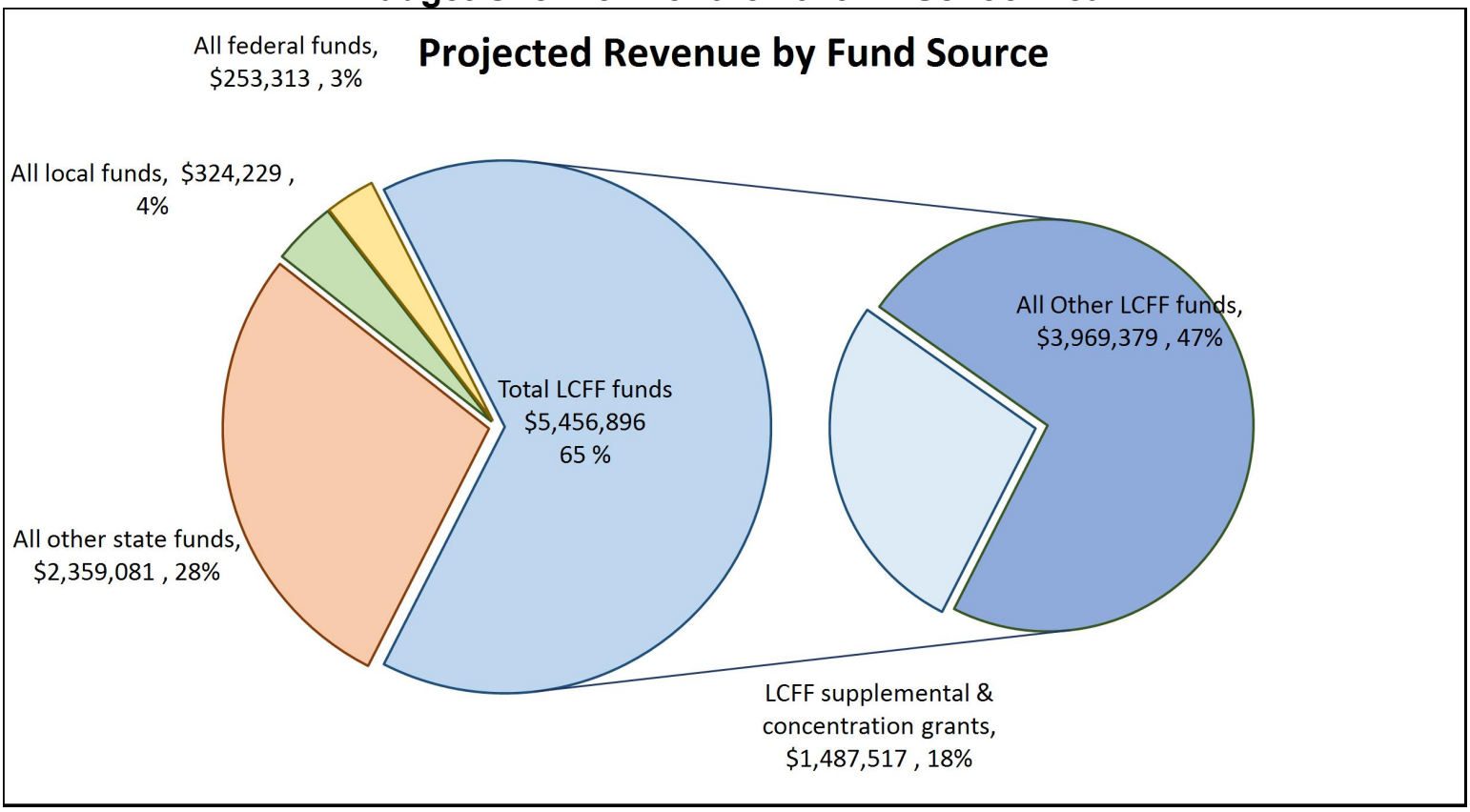
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Synergy Charter Academy
CDS Code: 19-64733-0106427
School Year: 2026-27
LEA contact information:
Rhonda Deomampo
CEO/Superintendent
rdeomampo@wearesynergy.org
(323) 835-5144

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

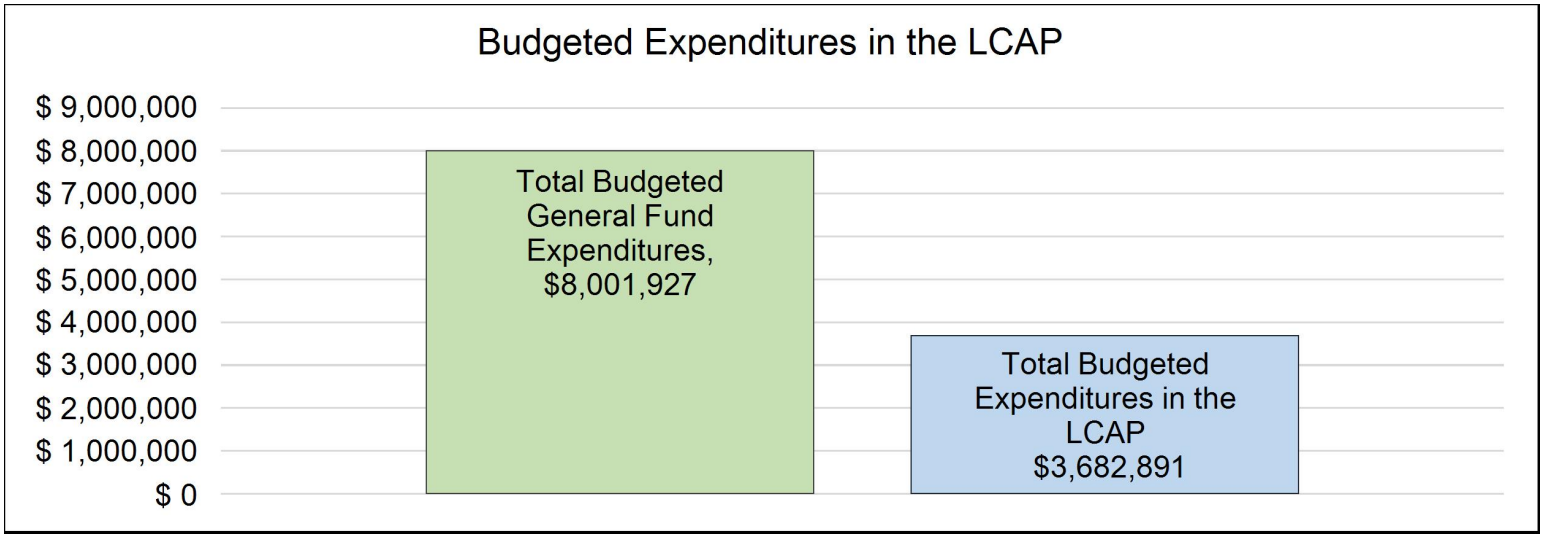


This chart shows the total general purpose revenue Synergy Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Synergy Charter Academy is $8,393,519, of which $5,456,896.00 is Local Control Funding Formula (LCFF), $2,359,081.00 is other state funds, $324,229.00 is local funds, and $253,313.00 is federal funds. Of the $5,456,896.00 in LCFF Funds, $1,487,517.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Synergy Charter Academy 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: Synergy Charter Academy plans to spend $8,001,927.00 for the 2026-27 school year. Of that amount, $3,682,891.00 is tied to actions/services in the LCAP and $4,319,036 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

