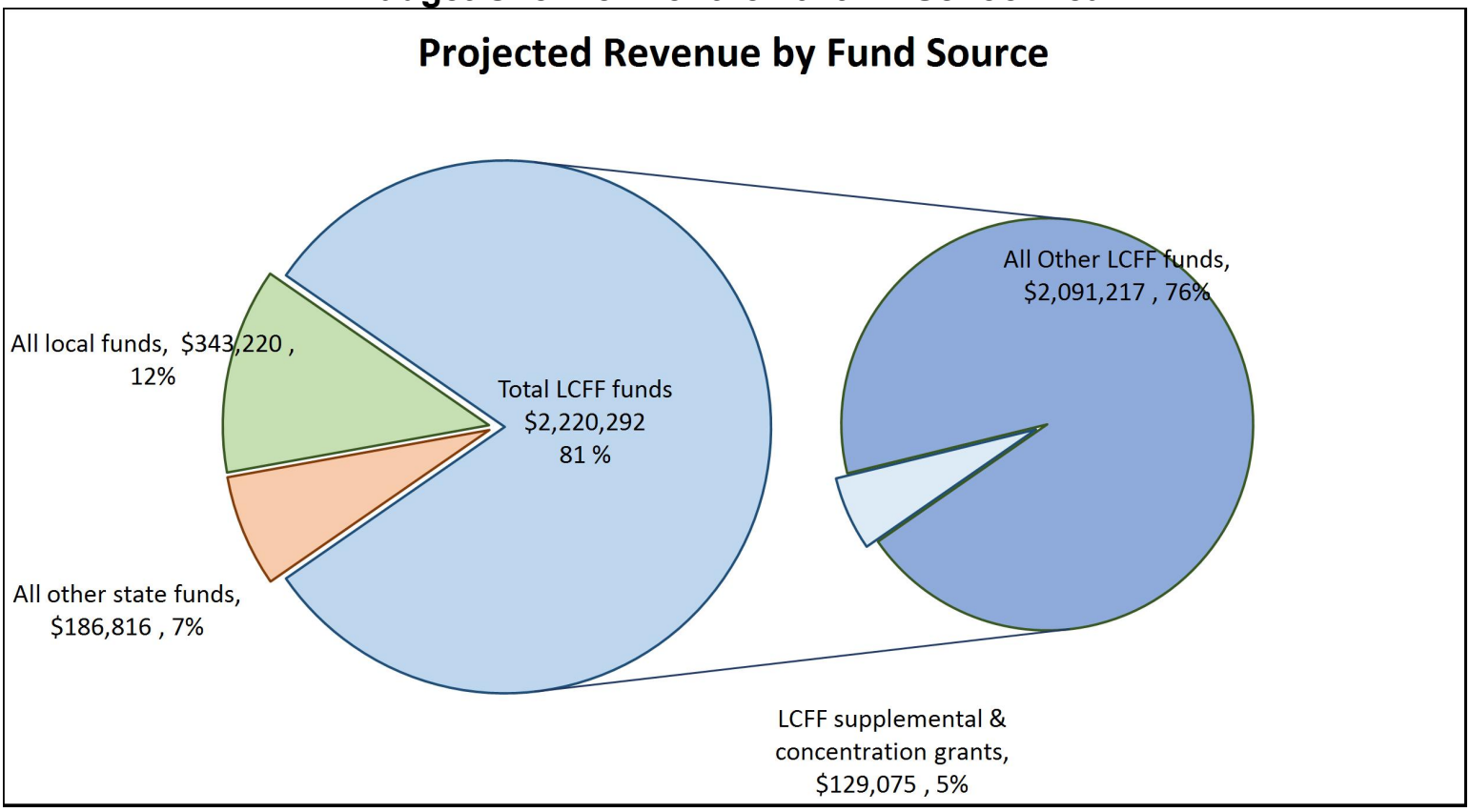
Tierra Pacifica
Charter School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tierra Pacifica Charter School
CDS Code: 44 69765 0100388
School Year: 2026-27
LEA contact information:
Dr. Valerie Royaltey-Quandt
Executive Director
director@tierrapacifica.org
831-462-9404

