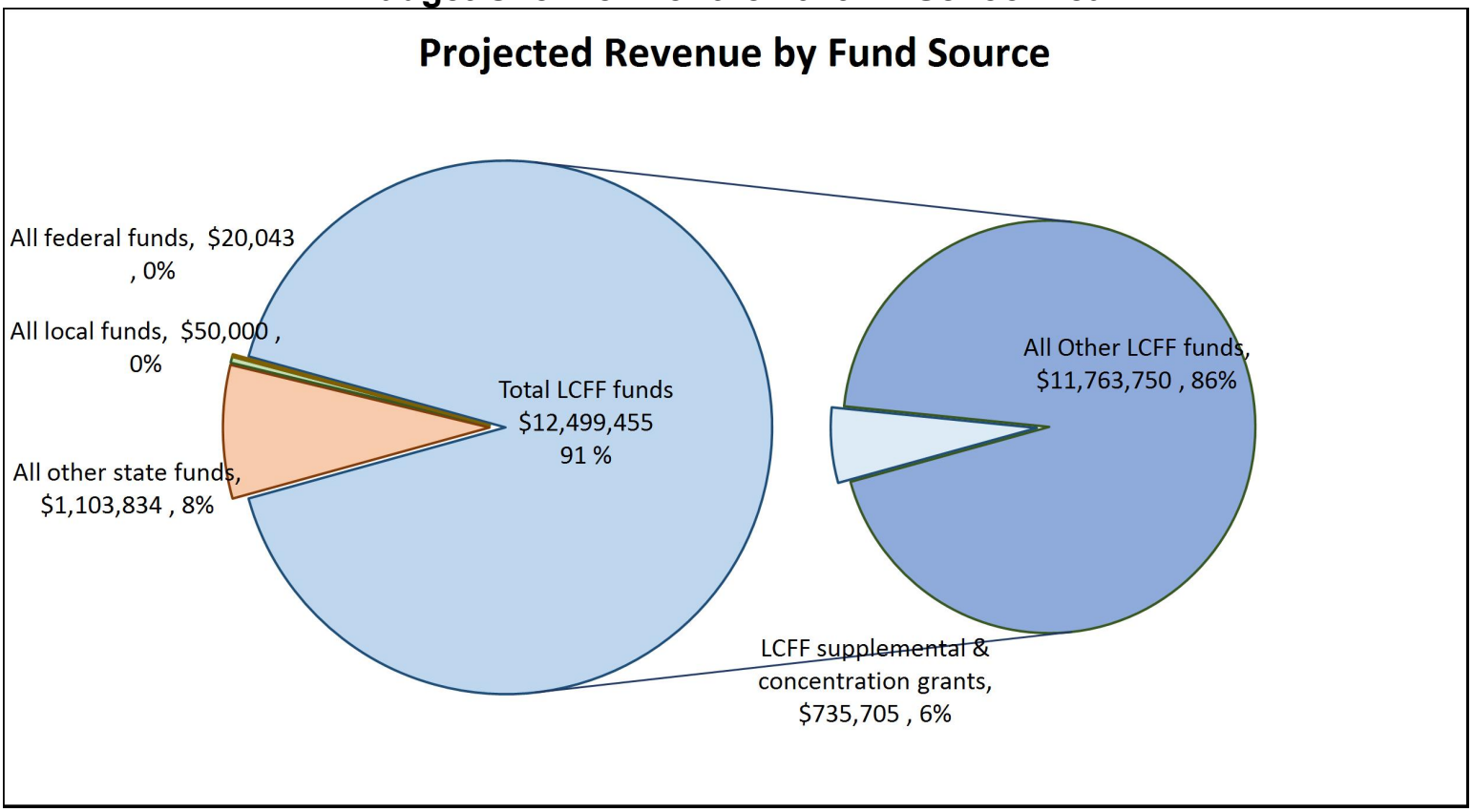
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory School
CDS Code: 45-70136-0106013
School Year: 2026-27
LEA contact information:
Monica Cabral
Superintendent/Principal
mcabral@suhsd.net
530-245-2790 Ext. 16501

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

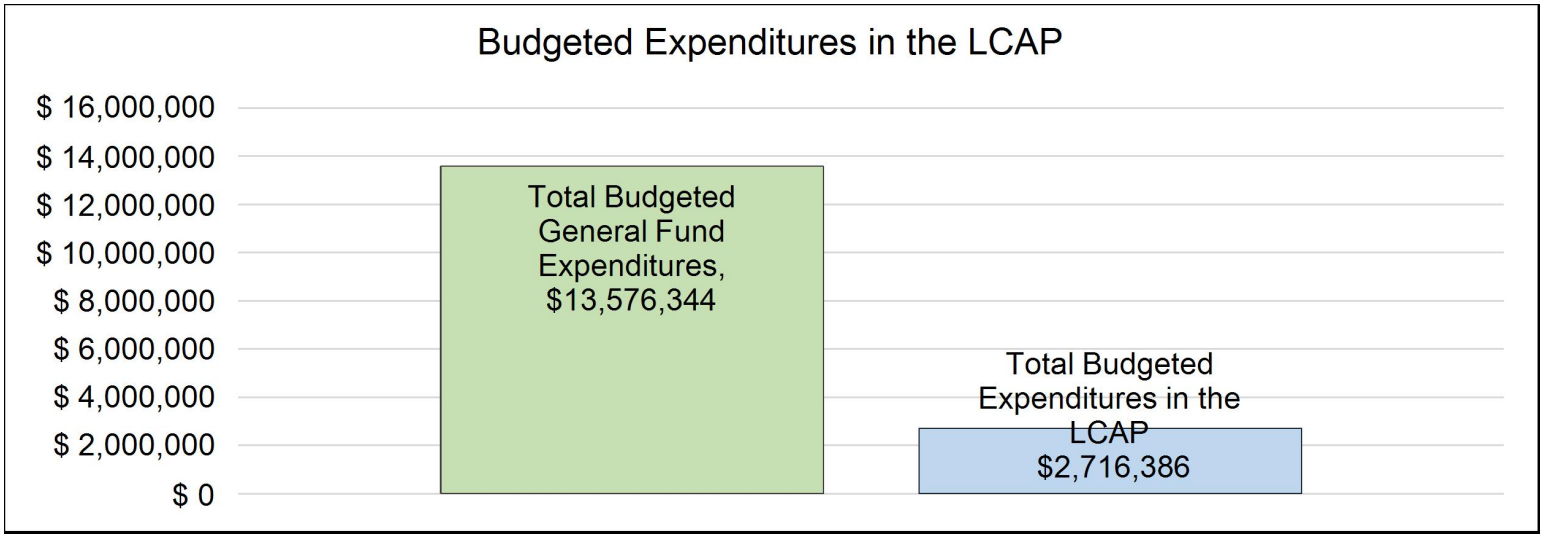


This chart shows the total general purpose revenue University Preparatory School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory School is $13,673,332, of which $12,499,455 is Local Control Funding Formula (LCFF), $1103834 is other state funds, $50000 is local funds, and $20043 is federal funds. Of the $12,499,455 in LCFF Funds, $735705 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 University Preparatory School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University Preparatory School plans to spend $13,576,344 for the 2026-27 school year. Of that amount, $2,716,386 is tied to actions/services in the LCAP and $10,859,958 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