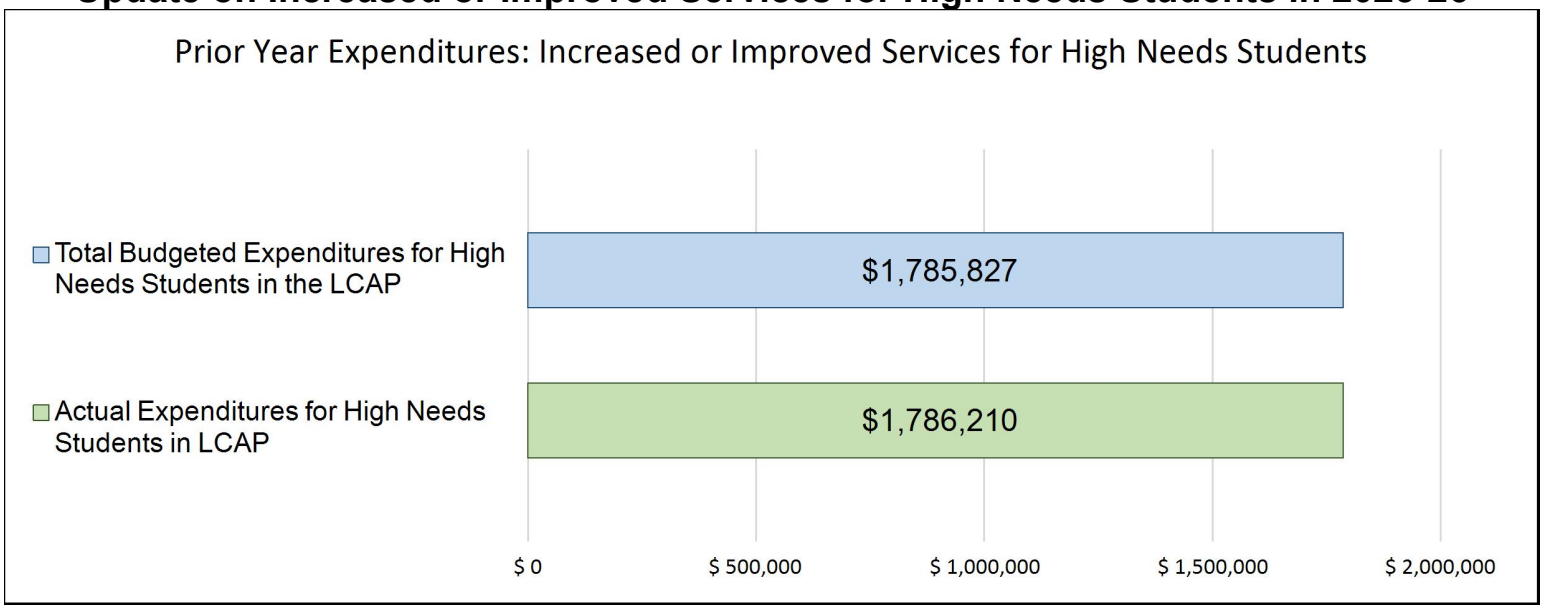
rent, utilities, insurance, office supplies, operational supplies, legal and other fees

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

In 2026-27, Synergy Charter Academy is projecting it will receive $1,487,517.00 based on the enrollment of Foster Youth, English learner, and low-income students. Synergy Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Synergy Charter Academy plans to spend $1,847,279.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Synergy Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Synergy Charter Academy 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, Synergy Charter Academy's LCAP budgeted $1,785,827.00 for planned actions to increase or improve services for high needs students. Synergy Charter Academy actually spent $1,786,210.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Synergy Charter Academy	Rhonda Deomampo CEO/Superintendent	rdeomampo@wearesynergy.org (323) 835-5144

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.

Synergy Charter Academy (SCA) is a charter public school operated by Synergy Academies and authorized by the Los Angeles Unified School District. Founded by former LAUSD teachers in 2004, SCA has been recognized for outstanding academic achievement, including being named a National Blue Ribbon School, a California Distinguished School, and a Best Elementary School by US News & World Reports. SCA is located in South Los Angeles on a co-located campus shared with a traditional district school, and serves 352 students in grades TK-5. Of SCA's current student population, 96% qualify for free or reduced priced lunch, 24% are English Learners, and 14% are Students with Disabilities.

Synergy's mission states: we work together as community to disrupt educational inequity through high quality instruction, access, and support so all students can excel. At Synergy, high quality instruction engages students in grade level learning, affirms who they are, and prepares them to excel academically, socially, and civically. Synergy works to create and share solutions that eliminate gaps in outcomes by implementing a holistic approach to education, believing in collective accountability, and sharing best practices through professional collaboration. Our schools are STEM-focused and empower students to be the next generation of problem solvers.

Synergy belongs to the community of charter schools under LAUSD's Charter Operated Programs, within the LAUSD Special Education Local Plan Area. Synergy was a founding member of the COP, is active in the member councils, and collaborates with the COP to support all students. Synergy's CEO/Superintendent also serves as an elected member of the COP Option 3 Executive Board.

Reflections: Annual Performance

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

Synergy Charter Academy's 2025 California School Dashboard results demonstrate continued academic growth and overall strong school performance. SCA maintained high levels of achievement compared to statewide averages, including an English Language Arts (ELA) Distance From Standard (DFS) of +9.6, significantly above the statewide average of -8.1, and a Mathematics DFS of -1.9, substantially higher than the statewide average of -42.4. SCA also maintained a low Suspension Rate of 0.3%, placing the school in the "Green" performance category for Suspension Rate. Science achievement also improved, with the school earning 57 Science Points on the California School Dashboard and 37.25% of students meeting or exceeding standards on the California Science Test (CAST).

Internal benchmark assessment data from the 2024–25 i-Ready Diagnostic Growth Reports further demonstrates strong student academic growth. Schoolwide median progress toward Annual Typical Growth was 130% in Reading and 131% in Mathematics, exceeding i-Ready expectations for one year's academic growth. Approximately 65% of students met or exceeded annual typical growth targets in Reading, while 70% met or exceeded annual typical growth targets in Mathematics. Additionally, 47% of students were performing at or above grade level in Reading by the final diagnostic assessment, compared to 31% at the beginning of the year, and 46% of students were performing at or above grade level in Mathematics by the final diagnostic assessment, compared to 18% at the beginning of the year.

Subgroup growth data also reflects strong progress for historically underserved student groups. English Learners, students with disabilities, and socioeconomically disadvantaged students all demonstrated strong growth in both Reading and Mathematics. However, despite strong growth trends, placement data indicates that a significant number of students remain below grade level, particularly in Reading, where more than half of students continue to perform one or more grade levels below benchmark expectations. SCA will continue prioritizing literacy acceleration, targeted intervention, differentiated instruction, and data-driven instructional planning to address unfinished learning and support additional movement toward grade-level proficiency.

While overall academic outcomes improved, the 2025 Dashboard identified English Learner Progress Indicator (ELPI) performance as an area requiring focused improvement. SCA's ELPI declined to 35.7%, below both the prior year's performance and the statewide average. This data indicates a need to strengthen systems supporting English Learners' progress toward English proficiency, including designated and integrated English Language Development (ELD), targeted intervention, ongoing progress monitoring, and professional development focused on academic language development. SCA plans to strengthen ELD implementation and continue monitoring English Learner achievement, attendance, and language acquisition data throughout the school year.

The 2025 Dashboard also indicated that Chronic Absenteeism remains an area of continued focus. Although chronic absenteeism has improved from prior years, the school's rate of 21.1% remains above the statewide average and continues to disproportionately impact English Learners. SCA will continue implementing attendance interventions, family outreach efforts, positive attendance initiatives, and student engagement opportunities to improve consistent attendance and access to instruction.

Student and family engagement data from the California Healthy Kids Survey (CHKS) and California School Parent Survey (CSPS) indicate continued strengths in school safety, caring adult relationships, and family engagement. Parents reported strong levels of communication and partnership with the school, while students generally reported positive perceptions of school safety and adult support. However, student connectedness data indicates an ongoing need to strengthen students' sense of belonging and meaningful participation in the school

community. In response, SCA will continue expanding counseling supports, student leadership opportunities, social-emotional learning practices, and positive school culture initiatives to improve student connectedness and overall school climate.