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

Budget Overview for the 2026-27 School Year

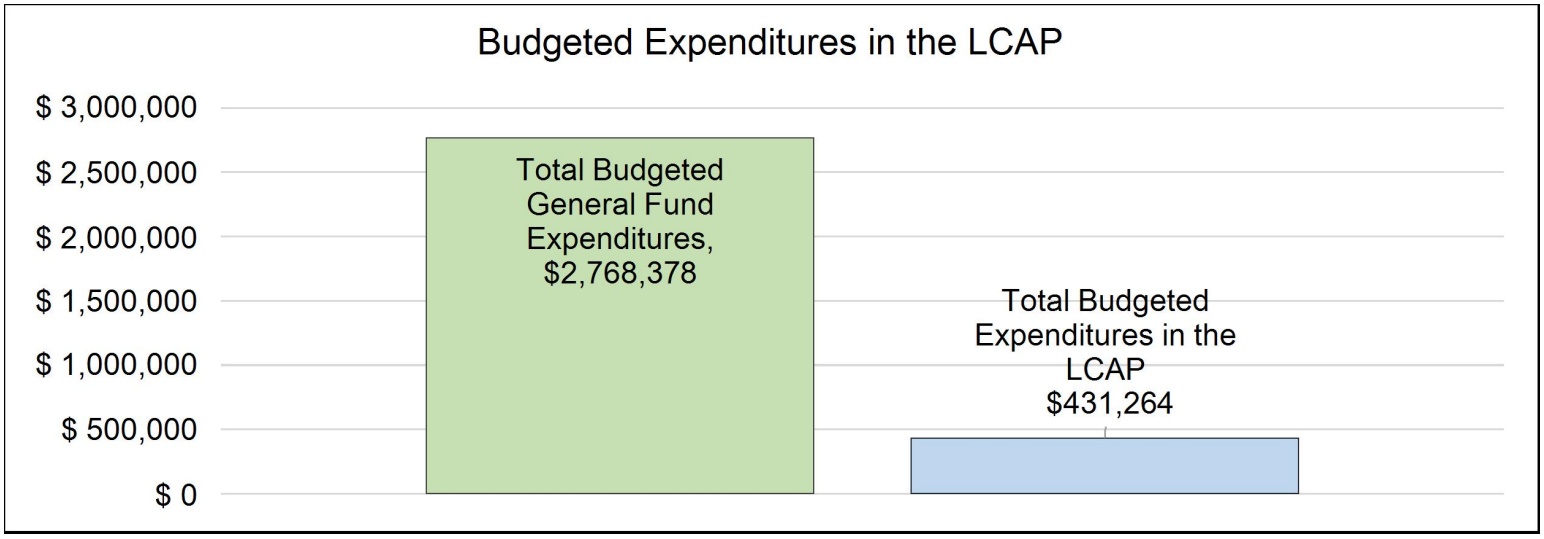


This chart shows the total general purpose revenue Tierra Pacifica Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tierra Pacifica Charter School is $2,750,328, of which $2,220,292 is Local Control Funding Formula (LCFF), $186,816 is other state funds, $343,220 is local funds, and $0 is federal funds. Of the $2,220,292 in LCFF Funds, $129,075 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 Tierra Pacifica Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tierra Pacifica Charter School plans to spend $2,768,378 for the 2026-27 school year. Of that amount, $431,264 is tied to actions/services in the LCAP and $2,337,114 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

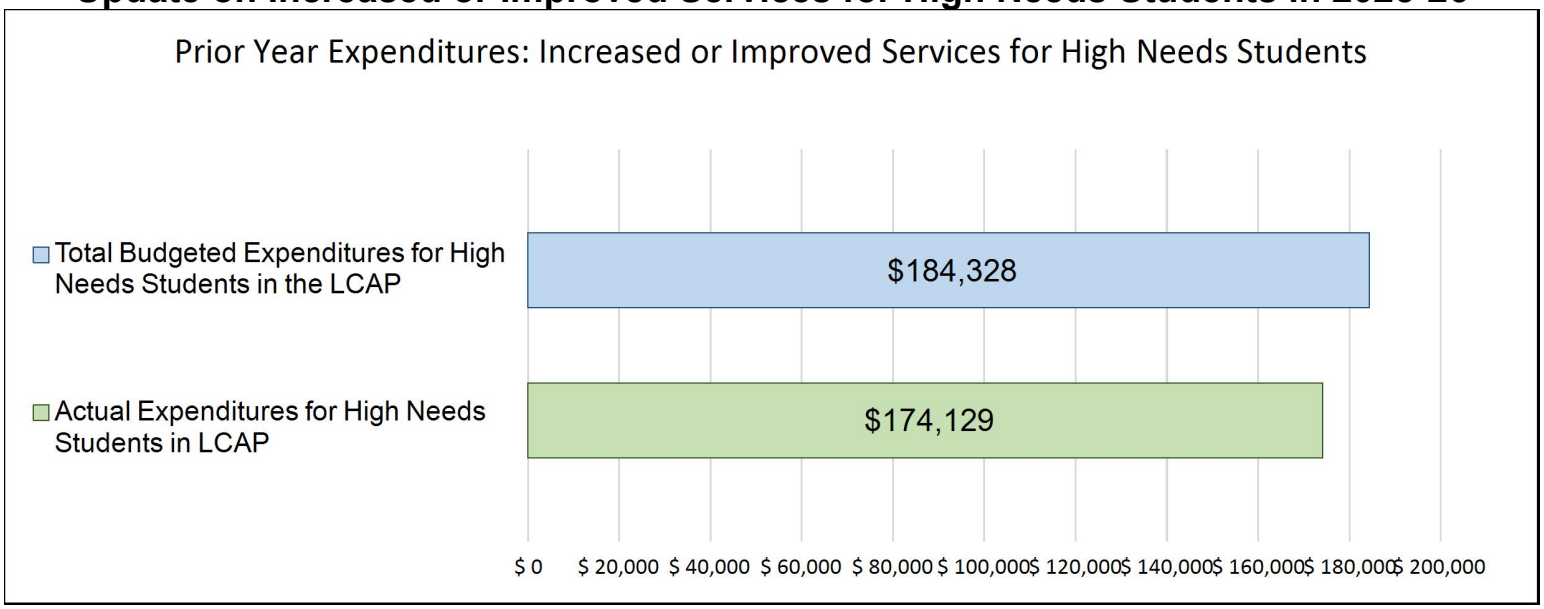
General fund budget expenditures not included in the LCAP includes salaries and benefits for office staff and administrators. It also includes rent, utilities, legal services, accounting services, etc.

