family Engagement for English Learner Families
Strengthening school-home connections for our EL families is both a technical assistance priority and a values commitment. CCAA has conducted parent surveys and focus groups to identify barriers to engagement and inform planning. The English Learner Advisory Committee (ELAC) continues to be developed as a meaningful structure for elevating EL family voices in school decision-making. Multilingual communication, consistent translation and interpretation services, and targeted family events — including the Latino Literacy Project, Neurodiversity Parent Nights, and Aeries Parent Portal Workshops — have been implemented to reduce access barriers and build trust. In 2025–2026, CCAA will continue to deepen these partnerships, with a focus on increasing EL parent participation rates and ensuring that family engagement is a two-way exchange that meaningfully informs school planning.

Key Actions Underway in 2025–2026
Continued implementation of SIPPS, Heggerty, and iReady Reading interventions with regular fidelity checks and progress monitoring. Deepened ELD professional development focused on reducing inconsistency in designated and integrated ELD delivery across grades K–12. Expansion of EL family engagement structures, including ELAC development and family learning events. Equity-focused disaggregated data review cycles to monitor progress for English Learners, Students with Disabilities, African American students, and other underserved groups. Continued collaboration with Twin Rivers Unified on EL Department support, curriculum alignment, and data systems.

Expected Outcomes
Improved ELA proficiency, particularly in grades K–6, as evidenced by benchmark assessments, iReady data, and CAASPP results. Measurable growth in English Learner academic achievement as tracked through ELPAC, local benchmarks, and classroom performance data — with a particular focus on moving students out of the Standard Not Met level in both ELA and Mathematics. Increased rates of EL family participation in school events, ELAC, and advisory structures. A professional staff equipped with evidence-based tools and strategies aligned to state standards and the needs of diverse learners. Targeted, consistent supports for Students with Disabilities and other historically underserved student groups, with outcomes tracked and reported through disaggregated data at regular intervals throughout the year. Through this technical assistance process, Creative Connections Arts Academy remains committed to ensuring that the students who have historically been furthest from opportunity experience the greatest gains — and that our arts-integrated mission is fully realized for every learner we serve.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Creative Connections Arts Academy (CCAA) actively involves its educational partners—including parents, teachers, administrators, classified staff, and students—in the development and refinement of the Local Control and Accountability Plan (LCAP). This collaborative process ensures that diverse perspectives contribute to shaping the school's goals, actions, and resource allocations under the Local Control Funding Formula (LCFF).

Regular meetings with the School Site Council (SSC), Charter Executive Board, Student Leadership, Instructional Leadership Team, site staff, and the English Language Advisory Committee (ELAC) provide structured opportunities for stakeholders to review and provide feedback on the LCAP's proposed goals, identified needs, measurable outcomes, and associated actions and services. This inclusive approach emphasizes the importance of addressing the unique needs of all student subgroups, particularly English Language Learners and Students with Disabilities, by implementing comprehensive interventions and support systems.

Stakeholders consistently express strong support for the strategies outlined in the proposed LCAP, recognizing the necessity of a flexible, data-driven approach that allows for adjustments based on ongoing progress monitoring and analysis of student data. Through this collaborative engagement, CCAA ensures that the voices and perspectives of its diverse educational partners are integral to the continuous improvement process, fostering a shared commitment to student success.

Meeting Dates for 2025–2026:

*School Site Council/Executive Committee (SSC):
-October 8, 2025
-November 19, 2025
-January 28, 2026
-February 18, 2026

-March 25, 2026
-May 20, 2026

*English Language Advisory Committee (ELAC):

- October 24, 2025
- December 12, 2025
- February 18, 2026
- April 15, 2026
- April 24, 2026

Instructional Leadership Team

- August 9, 2025
- October 16, 2025
- January 15, 2026
- May 8, 2026

Student Leadership
-October 10, 2025
-April 20, 2026

All SSC meetings are typically held in the library at the Walerga campus at 4:45 PM. Agendas are posted on the [TRUSD SSC page](https://www.trusd.net/StudentsFamilies/Special-Projects/School-Site-Council--ELAC/) and the [CCAA website calendar](https://ccaa.trusd.net/Calendar/index.html)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improved Academic Achievement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Creative Connections Arts Academy (CCAA) is committed to providing all students with a well-rounded educational experience grounded in high-quality instruction and access to a rigorous, relevant curriculum. Our goal is to cultivate academic excellence and prepare students to become confident, capable learners.

