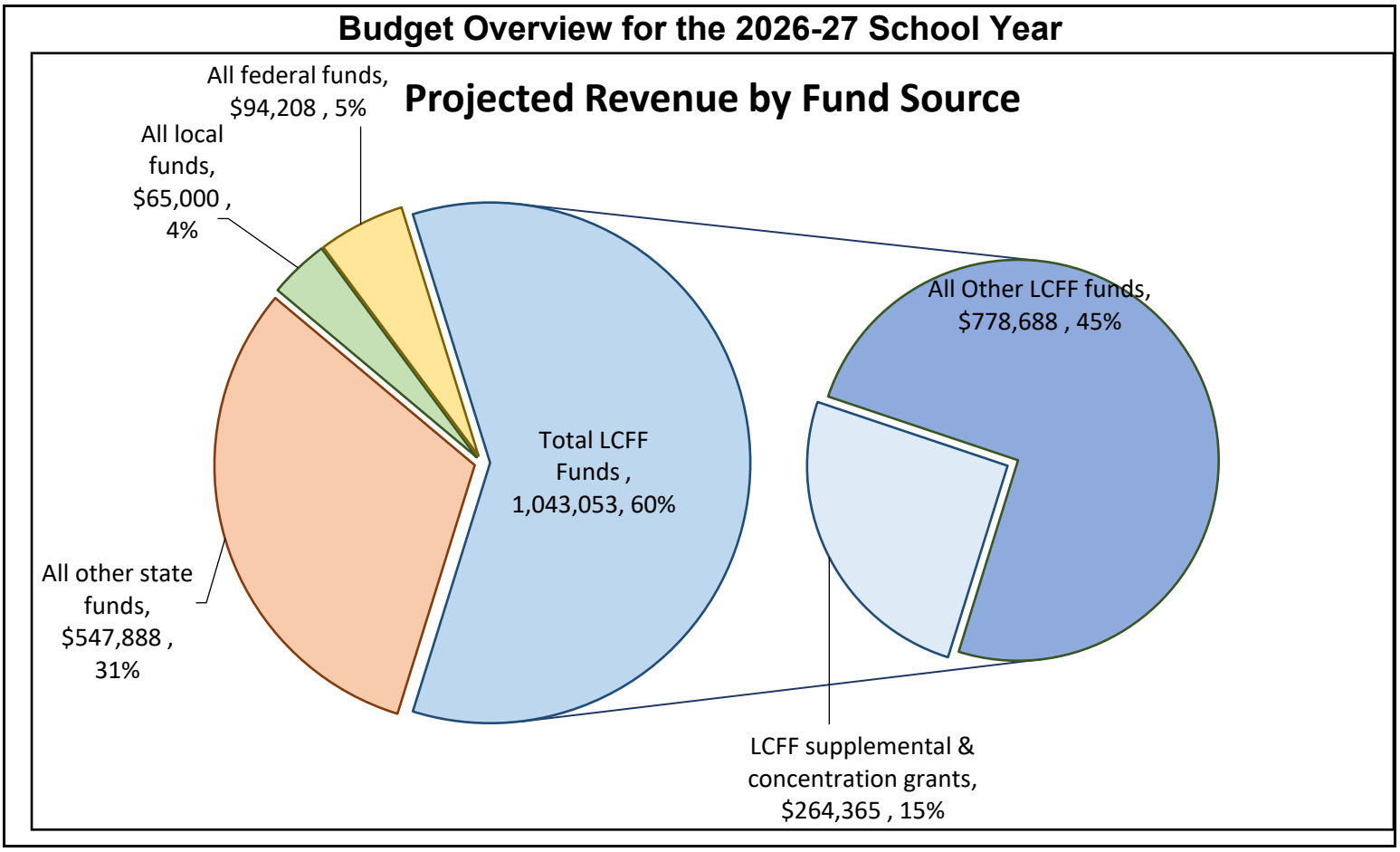
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oxford Day Academy
CDS Code: 41104130135269
School Year: 2026-27
LEA contact information: Jimmy Aguilar; jaguilar@oxforddayacademy.org; 650-450-6633

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).

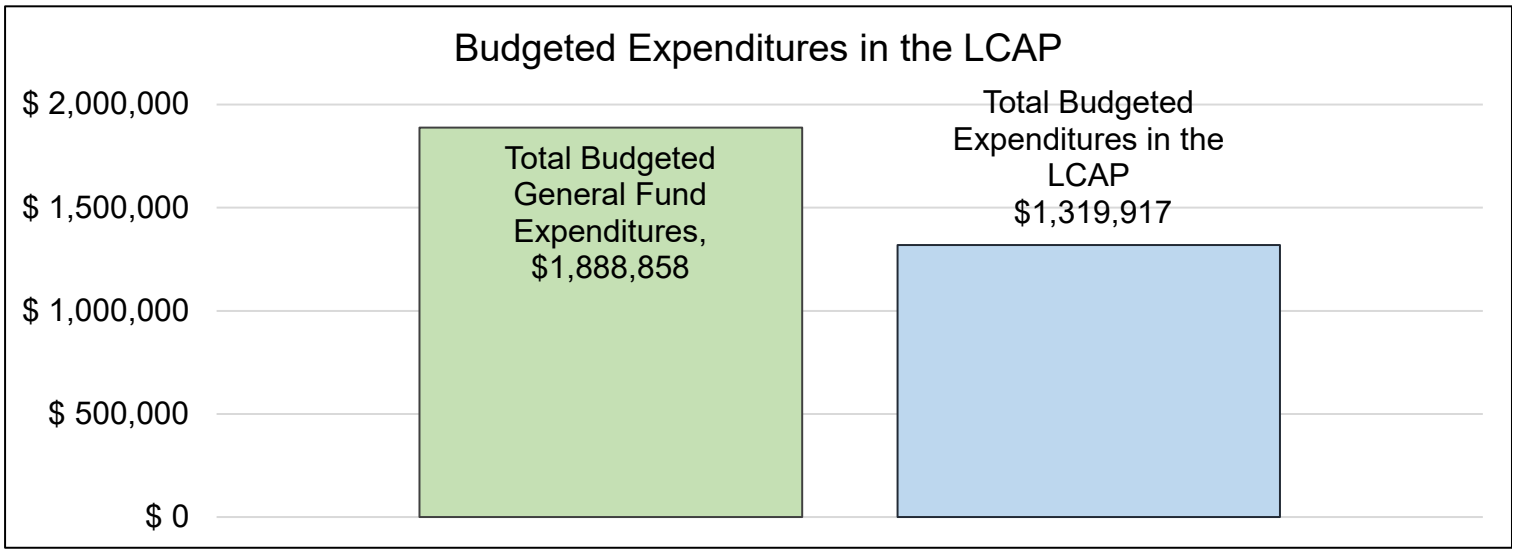


This chart shows the total general purpose revenue Oxford Day Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oxford Day Academy is $1,750,149.00, of which $1,043,053.00 is Local Control Funding Formula (LCFF), $547,888.00 is other state funds, $65,000.00 is local funds, and $94,208.00 is federal funds. Of the $1,043,053.00 in LCFF Funds, $264,365.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Oxford Day Academy plans to spend $1,888,858.00 for the 2026-27 school year. Of that amount, $1,319,917.00 is tied to actions/services in the LCAP and $568,941.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