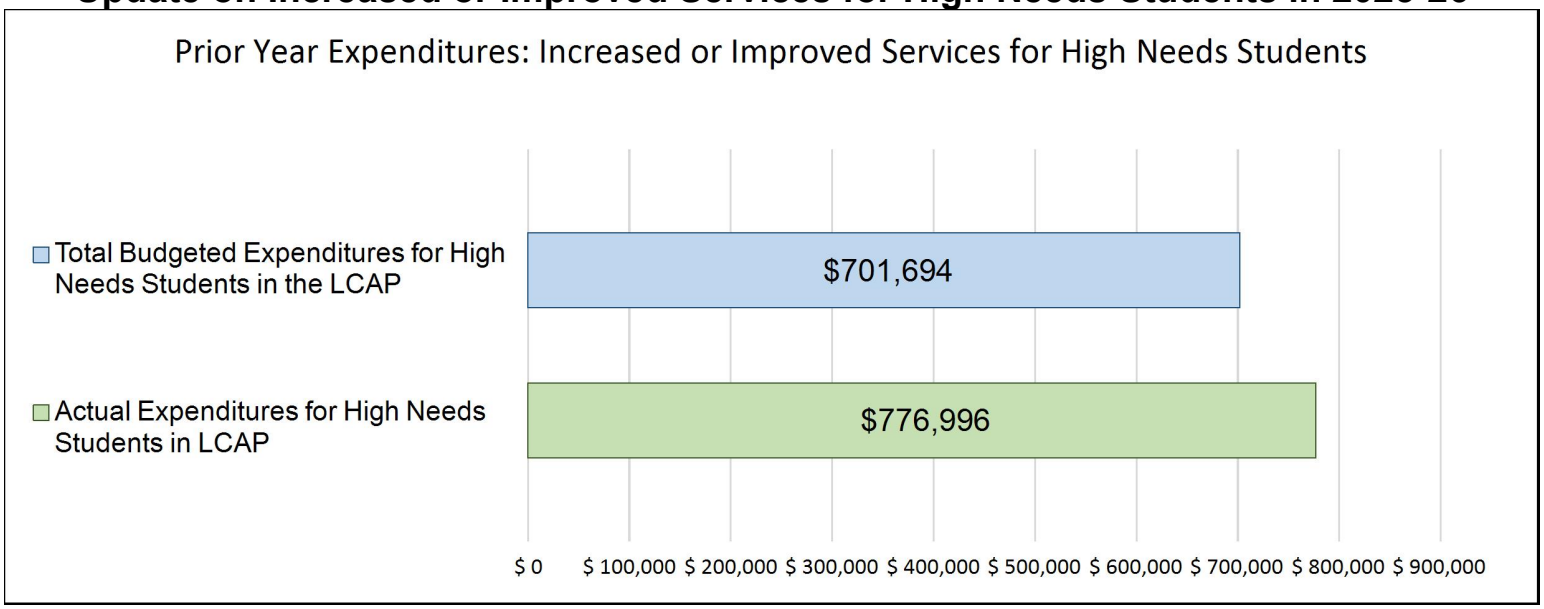
Expenditures not included in the LCAP including staffing for CORE Academic Programs. Other expenditures include salary and benefit costs, general operating expenses, lease and oversight costs and administrative costs.

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

In 2026-27, University Preparatory School is projecting it will receive $735705 based on the enrollment of Foster Youth, English learner, and low-income students. University Preparatory School must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory School plans to spend $736,569 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 University Preparatory School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University Preparatory School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, University Preparatory School's LCAP budgeted $701,694 for planned actions to increase or improve services for high needs students. University Preparatory School actually spent $776,996 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
University Preparatory School	Monica Cabral Superintendent/Principal	mcabral@suhsd.net 530-245-2790 Ext. 16501

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.

University Preparatory School (U-Prep) is a public charter school serving approximately 980 students in grades 6 through 12 in Shasta County, California. Founded in 2004, U-Prep is entering its 23rd year of operation and remains committed to providing a rigorous, college-preparatory educational program that prepares students for success in postsecondary education, future careers, and active citizenship.

The school's academic program is founded on high expectations, academic excellence, and student engagement. All students participate in a comprehensive college-preparatory curriculum that exceeds California's minimum graduation requirements. High school students are enrolled in Honors and Advanced Placement (AP) coursework beginning in ninth grade, while junior high students have opportunities to accelerate in mathematics and world languages. Students also have access to dual enrollment courses, visual and performing arts, leadership development, athletics, clubs, and a variety of enrichment opportunities that support the development of the whole child.

U-Prep's vision is to develop educated, responsible, and engaged citizens who possess the knowledge, skills, and character necessary to succeed in a rapidly changing world. The school emphasizes academic achievement, critical thinking, leadership, service, and personal responsibility. This vision is supported through a collaborative partnership among students, families, staff, and the Governing Board.

As a California Distinguished School and a fully accredited institution by the Western Association of Schools and Colleges (WASC), U-Prep utilizes data-driven decision-making and continuous improvement practices to support student achievement and organizational effectiveness. The school remains focused on maintaining high academic standards, supporting student well-being, fostering meaningful family engagement, and preparing all students for success beyond graduation.

Reflections: Annual Performance

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

University Preparatory School continues to demonstrate a strong commitment to academic excellence and continuous improvement. In 2021, U-Prep received the highest level of accreditation from the Western Association of Schools and Colleges (WASC), earning a six-year accreditation term. During the accreditation review, all areas evaluated by the WASC Visiting Committee received the highest possible ratings, validating the school's commitment to high-quality instruction, student achievement, and organizational effectiveness.

U-Prep's success has also been recognized at the state level. The school was named a California Distinguished School in 2023, 2024, and 2026, an honor that reflects sustained excellence in academic achievement, student engagement, and innovative educational practices. These recognitions affirm the effectiveness of U-Prep's educational program and its ongoing focus on providing exceptional opportunities and outcomes for all students.

Student performance data continues to demonstrate strong results across multiple measures. These include California Assessment of Student Performance and Progress (CAASPP) results, Advanced Placement (AP) course participation and exam performance, PSAT achievement data, SAT/ACT results, dual enrollment participation and successful course completion rates, and University of California/California State University (UC/CSU) A-G completion rates. Together, these indicators reflect U-Prep's ongoing commitment to preparing students for success in higher education, future careers, and meaningful contributions to their communities.

Goal 1, Action 6 was selected based on CAASPP Mathematics data indicating a need for additional support to address unfinished learning and improve student achievement. The Math Lab Intervention Program aligns with LREBG allowable uses by providing tutoring and small-group learning supports through dedicated intervention periods and supplemental instructional opportunities. This action addresses identified mathematics achievement needs and supports progress toward Goal 1 Metric 1.3.