To achieve this, CCAA implements a comprehensive Multi-Tiered System of Supports (MTSS) aligned with California State Standards. This framework ensures that every student receives the academic, behavioral, and social-emotional support they need to succeed. Key components include:

Ongoing professional development
Access to high-quality instructional materials and resources
Integration of educational technology to enhance learning
A broad and inclusive course of study, including enrichment and intervention
Tiered levels of support tailored to individual student needs
Continuous monitoring of student progress and outcomes
Specialized programs designed to meet the needs of diverse learners
Through this systematic and student-centered approach, CCAA ensures that all learners are empowered to thrive academically and prepared for success in college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP results	23-24 ELA 46.02% 23-24 Math 29.82%	24-25 ELA 50.39% 24-25 Math 34.37%	24-25 ELA 50.39% 24-25 Math 34.37%	65% ELA 50% Math	Difference from 23-24 24-25 ELA +4.37% 24-25 Math +4.55%
1.2	Reclassification	18%	10.1%	7.7%	18%	-10.3%
1.3	Benchmarks	Q3 ELA 54.25% Q3 Math 48.46% Tri 2 ELA 59.75% Tri 2 Math 47.76%	Q3 ELA 60.94% Q3 Math 48.37% Tri 2 ELA 57.66% Tri 2 Math 47.61%	Q3 ELA 50.26% Q3 Math 59.26% Tri 2 ELA 54.44% Tri 2 Math 55.93%	Q3 ELA 70% Q3 Math 65% Tri 2 ELA 70% Tri 2 Math 65%	Q3 ELA -10.6% Q3 Math +10.89% Tri 2 ELA -3.22% Tri 2 Math -8.32%
1.4	A-G Completion	70% of Seniors graduated A-G completers	93.75%	81% of Seniors graduated A-G	90% of Seniors graduated A-G completers	-12
1.5	AP Passage Rate	11 Students	14	TBD	15 Students with 3 or better	-2
1.6	CTE Completers	20 Students	19 students	12	20 Students	-7

Goal Analysis [2025-26]

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

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

Creative Connections Arts Academy focused on improving academic achievement through a multi-pronged approach aligned to standards-based instruction, assessment-driven interventions, and staff development. The plan included:

Professional development on Arts Standards and Arts Integrarion strategies.
Increased access to tutoring during the school day and after school.
Integration of arts in core subject areas to deepen engagement and comprehension.
Use of grade-level PLCs to analyze student work and benchmark data.

Ongoing support for English learners and students with IEPs, including co-teaching models and targeted push-in support.

Differences Between Planned and Actual Implementation

Planned Action Actual Implementation

1. Schoolwide benchmark assessments analyzed for reteaching in all grades.	Implemented in grades K–11, but not consistently
2. Intervention in 7/8 with use of a Student Support Teacher in K–6, middle school due to scheduling conflicts.	Intervention implemented in K–6, but inconsistent in
3. Arts integration across content areas	Successfully integrated in ELA and Social Studies, but

Math and science integration varied by teacher capacity and comfort.

Challenges.
Inconsistent use of data in certain grade-level PLCs limited the full effectiveness of reteaching cycles
Regular student attendance to after-school tutoring, particularly in upper grades, was inconsistent.
A 12 day Teacher strike led to decreases in Q3 and T2
Staffing issues led to decreases in CTS Completers

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.

1.1 Increases due to wages and salaries increases as well as support for teacher on leave.

1.2 Increasese dues to wages and salaries increase

1.3 Spending on College and Career Readiness activities was lower due to the reallocation of college trip funding to support a different goal.

1.4 Professional Development costs were lower than expected due to a decrease in professional development.

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

ELA scores improved on CASSPP Measure.
Under the guidance and support of the Student Support Teacher, Tier 2 intervention groups saw growth in reading fluency and comprehension based on progress monitoring tools (i-Ready, SIPPS).
Strong implementation of UDL strategies in primary grades helped better support students with diverse learning needs.

Arts-based projects led to high student engagement and authentic demonstration of knowledge, especially in middle school social studies.

iReady scores from Diagnostic 1 to Diagnostic 2 shows growth in Tier 1 and 2 levels.
SST work has shown improvement in Phonics, reading and math.

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.