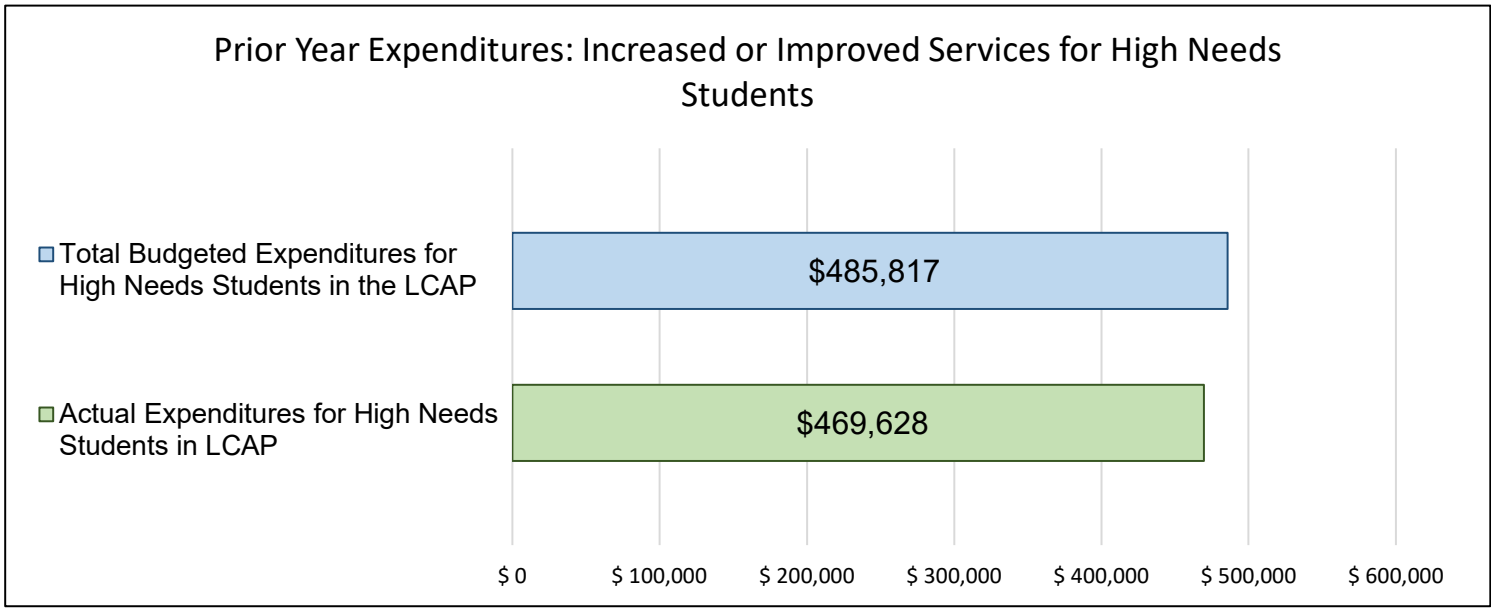
Postage, Business Services, Phone/Fax, Depreciation, Interest, Oversight and Legal Fees

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

In 2026-27, Oxford Day Academy is projecting it will receive $264,365.00 based on the enrollment of foster youth, English learner, and low-income students. Oxford Day Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oxford Day Academy plans to spend $545,184.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Oxford Day Academy's LCAP budgeted $485,817.00 for planned actions to increase or improve services for high needs students. Oxford Day Academy actually spent $469,628.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $16,189.00 had the following impact on Oxford Day Academy's ability to increase or improve services for high needs students:

The actual expenditures were reduced due to flucuations in personnel costs and using other revenue sources (LREBG) that was not included in the original budget to fund the SELC positions.

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
Oxford Day Academy	Jimmy Aguilar Head of School	jaguilar@oxforddayacademy.org (650) 450-6633

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.

Oxford Day Academy (ODA) is a public charter high school located in East Palo Alto (EPA) within the Sequoia Union High School District (SUHSD). ODA started with only 9th grade students in 2017-18 and added a grade each year until the school served grades 9 through 12 in 2020-21. The class of 2021 was the first graduating class. Being one of four high schools in the area, ODA represents a different opportunity for youth of color to access quality education. It is known that the East Palo Alto community faces an acute need for alternative educational models, as much of its population historically has been locked out of traditional opportunities for college and career. For example, while SUHSD boasts a 91% graduation achievement rate, 71% of East Palo Alto youth graduates high school and only 25% hold a bachelor's degree.

In 2024-25, ODA served 108 students: 99% are Hispanic/Latino, 82% are socioeconomically disadvantaged, 9% qualify for Special Education services, 46% are English Language Learners, and 22% are Long Term English Learners. The English learner population served by ODA is very diverse. 24 English learners are classified as Long-Term English Learners (LTEL) because they have been enrolled in California schools receiving English Language Development (ELD) services for over six years, while 16 of the school's enrolled English learners are newcomers with only 0-3 years in California schools receiving ELD services, and 5 with 4-5 years in the California school system. The high number of relative newcomers to the United States in a high school program speaks to the strong reputation ODA has developed in the community for meeting the needs of these students.

The Mission: Oxford Day Academy (ODA) will engage and develop intelligent, compassionate young leaders with the character, ability, and passion they need to create positive change in the world. Vision: ODA operates on two central guiding beliefs: (1) all students are capable of achieving rigorous college preparatory academics when personalized learning is coupled with comprehensive socio-emotional supports, and (2) social justice-oriented project-based learning helps students to develop the skills required to become engaged, productive members of our 21st-century society. Oxford Day Academy students engage in student-led, discussion-based learning known as Harkness Tables, in addition to Field Experience where students gain real-world skills and experiences by developing first as responsible, respectful volunteers capable of making meaningful contributions. We then seek partnerships with businesses and nonprofits with the capacity to develop high-value skills within their workforce. The design thinking process utilized in Field Experience allows students to conduct research, develop testable hypotheses, and test their hypothesis as they prototype solutions in the real world. Field Experiences are integrated into the Oxford Day Academy curriculum, with students receiving ongoing time and support from ODA staff to ensure that students and community partners alike are positioned to succeed.

Teachers use Oxford-style tutorials to help students connect our service focus with academic content, bringing student agency and personalization to new levels through five key design elements: Harkness discussions, Tutorials, Small Group Instruction, Personalized learning, and Field Experience. The

Oxford Tutorial is an inquiry-based method designed to cultivate critical thinking through individualized dialogue between the student and their tutor. The purpose of the tutorial is to develop an individual student's capacity to think in depth about a subject area and to operate with growing confidence within its techniques and methodologies, with the expectation that the process will promote increased understanding of the discipline for both tutor and student. Primarily taught at Oxford University, ODA is among the very first schools to employ this method at the high school level; thus further preparing our students for success in whatever field they choose after graduation.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Oxford Day Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies that will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

In the 2025-26 school year, our school was identified for Targeted Support and Improvement (TSI). This means that based on the data from the 2025 California School Dashboard, English Learners were in the lowest status level for all but one of the state indicators. This plan will address how these students will be supported.

The school does not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Successes

In 2025 the school increased the percentage of students meeting/exceeding standards on the CAASPP English Language Arts assessment from 6% to 12%. Similarly, the percentage of students meeting/exceeding standards on the CAASPP Mathematics assessment increased from 0% to 12.5%.

On the 2023 CA Dashboard, the school had a Red performance level for Math. A new action was added to the LCAP to address this need that includes the use of data to monitor academic progress in Math and place students in the appropriate tiers for intervention. 9th and 10th grade students attend math intervention classes twice during the week through our partnership with the Boys and Girls Club. Students also use adaptive online programs that provide math intervention targeted to each student's needs. On the 2024 CA Dashboard, the school improved to the Orange performance level for Math. On the 2025 CA Dashboard, a color indicator was not generated because there were not a numerically significant number of 11th graders last year. However, the average score increased by 65 points in 2025 indicating that the new action supporting math achievement is proving effective.

The 2025 CA Dashboard rating for College and Career Readiness is 'Green' with 97% of students demonstrating readiness.

Local data demonstrates the successful implementation of the ODA academic model with 100% of graduates, including graduates with disabilities, who have participated in field experience/internship opportunities.

All Local Indicators were met on the 2025 CA Dashboard.

Challenges

Anecdotal data (local data) indicates the high percentage of high school-aged English learners with diverse needs poses a challenge to ensure a rigorous, college-ready curriculum for all students while ensuring access for students with limited English proficiency. The school has addressed this need by providing curriculum packets at various levels to ensure all students have access to the same material but at the appropriate language level.

On the 2025 CA Dashboard, the Graduation indicator is Red with a 58% graduation rate. The graduation rate has suffered due to students who leave the state or country without notifying the school of where they are going. Some students stay in the area but are forced to drop out due to a true financial need to work to support themselves and their families. The Newcomer Truancy Liaison has done amazing work to get our newcomers back to school with a schedule that will work around work requirements.