Through a culture of high expectations, continuous improvement, and collaborative support, U-Prep remains committed to ensuring that all students are challenged, supported, and empowered to reach their full potential.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Administration Teachers/Staff Students Parents School Board Other Educational Partners (Educational Foundation and Booster Organizations)	University Preparatory School recognizes the importance of meaningful consultation with educational partners in the development of the Local Control and Accountability Plan (LCAP). In accordance with California Education Code requirements for charter schools, U-Prep consulted with teachers, principals, administrators, other school personnel, parents, and students throughout the LCAP development process. Additional input was also welcomed from community members and the Governing Board. Consultation with Educational Partners: U-Prep engaged teachers, administrators, classified staff, parents, and students in reviewing student achievement data, identifying school priorities, evaluating current programs and services, and developing proposed goals, actions, and expenditures for the LCAP. Meetings and Collaboration Opportunities: Regular meetings were held throughout the school year to provide educational partners with opportunities to discuss student needs, review school performance data, and provide feedback on proposed LCAP goals and actions. Parent meetings were scheduled during evening hours to maximize participation and accessibility. Surveys: Surveys were administered to students, parents, and staff to gather input regarding school climate, academic programs, student supports,

Educational Partner(s)	Process for Engagement
	communication, and areas for growth. Survey results were analyzed and used to inform the development of LCAP goals and actions. Public Input and Review: Draft versions of the LCAP were shared with educational partners for review and feedback. Input received through meetings, surveys, and public discussions was carefully considered and incorporated into the final plan where appropriate. Board Review and Approval: The final LCAP was presented to the Governing Board for public review and approval. The adopted plan reflects the feedback, priorities, and needs identified by U-Prep's educational partners and aligns with the school's commitment to continuous improvement and student success.

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

The feedback provided by U-Prep's educational partners played a significant role in shaping the development of the 2026–2027 Local Control and Accountability Plan (LCAP). Through meetings, surveys, and ongoing collaboration, parents, students, teachers, administrators, and other school personnel identified key priorities that informed the goals, actions, and expenditures included in the adopted plan.

Educational partners consistently emphasized the importance of maintaining U-Prep's strong academic program while continuing to support the social-emotional well-being of students. Stakeholders expressed a desire for ongoing professional development opportunities for staff, expanded academic and enrichment opportunities for students, and continued access to student support services that promote student success and engagement.

Feedback also highlighted the importance of fostering a positive school culture, maintaining strong communication between home and school, and using student achievement and engagement data to guide decision-making and continuous improvement efforts. As a result, the adopted LCAP includes actions and services designed to support high-quality instruction, student achievement, staff development, student well-being, and meaningful engagement with families and the broader school community.

The adopted LCAP reflects the collaborative efforts and shared commitment of U-Prep's educational partners and demonstrates the school's dedication to meeting the diverse needs of its students while advancing its mission of preparing students for success in higher education, future careers, and meaningful contributions to their communities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance teaching and learning through the systematic use of interim and summative performance data within a continuous improvement framework. Provide high-quality academic support services tailored to meet the needs of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal is designed to establish a systematic process for monitoring the academic progress of all junior high and high school students. By consistently tracking student performance relative to teaching and learning objectives, we aim to identify potential academic challenges early on. Through this proactive approach, we seek to preemptively identify students who may require additional support services to thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Benchmark Assessment Data	100% of our ELA, Math and Science (grades 6-8) teachers utilize benchmark assessments while progress monitoring all students. All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments.	100% of ELA and Math teachers in grades 6-8 utilized interim benchmark assessments throughout the 2024-2025 school year. All 8th grade science teachers also utilized interim benchmark assessments.	100% of ELA and Math teachers in grades 6-8 utilized interim benchmark assessments throughout the 2025-2026 school year. All junior high science teachers also utilized interim benchmark assessments.	100% of our ELA, Math and Science (grades 6-8) teachers utilize benchmark assessments while progress monitoring all students. All academic departments (grades 9-12) continue progress	U-Prep has maintained use of benchmark assessments in ELA and Math within the junior high. Science continues to work towards utilizing standardized benchmark assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The world languages department (grades 9-12) is working towards standardizing assessments in each subject within the department All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments.	The world languages department (grades 9-12) is working towards standardizing assessments in each subject within the department All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments.	monitoring all students through various forms of assessments.	All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments with some departments looking to standardize assessments within the department.
1.2	PSAT for 8, 10, 11	In grades 8, 10, 11 80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and 60% in Math.	PSAT data reflects ongoing efforts to prepare students for college readiness. The PSAT data for 8th grade students shows 82% have met or exceeded PSAT benchmarks in ELA and 55% in math. For 10th and 11th graders, 82% have met or exceeded PSAT benchmarks in ELA, while 62% have done so in	PSAT data reflects ongoing efforts to prepare students for college readiness. The PSAT data for 8th grade students shows 80% have met or exceeded PSAT benchmarks in ELA and 53% in math. For 10th and 11th graders, 83% and 84% respectively, have met or exceeded PSAT benchmarks in ELA, while 60%	In grades 8, 10, 11 85% of students will demonstrate meet or exceed PSAT benchmarks in ELA and 65% in Math.	In grades 8, 10, and 11 students have exceeded baseline in ELA. In math our students in grade 10 and 11 have exceeded baseline. Our students in grade 8 are making progress towards baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			math. These assessments provide valuable insights into student performance and help guide instructional support. Moving forward, we will continue to use PSAT data to enhance academic preparation	and 63% respectively, have done so in math. These assessments provide valuable insights into student performance and help guide instructional support. Moving forward, we will continue to use PSAT data to enhance academic preparation		
1.3	Academic Grade Reports, State Testing, ELPAC, PSAT Scores	On average 60% of unduplicated students will show progress in one or more of the metric areas	CAASPP Results 2023/2024: 6th Grade ELA: 65% of students were proficient 6th Grade Math: 53% of students were proficient 7th Grade ELA: 67% of students were proficient 7th Grade Math: 51% of students were proficient	CAASPP Results 2024/2025: 6th Grade ELA: 74% of students were proficient 6th Grade Math: 53% of students were proficient 7th Grade ELA: 77% of students were proficient 7th Grade Math: 57% of students were proficient	On average 65% of unduplicated students will show progress in one or more of the metric areas	These results show that the majority of grade levels met or exceeded the 60% baseline goal, with particularly strong performance in 6th and 11th grade ELA and 6th grade Math. While 7th grade scores came in slightly below target, the overall data reflect solid academic growth and help identify focus areas for additional support.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th Grade ELA: 67% of students were proficient 8th Grade Math: 61% of students were proficient 8th Grade Science: 58% of students were proficient 11th Grade ELA: 71% of students were proficient 11th Grade Math: 56% of students were proficient 12th Grade Science: 61% of students were proficient. ELPAC Results 2024/2025: Two English Learners were assessed with the ELPAC, and both earned an overall score of 4, indicating a high level of English	8th Grade ELA: 80% of students were proficient 8th Grade Math: 62% of students were proficient 8th Grade Science: 56% of students were proficient 11th Grade ELA: 85% of students were proficient 11th Grade Math: 57% of students were proficient 11th Grade Science: 65% of students were proficient 12th Grade Science: 54% of students were proficient ELPAC Results 2025/26: One English Learner was assessed with the		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency. These students will be reclassified in the fall, reflecting strong progress in language development and contributing positively toward our reclassification goals.	ELPAC and earned an overall score of 3, indicating a high level of English proficiency. This student will be reclassified, reflecting strong progress in language development and contributing positively toward our reclassification goals.		
1.4	Department Release Day Calendar and Agenda	50% of our departments or grade levels will take one full day in either fall or spring semester for academic planning outside of our collaboration calendar.	6 of our 7 departments held at least one full day of collaboration and academic planning. In addition, junior high CORE also met. Of the 6 departments, both Social Science and English met twice.	5 of our 7 departments held at least one full day of collaboration and academic planning. Of the 5 departments, both Social Science and English met twice.	100% of our departments or grade levels will take two full days one in the fall semester and one in the spring semester for academic planning outside of our collaboration calendar.	Progress was made in the implementation of department academic planning and collaboration with over 85% of our departments meeting at least one time in the 2024-2025 school year.
1.5	Student Participation Rates in Academic Support Programs	70% of identified students who are below a 2.00 or not on track to graduate will participate in Academic Support Programs	100% of identified students who were below a 2.00 participated in Academic Support Programs such as Academic Saturday School,	Currently,100% of our identified students are receiving targeted support through our Academic Intervention Team, which collaborates	75% of identified students who are below a 2.00 or not on track to graduate will participate in Academic Support Programs	Student participation rates of 100% in Academic Support Programs in 2024-2025 exceeded baseline and the 3 year target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Office Hours, weekly meetings for progress monitoring	to develop strategies and provide resources. Support options include Academic Saturday School, Office Hours, and tutoring to help students strengthen their skills and improve performance. Moving forward, we will continue to refine interventions to ensure students receive the necessary support for academic success.		