The 2023 California School Dashboard results indicated that SCA needed to improve its English Learner Progress Indicator, which was at 43.5% and placed SCA in the "Red" performance category. School leadership and staff have focused on addressing the needs of English Learners, but reflected that efforts were more focused on reclassification data than on progress measured through ELPI. School leadership and staff have established data tracking systems to better inform targeted interventions within the school day, as well as implementation of the Lexia English supplemental program. Additionally, SCA established an after school ELD intervention program to further support the English language development of EL students. These systems appear to be effective, and SCA's ELPI rate increased to 57.9% with a placement in the highest "Blue" performance level as noted above.

Additionally, the 2023 California School Dashboard indicated a Chronic Absenteeism Rate of 24.9%. While this represents a decline of 5.2% from the prior year and places SCA in the "Yellow" performance level, improving attendance remains an area of focus. The English Learner student group with a rate of 25.2% was placed in the "Red" performance level. SCA has established routine procedures to track daily attendance, follow up with families regarding absences, communicate the importance of consistent attendance, and recognize students for high attendance. SCA will continue to focus on these areas, with additional attention on meeting the needs of EL students through professional development for teachers and dedicated intervention time for students. These actions have proven to be effective, as SCA saw Chronic Absenteeism continue to decline. The Chronic Absenteeism rate for ELs improved by 4.9 percentage points and the EL student group's performance level improved from "Red" to "Orange" in 2024.

Synergy Charter Academy will continue to have Learning Recovery Emergency Block Grant funds for the 2026-27 school year.

Reflections: Technical Assistance

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

Not applicable.

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.

None.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were invited to complete an annual LCAP survey in March-April 2025, with the goal of evaluating current goals and actions, as well as identifying successes and areas of future growth. The survey also included an opportunity for open-ended responses. Additionally, teachers are invited to participate in regular School Operations Committee and English Learner Advisory Committee meetings, where school data and needs assessments are discussed and LCAP plans are reviewed. Meetings are held about monthly throughout the school year. Teachers also participate in regular grade level meetings and staff meetings throughout the school year where data is reviewed and school needs are discussed.
Principals and Administrators	Principals and other school administrators, including the Director of Special Education and Student Services and the Director of EL Programs and Services, and Director of Literacy, participate in regular Synergy leadership meetings throughout the school year, where organization goals and actions are reviewed and discussed. Principals and administrators had the opportunity to provide input as part of the LCAP survey in March-April 2026. Principals and administrators also participated in a series of budget meetings to determine school priorities and allocation of resources. Principals and administrators participate in the School Operations Committee and English Learner Advisory Committee meetings, as well as other school site meetings, such as Coffee with the Principal meetings.
Other School Personnel	Other school personnel, including support staff and instructional assistants, were invited to complete an LCAP survey in March-April

Educational Partner(s)	Process for Engagement
	2026, with the goal of evaluating current goals and actions, as well as identifying successes and areas of future growth. Additionally, school personnel are invited to participate in regular School Operations Committee and English Learner Advisory Committee meetings, where school data and needs assessments are discussed and LCAP plans are reviewed. Meetings are held about monthly throughout the school year. School personnel also participate in regular staff meetings where data is reviewed and school needs are discussed.
Parents/Guardians	Parents/guardians were invited to complete an annual LCAP survey in March-April 2026, with the goal of evaluating current goals and actions, as well as identifying successes and areas of future growth. Additionally, parents/guardians were invited to provide feedback as part of the annual California Healthy Kids Survey in Spring 2026. Parents/guardians are invited to participate in regular School Operations Committee and English Learner Advisory Committee meetings that take place throughout the school year, where school data and needs assessments are discussed and LCAP plans are reviewed. Meetings are held about monthly throughout the school year. The final SOC and ELAC meetings of the 2025-26 school year served as the school's Parent Advisory Committee (on May 20, 2026) and EL Parent Advisory Committee (on April 28, 2026) for the purpose of reviewing the LCAP plans. Parents are also invited to participate in a variety of other school site meetings throughout the school year, such as monthly Coffee with the Principal, where they can provide input into school programs.
Students	Students in grades 3-5 participated in the annual California Healthy Kids Survey in Spring 2026, which gathers student input and perspectives around school safety and student engagement. Additionally, students provide input through informal discussions with teachers, administrators, and school staff.
SELPA (Los Angeles Unified School District Charter Operated Programs)	Synergy annually reviews the LCAP plan (which also serve as the School Plan for Student Achievement) with our SELPA. An annual meeting is scheduled in early June once a draft of the LCAP/SPSA is available for review. Feedback can be incorporated into the final drafts that are presented to Synergy's board at the public hearing.
All Educational Partners and Public	A public hearing for Synergy Charter Academy's 2026-27 LCAP (which also serves as the school's SPSA) was held on June 13, 2026,

Educational Partner(s)	Process for Engagement
	prior to which the draft LCAP was posted on the school's website along with a notification to the public about the opportunity to submit written comments regarding specific actions and expenditures in the LCAP, as well as provide public comment during the public hearing. The LCAP was adopted following the public hearing at a regularly scheduled board meeting on June 13, 2026. Synergy's board meetings are all open to the public, including the meeting where the LCAP Mid-Year update is presented.

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

The 2024-27 LCAP was developed with input from a variety of educational partners, including teachers, administrators, school staff, parents/guardians, students, and community partners through surveys, committee meetings, public meetings, and ongoing discussions throughout the school year. Educational partner feedback, along with analysis of state and local data sources including the California School Dashboard, i-Ready benchmark assessments, California Healthy Kids Survey (CHKS), and California School Parent Survey (CSPS), informed the development of the LCAP goals, actions, services, and expenditures. The current LCAP includes three goals, based on input from school leadership, including principals and administrators, regarding the most important needs--including a focus on academic excellence, engaging both students and families, and creating a supportive school culture. The prior LCAP included a focus goal related to English Learners, but input noted growth in that area and that the achievement of EL students should be considered in context of all of the school's academic achievement metrics.

ACADEMIC EXCELLENCE
Input from school leadership indicated that academic achievement is a main priority of the school and should be identified as a goal in the LCAP. Additionally, input from school leadership identified the need to focus on early literacy, including support for building literacy at home, which is a support that is planned under the newly added action of 1.10 Literacy Initiative. Input from parents, teachers, and other school staff indicated that additional teachers to keep class sizes lower was most important to support academic excellence. This remains an action in the current LCAP. Additionally, parent, teacher, and staff input indicated that instructional assistants and instructional materials and supplies were also highly important in supporting academic excellence. Although, COVID-recovery funding that helped to increase staffing on campus is expiring, the school considered educational partner input in maintaining a number of instructional assistant positions.

ENGAGING STUDENTS AND FAMILIES
Input from school leadership indicated that increasing student attendance rates and decreasing chronic absenteeism is a priority. Action 2.4 Attendance and PBIS Initiative was added to specifically address this need. Input from parents indicated that besides parent/teacher conferences and strong home-school communication through ClassDojo, after school and summer enrichment opportunities are important to engaging students and parent workshops are important to engaging parents/guardians. While after school and summer enrichment are provided through the school's Expanded Learning Opportunity Program, the school plans to continue to provide a variety of parent workshops and family events, coordinated by the Family & Community Schools Coordinator, both actions included in the LCAP. Input from teachers and school staff indicated that access to community resources (counseling referrals, legal support, food banks, etc.) was also very

important. Support in this area will be provided by the Family & Community Schools Coordinator, as included in the LCAP. Input from students indicated lower rates of students feeling connected to school. Actions 2.1 Student Activities, 2.2 Staff to Lead Student Activities, and 2.3 Field Trips are included based on this identified need.