On the 2025 CA Dashboard, the English Learner Progress indicator is Red with 17% of English Learners making progress or maintaining at the highest level on the ELPAC. This rate includes a participation rate deduction due to not meeting the 95% testing requirement. We attribute these issues in part to students who do not value the test and either do not come to school on the day of the test or do not put any effort into demonstrating their knowledge on the test. The school is working to change the culture around testing so that students do see the value.Without the participation point deduction, 26% of English Learners made progress or maintained at the highest level on the ELPAC in 2025-26. In 2025-26, the school was identified for Targeted Support and Improvement (TSI) due to the low rate of English Learner Progress.

In 2026-27, the school established time in the schedule for designated English Language Development (ELD) instruction, with students receiving three days of ELD per week. This has provided a more structured approach to language development and has increased opportunities for targeted instruction aligned to students' language proficiency levels. However, feedback from both teachers and students indicates that the current level of ELD support is not sufficient to fully meet student needs. There is a shared understanding that ELD instruction should be expanded beyond the current three-day model. This feedback has informed ongoing conversations about a broader overhaul of the ELD program at ODA (including strengthening EL reclassification protocols and Integrated ELD PD for teachers), with the goal of creating a more comprehensive and consistent approach to language development across the school day.

Learning Recovery Emergency Block Grant (LREBG)

ODA does not have any unexpended LREBG funds for the 2026-27 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Oxford Day Academy is a single-school LEA that is not 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents have participated in regular information meetings and provided feedback regarding strengths and areas of growth for our academic program. ODA Parents met to discuss the strengths and areas of need concerning school programs, useful resources, and identified specific areas of need. ODA families are also surveyed once a semester. Based on information from these meetings and surveys, the school updates the LCAP to incorporate feedback.Parents provided feedback to inform LCAP development at a 3/26/26 meeting. The proposed LCAP was reviewed during the 5/23/26 parent meeting. The LCAP was presented to the Parent Advisory group and ELAC for feedback during the May meeting. At least one parent of a student with disabilities participated in this meeting. The Head of School, serving as the superintendent, provided a written response to all feedback from the group. A Public Hearing was held on 5/4/26 to solicit community input on the plan. The Head of School, serving as the superintendent, provided a written response to all feedback. The Board will approve the plan at the 6/22/26 meeting.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel gather weekly to review student data and provide feedback on the strengths and areas of need. The Head of School, serving as the school principal, provides feedback during regular meetings that occur separately with teachers and the other administrators.
Students	Students have formed a group “School Culture & Climate“(SCC) to meet weekly and take inventory of school culture and climate. This group serves as the Student Advisory Council. The committee meets with their faculty advisor and sends out surveys to students at least once a semester regarding school safety, instruction, and general feedback for consideration. The group provides student feedback to administrators based on the student survey data. Based on information from this group, the school updates the LCAP to incorporate the student feedback.The group provided specific feedback to inform LCAP development at the 3/26/26 meeting.
SELPA	The school consulted the County SELPA Coordinator to review the LCAP.
Other Community Groups	ODA team leads regularly liaison with affiliated organizations that target students whose performance data requires more intensive supports, as reflected by MAP scores; and regularly liaison with organizations to collaborate with direct and meaningful intent to develop students to be college-ready, offer exposure to college courses, and preemptively offer response to interventions. These organizations and affiliates are Cañada College, Centre for Tutorial Teaching, Boys & Girls Club, and Reach University.

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

The adopted LCAP was influenced by feedback in the following areas:

Goal 3 Analysis includes the following parent, student and administrator feedback:

However, feedback from both teachers and students indicates that the current level of ELD support is not sufficient to fully meet student needs. There is a shared understanding that ELD instruction should be expanded beyond the current three-day model. This feedback has informed ongoing conversations about a broader overhaul of the ELD program at ODA, with the goal of creating a more comprehensive and consistent approach to language development across the school day.

In addition, administrator feedback has identified a need to strengthen professional development for teachers,especially for Integrated ELD strategies to ensure English learners can access the grade level content.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	ODA will cultivate community engagement through professional development opportunities in order to prepare students for post-secondary opportunities.	Broad

State Priorities addressed by this goal.

Priority #4 Pupil Achievement, Priority #7 Course Access, and Priority #8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The majority of ODA students come from socioeconomically disadvantaged, immigrant families and will be first-generation college students. As such, it is necessary to provide the necessary competencies for applying to college, successfully navigating the college experience, and conducting oneself professionally in the workplace. ODA will ensure each graduate, including students with disabilities, has multiple field experience opportunities before graduation. ODA will provide a college/career counselor to ensure high rates of A-G completion, high numbers of students enrolled in and passing college courses while in high school, and high levels of academic preparation to demonstrate college readiness on the EAP, as well as College/Career Readiness on the CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G completion rate for graduating cohort *Data Source: Dataquest*	All: 83% Hispanic: 86% EL: 72% SED: 83% Data Year: 2022-23	All: 0% Hispanic: 0% EL: 0% SED: 0% Data Year: 2023-24	All: 85% Hispanic: 83% EL: 83% SED: 85% Data Year: 2024-25	90% Data Year: 2025-26	All: +2 Hispanic: -3 EL: +9 SED: +2
1.2	# of students enrolled in a college credit course during the school year *Data Source: Local*	10 Data Year: 2023-24	13 Data Year: 2024-25	3 Data Year: 2025-26	25 Data Year: 2026-27	

1.3	% of graduates that have earned one semester or two quarters of college credit. *Data Source: Local*	83% Data Year: 2023-24	20% Data Year: 2024-25	10% Data Year: 2025-26	90% Data Year: 2026-27	
1.4	% of graduates who have participated in field experience/ internship opportunities *Data Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintained
1.5	% of graduates who have with disabilities who have participated in field experience/internship opportunities *Data Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintained
1.6	% of graduates completing a CTE pathway *Data Source: SARC*	0% Data Year: 2022-23	0% Data Year: 2023-24	0% Data Year: 2024-25	10% Data Year: 2025-26	0
1.7	% of 11th grade students prepared for college (EAP) as measured by the ELA and Math CAASPP *Data Source: Dataquest*	ELA 0% Math 0% No students tested Data Year: 2022-23	ELA 6.25% Conditionally Ready Math 0% Data Year: 2023-24	ELA 12% Conditionally Ready Math 12.5% Conditionally Ready Data Year: 2024-25	ELA: 20% Math: 15% Data Year: 2025-26	ELA +12 Math +12.5
1.8	% of graduating cohort prepared for College/Career *Data Source: CA Dashboard*	All: 55.9% Prepared (High) SED: 55.9% EL: 61.5% Hispanic: 60% Data Year: 2022-23	All: 3% SED: 3.3% EL: 5.9% Hispanic: 3.2% Data Year: 2023-24	All: 37% SED: 38% EL: 40% Hispanic: 41% Data Year: 2024-25	71% Data Year: 2025-26	All: -19 SED: -18 EL: -21.5 Hispanic: -19

1.9	AP pass rate (3 or higher) for students who take the AP exam *Data Source: Local AP Results*	0 Data Year: 2022-23	0 Data Year: 2023-24	0 Data Year: 2024-25	0 (Priority is concurrent enrollment - not AP) Data Year: 2025-26	0

Goal Analysis for 2025-26

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

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

Both actions were implemented as planned.

A major success has been the strong participation of seniors in field-based learning. A high percentage of seniors who are eligible for graduation are actively engaged in field experiences, culminating in a year-long Impact Project. These experiences have provided students with meaningful opportunities to apply academic learning in real-world contexts, strengthening both their practical skills and postsecondary readiness.

In alignment with Action 1.2, the school has also seen a significant increase in college application rates among seniors. Notably, this growth includes Long-Term English Learners (LTELs), reflecting expanded access, improved support systems, and a stronger college-going culture across student groups. This marks an important step toward greater equity in college and career pathways.