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

In 2026-27, Tierra Pacifica Charter School is projecting it will receive $129,075 based on the enrollment of foster youth, English learner, and low-income students. Tierra Pacifica Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tierra Pacifica Charter School plans to spend $251,386 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 Tierra Pacifica Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tierra Pacifica Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Tierra Pacifica Charter School's LCAP budgeted $184,328 for planned actions to increase or improve services for high needs students. Tierra Pacifica Charter School actually spent $174,129 for actions to increase or improve services for high needs students in 2025-26.

Tierra Pacifica
Charter School

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
Tierra Pacifica Charter School	Dr. Valerie Royaltey-Quandt Executive Director	vrquandt@tierrapacifica.org 831-462-9404

Plan Summary [2026-27]

General Information

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

Tierra Pacifica Public Charter School, founded in 1998, is a tuition free TK-8 public school serving 182 students in the Live Oak area of Santa Cruz County. Designed by and for families who want to take an active role in the education of their children, Tierra Pacifica is a place where parents can participate in their own unique area of skill or interest during hours that work for them. Each child is recognized as an individual with unique learning styles and emphasis is placed on social and emotional development. Our curriculum addresses the whole child in a creative, collaborative environment that is academically rigorous, physically active and arts and nature enriched. Using electives, individual projects and entrepreneurial/design thinking, we prepare children for the changing world. At the core of our philosophy is respect for the individual child. We believe that children are intelligent, passionate learners who are naturally motivated to explore the world around them. Our job as educators is to develop curriculum that responds to our children's innate thirst for knowledge with enthusiasm, creativity and encouragement. In doing so, we hope young people will leave our school with the same passion, curiosity and wonder they possessed before beginning school. Students will learn to learn, rather than simply acquiring a body of facts. It is well documented that children learn best in an environment that takes into account individual learning styles. We believe a developmentally-based thematic curriculum, with arts, movement and outdoor opportunities, best serves our children's diverse learning needs. To implement such an ambitious vision, parent participation is essential. We see parents as the facilitators of their children's learning and partners in their education. As such, parents participate at every level of our school, from making policy to sweeping the floors. Our task is to build not just a school, but also a community in which a diversity of strengths, cultures, and family backgrounds is valued. Since we view education as a lifelong process, we assume that the adults who become involved with Tierra Pacifica will learn as much as the students. We envision our school as a center of learning for families, children, and teachers; one in which the real world comes into the classroom and the classroom goes out to the real world. Finally, it is essential that young people coming of age in the 21st century take an active role in reversing the trends that threaten our survival. Through

conflict resolution training, anti-bias education and ongoing community service, we hope to prepare our young people to become compassionate, effective leaders in tomorrow's world.

Tierra Pacifica's new Mission Statement: Tierra Pacifica educates children in an inclusive community designed to nurture each child's individuality, curiosity, knowledge, and social, emotional and physical growth.

Reflections: Annual Performance

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

Tierra Pacifica Charter School is a healthy, active and community-minded place to teach and learn. We are proud of the academic and social-emotional gains we've noted in this year's LCAP surveys and California State Dashboard results, and are committed to prioritizing those areas that require our focus. One important factor in our Dashboard and survey data is the number of participants and respondents. Because Tierra Pacifica is a relatively small school, small groups of students and/or parents can have notable impact on our data. However, we take feedback seriously, and have adjusted our plans and priorities according to our community's reflections.

- Tierra Pacifica is scoring on par or higher than our authorizing district, Live Oak School District in all areas.
- Latinx students and Socio-economically disadvantaged students are performing below their White counterparts, and remain an area of focus, especially in math and science.
- Math scores increased this year but still remain an area of growth. SWD achieved exceptional growth in math, and all other subgroups achieved accelerated growth in math.
- Science scores are slightly below standard.