SUPPORTIVE SCHOOL CLIMATE
Input from school leadership noted the importance of having a full time school counselor to meet the social-emotional needs of students. Input from students indicated lower rates of students feeling connected to school. The development of action 3.5 Counseling Staff is included to address this need and was influenced by both feedback from students and input from school leadership. Input from parents indicated that having fully credentialed teachers and high quality curriculum is most important to creating a supportive school climate. Synergy is including LCAP actions 2.2 Credential and Induction Programs and 3.3 Curriculum to support teachers being fully credentialed and provide high quality curriculum for instruction. Input from teachers and school staff also noted the importance of additional school staff, such as campus assistants, instructional assistants, and other school support staff to help with supervision and support students, families, and staff. This influenced the development of action 3.6 School Support Staff.

Input from educational partners consistently emphasized the importance of maintaining strong academic supports while increasing targeted intervention for students performing below grade level. Parents, teachers, and school staff identified literacy development, mathematics intervention, and additional instructional support staff as key priorities. In response, the LCAP continues actions supporting reduced class sizes, instructional assistants, intervention programs, educational software, instructional materials, and professional development focused on literacy, differentiated instruction, and academic acceleration. Feedback from educational partners also supported the continuation and expansion of the Literacy Initiative, including family literacy efforts and targeted reading intervention supports.

Educational partner feedback and local assessment data also identified English Learner progress as an area requiring additional focus. While educational partners recognized improvements in reclassification rates and academic growth among English Learners, Dashboard results indicated a decline in the English Learner Progress Indicator (ELPI). In response, the LCAP strengthens supports for English Learners through continued implementation of designated and integrated English Language Development (ELD), targeted intervention, progress monitoring systems, instructional coaching, and professional development focused on academic language development and language acquisition strategies.

Parents, students, teachers, and school staff also identified student attendance, engagement, and connectedness as important priorities. Dashboard data showed that chronic absenteeism remains above the statewide average, and CHKS results indicated ongoing need to strengthen school connectedness and meaningful participation. Educational partners emphasized the importance of creating engaging learning environments, expanding student leadership opportunities, strengthening counseling and mental health supports, and continuing positive behavior and attendance initiatives. In response, the LCAP includes actions supporting student activities, field trips, attendance interventions, counseling services, restorative and social-emotional learning supports, and expanded opportunities for student engagement and leadership.

Parent feedback from the LCAP survey and California School Parent Survey highlighted strong appreciation for school communication, family engagement opportunities, and supportive relationships with staff. Parents also expressed interest in continued workshops and resources related to literacy, student learning, mental health, and student success. In response, the LCAP continues actions supporting family

workshops, parent engagement activities, communication systems, and the Family & Community Schools Coordinator position to strengthen school-family partnerships and connect families with resources and support services.

Teachers and school staff identified the importance of maintaining a positive and supportive school culture while continuing investments in professional development, collaboration, and student support systems. Staff feedback emphasized the need for ongoing professional learning in literacy instruction, English Learner supports, differentiated instruction, social-emotional learning, and data-driven instructional practices. As a result, the LCAP continues to prioritize professional development, instructional coaching, collaboration opportunities, counseling supports, and staffing structures designed to support both student learning and staff effectiveness.

Student feedback collected through the California Healthy Kids Survey also influenced the development of the LCAP. Students generally reported positive perceptions of school safety and caring adult relationships, while also identifying a need for stronger school connectedness and opportunities for meaningful participation. In response, the LCAP includes continued investments in counseling supports, student leadership opportunities, enrichment activities, school climate initiatives, and programs designed to strengthen students' sense of belonging and engagement within the school community.

Overall, educational partner input reinforced the importance of maintaining a safe, supportive, academically rigorous, and engaging learning environment while continuing to strengthen targeted supports for English Learners, students experiencing unfinished learning, and students needing additional social-emotional and attendance support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Excellence: We will work to increase student achievement in ELA, Math, and Science, and improve student outcomes, including college and career readiness, for all students and subgroups, including multilingual learners and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Synergy's mission is to disrupt educational inequity through high quality instruction, access, and support so that all students can excel. We monitor student academic outcomes as a measure of our success, and established Academic Excellence as a goal to focus on increasing academic achievement for all students and student groups across subject areas, including ELA, Math, and Science.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student achievement in ELA, as measured by average DFS on SBAC. Source: CA School Dashboard (Priority 4)	-6.9 (2023 CA School Dashboard)	-4.7 (2024 CA School Dashboard)	+9.6 (2025 CA School Dashboard)	At or above State average (-13.6 in 2023; -13.2 in 2024, -8.1 in 2025)	+16.5 DFS
1.2	Student achievement in Math, as measured by average DFS on SBAC. Source: CA School Dashboard (Priority 4)	-14.3 (2023 CA School Dashboard)	-4.8 (2024 CA School Dashboard)	-1.9 (2025 CA School Dashboard)	At or above State average (-49.1 in 2023, -47.6 in 2024, -42.4 in 2025)	+12.4 DFS
1.3	Student achievement on California Science Test, % Exceed/Met Standard	27.45% (2023 CAST)	28.84% (2024 CAST)	37.25% (2025 CAST)	At or above district average	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Modified in 2025 to DFS; Modified in 2026 to Science Points Source: CA School Dashboard (Priority 4)		-11.1 DFS (2024 CA School Dashboard)	57 Science Points (2025 CA School Dashboard)	(LAUSD: 22.17% in 2023, 23.96% in 2024)	
1.4	% of ELs making progress towards English language proficiency, as measured by ELPAC and reported on ELPI Source: CA School Dashboard (Priority 4)	43.5% (2023 CA School Dashboard)	57.9% (2024 CA School Dashboard)	35.7% (2025 CA School Dashboard)	At or above State average (48.7% in 2023; 45.7% in 2024, 46.4% in 2025)	-7.8%
1.5	EL Reclassification Rate Source: Local Data (Priority 4)	13.5% (2022-23 internal calculation)	21% (2023-24 internal calculation)	18% (2024-25 internal calculation	12%+	+4.5%
1.6	Median Progress to Typical Growth on ELA benchmark assessments Source: iReady (Priority 8)	145% (2022-23, iReady Final Diagnostic)	132% (2023-24 iReady)	130% (2024-25 iReady)	75% (iReady recommended for K-5, SBE approved for one year's growth)	-15%
1.7	Median Progress to Typical Growth on Math benchmark assessments Source: iReady (Priority 8)	138% (2022-23, iReady Final Diagnostic)	117% (2023-24 iReady)	131% (2024-25 iReady)	80% (iReady recommended for K-5, SBE approved for one year's growth)	-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.

All actions were implemented as planned.

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

While all actions were implemented as planned, less LREBG funds were utilized last year.

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

The metrics show that actions under this goal were effective in promoted academic excellence. All academic metrics, except ELPI, met or exceeded the target outcomes for the current year.

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

Action 1.5 Educational Software was lowered based on more realistic expected expenditure. Action 1.7 Summer School is funded through Expanded Learning Opportunity Program that provide two weeks of summer enrichment and academic support. Action 1.11 Learning Recovery Program was increased based on the school's revised Literacy & Learning Recover Plan designed to accelerate English language proficiency and provide professional development in ELD through a Director of EL Programs and Services, and integrating supports to address other barriers to learning including providing mental health support with a School Counselor.