However, challenges have emerged at the junior level. The junior class is relatively small, and many students experienced difficulty securing internships. As a result, only approximately 50% of juniors were placed in traditional internships. To address this gap, the school demonstrated flexibility by allowing student employment to count as work-based learning, ensuring that students still engaged in career-relevant experiences.

Despite these adjustments, there is concern about the long-term impact on this cohort. Because many juniors did not fully participate in structured internships, they may not have developed the foundational skills typically needed to successfully transition into senior-year Impact Projects. Moving forward, the school is prioritizing targeted support to ensure these students are adequately prepared, including strengthened internship placement efforts and additional scaffolding for planning and implementing the Impact projects.

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.

In Action 1.1, the difference in the $78,738 budgeted expenditures and $45,250 estimated actuals was due to reduced staffing in this area.

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

The field experience action is demonstrating effectiveness with 100% of all graduates and 100% of graduates with disabilities participating in field experiences/internships prior to graduation. The College & Career Readiness action is demonstrating effectiveness with 85% of graduates completing A-G requirements and 37% of graduates are showing as prepared for college/career on the 2025 CA Dashboard.

Currently, the focus of our college counselors is in supporting students with concurrent enrollment in college courses to obtain college credit rather than pursuing AP classes. 3 students are enrolled in a college credit course during the current school year and 10% of graduates earned one semester or two quarters of college credit.

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.

There are no changes being made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Field Experience	ODA provides students with real-life experience to use workplace knowledge and skills. A) Professional Workplace Management: Opportunities for students to spend a portion of the school day participating in internships and training on professional workplace skills such as interviewing, resume building, and grant writing. B) Service Learning with Design Thinking: ODA students create a social justice portfolio C) Interdisciplinary Learning Studios - multi-grade, interdisciplinary learning for four hours, followed by opportunities to bring those ideas to life through field research, internships, and Impact project (grade 12) implementation.	$ 57,704	Yes
1.2	College & Career Readiness	ODA provides staffing and material resources to ensure students progress toward graduation, gain the knowledge and skills necessary to apply to college, and navigate the college experience. A) ODA provides staff to monitor student progress beginning in 9th grade to ensure all students are on track to graduate completing A-G requirements. Students who are missing credits can either participate in Imagine Learning/Edgenuity or ODA's in-house credit recovery platforms depending on the situation. Staff also supports college/career planning, applying to college, completing financial aid applications, and completing post-secondary plans. B) ODA provides AP testing, college courses and material fees to ensure students can access college credit through either AP tests or enrollment in college courses at local community colleges. C) All 11th graders enroll in College and Career Advisory Prep (CCAP) class to prepare them for college selection and enrolling and managing college course work with high school courses to ensure our students can productively engage in college courses and earn credit for the courses. D) ODA will ensure all students have access to testing preparation, college tours, and info sessions. All students will have a statement of self that they will begin writing sophomore year in preparation for the college application personal essay requirement.	$ 0	No

Goal 2

Goal #	Description	Type of Goal
2	All ODA students and subgroups will demonstrate growth in key content areas.	Broad

State Priorities addressed by this goal.

#1 Basic Services, #2 Implementation of State Standards, #4 Pupil Achievement

An explanation of why the LEA has developed this goal.

We hold our students to high academic standards in order to prepare them to excel in a 21st-century global society. We are proud of how much our students have grown, and we have much work to do to continue this growth. The Curricular Resources action's effectiveness will be evidenced by 100% of students with access to standards-aligned instructional materials for use at home and at school.

The Professional Development action will demonstrate effectiveness with 100% of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards. The Professional Development action's inclusion of partnership with REACH university will increase the percentage of properly credentialed and assigned teachers.

The Instructional Model, Math Academic Support, and Special Education actions will demonstrate effectiveness at supporting student progress with each of the following metrics: NWEA MAP: % meeting growth goals in reading and math, percentage of students earning passing grades of C or above in math, ELA, history, science, world language, PE/heath, and art courses, Distance from Standard SBAC ELA and Math for all students and all numerically significant subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to standards-aligned instructional materials for use at home and at school *Data Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintained
2.2	% of properly credentialed and assigned teachers *Data Source: SARC*	85% Data Year: 2021-22	40% Data Year: 2022-23	40% Data Year: 2023-24	87%	-45
2.3	% of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards *Data Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

2.4	% earning passing grades of C or above in math, ELA, history, science, world language, PE/heath, and art courses *Data Source: Local*	82% Data Year: 2023-24	78% Data Year: 2024-25	84% Data Year: 2025-26	90%	=2
2.5	NWEA MAP: % meeting or exceeding the Norm Grade Level Mean RIT *Data Source: Local*	Math: 52% Reading: 49% Language: 51% Data Year: 2023-24	Math: 29% Reading: 33% Language: 33% Data Year: 2024-25	Math: 19% Reading: 21 % Data Year: 2025-26	Increase 6 percentage points	Math: -33 Reading: -28
2.6	SBAC ELA: Distance from Standard for all students and all numerically significant subgroups *Data Source: CA Dashboard*	ELA -333 No students tested Data Year: 2022-23	ELA -259.6 Includes participation rate deduction Data Year: 2023-24	ELA -158 Data Year: 2024-25	-102 Data Year: 2025-26	+175
2.7	SBAC Math: Distance from Standard for all students and all numerically significant subgroups *Data Source: CA Dashboard*	Math -348 No students tested Data Year: 2022-23	Math -294.8 Includes participation rate deduction Data Year: 2023-24	Math -169 Includes participation rate deduction Data Year: 2024-25	-161 Data Year: 2025-26	+179
2.8	CA Science (CAST): % of students met/exceeded standard *Data Source: Dataquest*	0% No students tested Data Year: 2022-23	* Not enough students tested to release data Data Year: 2023-24	0% No students tested Data Year: 2024-25	8% Data Year: 2025-26	N/A for 2025

Goal Analysis for 2025-26

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

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

All actions were implemented as planned.

The implementation of LCAP Action 2.3 has led to meaningful progress in expanding targeted math support for students. A key success this year has been the continued partnership with the Boys and Girls Club to provide a yearlong math intervention class embedded within the ODA bell schedule. This structure has allowed students to receive consistent, dedicated academic support during the school day, rather than relying solely on after-school interventions. Currently, the intervention model is limited to math, which creates a gap in support for students needing similar assistance in English Language Arts (ELA). Expanding this model to include both math and ELA is a priority for the upcoming year in order to provide more comprehensive academic support aligned with student needs. Additionally, the school is actively examining the bell schedule to determine how ELA Response to Intervention (RTI) can be effectively incorporated without disrupting existing instructional time. Identifying a sustainable and balanced schedule that accommodates both math and ELA interventions remains a key planning challenge.

With regard to Action 2.5 Professional Development, specifically with regard to supporting teachers in obtaining the appropriate teaching credential, the primary challenge is ensuring that teachers are enrolled in and actively participating in teacher preparation programs beyond what can be supported at the site level. While the school can provide guidance and encouragement, enrollment and progress in external programs depend on factors such as program availability, cost, and individual teacher capacity. As a result, maintaining consistent momentum toward credential completion can be difficult. Additionally, ensuring that all teachers make steady and measurable progress toward full certification for their current assignment continues to require close monitoring and follow-up.

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.

In Action 2.2, the difference in the $449,893 budgeted expenditures and $165,063 estimated actuals was due to reduced staffing overall and also some shifting of categorization of salaries to more appropriate actions, such as professional development.

In Action 2.5, the difference in the $0 budgeted expenditures and $95,483 estimated actuals was due to shifting expenditures from Action 2.2 to Action 2.5.

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

The Curricular Resources action is effective evidenced by 100% of students with access to standards-aligned instructional materials for use at home and at school. The Professional Development action is effective as evidenced by 100% of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards. The Professional Development action was not effective in 2023-24 as evidenced by the maintaining properly credentialed teachers at 40%. The school continues to work in partnership with REACH University to support teachers in obtaining an appropriate credential.