Academic Performance California State Dashboard Data Summary:

CAASPP Math Scores show growth this year, with ALL students in GREEN.
Latinx students are 55.3 pts below standard, with a 21.3 pt decrease from 2024 scores. SED students are 32.9 pts below standard, with an 11 pt decrease, and SWD students are 57.5 pts below with an increase of 22.2 pts. White students increased 15.1 pts, to be above standard at 13.1 pts.
Growth Scores: 75.7% of TP students increased their Math scores from the prior year. All students achieved accelerated growth this past year, with 80% Latinx students achieving accelerated growth, 68% SED students, and 78.5% of White students. SWD achieved exceptional growth this past year in math!

CAASPP ELA Scores show growth this year, will ALL students in GREEN.
Students increased 4.8pts to be 5.8 pts above standard. However, SED students decreased 6.5pts to 20.1 pts below standard.
Growth Scores: 61.4% of TP students increased their ELA scores from the prior year. Latinx achieved moderate growth, while SED and White students achieved average growth, and SWD achieved accelerated growth.

CAST Scores show a slight decline this year of 2.4 pts overall.
SED students show a decline of 6.6 pts, while White students maintained with a .1pt decrease. Latinx, SED and SWD students are not disaggregated due to the small % of population at TP in these two class levels.

ELPAC (English Language Proficiency Assessment): No performance color
Because our EL population is under 11 students (2 this past year), no performance data is noted on the dashboard.

Chronic Absenteeism: RED
With an increase of 5.9% in chronically absent students, targeted areas are Latinx and SED students. Latinx students increased 19.3% to 32.5% of the population being chronically absent, and SED students increased 10.3% in this category to 23.1% chronically absent. With both groups being very small, (40 and 52, respectively), any change in attendance of even a few students registers dramatically on the dashboard results.

Suspensions: ORANGE
Suspensions increased .6% the past year, increasing to 1.1% of the population suspended one day or more, which is one suspension for the school last year. Similar to all other data on the dashboard, the small student population of Tierra Pacifica means that one or a few students can make a dramatic difference in the dashboard results.

Feedback from our annual Parent/Guardian Survey data shows the following:

LCAP Goal #1:
Strengths:
1) 69.2% Classroom rules and consequences are clear
2) 92% Our school supports social-emotional well-being
3) 96% Our school supports collaborative learning

Parents/guardians commented on or would appreciate the following:
1) More feedback needed from community (19% responded to survey)
2) Continue to educate our families on our school's commitment to supporting our students of color
3) Have a station for parents to reply to a survey at a community mtg, as the response rate was only 19% of our community.

LCAP Goal #2:
Strengths:
1) Over 60% of people who responded volunteer weekly or more
2) 86% of people feel heard and helped by staff
3) 74% of people know how to request and complete an IS

Parents/guardians commented on or would appreciate the following:
1) Buddy Families for new people
2) More examples of how to volunteer and why it is important
3) Childcare for more/all meetings

LCAP Goal #3:

1) SEL is particularly strong!
2) Parent connections are strong!
3) TP demonstrates an appropriate tech balance for students

Parents/guardians commented on or would appreciate the following:
1) Corrected work home in timely manner, with suggested for how to help support and connect to the academic program at home
2) More differentiation for advanced students
3) Student respect for staff members and other adults has decreased from 71.7% prior year to 53.8% this year.
4) Classroom rules and consequences are clear to students has decreased from 81.9% to 69.2%.

Feedback from our annual Student Survey data shows the following: *(Missing the Redwoods surveys (4th & 5th graders)
Strengths:
1) Differences are appreciated and valued (Increase to 83.3% over 65.2% prior year for Middle Grades, 95.9% to 84.7% prior year for Elementary)
2) Students know who to go for after a conflict
3) Students feel safe at school (Increase to 80.8% from 62.5% prior year for Middle Grades, 83.3% from 76.9% prior year for Elementary)
4) Teachers made learning interesting

Students would appreciate the following:
1) Making classrooms clean, safe and well-maintained
2) Knowing more about the student beyond their academics
3) TPCS support students in learning about myself and interacting with others
4) "Adults care about me" (Slight decrease from prior year 88.5% - 79.2% for Middle Grades, slight increase for Elementary 66.6% from 65.4% prior year)

Students offered the following feedback:
1) Inconsistent discipline - lack of student-teacher respect
2) More conversation about tools to handle racist comments
3) Multiple perspectives on history wanted
4) Wish teachers worked more on growth mindsets
5) Clubs for Elementary students

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Annual Student Survey (Spring 2026)
Parents	Twice Annual Parent Survey (Winter 2026 and Spring 2026), LCAP Parent Input meeting March 2026
Staff/Educators	Twice Annual Staff Surveys (Winter 2025 and Spring 2026), All Staff LCAP Input meeting March 2026
General Public	First Public Hearing at Governing Board Meeting, May 27, 2026 Coffee Chat with Parents, March 25, 2026 Adoption at Governing Board Meeting, June 10, 2026