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.

The implementation of Goal 1 actions was carried out largely as planned, with all major strategies executed to support access to standards-aligned instruction. There were no substantive differences between the planned and actual implementation of actions. The alignment between planning and execution contributed directly to measurable progress in student achievement and engagement.

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

There were no major material differences reported between the budgeted expenditures and actuals for Year 1, nor were there changes in planned versus actual percentages of improved services. All services were implemented on either a schoolwide or LEA-wide basis as indicated, with appropriate justifications for unduplicated pupil groups

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

The Year 2 outcome data reflects significant growth for unduplicated students across the school. The majority of students demonstrated academic progress in one or more key areas, affirming that we have exceeded our baseline goal. This data will inform and guide instruction, intervention, and resource allocation for Year 3 to ensure continued academic success for all student groups.

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.

In 2025-2026 Math Lab was offered to students in grades 6, 7, 8, and 9 bringing the total number of Math Labs to four. In 2026-2027.

The LEA will continue implementation of the Math Lab intervention program during the 2026–27 school year using Learning Recovery Emergency Block Grant (LREBG) funds. Math Lab provides targeted mathematics intervention through dedicated sections within the master schedule and supplemental instructional opportunities before and/or after school. Student performance data, including Metric 1.3, continue to indicate a need for additional mathematics support for students who have not yet achieved grade-level proficiency. Continuing this action will provide students with additional instructional time, targeted intervention, and individualized support designed to address unfinished learning and strengthen foundational mathematics skills. The LEA anticipates that sustained implementation of Math Lab will support improved student achievement in mathematics and help accelerate progress toward grade-level standards. Based on ongoing analysis of student achievement data, the LEA has determined that continued mathematics intervention remains necessary to address persistent learning gaps and support academic recovery. Therefore, this action will be maintained in 2026–27 and funded with $45,000 in LREBG resources.

Staffing shifts allowed for an increase in the number of single subject math teachers in grades 6-8. Junior High Study Hall courses are not utilized as planned and therefore will be reduced in 2026-2027. Resources will be allocated to the development of an Assessment team.

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	Department Release Time	Department Release Calendar: Provide department release time to: (1) create and analyze data to help inform instruction. and (2) align current assessments and assignments with core standards. Utilize assessments to inform and improve instructional services and learning.	$6,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Assessments	Assessments: Purchase and administer various students assessments (for example: National Latin Exams, PSAT for all students in grades 8, 10, and 11) for all students to help evaluate and measure instruction.	$8,000.00	Yes
1.3	Leadership Team Collaboration	Leadership Team Collaboration: Hold an annual summer leadership team retreat to outline action steps and plans for the upcoming school year. This will involve the development of school year priorities and collaboration focusing on data analysis, curriculum instruction & assessment, and academic & social emotional supports.	$15,000.00	Yes
1.4	Professional Development	Professional Development: Professional Development focused on the analysis of performance data and academic supports for all students.	$5,000.00	No
1.5	Student Support Services - EL	Student Support Services (EL): Provide resources and training for staff on ELPAC administration. Assign an administrator to monitor and assess EL program throughout the year to ensure students receive the appropriate support.	$1,500.00	Yes
1.6	Literacy/Academic Skills	Literacy/Academic Skills (BRIDGE): Allocate sections in the Master Schedule or dedicated time before and/or after school to address literacy intervention needs.	$47,748.00	Yes
1.7	Math Lab	LREBG Action Math Lab Intervention Program Action Description Provide targeted mathematics intervention through dedicated Math Lab sections embedded within the master schedule and through supplemental instructional opportunities before and after school. The Math Lab program will focus on students demonstrating skill deficits in foundational mathematics standards and those performing below grade-level	$70,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations. Instruction will emphasize remediation, skill recovery, individualized support, and acceleration to close learning gaps and improve overall mathematics achievement. LREBG Connection This action supports learning recovery by providing additional instructional time and targeted academic intervention for students experiencing unfinished learning in mathematics. The Math Lab program addresses learning loss through evidence-based intervention, supplemental instruction, and individualized support designed to accelerate student progress toward grade-level proficiency. This action is supported by research demonstrating that targeted tutoring and small-group intervention are effective strategies for accelerating academic achievement and addressing unfinished learning. Through the Math Lab program, students receive individualized and small-group mathematics instruction from qualified staff during dedicated intervention periods within the school day and through supplemental instructional opportunities before and/or after school. Research indicates that high-dosage tutoring and targeted small-group instruction provide opportunities for immediate feedback, differentiated support, and focused skill development, resulting in improved academic outcomes for students performing below grade-level expectations. This action aligns with Education Code provisions authorizing tutoring and other one-on-one or small-group learning supports provided by certificated or classified staff as an evidence-based strategy to address learning loss and improve student achievement. Funding Source Learning Recovery Emergency Block Grant (LREBG) Budget $45,000 Metric		

Action #	Title	Description	Total Funds	Contributing
		Metric 1.3: Expected Outcome Students participating in Math Lab intervention will demonstrate improved mathematics achievement as measured by Metric 1.3 and local assessment data. Effectiveness of the Math Lab intervention program will be measured through increases in student performance on the California Assessment of Student Performance and Progress (CAASPP) Mathematics assessment and other local measures identified in Metric 1.3. The program is expected to reduce learning gaps and increase the percentage of students meeting or exceeding standards in mathematics.		
1.8	Study Hall	Study Hall: Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students.	$148,578.00	Yes
1.9	Unduplicated Student(s) Support and Resources	Unduplicated Student(s) Support & Resources: Provide support and resources for unduplicated students such as instructional supplies, transportation, food, and other essential needs. Designate staff to coordinate services.	$1,500.00	Yes
1.10	Academic Saturday School	Academic Saturday School: Offer Academic Saturday School to students grades 6-12 as needed to address learning loss.	$3,624.00	Yes
1.11	Site Literacy Coach	Site Literacy Coach to Support Staff & Students: Supports will address both Math and Literacy remediation needs for students. Assist staff in development and assessment of curriculum.	$53,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Remedial Summer School	Summer School: Offer Remedial Math Summer School.	$0.00	Yes
1.13	Assessment Team	Responsible for coordinating, monitoring, and supporting the effective use of student assessment data to improve teaching and learning. The team helps ensure compliance with state and local testing requirements, reviews academic performance trends, identifies student learning needs, and assists in developing instructional strategies and interventions to support student achievement for all learners.	$15,000.00	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
$735705.00	$