On the 2023 CA Dashboard, the school had a Red performance level for Math. A new action (Academic Support) was added to the LCAP to address this need that includes the use of data to monitor academic progress in Math and place students in the appropriate tiers for intervention. 9th and 10th grade students attend math intervention classes twice during the week through our partnership with the Boys and Girls Club. Students also use adaptive online programs that provide math intervention targeted to each student's needs. On the 2024 CA Dashboard, the school improved to the Orange performance level for Math. On the 2025 CA Dashboard, a color indicator was not generated because there were not a numerically significant number of 11th graders last year. However, the average score increased by 65 points in 2025 indicating that the new action supporting math achievement is proving effective.

Similarly, in ELA the CA Dashboard shows an increase in ELA achievement. Additionally, the percentage of students scoring at the met/exceeded level increased from 6% to 12%. These increases indicate our Goal 1 actions are showing effectiveness.

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.

There are no changes being made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curricular Resources	ODA teachers chunk course content derived from the Common Core State Standards and CA ELD Standards, into curriculum packets that are distributed seven weeks at a time, at the start of each learning cycle. Each packet contains articles, videos, and vocabulary sets with due dates for tutorials and end-of-cycle projects. - English - Reading Lists - Science - Mixtapes - Mathematics - GPSs Students will be collaborative thought partners with instructors in creating class content.	$ 42,421	No

2.2	Instructional Model	The Oxford Day Academy instructional model will be fully implemented and understood in grades 9-12. All students will be aware of their academic strengths and areas of growth to support full engagement in the instructional model. The instructional model includes the following components: -Independent Learning Time: Students work through their reading lists, GPS's, and Mixtapes and CHOOSE what to read and when. Teachers will also suggest a schedule for students to follow if needed. -Harkness Collaboration: Peer-to-peer learning is developed through student-facilitated discussion and tasks given by the teacher. Tasks are informed by the topics of study. This replaces the direct instruction of the teacher -Small Group Instruction: Students can choose when they need extra support and direct instruction through our weekly workshops. Teachers will also identify struggling students to attend weekly workshops based on their Harkness engagement. -Tutorials: Students present their learning artifact during a 45-minute conversation with their teacher. This is where the teacher checks for the student's understanding of the content. Tutorials happen every three weeks.	$ 387,869	No
2.3	Academic Support	- Summer Institute for 9th graders to spend two weeks acclimating to the ODA instructional model. - All students will know how to track their own academic progress in each core subject. - NWEA MAP data is used 3x a year to monitor academic progress in Math and place students in the appropriate tier for intervention (RTI) - Adaptive Online Programs (Math and ELD Support, and English RTI available but not used as primary resources) used to provide math intervention targeted to each student's instructional needs. - Weekly Office Hours - Math RTI twice a week 9th/10th - 70-minute course in schedule for free through work with boys and girls clubs - Campus Monitor ensures they get there on time. - Student Success Team (SST) uses MTSS practices to provide tiered intervention to students.	$ 97,658	Yes

2.4	Special Education	ODA provides an inclusion program for all students with disabilities. Students are provided specific services as indicated by each student's IEP. - Teachers are provided PD specific to SPED programs based on current student data. Some topics include - Instructional strategies for English Learners with IEPs - Modifications & Accommodations for students with special needs. - How to modify curriculum and assessments - Differentiated learning and content - Functions of Behavior - Student-led IEPs - Grades monitoring and grading alternatives for students with IEPs; Students with IEP's don't get F's on transcripts unless the class has not been made up before graduation (or if transferring out of the school) - Weekly resource class in schedules for students who need additional instructional support.	$ 23,077	No
2.5	Professional Development	All teachers and staff are provided professional development based on student data and teacher needs including induction services for new teachers. To address the shortage of qualified teachers, the school has a partnership with REACH University to support teachers in obtaining an appropriate credential. The school has also developed a classified staff pathway for classified staff to obtain a college degree and teaching credential. The Professional Development action increases staffing to provide teachers with coaching on curriculum development that aligns state-adopted content standards, ELD standards, and best practices for instruction.	$ 98,074	No

Goal 3

Goal #	Description	Type of Goal
3	English Learners will improve their English proficiency in order to be prepared for post-secondary opportunities through the development of targeted and coherent systems of support.	Broad

State Priorities addressed by this goal.

Priority #4 Pupil Achievement

An explanation of why the LEA has developed this goal.

In 2022-23 52 (56.5%) of ODA's enrolled students were English learners (EL), 20 of those students were Long Term English Learners with 6 or more years receiving ELD services in California and 19 were students who have been in the country from 0-3 years. All English learners need to progress in English language acquisition and both of these groups have very different needs that must be addressed to accomplish this.

By providing targeted newcomer supports, professional development for all teachers, English Language Development instruction, and Long Term English Learner supports we will see English learners make progress on the ELPAC, increased EL reclassification rates, EL graduation rates, and EL college/career readiness rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of English Learners increasing a level or maintaining at the highest level on the ELPAC *Data Source: CA Dashboard*	45.8% Data Year: 2022-23	EL 22.5% Includes participation rate deduction Data Year: 2023-24	EL 17.1% Includes participation rate deduction Data Year: 2024-25	55%	-28.7
3.2	EL Reclassification *Data Source: CALPADS*	0% Data Year: 2023	0% Data Year: 2024	0% Data Year: 2025	>5%	–
3.3	English Learner Graduation Rate *Data Source: CA Dashboard*	76.9% Data Year: 2022-23	77.8% Data Year: 2023-24	60% Data Year: 2024-25	83%	-16.9
3.4	English Learner: % prepared for college/career *Data Source: CA Dashboard*	61.5% Data Year: 2022-23	5.9% Data Year: 2023-24	40% Data Year: 2024-25	68%	-55.4
3.5	% of Long Term English Learners scoring at Levels 3 & 4 on the ELPAC *Data Source: Dataquest*	Level 3: 40% Level 4: 15% Data Year: 2022-23	Level 3: 28% Level 4: 11% Data Year: 2023-24	Level 3: 18% Level 4: 12% Data Year: 2023-24	Level 3: 45% Level 4: 25%	-22 -3

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, except Action 3.3 ELD with curriculum development still in progress.

A notable success has been the establishment of designated English Language Development (ELD) instruction, with students receiving three days of ELD per week. This has provided a more structured approach to language development and has increased opportunities for targeted instruction aligned to students' language proficiency levels.

However, feedback from both teachers and students indicates that the current level of ELD support is not sufficient to fully meet student needs. There is a shared understanding that ELD instruction should be expanded beyond the current three-day model. This feedback has informed ongoing conversations about a broader overhaul of the ELD program at ODA, with the goal of creating a more comprehensive and consistent approach to language development across the school day.

In addition, the school has identified a need to strengthen reclassification protocols to ensure that English Learners are appropriately and timely reclassified when they meet criteria. This includes refining systems for monitoring student progress, ensuring consistent application of reclassification criteria, and increasing staff awareness of processes and expectations.

Administrator feedback has identified a need to strengthen professional development for teachers, particularly in the area of integrated ELD implementation. While designated ELD provides critical targeted support, there is a growing recognition that language development must also be embedded across all content areas. Currently, teachers would benefit from more structured training, resources, and ongoing coaching to effectively integrate ELD strategies into daily instruction.

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.

In Action 3.3 the difference in the $49,738 budgeted expenditure and the $104,865 estimated actuals is due to shifting expenditures from Action 2.2 Instructional Model to be more appropriately aligned to this action with the increase in the ELD program this year.

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

It is difficult to determine the effectiveness of the actions when the student culture around testing prevents students from testing at all or trying their best. The graduation rate for English Learners in 2024-25 was 60%, indicating our efforts to support EL attendance to remain in school are not showing effectiveness. Additionally, the actions to support English language acquisition are not showing effectiveness either. See notes above about the need to overhaul the entire ELD system going forward to strengthen designated ELD, teacher professional development, and reclassification protocols.

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.

There are no changes being made to the planned goal, metrics, target outcomes, or actions for the coming year.