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

The extended community of Tierra Pacifica is extremely important to the foundation of the school. Gathering input from all educational partners was essential to guide the adjustments on this year's LCAP, as well as getting commendations and recommendations from students, parents/guardians and staff. The following is a summary of the feedback, and the resulting LCAP adjustments:

1) Parents have requested several safety-related changes to the campus. Staff has responded by keeping the student bathroom doors open during the day to minimize any opportunities for misbehavior. Another change in practice/safety was to install a door bell on the front gate that rings into the office to let office staff know that a visitor has arrived on campus (and therefore must sign in.)
2) Both parents/guardians and teaching staff place high value on instructional aides in the classrooms, and therefore they remain a budgeting priority.
3) Our focus on the school community with our educational partnership shaped the revision of Goal 2 for the 2026-2027 school year.
4) Students overwhelmingly reflect that they feel safe and comfortable on campus, and that differences are valued and respected.
5) Parents have requested that we improve the independent studies options for next year, in an effort to increase attendance recovery funding.

6) Math intervention is an area of requested improvement, according to both CAASPP scores for SED and Latinx students, and from parent and guardian feedback.
7) Teachers request more instructional technology and additional curriculum and materials funding for the following year, which we will consider in our budget planning after necessary technology purchases.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Tierra Pacifica will create and sustain a positive, inclusive and engaging school climate that allows students to be safe, seen and supported.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The core tenets of Tierra Pacifica dictate that our small charter school is a welcoming, safe and engaging place for TK-8th grade students to learn and grown. We are committed to welcoming new families, building strong and communicative relationships with our educational partners, and providing a safe and developmentally appropriate educational program for all students. Because the staff of TP is unified in our commitment to building social justice foundation for our school community, we have included goals and action around those core beliefs. Tierra Pacifica welcomes all forms of social, gender, economic, racial, educational and other forms of diversity, and we actively work on our pedagogy, special education program, and models of restorative discipline and student support to that end.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Staff Assessment of Progress on Anti-Racism Goals	Scores are based on a 1-6 scale, 6 being the desired outcome. BIPOC and White-Identifying Staff are scored separately. Respondents: BIPOC-Identifying Staff 2023-2024 Average Scores We will build safe and brave space. 5.0	Scores are based on a 1-6 scale, 6 being the desired outcome. BIPOC and White-Identifying Staff are scored separately. Respondents: BIPOC-Identifying Staff 2024-2025 Average Scores	Scores are based on a 1-6 scale, 6 being the desired outcome. BIPOC and White-Identifying Staff are scored separately. Respondents: BIPOC-Identifying Staff 2025-2026 Average Scores	Scores of 6 for each element, based on the following scale: Scale Answers: 1-Denial 2-Avoidance 3-Reactive 4-Specific Engagement 5-Proactive 6-Systemic Change	Respondents: BIPOC-Identifying Staff Difference from Baseline: We will build safe and brave space. BIPOC - same- Non-BIPOC +.04 We do this work through a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		We do this work through a transformative justice lens. 5.0 We prioritize antiracist work amongst staff. 5.0 We center the needs of students and families of color. 4.5 Respondents: White-Identifying Staff 2024 Average Scores We will build safe and brave space. 4.84 We do this work through a transformative justice lens. 4.68 We prioritize antiracist work amongst staff. 4.63 We center the needs of students and families of color. 4.63 Scale Answers: 1-Denial 2-Avoidance 3-Reactive 4-Specific Engagement 5-Proactive 6-Systemic Change	We will build safe and brave space. 3.33 We do this work through a transformative justice lens. 3.67 We prioritize antiracist work amongst staff. 3.67 We center the needs of students and families of color. 3.67 Respondents: White-Identifying Staff 2024 Average Scores We will build safe and brave space. 4.29 We do this work through a transformative justice lens. 4.29 We prioritize antiracist work amongst staff. 4.43 We center the needs of students and families of color. 4.43	We will build safe and brave space. BIPOC 5.0 Non-BIPOC 4.88 We do this work through a transformative justice lens. BIPOC 4.2 Non-BIPOC 4.5 We prioritize anti racist work amongst staff. BIPOC 4.25 Non-BIPOC 4.55 We center the needs of students and families of color. BIPOC 4.5 Non-BIPOC 3.94		transformative justice lens. BIPOC -.8 Non-BIPOC -.12 We prioritize anti racist work amongst staff. BIPOC -.75 Non-BIPOC -.08 We center the needs of students and families of color. BIPOC -same- Non-BIPOC -.69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Scale Answers: 1-Denial 2-Avoidance 3-Reactive 4-Specific Engagement 5-Proactive 6-Systemic Change			
1.2	Parent Survey: Behavior	49% agreed with the statement "Makes classroom/school rules and consequences for not following them clear to students" while 21% disagreed, 25% were neutral.	82% agreed with the statement "Makes classroom/school rules and consequences for not following them clear to students", 0% disagreed	71.5% agreed with the statement "Makes classroom/school rules and consequences for not following them clear to students", 28.6% were neutral, and 0% disagreed	75% agreement with the statement "Makes classroom/school rules and consequences for not following them clear to students"	+22.5 "Makes classroom/school rules and consequences for not following them clear to students"
1.3	Staff Survey: Behavior	Score 3.67/5 "Administrators support teachers' efforts to maintain positive behaviors in the classroom." Score 3.52/5 "School administrators consistently address student behavior." Score 2.83/5 "Students follow school-wide behavioral expectations."	(unavailable)	Score 4.55/5 "Administrators support teachers' efforts to maintain positive behaviors in the classroom." Score 4.5/5 "School administrators consistently address student behavior." Score 3.32/5	Score 4.0 Admin Support for behavior Score 4.5 School Admin address student behavior Score 4.0 Students follow behavior expectations	+.88 "Administrators support teachers' efforts to maintain positive behaviors in the classroom." +.98 "School administrators consistently address student behavior." +.49