Continuation

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improved Academic Achievement	1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Field Trips, Career Technical Education, Physical Education, and Health. Increased Instructional Minutes per Day, Additional Work Day, Substitute costs, Materials and Supplies. Position Control $255,919. Instructional minutes & PD costs $316,071. Extra Hours/Substitute Costs $26,728 Materials/supplies $43,500. All S/C	$642,218.00	Yes
1.2	Academic Intervention And Support	1.2 Academic Intervention And Support: Class Size Reduction (K-2), Tier 2 Interventions (after school tutoring, K-6 intervention & tutoring during the day, AP tutoring), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education meetings and services, SST Meetings, after school tutoring, Materials/Supplies $8,990 S/C . CSR $150,000 S/C. Position Control $171,408 S/C. LREBG Position Control $13,458. LREBG technology support $7,107. Title I Position Control $11,326.	$362,289.00	Yes
1.3	College And Career Readiness	1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO),	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies. All S/C (No college field trips, No career day)		
1.4	Professional Development: Professional Learning Teams (PLT's)	1.4 Professional Development: Professional Learning Teams (PLT's), SWUN, AP, NGSS, Collaboration Time, Content Conferences, Field Study Days, Curriculum and Materials Implementation, Materials and Supplies, ELD, Special Education. Extra Duty $398. Materials/Supplies $1,602. All S/C (increases seen in Food for staff for FSD)	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Outcomes Through Arts Integration	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CCAA Charter mission and vision correlates instruction in the Arts and rich arts experiences to student achievement that is indicated in standards based assessments.
Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified:

- K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies.
- Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips.
- Professional Development: Kennedy Center, Field Study Days, Materials and Supplies, District and other Arts Related Training.
- WASC: Arts Integration (in all content areas), Early Out Wednesdays, WASC Visiting Committees, WASC Training.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP results	Math 31.49% ELA 44.9%	24-25 ELA 50.39% 24-25 Math 34.37%	24-25 ELA 50.39% 24-25 Math 34.37%	Math 55% ELA 65%	Difference from 23-24 24-25 ELA +4.37% 24-25 Math +4.55%
2.2	Benchmarks	Q3 ELA 54.25%	Q3 ELA 60.94%	Q3 ELA 50.26%	Q3 ELA 70%	Q3 ELA +6.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q3 Math 48.46% Tri 2 ELA 59.75% Tri 2 Math 47.76%	Q3 Math 48.37% Tri 2 ELA 57.66% Tri 2 Math 47.61%	Q3 Math 59.26% Tri 2 ELA 54.44% Tri 2 Math 55.93%	Q3 Math 65% Tri 2 ELA 70% Tri 2 Math 65%	Q3 Math -.09% Tri 2 ELA -2.09% Tri 2 Math -.15%

Goal Analysis [2025-26]

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

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

CCAA's mission and vision emphasize correlating instruction in the Arts and rich arts experiences to student achievement, as indicated through standards-based assessments. The school planned to integrate arts into core content areas, expand access to arts instruction, and provide targeted academic support to raise student achievement across grade levels.

Planned Strategies Included:
K–12 Arts Instruction: Implementation of Visual Arts, Music, Drama, Theater, Dance, Digital Media, Band, Choir, and Exploratory classes, and an Artist-in-Residence program.
Extended Learning: After-school arts enrichment (Dance Company, Drama, Music, Visual Art), student showcases, SEVA participation, Field Study Days, and field trips.
Professional Development: Focused on arts integration and academic engagement through the Kennedy Center partnership, WASC-aligned training, and arts-centered PD sessions.

WASC Preparation and Implementation: Integration of schoolwide arts practices and academic performance indicators into WASC goals and actions, including Early-Out Wednesdays for collaboration.

Implementation Summary
Overall Implementation:
Most planned strategies were implemented as designed, and the connection between academic performance and arts engagement was emphasized throughout the year. Teachers incorporated arts integration in ELA, Math, and Science through project-based learning and performance assessments.

Substantive Differences from Planned Actions:
Artists in Residence were employed to present and work on campus as available.

Next Steps:
Continue to deepen alignment between academic instruction and arts integration, particularly in upper grades.
Continue training for new staff on arts-based instructional strategies and standards alignment.
Revisit after-school scheduling to ensure equitable access.

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.

2.1 Increases in teacher salaries.
2.2 Decreased expenditures due to fewer field trips and lack of participation in SEVA's.
2.3 Decrease in outside professional development (Kennedy Center, etc.) and no participation in Dance competition.

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

High engagement in arts-integrated projects, with strong participation in student showcases and exhibitions.
Increased student achievement in ELA and math benchmarks for students participating in both academic and arts enrichment.
Positive feedback from stakeholders (families, staff, students) regarding the alignment of the arts program with the school's academic goals.

Challenges Experienced:
Staffing transitions led to temporary gaps in arts instruction in select grades

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.

Continuation

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Arts Integration	2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Field Trips, Substitute costs, Materials and Supplies. All S/C: Position Control $319,947 (Music, Visual Arts, Drama, Band, Music Teacher), Sub Costs $5,000 and Materials/Supplies $20,000.	$344,947.00	Yes
2.2	Extended Learning: After School Arts Enrichment	2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips.	$6,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All S/C: Materials/Supplies/Services $4,500. Extra Hours $2,205. (No SEVAs, No Field trips)		
2.3	Professional Development	2.3 Professional Development: Kennedy Center, Field Study Days, District and other Arts Related Training. S/C: Services $2,680 & Substitute Costs $4,680.	$7,360.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve Schoolwide Effectiveness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through Stakeholder Engagement and the review of programs, services and data, the following needs were identified to help with schoolwide effectiveness:

Family Engagement: Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Social Worker/Social Services, Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Certificated/Classified Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies.

Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling and Social Worker/Social Services (Elementary and Secondary), Counseling/Social Work Materials and Supplies, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities), ASES Expanded Learning After School Program.

Conditions for Learning: Administration Administration (VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra Hours (Clerical/Non-Clerical), Materials and Supplies.

WASC: Early Out Wednesdays, WASC Visiting Committees, WASC Training Marketing: Student Recruitment, Representation at Community Events, Promotional Materials.

Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Mindfulness, and Field Study Days.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rates will Maintain/Exceed: 96.73% for K-6 and 95.97% for 7-12	Maintain/Exceed K-6 94% 7-12 94%	Maintain/Exceed K6 93.85% 7-12 93.85%	Maintain/Exceed K-6 90% 7-12 91%	Maintain/Exceed: K-6 94% 7-12 94%	Maintain/Exceed K6 -3.85% 7-12 -2.85%
3.2	Suspension Rate Will Maintain/Decrease for K-12 to 3.6% or lower.	2023-24 3.53%	24-25 5.6%	25-26 5.56%	Maintain or decrease 5%	Maintain/Exceed .5%
3.3	Parent Volunteer Hours will Maintain/Exceed 6,076	2023-24 4500 parent hours	24-25 4689.75	25-26 5739.2	6500 parent hours	25-26 +1049.5
3.4	Enrollment will Maintain/Not go below 650	2023-24 688	24-25 696	25-26 758	2026-27 750	25-26 +60

Goal Analysis [2025-26]

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

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

During the 2023–24 school year, Creative Connections Arts Academy implemented a wide range of actions under Goal 3 with the intent to strengthen schoolwide systems, improve communication, support staff effectiveness, and increase overall operational efficiency.

Planned actions included:
Contiunued implementation of schoolwide expectations (SOAR)
Strengthening MTSS (with implementation of PLC and Student Support Teacher) and PBIS implementation
Continued parent and community engagement
Providing professional development in key areas (e.g., SEL, classroom management, arts integration, neurodivergence)
Supporting leadership capacity (Coaching with Coach Jae) and WASC alignment

Actual implementation of these actions was largely successful, though adjustments were made due to capacity and staffing challenges. Most notably:
The rollout of SOAR expectations was implemented with fidelity schoolwide, supported by updated visuals, shared language, and embedded into morning meetings and assemblies.

MTSS structures were expanded, including Tier 2 interventions and improved SST tracking, though scheduling time for data team meetings remained a barrier.
PBIS Tier 1 supports were reinforced, including recognition systems and SEL lessons, though Tier 2 systems are still developing.
Family engagement improved through more frequent communication, family arts nights, and ThoughtExchange feedback cycles.
Professional development was offered consistently, but some staff expressed a need for more job-embedded PD time and differentiated offerings.

Challenges included:
Ongoing staffing shortages and mid-year turnover impacted implementation of some initiatives.
Balancing instructional time with professional learning needs was an ongoing tension.
Systems for data analysis and collaborative decision-making continued to develop but require further refinement.

Successes included:
Stronger schoolwide culture through consistent use of SOAR and SEL integration.
Improved communication with families and community stakeholders.
Growth in leadership practices and alignment with the WASC action plan.

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

3.1 Decreases in this category came from reductions in Latino Literacy classes, decrease in extra hours for classified and a decrease in using this category for materials and supplies.

3.2 Inccreases in this area were resultant of an added admin position (GLS), increases in salaries and wages, increase in noon duty positions, .

3.3 Increases in this category resulted from incrased expenses for busses for sports (Charter busses are double the cost of a district bus)

3.4 WASC fees are annual however, WASC billing is uneven.

3.6 Decreases in this area resulted from a shifting of funding sources to other goals and actions

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

FIXZ ME

Actual implementation of these actions was largely successful, though adjustments were made due to capacity and staffing challenges. Most notably:
The rollout of SOAR expectations was implemented with fidelity schoolwide, supported by updated visuals, shared language, and embedded into morning meetings and assemblies.

MTSS structures were expanded, including Tier 2 interventions and improved SST tracking, though scheduling time for data team meetings remained a barrier.
PBIS Tier 1 supports were reinforced, including recognition systems and SEL lessons, though Tier 2 systems are still developing.
Family engagement improved through more frequent communication, family arts nights, and ThoughtExchange feedback cycles.
Professional development was offered consistently, but some staff expressed a need for more job-embedded PD time and differentiated offerings.