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
5.886%	0.000%	$0.00	5.886%

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:** Department Release Time **Need:** Students need more individualized attention and differentiated instruction to achieve academic success and stay on track with their peers. **Scope:**	Department Release Time is designed to address these needs by allowing teachers dedicated time to collaborate, plan, and develop strategies specifically aimed at supporting unduplicated student groups. During this time, teachers can engage in professional development focused on differentiated instruction, share best practices for addressing the needs of English Learners and low-income students, and create targeted interventions. Providing this action on an LEA or schoolwide basis ensures that all teachers are	Academic performance data, including standardized test scores and classroom assessments, to monitor progress in closing achievement gaps. Attendance records to track improvements in

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
	Schoolwide	equipped with the skills and strategies needed to support these students, creating a cohesive and supportive learning environment. This approach fosters a unified effort to close achievement gaps and promote equity.	student engagement and participation. English Learner reclassification rates to evaluate language acquisition progress. Surveys and feedback from teachers to assess the impact of professional development and collaborative planning on instructional practices. Monitoring the implementation of targeted interventions and their outcomes.
1.2	**Action:** Assessments **Need:** Students require more frequent and targeted assessments to accurately monitor their academic progress and identify areas needing additional support. **Scope:** Schoolwide	These assessments will help identify the specific academic needs of unduplicated student groups, allowing for timely and effective interventions. By providing assessments, we ensure a standardized approach to measuring student progress, thereby promoting consistency and equity across the school. This allows all teachers to have access to reliable data, enabling them to tailor their instruction to better support the academic growth of unduplicated students.	Analysis of assessment data, including formative and summative assessments, to track academic progress and identify achievement gaps. For example, state assessments, PSAT, and AP. Progress monitoring reports to evaluate the effectiveness of interventions based on assessment results.

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
			English Learner progress assessments to track language development and proficiency gains. Teacher and student feedback on the assessment process to improve implementation and effectiveness.
1.3	**Action:** Leadership Team Collaboration **Need:** Students need comprehensive and cohesive support systems that address their academic, social, and emotional needs. **Scope:** Schoolwide	Leadership Team Collaboration is designed to address these needs by fostering regular and structured collaboration among school leaders, including administrators, counselors, and department heads. This collaboration focuses on developing and implementing strategies that support unduplicated students holistically. By providing this action, we ensure a unified approach to identifying and addressing the needs of these students, promoting a culture of shared responsibility and continuous improvement. The leadership team will work together to analyze data, discuss best practices, and coordinate interventions that support academic achievement, social-emotional well-being, and family engagement for unduplicated students.	Student academic performance data, including standardized test scores and classroom assessments, to monitor progress in closing achievement gaps. Attendance and engagement records to track improvements in student participation and school involvement. Behavior and discipline reports to assess the impact of support strategies on student conduct and social-emotional development. Surveys and feedback from students, parents, and staff to evaluate the effectiveness of leadership

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
			initiatives and collaboration efforts. Monitoring the implementation and outcomes of targeted interventions and programs designed for unduplicated students.
1.6	**Action:** Literacy/Academic Skills **Need:** These students often face challenges such as limited access to educational resources at home, language barriers, and frequent disruptions in their education. As a result, they require additional support to develop the foundational literacy and academic skills necessary for success in all subject areas. **Scope:** Schoolwide	The Literacy and Academic Skills action is designed to address these needs by implementing targeted interventions and instructional strategies that focus on enhancing literacy and overall academic skills. This includes differentiated instruction, small group tutoring, and the use of evidence-based literacy programs. Providing this action on an LEA or schoolwide basis ensures that all students, especially those in the unduplicated groups, receive the support they need to improve their reading, writing, and critical thinking skills. This comprehensive approach ensures consistency in instructional quality and equitable access to academic resources and interventions.	Reading and writing assessment scores to monitor improvements in literacy skills. Standardized test scores in language arts and other core subjects to evaluate overall academic progress. Progress reports and grades to track student performance in literacy and academic skills areas. English Learner reclassification rates to measure advancements in language proficiency. Surveys and feedback from students and teachers to assess the impact of literacy interventions and instructional strategies.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Monitoring the participation and outcomes of tutoring and other targeted support programs.
1.7	**Action:** Math Lab **Need:** Students have limited access to supplemental educational resources, encounter language barriers that affect comprehension of mathematical concepts, and experience instability that disrupts their learning continuity. Consequently, they require targeted interventions to build and strengthen their math skills. **Scope:** Schoolwide	The Math Lab action is designed to address these needs by providing a dedicated space and resources for targeted math instruction and support. The Math Lab will offer individualized and small-group tutoring, focused on reinforcing fundamental math concepts and addressing specific areas of difficulty.	Math assessment scores to track improvements in students' mathematical skills and understanding. Standardized test scores in math to evaluate overall academic progress and proficiency. Progress reports and grades in math courses to monitor student performance and growth. Attendance and participation records for Math Lab sessions to ensure engagement and access.
1.8	**Action:** Study Hall **Need:** Students benefit significantly from structured and supportive study time to help bridge these gaps. **Scope:**	The Study Hall action is designed to provide a structured and supportive environment where students can focus on their academic work, receive additional help, and develop effective study habits. Study Hall sessions will be staffed by teachers who can offer personalized assistance, particularly in areas where students are struggling. By offering this action, we ensure that all students, especially those in unduplicated groups, have equitable access to a quiet and supportive study	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Standardized test scores to evaluate overall academic progress and proficiency.

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
	Schoolwide	environment, fostering better academic outcomes and reducing achievement gaps.	Attendance and participation records for Study Hall sessions to ensure students are engaging with the support provided. Monitoring the completion rates of homework and assignments to gauge the impact of the additional study time on student productivity.
1.10	**Action:** Academic Saturday School **Need:** Students need additional instructional time and support to catch up and improve their studies. **Scope:** Schoolwide	The Academic Saturday School action is designed to provide supplemental instructional time on weekends, offering targeted academic support and enrichment opportunities. This program will focus on core subjects, providing personalized instruction and tutoring to help students improve their understanding and skills. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to additional learning opportunities that can help bridge achievement gaps and reinforce classroom learning.	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Standardized test scores to evaluate overall academic progress and proficiency. Attendance records for Academic Saturday School sessions to track student participation and engagement.
1.11	**Action:** Site Literacy Coach **Need:** Students may struggle with reading comprehension, writing proficiency, and overall academic achievement.	The Site Literacy Coach action is designed to address these needs by providing specialized support to improve literacy instruction across the school. The Literacy Coach will work with teachers to develop and implement effective literacy strategies, provide targeted professional development, and offer direct support to students	Reading and writing assessment scores to monitor improvements in literacy skills. Standardized test scores in language arts to

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: Schoolwide	who need additional help. By providing this action, we ensure that all students, especially those in unduplicated groups, benefit from enhanced literacy instruction. This approach promotes consistency in teaching practices and ensures that all students have the opportunity to improve their literacy skills.	evaluate overall academic progress and proficiency. Progress reports and grades in language arts courses to track student performance and growth. English Learner reclassification rates to measure advancements in language proficiency.
1.12	**Action:** Remedial Summer School **Need:** Students benefit significantly from remedial instruction to help them catch up and strengthen their foundational skills. **Scope:** Schoolwide	The Remedial Summer School action is designed to provide targeted instructional support during the summer months, focusing on core subjects where students need the most help. This program will offer intensive, small-group instruction and personalized tutoring to address specific learning gaps and reinforce essential academic skills. By offering this action, we ensure that all students, especially those in unduplicated groups, have the opportunity to improve their academic performance and prepare for the upcoming school year. This approach helps prevent summer learning loss and supports students in achieving grade-level proficiency.	Pre- and post-assessment scores to measure academic progress and improvement in core subjects. Standardized test scores to evaluate overall academic proficiency and growth. Attendance records for summer school sessions to ensure student engagement and participation. Progress reports and grades from the following school year to track the long-term impact of summer school interventions.