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				"Students follow school-wide behavioral expectations."		"Students follow school-wide behavioral expectations."
1.4	Parent Survey: Racial/Ethnic Conflict	41% said that Racial/Ethnic Conflict was "somewhat of a problem"	65% said that Racial/Ethnic Conflict is "Not a Problem", 19.3% say it is "Somewhat of a Problem", 12.3% say it is a "Significant, but Infrequent Problem", and 3.5% say it is a "Significant, Ongoing Problem"	77.1% said that Racial/Ethnic Conflict is “Not a problem”, 17.1% say it is “Somewhat of a problem”, 2.9% say it is a "Significant, but Infrequent Problem", and 2.9% say it is a "Significant, Ongoing Problem"	At least 75% say that Racial/Ethnic Conflict is "somewhat of a problem"	+ 21.7% Racial/Ethnic Conflict is "somewhat of a problem"
1.5	Parent Survey: Student Respect	In response to Students Not Respecting Staff 26% said it is a "Large Problem", and 39% said it is "Somewhat of a Problem"	71.7% said Students Not Respecting Staff is "Not a Problem", 28.3% said it is "Somewhat of a Problem"	57.1% said Students Not Respecting Staff is "Not a Problem", 34.3% said it is "Somewhat of a Problem", and 8.6% said “Significant, but infrequent problem”	At least 75% say that Students not Respecting Staff is only "somewhat of a problem"	+4.7% Students not Respecting Staff is only "somewhat of a problem"
1.6	Student Survey: "Adults at school care about me"	(Added 2025)	Suns & Redwoods: 88.5% Strongly Agree/Agree Spots: 72.8% Strongly Agree/Agree	Suns & Redwoods: 79.2% Strongly Agree/Agree Spots: 83.4% Strongly Agree/Agree	"Adults at school care about me" Suns & Redwoods: 95% Spots: 85%	"Adults at school care about me" Suns & Redwoods: -15.8% Spots: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student Survey: "Tierra Pacifica supports me in learning about myself and how to get along with others."	(Added 2025)	Suns & Redwoods: 65.4% Strongly Agree/Agree Spots: 82.6% Strongly Agree/Agree	Suns & Redwoods: 66.6% Strongly Agree/Agree Spots: 79.2% Strongly Agree/Agree	"Tierra Pacifica supports me in learning about myself and how to get along with others." Suns & Redwoods: 75% Spots: 93%	"Tierra Pacifica supports me in learning about myself and how to get along with others." Suns & Redwoods: -8.4% Spots: -13.8%
1.8	Student Survey: "I feel safe at school."	(Added 2025)	Suns & Redwoods: 76.9% Strongly Agree/Agree Spots: 62.5% Strongly Agree/Agree	Suns & Redwoods: 83.3% Strongly Agree/Agree Spots: 80.8% Strongly Agree/Agree	"I feel safe at school. Suns & Redwoods: 85% Spots: 80%	"I feel safe at school. Suns & Redwoods: -1.7% Spots: (target exceeded by .8%)
1.9	Student Survey: "At TP, differences are appreciated and valued."	(Added 2025)	Suns & Redwoods: 84.7% Strongly Agree/Agree Spots: 65.2% Strongly Agree/Agree	Suns & Redwoods: 95.9% Strongly Agree/Agree Spots: 83.3% Strongly Agree/Agree	"At TP, differences are appreciated and valued." Suns & Redwoods: 95% Spots: 75%	"At TP, differences are appreciated and valued." Suns & Redwoods: (target exceeded by .9%) Spots: (target exceeded by 8.3%)
1.10	Suspension Rates	.6% of population suspended 1 day or more	.6% of population suspended 1 day or more	1.1% of population suspended 1 day or more	0% of population suspended 1 day or more	-1.1%

Goal Analysis [2025-26]

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

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

Tierra Pacifica is very committed to having a safe and welcoming campus. Because TP is a very small, close community, parents support many aspects of making our school a welcoming community, and we rely on their partnership. Feedback from parents is that "dedicated staff create a safe and welcoming environment."