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.

Continuation

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Schoolwide Effectiveness	3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Social Worker/Social Services, Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Certificated/Classified Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies. S/C $1,000 Materials/Supplies/Services. Title 1 Parent Involvement Extra Hours $4,359, Position Control $141,814. Materials/Supplies $800.	$147,973.00	Yes
3.2	Student Engagement	3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Guidance & Learning Specialist, Counselors/Counseling and Social Worker/Social Services (Elementary and Secondary), Counseling/Social Work Materials and Supplies, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities), ASES Expanded Learning After School Program.	$809,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		S/C: $130,279 Position control, $40,000 Stipends, $80,000 Field Trips, $50,000 Membership fees, Materials/Supplies/other $115,494. S/C 15% Add-on: $197,350 Position Control. Title I: Social Worker $35,454. LREBG Position Control $151,404.		
3.3	Optimizing Conditions for Learning:	3.3 Conditions for Learning: Administration (VP), Student/Staff morale, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e. copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra Hours (Clerical/Non-Clerical), Indirect/Operating expenses, Materials and Supplies. S/C: Position Control $23,368, Extra Hours/Sub Costs $6,000, Indirect Costs $208,829, Materials/Supplies/other $150,000. S/C 15% Add-on: Position Control $195,423. LREBG: Indirect $13,396.	$597,016.00	Yes
3.4	WASC training	3.4 WASC fees. S/C $1,500.	$1,500.00	Yes
3.5	N/A			
3.6	Professional Development:	3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Substitute Costs, Mindfulness, Field Study Days, Registrations, Materials and Supplies. S/C $7,936.	$7,936.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,929,559	$333,941