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
1.13	**Action:** Assessment Team **Need:** Early identification and academic intervention for students who need additional support through tutoring, instructional labs, and other supportive measures designed to improve academic achievement, course completion, and graduation readiness. **Scope:** Schoolwide	Unduplicated pupils, including English learners, low-income students, and foster youth, often require additional academic support and timely intervention to address learning gaps and barriers to achievement. Providing schoolwide access to tutoring, instructional labs, academic monitoring, and intervention services ensures students are identified early and receive consistent support before academic challenges become more significant. Although unduplicated pupils represent approximately 30% of the student population, these services are provided on a schoolwide/LEA-wide basis because it is operationally and educationally effective to implement integrated intervention systems that allow for timely identification and support of students in need. The LEA expects that unduplicated pupils will benefit from these actions through increased access to academic assistance, improved course performance, and greater overall academic success.	Graduation Rates Student Grades and GPA CAASSP and Local Assessment Results Progress Monitoring/Intervention Data
2.2	**Action:** College and Career Activities **Need:** Students may have limited exposure to higher education opportunities, lack guidance on application processes, and need more mentorship to help them navigate potential career paths. Consequently, they require targeted support to explore and prepare for future educational and career opportunities. **Scope:**	The College and Career Exploration action is designed to address these needs by providing comprehensive programs that help students explore, plan, and prepare for their post-secondary education and career paths. This includes organizing college campus visits, attending STEM days, and facilitating career exploration activities. These initiatives provide students with firsthand experience of college environments, exposure to STEM fields, and opportunities to explore various careers through workshops, fairs, and mentorship programs. By offering this action, we ensure that all students, especially those in unduplicated	College application and acceptance rates to monitor students' pursuit of higher education opportunities. Enrollment rates in post-secondary education institutions, including two-year colleges, four-year universities, and vocational programs.

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
	Schoolwide	groups, have equitable access to essential information, resources, and opportunities. This approach fosters a culture of high expectations and readiness for all students, helping them make informed decisions about their futures.	Participation rates in college campus visits, STEM days, and career exploration activities to track student engagement and exposure.
2.3	**Action:** College and Career Exploration **Need:** Students require targeted support to explore and prepare for future educational and career opportunities. **Scope:** Schoolwide	The College and Career Exploration action is designed to address these needs by providing comprehensive programs that help students explore, plan, and prepare for their post-secondary education and career paths. This includes organizing college visits, career fairs, workshops on college applications and financial aid, mentorship programs, and access to career counseling services. Offering this action ensures that all students, especially those in unduplicated groups, have equitable access to essential information, resources, and opportunities. This approach fosters a culture of high expectations and readiness for all students, helping them make informed decisions about their futures.	College application and acceptance rates to monitor students' pursuit of higher education opportunities. Enrollment rates in post-secondary education institutions, including two-year colleges, four-year universities, and vocational programs. Completion rates of career interest inventories and participation in career exploration activities to track student engagement and planning. Tracking scholarships and financial aid awards received by students to evaluate support in the financial planning process.
2.4	**Action:** Student Study Skills and Organization	The Student Study Skills and Organization action is designed to provide structured support and resources to help students develop effective study	Academic performance data, including grades and progress reports, to

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: Students struggle with time management, note-taking, and task prioritization due to limited access to resources. As a result, they require targeted assistance to build these essential skills, which are critical for academic success and long-term educational attainment. **Scope:** Schoolwide	habits and organizational skills. This includes tutorials, and one-on-one coaching focused on time management, effective note-taking, goal setting, and task prioritization. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to the tools and strategies needed to enhance their academic performance and overall school experience. This comprehensive approach helps create a supportive learning environment where all students can thrive.	monitor improvements in student achievement. Standardized test scores to evaluate overall academic progress and proficiency. Tracking the completion and quality of assignments and projects to gauge the effectiveness of improved study and organizational skills.
3.1	**Action:** Professional Development **Need:** Students benefit greatly from teachers who are well-versed in differentiated instruction, technology integration, artificial intelligence tools, and social-emotional learning (SEL) techniques. To address these needs, it is crucial that staff receive ongoing professional development in these areas to enhance their ability to support and engage all students effectively. **Scope:** Schoolwide	The Staff Professional Development action is designed to provide comprehensive training for teachers and staff in key areas: academic content, technology, artificial intelligence, and student social-emotional well-being. This includes workshops, seminars, and training sessions focused on: Enhancing subject matter expertise to improve instructional quality and student outcomes. Integrating technology and artificial intelligence tools to personalize learning and increase student engagement. Implementing effective SEL practices to support the holistic development of students. Providing this professional development ensures that all teachers and staff have access to the training they need to address the diverse needs of our student population. This approach promotes a	Student academic performance data, including standardized test scores and classroom assessments, to monitor the impact of improved instructional practices. Technology and AI usage reports to evaluate the integration and effectiveness of new tools in the classroom. SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate.

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
		consistent, high-quality educational experience across the entire school and equips staff with the skills necessary to support unduplicated student groups effectively.	Teacher and staff feedback on professional development sessions to assess their relevance, quality, and impact on instructional practices. Monitoring the implementation of new strategies and tools in classrooms and their outcomes on student engagement and learning.
3.4	**Action:** Summer School for Advanced Math **Need:** Unduplicated pupils have demonstrated a need for increased access to rigorous, college-preparatory coursework in high-demand STEM fields, including advanced mathematics and technology pathways. Local data, including course enrollment patterns, college and career readiness indicators, and student achievement outcomes, indicate that unduplicated pupils have historically participated in advanced coursework at lower rates than their peers. Additional opportunities are needed to improve college readiness, expand access to A-G aligned pathways, and prepare students for postsecondary education and high-wage careers in technology and related industries. **Scope:** Schoolwide	The addition of AP Cybersecurity and AP Pre-Calculus expands access to rigorous academic coursework and college-preparatory STEM opportunities for all students, including unduplicated pupils. These courses are intended to increase student access to advanced mathematics, computer science, and career-connected learning experiences that support college and career readiness. Although the action is provided on a schoolwide basis, the LEA expects unduplicated pupils to benefit significantly through increased access to advanced coursework, improved academic preparedness, exposure to high-demand career pathways, and expanded opportunities to meet A-G requirements and college entrance expectations. Because enrollment in advanced coursework is integrated within the school's master schedule and instructional program, offering these courses schoolwide is the most effective method to ensure equitable access and	Enrollment and participation rates in AP Cybersecurity and AP Pre-Calculus, including disaggregated data for unduplicated pupils AP course completion rates Student achievement and grades in advanced coursework A-G completion rates College and Career Indicator (CCI) outcomes Student and parent survey feedback regarding access to advanced coursework and STEM opportunities