It has been recommended by parents that TP needs to use the new mission and vision statement to introduce and guide communication with our educational partners.TP Staff will start the year with committed time for foundational behavioral expectations and communication to both students and parents. Using "DOVE" (Demonstrate Kindness, Own Actions, Value Everyone, Engage Respectfully) as our central acronym, we will develop age level appropriate expectations and responses to better align our system for the following year. New teachers will be mentored and supported to follow the system we will put in place together. Parents would like more information when their particular students are involved in racist or discriminatory actions, so they can support appropriate behaviors from home as well. Staff would like opportunities to collaborate with other schools working on social justice and ABAR, but TP tends to be biggest group at the SCCOE meetings. We will seek out other schools next year to find opportunities to collaborate and share our work.

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.

Tierra Pacifica decided not to do an attendance award program as we decided to focus on parents instead of student rewards for circumstances our students cannot control. The enrollment coordinator did not work as many hours as we budgeted.

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

1.1: This goal was changed this year in ways described below. Such Actions as 1.1: Clarifying school mission and vision statement were accomplished in the previous year, and do not continue. However, more public communication about the mission and vision will be helpful.

1.2: However, Action 1.2 is on-going and will require additional professional development, systems-work and alignment over the next few years. Both staff and parents report inconsistent application of behavior expectations and consequences, and TP is committed to improving our practices to this end. Because TP has experienced administrative turnover and inconsistent leadership for the past several years, this has been an unfortunate contributing factor. However, a committed group of teachers facilitate Solution Team interventions when needed, meeting with students to boost ally behaviors, do conflict management, and lead students through a more restorative behavior reflection process. Staff has also noted the need to delve more into how we challenge students more at their development levels.

1.3: Our work around anti-racism and social justice has continued this year, with the ARC (Anti-Racism Committee) meeting weekly, and lead by volunteer teachers and admin when available. They have planned and lead professional development with other staff, performed conflict resolution among students, helped support and address incidents of hate speech and symbolism on campus, and have planned and participated in parent education. The parent version of ARC (PARC) has a monthly story time after school, open to everyone, where they share stories of diverse experiences and cultures. TP has school-wide engagement in multicultural events and activities throughout the year, honoring and highlighting our cultures, languages and practices. Teachers have planned together this year around the Learning for Justice Social Justice Standards, and have done peer observations and debriefs around the four anchor domains: identity, diversity, justice and action. Also, all teachers have participated in the Santa Cruz County Office of Education ABAR (Anti-Racist Anti-Bias) meetings held quarterly (staff collaboration time is given for this.) Staff spends dedicated time and energy centered on students' learning and relational environment. More collaboration with other schools doing this work was noted as an area of growth for TP moving forward.

Several of the Actions from the previous LCAP were parent- and community focused, and have been moved into Goal 2 as a stand-alone area of focus. They were:
1.2: Increase accessibility of schoolboard members through community events

1.3: Create a stronger welcoming and onboarding program for new families
1.4: Increase attendance awareness by improving office attendance communication system

Two additional previous Actions were re-written to be more generalized (1.9 & 1.10) or to align with appropriate practices and educational code and policies (1.7).
1.7: Re-write the discipline policy and form a disciplinary committee
1.9 & 1.10: Provide Positive Discipline training for parents and staff

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.

This year we added several important metrics to this goal from our student surveys. Since these questions and feedback from students sit at the center of our school climate philosophy, we needed to measure growth in these areas. The questions are: "Adults at school care about me", "Tierra Pacifica supports me in learning about myself and how to get along with others," "I feel safe at school," and "At TP, differences are appreciated and valued." According to the survey data, we have made gains with these metrics, and want to ensure that we are responsive to student, parent and staff needs.

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	Clarify school mission and vision statement	The Governing Board, Strategic Planning Workgroup and Staff will clarify the school mission and vision statements and share them widely to all community educational partners. (This was completed in 2024-2025 school year.)	$0.00	No
1.2	Institute and maintain school-wide consistent behavior expectations and aligned and restorative consequences.	Tierra Pacifica is committed to building an aligned system of behavior expectations and restorative responses that are developmentally appropriate and research-based.	$2,434.00	No
1.3	Staff will continue to work on Anti-racism	Tierra Pacifica amplifies a foundational tenet in anti-racist teaching and learning. Staff participate in collaboration and professional development	$1,825.50	No