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	Additional Teachers to Lower Class Size	Provide additional classroom teachers to lower class size and provide an Intervention Teacher. (LCFF S+C 1100);	$124,451.00	Yes
1.2	Additional Administrative Support	Provide a site-based Principal, and the following central office positions to support teachers, students, and school leaders implement increased and improved services: Chief Academic Officer, Director of Special Education and Student Services, Director of EL Programs and Services, Director of Literacy. (LCFF S+C 1300)	$502,776.00	Yes
1.3	Instructional Assistants	Provide full time Instructional Assistants to provide increased services through individual and small group academic support to all students within the classroom setting. (Title I, Title IV, LCFF S+C - 2200)	$714,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Materials and Supplies	Provide instructional materials and supplies to supplement the academic program. (LCFF S+C-4325)	$80,000.00	Yes
1.5	Educational Software	Provide educational software for benchmark assessments, instructional support, individualized instruction, and intervention. (LCFF S+C-4320)	$23,568.00	Yes
1.6	Summer Professional Development	Provide a Summer Institute professional development for teachers and instructional staff, and contract with Instructional Consultants to provide professional development and instructional support during the summer and school year. (LCFF S+C- & 5815)	$40,000.00	Yes
1.7	Summer School & Intervention Programs	Provide intervention programs during the summer and throughout the school year, including summer school and after school tutoring, to support student learning and increased achievement. (LCFF S+C-1111 & 1920)		Yes
1.8	Special Education Staff and Services	Provide three full time RSP teachers, instructional materials and supplies, contracted special education services, and teacher professional development related to special education supports and services. (SPED-1100, 4325, 5200, 5815, 5820; Resource-6500)	$932,400.00	No
1.9	ELD Program	Provide an English Language Development program, including instructional materials, staffing, professional development for teachers, and additional services and supports to English Learner students. (Related expenses are included under other actions, including Additional Administrative Support, Summer Professional Development, and Instructional Materials and Supplies).		Yes
1.10	Literacy Initiative	Provide a Director of Literacy to lead the instructional vision and strategic direction for curriculum, instruction, assessment, and professional		No

Action #	Title	Description	Total Funds	Contributing
		development to promote outstanding literacy achievement and growth across all grades, as well as support family literacy efforts. (Related expenses are included under other actions, including Additional Administrative Support and Instructional Materials and Supplies).		
1.11	Learning Recovery Program (LREBG action)	The Learning Recovery Program supports accelerating progress in closing learning gaps by providing early literacy support through a Director of Literacy, supplies and programs designed to accelerate English language proficiency and provide professional development in ELD through a Director of EL Programs and Services, and integrating supports to address other barriers to learning including providing mental health support with a School Counselor.	$338,980.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student and Family Engagement: We will engage students and families as partners in supporting all students to be successful in the educational program, encouraging strong daily attendance and participation in school activities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student and family engagement is essential for student learning. Synergy plans to focus on engagement of both students and families within the school program with the goal of increasing student outcomes in a variety of metrics, including attendance and high school graduation. We hope that these efforts also lead to increased academic achievement and outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Source: Local Data (Priority 5)	92.91% (2022-23)	93.82% (2023-24)	93.30% (2024-25)	At or above 94%	+0.39%
2.2	Chronic Absenteeism Rate Source: CA School Dashboard (Priority 5)	24.9% (2023 CA School Dashboard)	20.8% (2024 CA School Dashboard)	21.1% (2025 CA School Dashboard)	At or below the State average (24.3% in 2023; 18.6% in 2024, 17.1% in 2025)	-3.8%
2.3	Suspension Rate Source: CA School Dashboard (Priority 6)	0% (2023 CA School Dashboard)	0% (2024 CA School Dashboard)	0.3% (2025 CA School Dashboard)	At or below 5%	+0.3%
2.4	Expulsion Rate Source: DataQuest	0% (2022-23 DataQuest)	0% (2023-24 DataQuest)	0 (2024-25 DataQuest)	At or below 1%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 6)					
2.5	Parent Survey % agree/strongly agree that "school encourages me to be an active partner." Source: California Health Kids Survey (Priority 3)	97% (Spring 2024 CSPS)	92% (Spring 2025 CSPS)	98% (Spring 2026 CSPS)	At or above 90%	+1%
2.6	Parent Conference Attendance Rate Source: Local Data (Priority 3)	98% (Fall 2023)	98% (Fall 2024)	98% (Fall 2025)	At or above 90%	0%

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.

All actions were implemented as planned.

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.

The cost of field trips was higher than expected, in part due to the increasing cost of bus transportation, which accounts for the estimated actual expenditures being higher than budgeted. The estimated actual expenditures for the Attendance and PBIS Initiative was also higher than budgeted due to increased incentives and programs offered to encourage improved attendance. We also found savings with expenditures for Family Events and Workshops, as we received grants from UnidosUS, were able to work with workshop presenters who provided services at no cost, and switched most workshops to Zoom based on parent requests.

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

The metrics demonstrate that the actions taken to promote student and family engagement have been somewhat effective. Attendance and chronic absenteeism rate metrics remained steady, but continue to be below target outcomes. However, we are expect the programs implemented this year will result in improved outcomes. All other metrics continue to meet or exceed target outcomes.

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.

Based on feedback from school admin, teachers, and parents, actions that promote student activities and family events and workshops are continuing forward into the next year. However, we are increasing budgeted funds for Actions 2.2 Field Trips and 2.4 Attendance and PBIS Initiative.

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	Student Activities	Student activities, including supplemental programs such as student government, assemblies, and programs related to increasing attendance and supporting positive behavior and engagement on campus. (LCFF S+C-5877)	$25,500.00	Yes
2.2	Staff to Lead Student Activities	Provide teacher and staff stipends to lead supplemental student programs such as student government and assemblies. (LCFF S+C-1100)	$24,500.00	Yes
2.3	Field Trips	Provide student field trips to engage students, create real world connections, and reinforce school attendance and positive behavior. (LCFF S+C-5830)	$45,000.00	Yes
2.4	Attendance and PBIS Initiative	Support increased attendance and positive behavior through a comprehensive schoolwide plan that supports student engagement within the school program. (Related expenses are already included in other contributing actions, including Student Activities and Field Trips.)(4345 and 5877)	$25,000.00	No
2.5	Family & Community Schools Coordinator	Provide a Family & Community Schools Coordinator at the central office to coordinate parent engagement workshops and events, share resources and information, and support the schools with parent outreach efforts. (LCFF S+C-2300)	$41,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Family Events and Workshops	Synergy will host a variety of parent education workshops and family event throughout the school year to engage parents and families within the educational program. (LCFF S+C-5877)		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Supportive School Climate: We will build a strong school community and positive school culture that affirms who students are and prepares them to excel in school and in life, ensuring basic school needs and nurturing connectedness through access and opportunities to courses and programs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Synergy believes that a supportive school climate is essential for student learning. The school should provide essentials for learning, including qualified teachers and curricular materials, as well as staff to support a safe and welcoming learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of instances where facilities are not in good repair Source: School Accountability Report Card (Priority 1)	0 (2022-23 SARC)	0 (2023-24 SARC)	0 (2024-25 SARC)	0	0
3.2	# of students without access to adequate instructional materials Source: School Accountability Report Card (Priority 1)	0 (2022-23 SARC)	0 (2023-24 SARC)	0 (2024-25 SARC)	0	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	# of teachers misassigned Source: School Accountability Report Card (Priority 1)	0 (2022-23 SARC)	0 (2023-24 TAMO)	0 (2024-25 SARC)	0	0
3.4	LEA rating on "progress in providing professional learning for teaching to the standards/curriculum frameworks" Source: Local Indicator Self Reflection (Priority 2)	4-ELA and 5-Math (2024 Reflection)	4-ELA and 5-Math (2025 Reflection)	5-ELA and 5-Math (2026 Reflection)	5 - ELA and Math	+1 ELA / 0 Math
3.5	LEA rating on "progress in making instructional materials aligned to standards/frameworks available in all classrooms" Source: Local Indicator Self Reflection (Priority 2)	5-ELA and 5-Math (2024 Reflection)	5-ELA and 5-Math (2025 Reflection)	5-ELA and 5-Math (2026 Reflection)	5 - ELA and Math	0
3.6	Student survey % rating strong School Connectedness Source: California Healthy Kids Survey (Priority 6)	75% (Spring 2024)	67% (Spring 2025)	74% (Spring 2026)	At or above 80%	-1%
3.7	Student survey % rating strong School Safety Source: California Healthy Kids Survey (Priority 6)	77% (Spring 2024)	74% (Spring 2025)	82% (Spring 2026)	At or above 80%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Student enrollment in STEM or Enrichment programs Source: Local Data (Priority 7)	100% of students in grade K-5 enrolled in STEM enrichment programs (2023-24)	100% of students in grades K-5 enrolled in enrichment programs (2024-25)	100% of students in grades K-5 enrolled in enrichment programs (2025-26)	100% of students in grades K-5	0%

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.