Despite the need to overhaul the ELD program, this work will be done collaboratively with the new school principal, teachers, and other staff members over the summer. The LCAP information will be updated as needed in the 2026-27 Mid-Year report to the ODA governing board.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Newcomer Supports	ODA is building a program of supports for newcomers to the country to ensure they have the academic, social, and material resources necessary to develop English language skills and prepare for post-secondary opportunities. ODA begins the systematized newcomer support process with an updated onboarding process that emphasizes communication about attendance policies and the determination of necessary supports for regular school attendance. The school conducts outreach to families to connect them with food, transportation, and healthcare resources. Newcomer students are supported in their transition to the school by affirmation of their cultural backgrounds and experiences with participation in year-round soccer teams and the Spanish language debate team. The school also coordinates with Cañada College to place students in the correct ELD course.	$ 25,213	Yes
3.2	English Learner Professional Development	All teachers are provided professional development on implementing ELD strategies and instruction informed by data, supporting academic English, and cultural competency/culturally responsive teaching to meet the distinct needs of all English Learners and Long Term English Learners (LTELs). Teachers receive coaching on the integration of ELD standards with content standards and the creation of instructional units that pre-teach vocabulary, specifically teach academic English, and utilize instructional strategies that support both language acquisition and content knowledge development.	$ -	No
3.3	ELD	The Curriculum and Development team supports the implementation of the structured English Immersion program that includes personalized and differentiated learning with regular benchmark assessments aligned to the ELD standards, an ELD course to provide Designated Supports differentiated for Newcomers, and targeted small group instruction for English Learners. Part of the ELD program will include development of a growth mindset that values the growth that participation and effort in testing can demonstrate over time.	$ 68,698	Yes
3.4	Long Term English Learners	ODA will monitor Long Term English Learner data to ensure they are making progress towards English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC so that students can move towards qualification for reclassification as fluent English proficient.	$ 41,253	Yes

Goal 4

Goal #	Description	Type of Goal
4	ODA maintains a strong school culture that cultivates the social development and sense of belonging of all educational partners .	Broad

State Priorities addressed by this goal.

Priority #3 Parent Engagement

Priority #5 Pupil Engagement

Priority #6 School Climate

An explanation of why the LEA has developed this goal.

We developed this broad goal in order to ensure that our parents and students are fully engaged and that we build a positive and safe school culture and climate. In order to maintain and continue to build a positive culture, these services must continue to be provided, especially for our Low-Income students, English Learners, Foster Youth, and students with disabilities.

The Parent Engagement action will demonstrate effectiveness by increasing the percentage of parents who feel engaged in school decision-making and the percentage of parents expressing satisfaction with ODA based on parent surveys.

The Student Activities/Athletics, Attendance Supports, and School Culture Plan actions will demonstrate effectiveness through improved graduation, dropout, suspension, expulsion, attendance, chronic absence, and transfer rates. We will also see the effectiveness of these actions with increased positive parent and student survey responses about school safety and connectedness.

The Facilities action's effectiveness will be demonstrated by Good Repair reported on the SARC and increased percent of positive feedback on school safety on the annual surveys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of parents expressing satisfaction with ODA (based on parent survey) *Data Source: Local Survey*	96% Data Year: 2023-24	97.6% Data Year: 2024-25	95% Data Year: 2025-26	90% Data Year: 2026-27	-1

4.2	% of parents who feel engaged in school decision-making (majority of parents are parents of unduplicated pupils) *Data Source: Local Survey*	87% Data Year: 2023-24	90% Data Year: 2024-25	95% Data Year: 2025-26	90% Data Year: 2026-27	=5
4.3	Cohort Graduation Rate *Data Source: CA Dashboard*	All: 69.4% Hisp: 71.9% EL: 85.7% SED: 69.4% Data Year: 2022-23 (corrected in 2025)	All: 55.9% Hisp: 53.1% EL: 77.8% SED: 58.1% Data Year: 2023-24	All: 58.3% Hisp: 57.6% EL: 60% SED: 60% Data Year: 2024-25	85% Data Year: 2025-26	All: –11.1 Hisp: -14.3 EL: -25.7 SED: -9.4
4.4	Suspension Rate *Data Source: CA Dashboard*	0% Data Year: 2022-23	0% Data Year: 2023-24	1.7% Data Year: 2024-25	<2% Data Year: 2025-26	+1.7
4.5	Expulsion Rate *Data Source: Dataquest*	0% Data Year: 2022-23	0% Data Year: 2023-24	0% Data Year: 2024-25	0% Data Year: 2025-26	Maintained
4.6	Attendance Rate *Data Source: CALPADS P-2*	97.49% Data Year: 2023-24	97.75% Data Year: 2024-25	94.1% Data Year: 2025-26	95% Data Year: 2026-27	+0.26
4.7	High School Dropout Rate *Data Source: Dataquest*	All: 32.4% Hisp: 30% EL: 15.4% SED: 32.4% Data Year: 2022-23	All: 45.5% Hisp: 48.4% EL: 23.5% SED: 43.3% Data Year: 2023-24	All: 14.3% Hisp: 15.6% EL: 15% SED: 11.8% Data Year: 2024-25	<12% Data Year: 2025-26	All: -18.1 Hisp: -14.4 EL: -0.4 SED: -20.6

4.8	Chronic Absence Rate *Data Source: Dataquest*	All Students: 10.2% EL: 7% SED: 11% Hispanic/Latino: 9.2% Data Year: 2022-23	All Students: 6.8% EL: 3.9% SED: 8.2% Hisp: 6.4% Data Year: 2023-24	All Students: 3.5% EL: 4% SED: 3.3% Hisp: 3.7% Data Year: 2024-25	<10% Data Year: 2025-26	All: -6.7 EL: -3 SED: -7.7 Hisp: -5.5
4.9	Composite score responses for school climate (out of 5) *Data Source: Student Survey*	3.8 Data Year: 2023-24	4 Data Year: 2024-25	4 Data Year: 2025-26	4 Data Year: 2026-27	+0.2
4.10	Composite score responses about school safety (out of 5) *Data Source: Student Survey*	4 out of 5 Data Year: 2023-24	4 Data Year: 2024-25	4 Data Year: 2025-26	4 Data Year: 2026-27	Maintained
4.11	% of teachers expressing satisfaction with school on annual community survey results *Data Source: Teacher Survey*	93% Data Year: 2023-24	94.3% Data Year: 2024-25	92% Data Year: 2025-26	95% Data Year: 2026-27	+0.7
4.12	% Parent positive feedback on school safety *Data Source: Parent Survey*	93% Data Year: 2023-24	96% Data Year: 2024-25	94% Data Year: 2025-26	95% Data Year: 2026-27	+3
4.13	School facilities condition *Data Source: SARC*	Fair Condition Data Year: 2023-24	Fair Condition Data Year: 2024-25	Good Condition Data Year: 2025-26	Good Condition Data Year: 2026-27	Improved

Goal Analysis for 2025-26

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

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

All actions were implemented as planned.

Under Action 4.1, the school has seen a notable increase in parent and family involvement. Parent participation during the annual site visits has grown, and there has been consistently strong attendance at school events. Additionally, community fundraising efforts have been successful, reflecting a high level of commitment and investment from families in supporting school programs.

Despite these successes, challenges remain in expanding leadership-level parent involvement. Recruiting and maintaining parent board representation has been difficult, largely due to work schedules and availability constraints. Similarly, increasing participation in advisory groups such as ELAC and parent groups for Students with Disabilities continues to be an area for growth. The school recognizes the importance of strengthening these structures to ensure diverse parent voices are represented in decision-making processes.

Reintroducing parent ELD courses, along with providing workshops focused on understanding the ODA program, parent rights, and strategies for supporting student success, is a priority moving forward. These efforts are intended to deepen engagement and empower families as active partners in their students' education.

Under Action 4.2, student engagement has remained strong. Teachers have been effective in planning field trips and providing students with opportunities for experiential learning beyond the classroom. In addition, seniors have demonstrated leadership by taking an active role in planning graduation and senior activities, including organizing fundraising efforts.