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
31.069%	0.000%	$0.00	31.069%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Improved Academic Achievement **Need:** Goal 1: Improved Academic Achievement Actions/Strategies: Providing training to teachers, intervention supports allow our staff to implement instructional supports that are needed for unduplicated students to receive	1.1 CCSS & NGSS Implementation: English Language Arts (ELA)/English Language Development (ELD), NGSS, History Social Science, World Language, Visual and Performing Arts, Math, Career Technical Education, Physical Education, and Health, Increased Instructional Minutes per Day, Additional Work Day, Field Trips, Materials and Supplies. This is to insure that unduplicated students have access to content that prepares them to be college and career ready.	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to study skills and materials often absent from their homes. **Scope:** LEA-wide		
1.2	**Action:** Academic Intervention And Support **Need:** Goal 1: Improved Academic Achievement Actions/Strategies: Providing training to teachers, intervention supports allow our staff to implement instructional supports that are needed for unduplicated students to receive access to study skills and materials often absent from their homes. **Scope:** LEA-wide	1.2 Academic Intervention And Support: Class Size Reduction (K-2), Tier 2 Interventions (after school tutoring, K-6 intervention tutoring during the day, AP tutoring), Supporting Technology (online courses, credit recovery and tutoring programs), Materials and Supplies, 504 Accommodations, Special Education meetings and services, SST Meetings. Reviewing disparities and ensuring that there is academic supports for those students.	CAASPP
1.3	**Action:** College And Career Readiness **Need:** Goal 1: Improved Academic Achievement Actions/Strategies: Providing training to teachers, intervention supports allow our staff to implement instructional supports that are needed for unduplicated students to receive access to study skills and materials often absent from their homes. **Scope:**	1.3 College And Career Readiness: Field trips, Graduation and A-G Courses, Field Study Day, Career Day, Student Planners, Career Technical Education Pathways, Career Technical Organizations (CTSO), AP Courses and Assessment, Concurrent Enrollment Courses (ARC), College Transition, Materials and Supplies. This provides unduplicated students access to college and career resources that are not typically provided at home.	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Professional Development: Professional Learning Teams (PLT's) **Need:** Goal 1: Improved Academic Achievement Actions/Strategies: Providing training to teachers, intervention supports allow our staff to implement instructional supports that are needed for unduplicated students to receive access to study skills and materials often absent from their homes. **Scope:** LEA-wide	1.4 Professional Development: Professional Learning Teams (PLT's), SWUN, AP, NGSS, Collaboration Time, and Content Conferences, Field Study Days, Curriculum and Materials Implementation, ELD, Special Education, Materials and supplies. Equipping teachers to meet the needs of unduplicated students.	CAASPP
2.1	**Action:** Arts Integration **Need:** Goal 2: Improved Arts Integration Actions/Strategies: Arts lessons, visits to museums, and cultural immersion are often not available to students in our unduplicated counts. Having a focus on arts integration bridges this gap and provides access to academic content through engaging media. **Scope:** LEA-wide	2.1 K-12 Instruction in Arts: Arts TOSA's (Visual, Music), Dance, Artist in Residence, Drama/Theater, Digital Media, Band, Choir, Exploratory, Materials and Supplies. Unduplicated students often don't have access to consistent arts experiences and instruction.	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Extended Learning: After School Arts Enrichment **Need:** Goal 2: Improved Arts Integration Actions/Strategies: Arts lessons, visits to museums, and cultural immersion are often not available to students in our unduplicated counts. Having a focus on arts integration bridges this gap and provides access to academic content through engaging media. **Scope:** LEA-wide	2.2 Extended Learning: After School Arts Enrichment (Dance Company, Drama, Music, Visual Art), SEVA, Student Showcases, Field Study Day, Field trips. Unduplicated students don't often have access to extended learning experiences in the arts.	CAASPP
2.3	**Action:** Professional Development **Need:** Goal 2: Improved Arts Integration Actions/Strategies: Arts lessons, visits to museums, and cultural immersion are often not available to students in our unduplicated counts. Having a focus on arts integration bridges this gap and provides access to academic content through engaging media. **Scope:** LEA-wide	2.3 Professional Development: Kennedy Center, Field Study Days, Materials and supplies, District and other Arts Related Training. Equipping teachers to meet the needs of unduplicated students in accordance with the CCAA charter and arts emphasis.	CAASPP
3.1	**Action:** Schoolwide Effectiveness **Need:**	3.1 Family Engagement: Parent Volunteer Hours, Stakeholder Groups (ELAC, School Site Council, Charter Executive Board, Parent Teacher Organization), Social Worker/Social Services,	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Goal 3: Schoolwide Effectiveness Actions/Strategies: Providing opportunities for student engagement in activities allows for access to a safe, enriching environment for all students, with an emphasis on providing equity in access for our unduplicated students. These actions support the development of an inviting school culture that creates opportunities for students to engage and learn beyond academics. **Scope:** LEA-wide	Translation Services, Latino Literacy Project, Love and Logic, Rosetta Stone, Certificated/Classified Extra Hours (Parent/Family Involvement), Parent Nights (Back to School, Open House, College Night, Orientations, Family Fitness Nights), Materials and Supplies. This provides unduplicated students and families with access to services, resources, and experiences that would not typically be available to this community.	
3.2	**Action:** Student Engagement **Need:** Goal 3: Schoolwide Effectiveness Actions/Strategies: Providing opportunities for student engagement in activities allows for access to a safe, enriching environment for all students, with an emphasis on providing equity in access for our unduplicated students. These actions support the development of an inviting school culture that creates opportunities for students to engage and learn beyond academics. **Scope:** LEA-wide	3.2 Student Engagement: Electives/Exploratory, Community Service Hours, Field Trips, Link Crew/WEB, Counselors/Counseling and Social Worker/Social Services (Elementary and Secondary), Counseling/Social Work Materials and Supplies, Student Incentives, Assemblies, Mindfulness, Leadership Training, Athletics, Teacher Stipends (i.e. Club/Class Advisor), Extra Duty Pay (Activities), ASES Expanded Learning After School Program. This provides unduplicated students and families with access to services, resources, and experiences that would not typically be available to this community.	CAASPP
3.3	**Action:** Optimizing Conditions for Learning:	3.3 Conditions for Learning: Administration (VP), Staff Incentives, Safety (security cameras), Facilities, Classroom Furniture, Equipment (i.e.	CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Goal 3: Schoolwide Effectiveness Actions/Strategies: Providing opportunities for student engagement in activities allows for access to a safe,enriching environment for all students, with an emphasis on providing equity in access for our unduplicated students. These actions support the development of an inviting school culture that creates opportunities for students to engage and learn beyond academics. **Scope:** LEA-wide	copiers), Technology, Print Shop, mailings, PBIS, Noon Duty Supervision, Kindergarten Paraeducator, Classroom Coverage/Collaboration for Activities (Roving Subs), Extra Hours (Clerical/Non-Clerical), Materials and Supplies. Providing a safe and positive learning environment is important for all students especially for our unduplicated students.	
3.4	**Action:** WASC training **Need:** Goal 3: Schoolwide Effectiveness Actions/Strategies: Providing opportunities for student engagement in activities allows for access to a safe, enriching environment for all students, with an emphasis on providing equity in access for our unduplicated students. These actions support the development of an inviting school culture that creates opportunities for students to engage and learn beyond academics. **Scope:** LEA-wide Schoolwide		CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Professional Development: **Need:** Goal 3: Schoolwide Effectiveness Actions/Strategies: Providing opportunities for student engagement in activities allows for access to a safe, enriching environment for all students, with an emphasis on providing equity in access for our unduplicated students. These actions support the development of an inviting school culture that creates opportunities for students to engage and learn beyond academics. **Scope:** LEA-wide	3.6 Professional Development: Latino Family Literacy Project, Link Crew/WEB, PBIS, California Charter Schools Association Conference, Mindfulness, Field Study Days, Materials and Supplies. Equipping teachers to meet the needs of unduplicated students in accordance with the CCAA charter goals.	CAASPP
4.1	**Action:** To recruit, hire, and retain high quality staff **Need:** Twin Rivers community input indicated a strong desire to see permanent staff in teaching and other positions that have been occupied with long-term substitutes and/or contractred services. **Scope:** LEA-wide	Having stability in staffing provided unduplicated students with better opportunities for meaningful relationships with caring adults and consistent instruction and guidance while on our campuses. Many of our students have limited adult membership, guidance, and relationships outside if the school setting, so maintaining staffing stability is important to this community.	Employee Retention rates