All actions were implemented as planned.

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.

Estimated actual expenditures for action 3.2 Credential and Induction Programs was higher than budgeted because more teachers were enrolled in intern credential and new teacher induction programs, which resulted in higher costs. Curriculum expenses under action 3.3 were lower than expected. Fewer teachers attended outside Professional Development under action 3.4 than anticipated, and instead teachers and instructional staff participated in in-house professional development.

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

Actions related to teacher recruitment, retention, and credentialing appear to be effective, as data reported on the most recent School Accountability Report Card (SARC) indicates no teacher misassignments. Actions related to curriculum and professional development also appear to be effective based on SARC data that shows all students have adequate instructional materials and the LEA Self Reflection that indicates sufficient progress in making instructional materials aligned to standards/frameworks available in all classrooms and progress in providing professional learning for teaching to the standards/curriculum frameworks. Although not at the target level yet, the school saw an increase in student survey results related to school connectedness.

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.

Metric 3.8 was updated to include both STEM and other enrichment programs offered during the school day. This was in response to parent input that advocated for additional enrichment programs for students. Action 3.1 Staff Recruitment and Retention was updated. The school plans to use SSPDDBG funds for teacher and staff retention bonuses. The budgeted expenses were adjusted down for action 3.2 and 3.3, based on expected expenses for the next school year. Action 3.5 Counseling Support will be fully implemented with the continuation of a full-

time School Counselor. However, this action will be funded under action 1.11 Learning Recovery Program, as counseling services is a support to address barriers to learning.

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	Staff Recruitment and Retention	Provide new hire bonuses and retention bonuses to certificated and classified staff, including credentialed teachers, to remain competitive with staff recruitment and retention. (Title II-1400, ESSER III, LCFF S+C-1400)	$216,148.00	Yes
3.2	Credential and Induction Programs	Provide credentialing and induction programs to support teachers and administrators in earning clear credentials. (LCFF S+C)	$18,750.00	Yes
3.3	Curriculum	Provide instructional curricular materials and books to ensure all students have access to materials that support academic growth and achievement. (LCFF S+C-4100+4200)	$61,377.00	Yes
3.4	Professional Development	Provide professional development to teachers, counselors, administrators, and other school staff to support strong teaching and learning outcomes and build a supportive school climate. (LCFF S+C-5200)	$15,000.00	Yes
3.5	Counseling Support	Provide a full time school counselor and counseling interns to assist students and families with social-emotional counseling, academic, support and other resources. (LCFF S+C-1930, 5820)	$98,779.00	Yes
3.6	School Support Staff	Provide school site support staff, including campus and office assistants, and IT support to ensure that student needs are met within the school setting. (LCFF S+C- 2200 (nonIAs)	$247,103.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Student Nutrition	Provide healthy meals and snacks to students to increase student engagement in the learning environment. (LCFF S+C-4710)	$107,744.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,487,517.00	$175,922.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.475%	0.000%	$0.00	37.475%

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:** Additional Teachers to Lower Class Size **Need:** Unduplicated students benefit from smaller class settings where they can receive increased instructional support from teachers. The Student/Teacher Achievement Ratio study, conducted by the Tennessee State Department of Education and published in 2008, points to increases in student	The action is provided on an LEA/Schoolwide basis because lowering class size for all classes will allow teachers to provide more targeted support to unduplicated students. SCA maintains a average class size of 25 through 5th grade, which is lower than the state of California's maximum class sizes of 31 for Kindergarten and 32 for grades 1-3, and average of 29.9 in grades 4-8.	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.

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
	achievement with a class size reduction of just seven students. **Scope:** LEA-wide Schoolwide		
1.2	**Action:** Additional Administrative Support **Need:** In order to meet increased needs of unduplicated students, Synergy provides additional administrative support at the school site to oversee, coordinate, and directly participate in the academic program as it is designed to best serve our unduplicated students. **Scope:** LEA-wide Schoolwide	The School Principal and Assistant Principal oversee and direct an increased number of staff, including an increased number of teachers and instructional assistants, conduct classroom observations, provide feedback, plan and lead professional development and instructional planning efforts, and direct student intervention and support programs. Synergy-wide positions support intervention programs, enrichment, programs and services for homeless and foster youth, ELD programs, and special education services. Although provided on an LEA/Schoolwide basis, this action is primarily directed at unduplicated students who make up over 95% of the school's student population.	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.
1.3	**Action:** Instructional Assistants **Need:** Unduplicated students benefit from smaller group settings where they can receive increased and more targeted instructional support. **Scope:**	Instructional Assistants will provide increased instructional support to students individually and in small groups. This allows for lower student-to-adult ratios in the classroom setting, with students able to receive increased assistance and support based on differentiated needs, including additional support for students with special needs. Although provided on an LEA/Schoolwide basis, this action is primarily directed at unduplicated students who make up over 95% of SCA's student population.	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.

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 Schoolwide		
1.4	**Action:** Instructional Materials and Supplies **Need:** Unduplicated students may have various academic needs based on achievement levels and could benefit from increased academic engagement and support. **Scope:** LEA-wide Schoolwide	Synergy plans to provide additional instructional materials and supplies to supplement the academic program and improve the quality of students' learning experiences by providing differentiated materials, focused on increased student engagement and providing appropriate support to improve student outcomes. Although provided on an LEA/Schoolwide basis, this action is primarily directed at unduplicated students who make up over 95% of the school's student population.	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.
1.5	**Action:** Educational Software **Need:** Unduplicated students may have various academic needs based on achievement levels and could benefit from personalized instructional support and monitoring. **Scope:** LEA-wide Schoolwide	Synergy will provide educational software for benchmark assessments, instructional support, individualized instruction, and intervention. Assessment software is used to assess student performance and growth over time. Additional educational software provides opportunities for students to practice skills at their independent learning level, with targeted practice to increase skills to grade level. Although provided on an LEA/Schoolwide basis, this action is primarily directed at unduplicated students who make up over 95% of the school's student population.	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.
1.6	**Action:** Summer Professional Development **Need:** Unduplicated students may have various academic needs based on achievement levels	Teachers and instructional staff will participate in additional professional development through Synergy's annual Summer Institute, as well as support from Instructional Consultants to ensure delivery of high quality instruction that provides access and support to all students. Although	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as