For Action 4.3, attendance remains an area of concern. The school has experienced a decline in Average Daily Attendance (ADA), partially due to overall enrollment decreases. In the short term, the school has implemented targeted strategies to address absenteeism, including identifying absent students and directly contacting families to support students' return to campus during the school day. Looking ahead, a more comprehensive, long-term strategy is needed to address attendance. This includes strengthening student recruitment efforts to ensure that incoming students and families have a clear understanding of the ODA program expectations, including the importance of consistent attendance.

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 actions with variance of greater than 20%, constituting a material difference.

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

The effectiveness of the Parent Engagement, Student Activities/Athletics, and School Culture Plan actions are effective as evidenced by increases or maintenance of strong student, parent, and staff survey results.

The Attendance Supports action is showing success with maintaining a high daily attendance rate this year and reducing the chronic absence rate to 3.5% last year. However, the Attendance Supports in combination with the School Culture Plan has not been effective at keeping students in school to graduate as evidenced by increased dropout and decreased graduation rates.

The Facilities action has been successful at improving the Facility to good condition on facility inspection reports.

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.

There are no changes being made to the planned goal, metrics, or target outcomes for the coming year. Action 4.4 School Culture Plan was modified to remove the LREBG-specific information.

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
4.1	Parent Engagement	Parent Liaison plans and facilitates extensive community building with parents and families including ● Board representation: Two parents are elected to the Board to provide feedback from family meetings and students share feedback from student meetings. ● Student Culture Community (SCC) A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership. ● Community Support Fund management, which provides financial support to special student populations in need ● Informal survey development throughout the year, as needed, to address issues and inform discussions. ● Responds to the needs of the families, including parent education classes on topics such as Health, Parenting, and ESL instruction for parents.	$ 57,462	Yes

4.2	Student Activities/ Athletics	Oxford Day Academy provides a variety of activities during and beyond the school day to promote the social development of all students and a strong school culture for all educational partners. ● Oxford summer convening selected students and staff attend an annual summer trip to Oxford to be fully immersed in the instructional model at the student and teacher level. Other trips are available as part of our Cultural Anthropology program. ● Field Trips facilitated by SELCs to increase student engagement in school programming ● Sports, Debate Team, and School Clubs ● Cesar Chavez celebration, Black History Month, International Women's month, Mexican independence day ● ODA Awards ceremony (end of every semester) and Harambee (school assemblies) to gradually be facilitated by students ● Potlucks to build community	$ 63,489	Yes
4.3	Attendance Supports	The Parent Liaison, Director of Operations, Campus Monitors, and SELCs work together to get kids to school and work with truant students to develop a plan. Attendance is regularly reviewed to identify Students who are in need of attendance interventions and create action plans with families. Incentives are provided for regular attendance.	$ 63,645	No
4.4	School Culture Plan	Each student is assigned an SEL coach (SELC) who stays with that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals. SELCs explicitly teach social-emotional skills daily in studio time and social-emotional skills are integrated throughout the curriculum. School values are also integrated throughout school culture and curriculum. ● All students will work with SELCs to create learning profiles that will be updated annually. ● All students will engage in wellness programming and have access to a designated wellness space. ● Mental Health supports are available to students through our partnership with Adolescent Counseling Services. ● Campus Monitors provide supervision before, after, and during transition periods to ensure student safety.	$ 194,433	Yes
4.5	Facilities	The school provides clean, well-maintained facilities.	$ 98,921	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 264,365	$ 31,537

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
33.95%	0%	$0	33.95%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1	The majority of ODA students come from socioeconomically disadvantaged, immigrant families and will be first-generation college students. As such, it is necessary to provide the necessary competencies for applying to college, successfully navigating the college experience, and conducting oneself professionally in the workplace. 5.9% of ODA English learners and 3.3% of ODA Socioeconomically Disadvantaged students were considered prepared for College and Career on the 2024 CA Dashboard. State-wide only 13% of Foster Youth are demonstrating preparedness for College and Career on the 2024 CA Dashboard.	ODA will provide increased staffing to ensure each graduate has multiple field experience opportunities prior to graduation. These field experiences will support developing competency in conducting oneself professionally in the workplace. These services are principally directed towards Socioeconomically Disadvantaged students, Foster Youth, and English learners to address their needs as first-generation college students to navigate the pathways to college and career and learn professionalism, but are provided on a LEA-wide basis because all students will benefit.	1.8 % of graduating cohort prepared for College/Career (EL and SED subgroups)
2.3	In 2023-24, 0% of English Learners and Socioeconomically Disadvantaged students met/exceeded standards in Math. The CA Dashboard reports students in both groups are 294.8 points below standard (calculated by participation rate penalty). English Learners, Socioeconomically Disadvantaged students, and Foster Youth need additional math instruction in Operations and Algebraic Thinking and Number and Operations in Base Ten in order to be successful in high school math courses that meet A-G requirements.	The Academic Support action increases staffing with escorts to Math intervention classes twice a week for 9th and 10th graders at the Boys and Girls Club, where instruction is provided in Operations and Algebraic Thinking and Number and Operations in Base Ten to meet the unique needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Services are increased with NWEA MAP data used 3x a year to monitor academic progress in Math and place students in the appropriate tier for intervention (RTI). Adaptive Online Programs are also used to provide additional math instruction in Operations and Algebraic Thinking and Number and Operations in Base Ten, so that Socioeconomically Disadvantaged students and English learners can be successful in high school math courses that meet A-G requirements. These services are principally directed towards unduplicated students but are provided on a LEA-wide basis because all students will benefit.	2.7 SBAC Math: Distance from Standard (EL and SED subgroups)

4.1	Parents and guardians of our socioeconomically disadvantaged students, English learners, and Foster Youth need additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development and regular attendance.	To support the needs of parents of socioeconomically disadvantaged students, English learners, and Foster Youth to have additional opportunities to learn how to support their child's learning, we are providing additional parent support through our Parent Liaison to increase the amount of opportunities our parents and guardians of English learners, low income, and foster youth students have to access training and support through parenting courses and monthly parent meetings on topics to increase their capacity to partner in support of their students' learning. These services are principally directed towards Socioeconomically Disadvantaged students, English learners, and Foster Youth, but are provided on a LEA-wide basis because all students will benefit.	4.1 % of parents expressing satisfaction with ODA
4.2,4.4	Graduation Rate EL: 77.8% SED: 58.1% High School Dropout Rate EL: 23.5% SED: 43.3% Chronic Absence Rate EL: 3.9% SED: 8.2% No data is available for foster youth, but we know that foster youth have an increased need for a strong sense of connection to their school community due to difficult family situations.	The School Culture Plan and Student Activities/Athletics actions provide increased staffing and resources to increase student engagement. Our School Culture Plan is designed to include additional support to benefit our Low-income students, English learners, and Foster Youth by providing intensive and personalized support. We have added Social Emotional Learning Coaches to provide small group and 1 on 1 check-ins with students on an ongoing basis in order to build strong relationships between the school, the parents, and students; and to help the students set and achieve short and long-term academic, SEL, and college/career goals. Student activities respond to the need we have seen among our Unduplicated students for sports, academic, and non-academic enrichment activities to increase school connectedness, which will result in lower dropout rates, higher attendance, and higher graduation rates.. These services are principally directed towards Socioeconomically Disadvantaged students, English learners, and Foster Youth, but are provided on a LEA-wide basis because all students will benefit from increased focus on student engagement.	4.3 Graduation Rate 4.7 High School Dropout Rate 4.8 Chronic Absence Rate (EL and SED subgroups)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	In 2023-24, 12 students were enrolled who have been in the country from 0-3 years and are scoring at Level 1 Beginning to Develop on the ELPAC. These students need access to language acquisition programs and materials that provide access to the core curriculum. Students and their families also share that the students face incredible pressure to get jobs to pay their share of expenses. This pressure causes decreased attendance and less focus on school. In 2023-24, 77.8% of English learners graduated from high school. The economic pressures make it difficult for some English learners to complete high school.	The Newcomer Supports action addresses these needs by providing increased staffing to provide a unique onboarding process and outreach to English Learner families to connect them with food, transportation, and healthcare resources. Newcomer English Learners are also supported in their transition to the school by affirmation of their cultural backgrounds and experiences with participation in year-round soccer teams and the Spanish language debate team. These activities provide a connection to the school community that promotes the regular attendance necessary to acquire English. The school also coordinates with Cañada College to place students in the correct ELD course to accelerate English language acquisition.	3.1 % of English Learners increasing a level or maintaining at the highest level on the ELPAC 3.3 English Learner Graduation Rate
3.3	In 2023-24, 22.5% of English Learners increased a level or maintained at the highest level on the ELPAC.	Increased staffing supports implementation of the structured English Immersion program that includes personalized and differentiated learning with regular benchmark assessments aligned to the ELD standards, an ELD course to provide Designated Supports differentiated for Newcomer English Learners, and targeted small group instruction for English Learners.	3.1 % of English Learners increasing a level or maintaining at the highest level on the ELPAC
3.4	16 LTELs or 15% of enrolled students in 2023-24 28% of Long Term English Learners scored at Level 3 on the ELPAC and 11% scored at Level 4 (proficient) on the ELPAC in 2023-24.	ODA will provide increased staffing to monitor Long Term English Learners' data to ensure they are making progress toward English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC, so that students can move towards qualification for reclassification as fluent English proficient.	3.2 EL Reclassification Rate 3.5 % of Long Term English Learners scoring at Levels 3 & 4 on the ELPAC