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
3.4	**Action:** WASC training **Need:** **Scope:** Limited to Unduplicated Student Group(s)	WASC (Western Association of Schools and Colleges) training meets the stated criteria for actions solely provided to unduplicated student groups (low-income, English learners, foster youth) in the following ways: (1) Unique Identified Needs Through the WASC accreditation process, schools critically analyze data to identify achievement gaps and areas of need for unduplicated student populations. Some potential unique needs that may be identified include: English Learners: Limited English proficiency impacting academic performance Lack of language support services Need for instructional strategies targeting English language development Low-Income Students: Limited access to academic resources/support outside of school Higher rates of absenteeism/mobility impacting learning Need for additional academic interventions and enrichment Foster Youth: Deficits in academic foundations due to educational instability	WASC Certification, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Social-emotional needs impacting school performance Lack of educational advocates/support system (2) How Action is Designed to Address Needs WASC training equips schools to systematically address identified needs through their schoolwide action plan. Potential ways it could support unduplicated students: Implementing researched-based instructional strategies for English Learners Developing targeted intervention programs for low-income/foster students Training all staff in trauma-informed practices for foster youth Establishing extended learning opportunities and social-emotional supports Improving school processes/policies to remove barriers for unduplicated groups The comprehensive WASC process ensures a meaningful action plan tailored to the school's unique student needs. (3) Measuring Effectiveness As part of the WASC cycle, schools must define measurable student learner outcomes and methods to assess the effectiveness of their Action Plan, such as: State test scores in ELA/Math, disaggregated by student groups English Learner reclassification rates Grades, course passage rates for unduplicated students Attendance/Chronic absenteeism rates	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Survey data on school climate/connectedness Other local performance measures aligned to goals The WASC process requires ongoing reflection, evaluation of data, and adjustment of the Action Plan to ensure effectiveness in improving outcomes for all students, including unduplicated groups.	

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.

Creative Connections Arts Academy Charter School calculated our estimated Supplemental and Concentration grant funding on the number of unduplicated low income, foster youth, and English learner pupils is $2,381,853. CCAA's projected unduplicated pupil count is at 76.81%. There are specific services principally directed towards low-income students, foster youth and English Learners, however, because CCAA has such a high percentage of unduplicated pupils, many of the services described will affect other students.

CCAA gives specific attention to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low-income families, and racial and ethnic subgroups. Creative Connections Arts Academy is expending their funds based upon clear goals as established in the LCAP process. CCAA provides more than the required percentage of increased or improved services above the base program.

The vision of Creative Connections Arts Academy is to provide a safe environment where we support lifelong learning in a creative, art based community. Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action. CCAA has three goals from this plan. Providing VAPA and arts integration at all levels creates access to the arts for unduplicated students that typically do not have resources for private lessons or exposure to a breadth of art. We have seen an increase in academic engagement and achievement in ELA and Math as a result.

CCAA strives to increase student achievement and narrow the achievement gap through student engagement and consistent monitoring of our actions through data.

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 additional concentration add-on funding is being used for the following positions: counselor (3.2), K paraeducators (3.3), custodian (3.3), yard and duty assistants (3.3), and campus safety specialist (3.3) as outlined in the HR Staffing Handbook.