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
	and may require additional instructional intervention and engagement strategies. Teachers and instructional staff would benefit from additional professional development and training to plan and implement appropriate instructional intervention and engagement strategies. **Scope:** LEA-wide Schoolwide	provided on an LEA/Schoolwide basis, this action is primarily directed at unduplicated students who make up over 95% of SCA's student population.	measured by iReady's Median Progress to Typical Growth in Reading and Math.
1.7	**Action:** Summer School & Intervention Programs **Need:** Unduplicated students may have various academic needs based on achievement levels and may require additional instructional intervention. **Scope:** LEA-wide Schoolwide	Through summer school, after school tutoring, and other intervention programs, SCA aims to support unduplicated students by providing additional instructional time beyond the regular school day. Although provided on an LEA/Schoolwide basis, this action is primarily directed at unduplicated students who make up over 95% of SCA's student population.	Measures of student academic achievement will be used to monitor effectiveness, including students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.
2.1	**Action:** Student Activities **Need:** Student chronic absenteeism rates are higher than the state average, with the EL subgroup placed in the "Red" performance category in 2023.	Educational partner input, particularly from parents, indicate the need for increased opportunities for student activities and enrichment opportunities as a means to increase student engagement in the educational program. Although this action is provided on an LEA/Schoolwide basis, it is primarily directed at unduplicated students, who account for more than 95% of the school's student population.	Attendance and chronic absenteeism rates will be monitored to determine effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.2	**Action:** Staff to Lead Student Activities **Need:** Student chronic absenteeism rates are higher than the state average, with the EL subgroup placed in the "Red" performance category in 2023. **Scope:** LEA-wide Schoolwide	Educational partner input, particularly from parents, indicate the need for increased opportunities for student activities and enrichment opportunities as a means to increase student engagement in the educational program. Although this action is provided on an LEA/Schoolwide basis, it is primarily directed at unduplicated students, who account for more than 95% of the school's student population.	Attendance and chronic absenteeism rates will be monitored to determine effectiveness.
2.3	**Action:** Field Trips **Need:** Student chronic absenteeism rates are higher than the state average, with the EL subgroup placed in the "Red" performance category in 2023. **Scope:** LEA-wide Schoolwide	Educational partner input, particularly from parents, indicate the need for increased opportunities for student activities and enrichment opportunities as a means to increase student engagement in the educational program. Although this action is provided on an LEA/Schoolwide basis, it is primarily directed at unduplicated students, who account for more than 95% of the school's student population.	Attendance and chronic absenteeism rates will be monitored to determine effectiveness.
2.5	**Action:** Family & Community Schools Coordinator **Need:**	Synergy's Family & Community Schools Coordinator will coordinate parent engagement through consistent parent communication, workshops, events, and meetings at the school sites. Although this action is provided on an	Parent survey responses, including % of parents who agree/strongly agree that the "school encourages me to be an active partner"

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
	Parents and families of unduplicated students may face a variety of barriers to participation within the school programs, including language barriers, scheduling conflicts, and lack of information about the US education system. Families may also face a variety of challenges outside of the school setting, including with housing, healthcare, and food security. **Scope:** LEA-wide Schoolwide	LEA/Schoolwide basis, it is primarily directed at unduplicated students, who account for more than 95% of the school's student population.	will be monitored to determine effectiveness.
2.6	**Action:** Family Events and Workshops **Need:** Parents and families of unduplicated students may face a variety of barriers to participation within the school programs, including language barriers, scheduling conflicts, and lack of information about the US education system. Families may also face a variety of challenges outside of the school setting, including with housing, healthcare, and food security. **Scope:** LEA-wide Schoolwide	Synergy's Family & Community Schools Coordinator will coordinate parent workshops, family events, and meetings at the school sites. Although this action is provided on an LEA/Schoolwide basis, it is primarily directed at unduplicated students, who account for more than 95% of the school's student population.	Parent survey responses, including % of parents who agree/strongly agree that the "school encourages me to be an active partner" will be monitored to determine effectiveness.
3.1	**Action:** Staff Recruitment and Retention	Recruitment and retention bonuses for certificated and classified staff are intended to support recruitment and retention of high quality teachers,	Measures to monitor effectiveness include the % of teachers with

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: Research shows that teacher quality has the greatest impact on student achievement compared to other variables within the school setting. This is particularly true for low-income students and those who are one or more grade levels behind. **Scope:** LEA-wide Schoolwide	administrators, and staff to support student academic growth and achievement. Staff recruitment and retention will also be supported through continuing support for teachers and staff and work to build a strong school culture that promotes staff wellness. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at supporting the school's populations of unduplicated students.	misassignments as reported on the school's SARC.
3.2	**Action:** Credential and Induction Programs **Need:** Research shows that teacher quality has the greatest impact on student achievement compared to other variables within the school setting. This is particularly true for low-income students and those who are one or more grade levels behind. **Scope:** LEA-wide Schoolwide	Synergy will support teachers and administrators earn clear credentials through support of credentialing and induction programs to increase high quality teachers and administrators. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at supporting the school's populations of unduplicated students.	Measures to monitor effectiveness include the % of teachers with misassignments as reported on the school's SARC.
3.3	**Action:** Curriculum **Need:** High-quality curriculum is needed to maintain at least one year's annual growth in reading and math for all unduplicated student groups.	According to ASCD, "high-quality curriculum is a transformational tool for equity" (2021). By providing high-quality curriculum, Synergy supports high quality instruction by engaging students in grade level learning and affirming who they are. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at	Measures to monitor effectiveness include the % of students without access to adequate instructional materials as reported on the school's SARC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	supporting the school's populations of unduplicated students.	
3.4	**Action:** Professional Development **Need:** Research shows that teacher quality has the greatest impact on student achievement compared to other variables within the school setting. This is particularly true for low-income students and those who are one or more grade levels behind. **Scope:** LEA-wide Schoolwide	Professional development for teachers, counselors, administrators, and other school staff is intended to improve, expand, and refine practices aimed at creating a supportive school climate and strong academic outcomes. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at supporting the school's populations of unduplicated students.	Measures to monitor effectiveness include student survey responses related to School Connectedness, as well as students making at least one year's progress as measured by iReady's Median Progress to Typical Growth in Reading and Math.
3.5	**Action:** Counseling Support **Need:** Student survey data indicates that fewer than 80% of students feel connected to school. Additionally input reveals that many students and families are dealing with trauma and situations that could impact schooling. **Scope:** LEA-wide Schoolwide	Providing a school counselor and counseling interns is aimed at supporting students' social-emotional wellbeing and connect families to resources and support that help students to be successful in the school setting. This action will be funded through action 1.11 Learning Recovery Program. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at supporting the school's populations of unduplicated students.	Measures to monitor effectiveness include student survey responses related to School Connectedness.

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:** School Support Staff **Need:** Educational partner input indicates increased needs and the benefit of school staff to support students and families. **Scope:** LEA-wide Schoolwide	Support staff assist students and families with a variety of needs, including building a positive school culture, enrollment and attendance support, and support for technology issues. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at supporting the school's populations of unduplicated students.	Measures to monitor effectiveness include student survey responses related to School Connectedness.
3.7	**Action:** Student Nutrition **Need:** 96% of students qualify for free or reduced price lunch. **Scope:** LEA-wide Schoolwide	Provide healthy meals and snack to students to increase student engagement in the learning environment. Although this action is provided on an LEA/schoolwide basis, it is primarily directed at supporting the school's populations of unduplicated students.	Measures to monitor effectiveness include student survey responses related to School Connectedness.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** ELD Program	SCA's ELD program provides both designated and integrated ELD within the school day, as well as	SCA's ELPI metric, as well as reclassification rate, will

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: EL students benefit from both designated and integrated English language development support delivered by qualified instructional staff. **Scope:** Limited to Unduplicated Student Group(s)	intervention programs as needed. Teachers receive professional development in effective ELD strategies, as well as administrative support. Synergy's Director of EL Programs & Services will oversee the ELD program, including delivery of services and monitoring of data and outcomes.	be monitored to determine effectiveness of the school's ELD program.