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

N/A

Additional Concentration Grant Funding

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

Oxford Day Academy is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to retain staff providing direct services to students through the following actions:

Goal 1, Action 1 Field Experience ($ 57,704) retains the Social Emotional Learning Coaches (SELCs) who provide direct support to students by contributing to their salaries. Each student is assigned an SEL coach (SELC) who stays with that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals. SELCs explicitly teach social-emotional skills daily in studio time and social-emotional skills are integrated throughout the curriculum.

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 778,688	$ 264,365	33.95%	0.000%	33.95%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,226,114	$ 33,077	$ 25,407	$ 35,319	$ 1,319,917	$ 1,079,777	$ 204,831

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	Field Experience	All	Yes	LEA-wide	All	High School	Ongoing	$ 57,704	$ -	$ 57,704	$ -	$ -	$ -	$ 57,704	0.000%
1	2	College & Career Readiness	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Curricular Resources	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 42,421	$ 32,421	$ 10,000	$ -	$ -	$ 42,421	0.000%
2	2	Instructional Model	All	No	LEA-wide	N/A	High School	Ongoing	$ 387,869	$ -	$ 387,869	$ -	$ -	$ -	$ 387,869	0.000%
2	3	Academic Support	All	Yes	LEA-wide	All	High School	Ongoing	$ 97,668	$ -	$ 97,658	$ -	$ -	$ -	$ 97,658	0.000%
2	4	Special Education	All	No	LEA-wide	N/A	High School	Ongoing	$ 23,077	$ -	$ -	$ 23,077	$ -	$ -	$ 23,077	0.000%
2	5	Professional Development	All	No	LEA-wide	N/A	High School	Ongoing	$ 98,074	$ -	$ 98,074	$ -	$ -	$ -	$ 98,074	0.000%
3	1	Newcomer Supports	All	Yes	Limited	English Learners	High School	Ongoing	$ 25,213	$ -	$ 25,213	$ -	$ -	$ -	$ 25,213	0.000%
3	2	English Learner Professional Development	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	ELD	All	Yes	Limited	English Learners	High School	Ongoing	$ 68,698	$ -	$ 68,698	$ -	$ -	$ -	$ 68,698	0.000%
3	4	Long Term English Learners	All	Yes	Limited	English Learners	High School	Ongoing	$ 41,253	$ -	$ 41,253	$ -	$ -	$ -	$ 41,253	0.000%
4	1	Parent Engagement	All	Yes	LEA-wide	All	High School	Ongoing	$ 57,462	$ -	$ 57,462	$ -	$ -	$ -	$ 57,462	0.000%
4	2	Student Activities/Athletics	All	Yes	LEA-wide	N/A	High School	Ongoing	$ -	$ 63,489	$ 63,489	$ -	$ -	$ -	$ 63,489	0.000%
4	3	Attendance Supports	All	No	LEA-wide	N/A	High School	Ongoing	$ 63,645	$ -	$ 63,645	$ -	$ -	$ -	$ 63,645	0.000%
4	4	School Culture Plan (Title I, LCFF)	All	Yes	LEA-wide	All	High School	Ongoing	$ 159,114	$ -	$ 133,707	$ -	$ 25,407	$ 35,319	$ 194,433	0.000%
4	5	Facilities	All	No	LEA-wide	N/A	High School	Ongoing	$ -	$ 98,921	$ 98,921	$ -	$ -	$ -	$ 98,921	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 778,688	$ 264,365	33.950%	0.000%	33.950%	$ 545,184	0.000%	70.013%	**Total:**	$ 545,184
								LEA-wide Total:	$ 410,020
								Limited Total:	$ 135,164
								Schoolwide Total:	$ -

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	Field Experience	Yes	LEA-wide	All	High School	$ 57,704	0.000%
2	3	Academic Support	Yes	LEA-wide	All	High School	$ 97,658	0.000%
3	1	Newcomer Supports	Yes	Limited	English Learners	High School	$ 25,213	0.000%
3	3	ELD	Yes	Limited	English Learners	High School	$ 68,698	0.000%
3	4	Long Term English Learners	Yes	Limited	English Learners	High School	$ 41,253	0.000%
4	1	Parent Engagement	Yes	LEA-wide	All	High School	$ 57,462	0.000%
4	2	Student Activities/Athletics	Yes	LEA-wide	N/A	High School	$ 63,489	0.000%
4	4	School Culture Plan (Title I, LCFF)	Yes	LEA-wide	All	High School	$ 133,707	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Expenditures (Total Funds)
Totals:	$ 1,319,188	$ 1,100,487

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
1	1	Field Experience	Yes	$ 78,738	$ 45,250
1	2	College & Career Readiness	No	$ 27,053	$ 22,724
2	1	Curricular Resources	No	$ 68,103	$ 64,998
2	2	Instructional Model	No	$ 449,893	$ 165,063
2	3	Academic Support	Yes	$ 91,176	$ 88,190
2	4	Special Education	No	$ 64,481	$ 55,412
2	5	Professional Development	No	$ -	$ 95,483
3	1	Newcomer Supports	Yes	$ 29,708	$ 24,954
3	2	English Learner Professional Development	No	$ -	
3	3	ELD	Yes	$ 49,738	$ 104,865
3	4	Long Term English Learners	Yes	$ 38,511	$ 32,349
4	1	Parent Engagement	Yes	$ 56,842	$ 59,350
4	2	Student Activities/Athletics	Yes	$ 63,038	$ 73,214
4	3	Attendance Supports	No	$ 59,415	$ 49,909
4	4	School Culture Plan (Title I, LREBG, LCFF)	Yes	$ 148,538	$ 124,772
4	5	Facilities	No	$ 93,954	$ 93,954

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 310,588	$ 485,817	$ 469,628	$ 16,189	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Field Experience	Yes	$ 78,738	$ 45,250	0.000%	0.000%
2	3	Academic Support	Yes	$ 91,176	$ 88,190	0.000%	0.000%
3	1	Newcomer Supports	Yes	$ 29,708	$ 24,954	0.000%	0.000%
3	3	ELD	Yes	$ 49,738	$ 104,865	0.000%	0.000%
3	4	Long Term English Learners	Yes	$ 38,511	$ 32,349	0.000%	0.000%
4	1	Parent Engagement	Yes	$ 56,842	$ 59,350	0.000%	0.000%
4	2	Student Activities/Athletics	Yes	$ 63,038	$ 73,214	0.000%	0.000%
4	4	School Culture Plan (Title I, LREBG, LCFF)	Yes	$ 78,066	$ 41,456	0.000%	0.000%

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)
$ 999,414	$ 310,588	0.230%	31.307%	$ 469,628	0.000%	46.990%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* 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.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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