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
		reduce barriers to participation for unduplicated pupils.	
4.1	**Action:** Advisory Program **Need:** Students often face challenges that can impact their academic performance, social-emotional well-being, and post-secondary readiness. These students may need additional guidance and support to navigate academic expectations, manage social-emotional challenges, and explore college and career opportunities. An effective advisory program is crucial to address these diverse needs comprehensively. **Scope:** Schoolwide	Academic support: Advisors will help students develop effective study habits, manage their coursework, and access tutoring or other academic resources as needed. Social-emotional learning: Advisors will implement SEL activities and provide a safe space for students to discuss and manage their emotions, build resilience, and develop interpersonal skills. College and career readiness: Advisors will guide students through the process of exploring college and career options, completing applications, and preparing for life after high school.	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Attendance and engagement records for advisory sessions to ensure student participation and benefit from the program. SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate. Participation rates in college and career exploration activities to evaluate student engagement and readiness.
4.2	**Action:** School Counselor **Need:** Students require targeted support to address their unique needs and to help them overcome these challenges.	The Additional Counselor action is designed to provide dedicated support to students who are struggling academically and/or with social-emotional challenges. The additional counselor will:	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Attendance and engagement records to

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: Schoolwide	Offer individualized and group counseling sessions to support students' social-emotional well-being and help them develop coping strategies. Provide academic counseling and intervention strategies to help students improve their performance and achieve academic success. Coordinate services and resources for homeless students, foster youth, low-income students, and English Learners, ensuring they receive the necessary support to address their specific needs. By offering this action, we ensure that all students, especially those in unduplicated groups, have access to comprehensive counseling services. This approach promotes equity by addressing the specific barriers faced by these students and providing them with the support needed to succeed academically and socially.	track student participation in counseling sessions and other support services. SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate. Monitoring the academic progress and graduation rates of homeless students, foster youth, low-income students, and English Learners to evaluate the impact of coordinated services. Tracking referrals and access to external resources and services coordinated by the counselor.
4.3	**Action:** Resource Center **Need:** Students benefit greatly from additional instructional help, peer mentoring, and access to technology resources to complete their assignments and enhance their learning. **Scope:**	The Resource Center action is designed to provide a safe and supportive facility where students can access instructional help, peer mentoring, and technology resources before school, during school, and after school. The Resource Center will: Offer a safe space for students to study, complete assignments, and access technology such as computers and internet.	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Attendance and participation records for the Resource Center to track student engagement

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
	Schoolwide	Provide peer mentoring programs where students can receive academic support and tutoring from their peers. Facilitate a supportive environment where students can seek help from staff and mentors to address their academic and personal challenges. By offering this action, we ensure that all students, particularly those in unduplicated groups, have equitable access to the resources they need to succeed academically. This approach promotes a comprehensive support system that addresses the diverse needs of our students and enhances their overall learning experience.	and utilization of the facility. Tracking the use of technology resources and access to peer mentoring programs to evaluate their effectiveness in supporting student learning.
4.8	**Action:** Social Emotional Support **Need:** Students experience stress, anxiety, trauma, and other mental health issues that require targeted support. Addressing their social-emotional needs is crucial for their academic success and personal development. **Scope:** Schoolwide	The Social Emotional Support action is designed to provide comprehensive social-emotional support to students, including the services of a Licensed Marriage and Family Therapist (LMFT). This program will: Offer individual and group counseling sessions to help students manage their emotions, develop coping strategies, and build resilience. Provide access to an LMFT who can offer specialized mental health support and therapy for students experiencing significant social-emotional challenges. Implement social-emotional learning (SEL) activities and programs to foster a supportive and positive school environment.	Attendance and participation records for counseling sessions and SEL programs to track student engagement and utilization of services. Monitoring the incidence of behavior issues and disciplinary actions to evaluate the impact of social-emotional interventions. Tracking referrals and access to the LMFT to measure the effectiveness of mental health support services.

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
		Facilitate opportunities and training for students, parents, and staff to increase awareness and understanding of social-emotional well-being. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to the social-emotional support they need. This approach promotes a holistic support system that addresses the mental health and well-being of our students, enhancing their ability to succeed academically and personally.	Academic performance data, including grades and progress reports, to assess the correlation between social-emotional support and academic success.
4.10	**Action:** WEB/Link Crew Programs **Need:** Students struggle with social integration, lack of mentorship, and limited access to supportive peer networks. Strengthening student leadership, mentorship, and community-building initiatives is essential to fostering a positive and inclusive school culture that supports the success of all students. **Scope:** Schoolwide	The WEB and LINK Crew programs are designed to address these needs by adding dedicated classes to our master schedule that focus on student leadership, mentorship, and community building. These programs will: Empower upperclassmen to take on leadership roles, providing guidance and support to incoming students through structured mentorship activities. Facilitate community-building initiatives that promote inclusivity, positive relationships, and a supportive school environment. Offer training and development opportunities for student leaders to enhance their skills in mentoring, communication, and community engagement. By offering this action, we ensure that all students, especially those in unduplicated groups, benefit from a strengthened support system and a more inclusive school culture. This comprehensive approach helps create a cohesive and supportive	Participation rates in WEB and LINK Crew programs to track student engagement and involvement in leadership and mentorship activities. Surveys and feedback from students, parents, and staff to assess the impact of these programs on school culture, inclusivity, and student relationships. Attendance records to monitor improvements in student engagement and sense of belonging. Behavioral and disciplinary records to evaluate the impact of mentorship and community-building

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
		learning environment where all students can thrive and feel a sense of belonging.	initiatives on student conduct. Academic performance data, including grades and progress reports, to assess the correlation between participation in these programs and academic success. Monitoring the retention rates of incoming students to measure the effectiveness of mentorship support in helping them acclimate to the school environment.

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
1.5	**Action:** Student Support Services - EL **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.9	**Action:** Unduplicated Student(s) Support and Resources **Need:** **Scope:** Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

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

Staff-to-student 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		

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	12,499,455.00	735705.00	5.886%	0.000%	5.886%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,574,943.00	$116,400.00	$0.00	$20,043.00	$2,716,386.00	$1,963,143.00	$753,243.00

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	Department Release Time	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$6,101.00	$0.00	$6,101.00				$6,101.00	
1	1.2	Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.3	Leadership Team Collaboration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$13,700.00	$1,300.00	$15,000.00				$15,000.00	
1	1.4	Professional Development	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.5	Student Support Services - EL	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.6	Literacy/Academic Skills	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$47,748.00	$0.00	$47,748.00				$47,748.00	
1	1.7	Math Lab	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$70,127.00	$0.00	$25,127.00	$45,000.00			$70,127.00	
1	1.8	Study Hall	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$148,578.00	$0.00	$148,578.00				$148,578.00	
1	1.9	Unduplicated Student(s) Support and Resources	Low Income	Yes	Limited to Unduplicated	Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	