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	None	Only 1 school
Staff-to-student ratio of certificated staff providing direct services to students	None	Only 1 school

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,429,354	2,929,559	31.069%	0.000%	31.069%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,929,559.00	$185,365.00	$0.00	$193,753.00	$3,308,677.00	$2,539,227.00	$769,450.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Improved Academic Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021-2024	$598,718.00	$43,500.00	$642,218.00				$642,218.00	
1	1.2	Academic Intervention And Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$346,192.00	$16,097.00	$330,398.00	$20,565.00		$11,326.00	$362,289.00	
1	1.3	College And Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,744.00	$4,256.00	$10,000.00				$10,000.00	
1	1.4	Professional Development: Professional Learning Teams (PLT's)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021-24	$1,602.00	$398.00	$2,000.00				$2,000.00	
2	2.1	Arts Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021-24	$324,947.00	$20,000.00	$344,947.00				$344,947.00	
2	2.2	Extended Learning: After School Arts Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021-24	$2,205.00	$4,500.00	$6,705.00				$6,705.00	
2	2.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021-24	$4,680.00	$2,680.00	$7,360.00				$7,360.00	
3	3.1	Schoolwide Effectiveness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$146,173.00	$1,800.00	$1,000.00			$146,973.00	$147,973.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$514,487.00	$295,494.00	$623,123.00	$151,404.00		$35,454.00	$809,981.00	
3	3.3	Optimizing Conditions for Learning:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$224,791.00	$372,225.00	$583,620.00	$13,396.00			$597,016.00	
3	3.4	WASC training	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.5	N/A														
3	3.6	Professional Development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$936.00	$7,000.00	$7,936.00				$7,936.00	
4	4.1	To recruit, hire, and retain high quality staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$368,752.00	$0.00	$368,752.00				$368,752.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,429,354	2,929,559	31.069%	0.000%	31.069%	$2,929,559.00	0.000%	31.069 %	**Total:**	$2,929,559.00
								LEA-wide Total:	$2,929,559.00
								Limited Total:	$1,500.00
								Schoolwide Total:	$1,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Improved Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$642,218.00	
1	**1.2**	Academic Intervention And Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,398.00	
1	**1.3**	College And Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.4**	Professional Development: Professional Learning Teams (PLT's)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	**2.1**	Arts Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,947.00	
2	**2.2**	Extended Learning: After School Arts Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,705.00	
2	**2.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth	All Schools	$7,360.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	Schoolwide Effectiveness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	**3.2**	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$623,123.00	
3	**3.3**	Optimizing Conditions for Learning:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$583,620.00	
3	**3.4**	WASC training	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	**3.6**	Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,936.00	
4	**4.1**	To recruit, hire, and retain high quality staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$368,752.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,818,791.00	$2,963,565.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Improved Academic Achievement	Yes	$505,842.00	555,582.55
1	**1.2**	Academic Intervention And Support	Yes	$775,741.00	$814,800.74
1	**1.3**	College And Career Readiness	Yes	$27,333.00	$8,234.65
1	**1.4**	Professional Development: Professional Learning Teams (PLT's)	Yes	$2,000.00	$5,139.74
2	**2.1**	Arts Integration	Yes	$295,734.00	$343,974.01
2	**2.2**	Extended Learning: After School Arts Enrichment	Yes	$23,333.00	$3,670.64
2	**2.3**	Professional Development	Yes	$76,733.00	$19,868.39
3	**3.1**	Schoolwide Effectiveness	Yes	$100,035.00	$89,384.34
3	**3.2**	Student Engagement	Yes	$520,426.00	$699,909.55
3	**3.3**	Optimizing Conditions for Learning:	Yes	$483,114.00	$420,001.25
3	**3.4**	WASC training	Yes	$1,500.00	$0

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)
3	**3.5**	N/A		$0	$0
3	**3.6**	Professional Development:	Yes	$7,000.00	$3,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,639,440	$2,436,144.00	$2,639,440.03	($203,296.03)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improved Academic Achievement	Yes	$505,842.00	555,582.55		
1	1.2	Academic Intervention And Support	Yes	$691,402.00	$710,072.08		
1	1.3	College And Career Readiness	Yes	$27,333.00	$8,234.65		
1	1.4	Professional Development: Professional Learning Teams (PLT's)	Yes	$2,000.00	$5,139.74		
2	2.1	Arts Integration	Yes	$295,734.00	$343,974.01		
2	2.2	Extended Learning: After School Arts Enrichment	Yes	$23,333.00	$3,670.64		
2	2.3	Professional Development	Yes	$18,270.00	$2,089.43		
3	3.1	Schoolwide Effectiveness	Yes	$11,500.00	$1,432.39		
3	3.2	Student Engagement	Yes	$369,116.00	$602,257.71		
3	3.3	Optimizing Conditions for Learning:	Yes	$483,114.00	$403,986.83		
3	3.4	WASC training	Yes	$1,500.00	$0		
3	3.6	Professional Development:	Yes	$7,000.00	$3000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,401,311	2,639,440	0	31.417%	$2,639,440.03	0.000%	31.417%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(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).

California Department of Education
November 2024