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

Additional Concentration Grant Funding

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

Synergy Charter Academy is a single-site LEA with a high concentration (above 55 percent) of foster youth, English learners, and low-income students and does not have comparison schools. However, Synergy has taken steps to use the additional add-on funding to increase the number of staff providing direct services to students. In the current 2025-26 school year, Synergy is utilizing the additional concentration add-on funding to increase the number of staff providing direct services to students, and plans to continue with an increased number of staff in the 2026-27 LCAP, including additional teachers to lower class size, additional administrative support, instructional assistants, a school counselor, and school support staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:22

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 certificated staff providing direct services to students		1:17

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	$3,969,379.00	1,487,517.00	37.475%	0.000%	37.475%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,872,279.00	$829,186.00	$743,483.00	$237,943.00	$3,682,891.00	$2,605,520.00	$1,077,371.00

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	Additional Teachers to Lower Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$124,451.00	$0.00	$124,451.00				$124,451.00	
1	1.2	Additional Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$502,776.00	$0.00	$502,776.00				$502,776.00	
1	1.3	Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$714,766.00	$0.00	$391,682.00		$171,035.00	$152,049.00	$714,766.00	
1	1.4	Instructional Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$80,000.00	$80,000.00				$80,000.00	
1	1.5	Educational Software	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$23,568.00	$23,568.00				$23,568.00	
1	1.6	Summer Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$40,000.00	$0.00	$40,000.00				$40,000.00	
1	1.7	Summer School & Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools									
1	1.8	Special Education Staff and Services	Students with Disabilities	No			All Schools		$363,293.00	$569,107.00		$465,418.00	$381,088.00	$85,894.00	$932,400.00	
1	1.9	ELD Program	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools									

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	1.10	Literacy Initiative	All	No												
1	1.11	Learning Recovery Program (LREBG action)	All	No			All Schools		$232,655.00	$106,325.00		$147,620.00	$191,360.00		$338,980.00	
2	2.1	Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,500.00	$25,500.00				$25,500.00	
2	2.2	Staff to Lead Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$24,500.00	$0.00	$24,500.00				$24,500.00	
2	2.3	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.4	Attendance and PBIS Initiative	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.5	Family & Community Schools Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$41,049.00	$0.00	$41,049.00				$41,049.00	
2	2.6	Family Events and Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income										
3	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$216,148.00	$0.00		$216,148.00			$216,148.00	
3	3.2	Credential and Induction Programs	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$18,750.00	$18,750.00				$18,750.00	
3	3.3	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$61,377.00	$61,377.00				$61,377.00	
3	3.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.5	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolw	English Learners Foster Youth	All Schools		$98,779.00	$0.00	$98,779.00				$98,779.00	

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
					ide	Low Income										
3	**3.6**	School Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$247,103.00	$0.00	$247,103.00				$247,103.00	
3	**3.7**	Student Nutrition	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$107,744.00	$107,744.00				$107,744.00	

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
$3,969,379.00	1,487,517.00	37.475%	0.000%	37.475%	$1,847,279.00	0.000%	46.538 %	**Total:**	$1,847,279.00
								LEA-wide Total:	$1,847,279.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,847,279.00

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**	Additional Teachers to Lower Class Size	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$124,451.00	
1	**1.2**	Additional Administrative Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$502,776.00	
1	**1.3**	Instructional Assistants	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$391,682.00	
1	**1.4**	Instructional Materials and Supplies	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	**1.5**	Educational Software	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$23,568.00	
1	**1.6**	Summer Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	**1.7**	Summer School & Intervention Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools		

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			
1	1.8	Special Education Staff and Services				All Schools		
1	1.9	ELD Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.11	Learning Recovery Program (LREBG action)				All Schools		
2	2.1	Student Activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,500.00	
2	2.2	Staff to Lead Student Activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,500.00	
2	2.3	Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
2	2.4	Attendance and PBIS Initiative				All Schools	$25,000.00	
2	2.5	Family & Community Schools Coordinator	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$41,049.00	
2	2.6	Family Events and Workshops	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	3.1	Staff Recruitment and Retention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Credential and Induction Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,750.00	
3	3.3	Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$61,377.00	
3	3.4	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.5	Counseling Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$98,779.00	

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	**3.6**	School Support Staff	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$247,103.00	
3	**3.7**	Student Nutrition	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$107,744.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,005,227.00	$3,034,922.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Additional Teachers to Lower Class Size	Yes	$120,850.00	$134,551.00
1	**1.2**	Additional Administrative Support	Yes	$438,403.00	$511,821.00
1	**1.3**	Instructional Assistants	Yes	$688,574.00	$763,124.00
1	**1.4**	Instructional Materials and Supplies	Yes	$85,000.00	$85,000.00
1	**1.5**	Educational Software	Yes	$44,803.00	$44,803.00
1	**1.6**	Summer Professional Development	Yes	$32,640.00	$25,400.00
1	**1.7**	Summer School & Intervention Programs	Yes	$5,000.00	$5,000.00
1	**1.8**	Special Education Staff and Services	No	$760,369.00	$786,057.00
1	**1.9**	ELD Program	Yes		
1	**1.10**	Literacy Initiative	No		
1	**1.11**	Learning Recovery Program (LREBG action)	No	$202,075.00	$122,603.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Student Activities	Yes	$20,500.00	$20,000.00
2	2.2	Staff to Lead Student Activities	Yes	$24,500.00	$24,500.00
2	2.3	Field Trips	Yes	$10,000.00	$18,275.00
2	2.4	Attendance and PBIS Initiative	No	$5,000.00	$14,678.00
2	2.5	Family & Community Schools Coordinator	Yes	$36,812.00	$36,812.00
2	2.6	Family Events and Workshops	Yes	$14,300.00	$3,000.00
3	3.1	Staff Recruitment and Retention	Yes		
3	3.2	Credential and Induction Programs	Yes	$30,000.00	$50,952.00
3	3.3	Curriculum	Yes	$148,441.00	$37,005.00
3	3.4	Professional Development	Yes	$31,500.00	$6,046.00
3	3.5	Counseling Support	Yes		
3	3.6	School Support Staff	Yes	$220,960.00	$243,564.00
3	3.7	Student Nutrition	Yes	$85,500.00	$101,731.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,422,153.00	$1,785,827.00	$1,786,210.00	($383.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Additional Teachers to Lower Class Size	Yes	$120,850.00	$134,551.00		
1	1.2	Additional Administrative Support	Yes	$438,403.00	$438,403.00		
1	1.3	Instructional Assistants	Yes	$436,618.00	$511,168.00		
1	1.4	Instructional Materials and Supplies	Yes	$85,000.00	$85,000.00		
1	1.5	Educational Software	Yes	$44,803.00	$44,803.00		
1	1.6	Summer Professional Development	Yes	$32,640.00	$25,400.00		
1	1.7	Summer School & Intervention Programs	Yes	$5,000.00	$5,000.00		
1	1.9	ELD Program	Yes				
2	2.1	Student Activities	Yes	$20,500.00	$20,000.00		
2	2.2	Staff to Lead Student Activities	Yes	$24,500.00	$24,500.00		
2	2.3	Field Trips	Yes	$10,000.00	$18,275.00		
2	2.5	Family & Community Schools Coordinator	Yes	$36,812.00	$36,812.00		
2	2.6	Family Events and Workshops	Yes	$14,300.00	$3,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Staff Recruitment and Retention	Yes				
3	**3.2**	Credential and Induction Programs	Yes	$30,000.00	$50,952.00		
3	**3.3**	Curriculum	Yes	$148,441.00	$37,005.00		
3	**3.4**	Professional Development	Yes	$31,500.00	$6,046.00		
3	**3.5**	Counseling Support	Yes				
3	**3.6**	School Support Staff	Yes	$220,960.00	$243,564.00		
3	**3.7**	Student Nutrition	Yes	$85,500.00	$101,731.00		

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)
$3,109,786.00	$1,422,153.00	0.00%	45.732%	$1,786,210.00	0.000%	57.438%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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