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
					Student Group(s)											
1	1.10	Academic Saturday School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$3,624.00	$0.00	$3,624.00				$3,624.00	
1	1.11	Site Literacy Coach	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$53,675.00	$0.00	$53,675.00				$53,675.00	
1	1.12	Remedial Summer School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.13	Assessment Team	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$15,000.00	$0.00	$15,000.00				$15,000.00	
2	2.1	Professional Development	All	No			All Schools		$0.00	$20,043.00	$0.00			$20,043.00	$20,043.00	
2	2.2	College and Career Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	College and Career Exploration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$53,021.00	$1,500.00	$54,521.00				$54,521.00	
2	2.4	Student Study Skills and Organization	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$3,661.00	$1,000.00	$4,661.00				$4,661.00	
2	2.5	Technology	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.6	Instructional Resources	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
3	3.1	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	AP and Pre-AP Programs							$0.00	$22,000.00	$22,000.00				$22,000.00	
3	3.3	Dual Enrollment	All	No			All Schools		$883,067.00	$12,500.00	$895,567.00				$895,567.00	
3	3.4	Summer School for Advanced Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth			$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.5	Co-Curricular and Extra-Curricular Activities	All	No			All Schools		$250,000.00	$250,000.00	$500,000.00				$500,000.00	
3	3.6	Increase in AP Course Offerings														
4	4.1	Advisory Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$24,398.00	$0.00	$24,398.00				$24,398.00	
4	4.2	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$162,551.00	$0.00	$162,551.00				$162,551.00	
4	4.3	Resource Center	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$89,591.00	$0.00	$89,591.00				$89,591.00	
4	4.4	School Safety Supervisor	All	No			All Schools		$93,307.00	$0.00	$93,307.00				$93,307.00	
4	4.5	School Wide Safety Program	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.6	Marketing	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.7	Professional Development	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.8	Social Emotional Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$21,689.00	$71,400.00	$21,689.00	$71,400.00			$93,089.00	
4	4.9	Parent Engagment	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.10	WEB/Link Crew Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$23,305.00	$5,000.00	$28,305.00				$28,305.00	

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
12,499,455.00	735705.00	5.886%	0.000%	5.886%	$736,569.00	0.000%	5.893 %	**Total:**	$736,569.00
								LEA-wide Total:	$0.00
								Limited Total:	$3,000.00
								Schoolwide Total:	$733,569.00

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**	Department Release Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,101.00	
1	**1.2**	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	**1.3**	Leadership Team Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	**1.5**	Student Support Services - EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
1	**1.6**	Literacy/Academic Skills	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$47,748.00	
1	**1.7**	Math Lab	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,127.00	
1	**1.8**	Study Hall	Yes	Schoolwide	English Learners Foster Youth	All Schools	$148,578.00	

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			
1	1.9	Unduplicated Student(s) Support and Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,500.00	
1	1.10	Academic Saturday School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,624.00	
1	1.11	Site Literacy Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$53,675.00	
1	1.12	Remedial Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.13	Assessment Team	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	
2	2.2	College and Career Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.3	College and Career Exploration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$54,521.00	
2	2.4	Student Study Skills and Organization	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,661.00	
3	3.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Summer School for Advanced Math	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
4	4.1	Advisory Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,398.00	
4	4.2	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$162,551.00	
4	4.3	Resource Center	Yes	Schoolwide	English Learners Foster Youth	All Schools	$89,591.00	

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			
4	**4.8**	Social Emotional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$21,689.00	
4	**4.10**	WEB/Link Crew Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$28,305.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,434,489.00	$3,382,768.19

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**	Department Release Time	Yes	$24,416.00	2885.35
1	**1.2**	Assessments	Yes	$8,000.00	11895.44
1	**1.3**	Leadership Team Collaboration	Yes	$17,321.00	5712.40
1	**1.4**	Professional Development	No	$5,000.00	3254.80
1	**1.5**	Student Support Services - EL	Yes	$1,500.00	0.00
1	**1.6**	Literacy/Academic Skills	Yes	$43,728.00	45967.05
1	**1.7**	Math Lab	Yes	$20,765.00	47609.60
1	**1.8**	Study Hall	Yes	$210,855.00	182918.42
1	**1.9**	Unduplicated Student(s) Support and Resources	Yes	$1,500.00	1700.00
1	**1.10**	Academic Saturday School	Yes	$3,664.00	3486.82
1	**1.11**	Site Literacy Coach	Yes	$46,001.00	48577.90

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	1.12	Remedial Summer School	Yes	$4,833.00	0
2	2.1	Professional Development	No	$15,000.00	534.00
2	2.2	College and Career Activities	Yes	$15,000.00	1727.96
2	2.3	College and Career Exploration	Yes	$1,500.00	120412.07
2	2.4	Student Study Skills and Organization	Yes	$5,000.00	5197.03
2	2.5	Technology	No	$150,000.00	338767.40
2	2.6	Instructional Resources	No	$150,000.00	280231.18
3	3.1	Professional Development	Yes	$25,000.00	22687.01
3	3.2	AP and Pre-AP Programs	No	$30,000.00	64309.63
3	3.3	Dual Enrollment	No	$537,195.00	822592.62
3	3.4	Summer School for Advanced Math	No	$4,274.00	436.68
3	3.5	Co-Curricular and Extra-Curricular Activities	No	$610,172.00	879491.98
4	4.1	Advisory Program	Yes	$21,975.00	23071.02

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)
4	**4.2**	School Counselor	Yes	$148,686.00	154961.71
4	**4.3**	Resource Center	Yes	$80,626.00	90277.66
4	**4.4**	School Safety Supervisor	No	$75,053.00	91470.75
4	**4.5**	School Wide Safety Program	No	$5,000.00	0
4	**4.6**	Marketing	No	$2,500.00	3267.00
4	**4.7**	Professional Development	No	$10,000.00	10196.17
4	**4.8**	Social Emotional Support	No	$115,901.00	86722.00
4	**4.9**	Parent Engagment	No	$5,000.00	88.66
4	**4.10**	WEB/Link Crew Programs	Yes	$39,024.00	32317.88

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)
716925	$701,694.00	$776,995.56	($75,301.56)	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	Department Release Time	Yes	$24,416.00	2885.35		
1	1.2	Assessments	Yes	$8,000.00	11895.44		
1	1.3	Leadership Team Collaboration	Yes	$17,321.00	5085.33		
1	1.5	Student Support Services - EL	Yes	$1,500.00	0		
1	1.6	Literacy/Academic Skills	Yes	$43,728.00	45967.05		
1	1.7	Math Lab	Yes	$20,765.00	47838.73		
1	1.8	Study Hall	Yes	$210,855.00	182918.42		
1	1.9	Unduplicated Student(s) Support and Resources	Yes	$1,500.00	1700.00		
1	1.10	Academic Saturday School	Yes	$3,664.00	3486.82		
1	1.11	Site Literacy Coach	Yes	$46,001.00	48577.90		
1	1.12	Remedial Summer School	Yes	$4,833.00	0		
2	2.2	College and Career Activities	Yes	$15,000.00	1727.96		
2	2.3	College and Career Exploration	Yes	$1,500.00	119087.26		

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)
2	**2.4**	Student Study Skills and Organization	Yes	$5,000.00	5197.03		
3	**3.1**	Professional Development	Yes	$7,300.00	0		
4	**4.1**	Advisory Program	Yes	$21,975.00	23071.02		
4	**4.2**	School Counselor	Yes	$148,686.00	154961.71		
4	**4.3**	Resource Center	Yes	$80,626.00	90277.66		
4	**4.10**	WEB/Link Crew Programs	Yes	$39,024.00	32317.88		

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)
11211450.00	716925	0.00%	6.395%	$776,995.56	0.000%	6.930%	$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).

California Department of Education
November 2024