Action #	Title	Description	Total Funds	Contributing
	by holding Anti-Racism Committee meetings, attending SCCOE Anti-Bias, Anti-Racism meetings, and collaboratively integrating social justice standards academically and social-emotionally.	using social justice standards, and all TP staff are routinely engaged in conversations regarding anti-racist practices in the educational environment. TP is committed to addressing institutionalized biases and practices.		
1.4	Provide after school supervision and extended day opportunities, including electives and childcare	Tierra Pacifica will partner with Sprouts to provide subsidized after school care and enrichment programs on campus. FREL students will be subsidized using ELOP funding, but all students are eligible to attend any programs offered by Sprouts on the TP campus.	$90,879.00	Yes
1.5				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Tierra Pacifica will maintain strong, communicative and collaborative partnerships with our school community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Tierra Pacifica was formed initially as a parent participation charter school. From its inception, TP has partnered with its parent and guardian community to maintain and grow the campus and its programs, support the children of the community, and work together on social, educational and physical needs of the school. Post pandemic parent and guardian support has dropped off, primarily due to economic factors and changes in work patterns and availability. However, TP recognizes and values these partnerships, and aims to build more opportunities for parents to be involved in their students' school lives. Communication is essential to this end, as is school attendance and connection.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Cumulative ADA % Reported at P2	94.66%	93%	94.07%	96% (pre-pandemic level)	-1.93%
2.2	# of chronically absent students reported at P2	13	32	11	5 or fewer reported at P2	-6
2.3	Average % of parents who participate in Community Meetings and Parent/Guardian engagement opportunities	38%	(Added 2026)	38%	65%	-27%
2.4	# of families who report to have volunteered at	23 out of 146 (16%)	(Added 2026)	23 out of 146 (16%)	80%	-66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Tierra Pacifica in some capacity					
2.5	Parent survey response: "When I have an issue as a parent or guardian, I can communicate directly with someone at TP who will listen and help me."	95% Strongly Agree/Agree	(Added 2026)	84.6% Strongly Agree/Agree	95% Strongly Agree/Agree	-10.4%
2.6	Parent survey response: "School communications are clear and easily accessible."	88.4% Strongly Agree/Agree	(Added 2026)	88.4% Strongly Agree/Agree	95% Strongly Agree/Agree	-6.6%
2.7	% of families participating in PARC events and activities	5 out of 146 (3%)	(Added 2026)	5 out of 146 (3%)	25%	-22%

Goal Analysis [2025-26]

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

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

This entire goal has been changed based on feedback and areas of accomplishment and focus for Tierra Pacifica. The previous Goal 2 was "Improve and expand facilities to serve intervention needs." At the beginning of the 2025 school year, TP was able to lease several portables on the TP campus from Live Oak, allowing the middle grades classes and special education programs to expand and have their own classrooms. (They were previously sharing classrooms, using the multi-use space, had several classes in one space, and had moved office equipment into the front office to be able to use the former supply office for IEP services for students.) As this was completed for this year, we agreed that changing the goal to reflect on-going work was appropriate. Upon review of the previous goals and actions, TP's focus on community and parent/guardian relationships and partnerships emerged as an important area of focus. Actions and Metrics from the previous Goal 1 and Goal 2 were re-organized into this new Goal 2: Tierra Pacifica will maintain strong, communicative and collaborative partnerships with our school community.

Moving Actions and Metrics regarding attendance into this goal was done with the "parents as partners" in mind. Many families at TP take extended vacations and have poor attendance due to family obligations. Ensuring that parents understand the attendance policies, impact of funding on the school, and independent studies options is essential to increasing our attendance rates. Because we are primarily elementary, parents guide the attendance for their children, not the children themselves in most cases (we have very few instances of students cutting classes, and zero instances of drop-outs.) This year, TP changed the Board Policy regarding Independent Studies to allow I.S. after three

consecutive days of absence instead of the one day of absence. This change was made due to the barrage of record-keeping and process challenges involved with one-day absences and independent studies packets and communication tracking. Parents are requesting that we return to the one-day I.S. system, but staffing and work flow considerations will need to be made before any changes.

Parent volunteering continues to ensure that TP can perform regular maintenance on the school (we do not have a maintenance staff), go on field trips and camping trips, provide a yearbook, electives and cultural events, and many other important and valuable community connections. Our parent volunteer rates in TK-3 are higher, with more adults volunteering in classrooms and helping around campus. In the upper elementary and middle grades, the parent volunteers tend to step back and we have dramatically fewer. We can improve with Buddy Families and outreach.

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.

Tierra Pacifica was able to complete its office reorganization, and make more room for intervention staff, without spending any money. We were able to rent three additional classrooms instead of the two that we had originally budgeted for.

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

2.1 Efforts toward improving our onboarding program were inconsistent for this school year. Because the Director was new, getting to know the process added a learning curve that was unanticipated previously. We need to continue to systematize the process for new families: connecting them with the parents in their classrooms, connecting them to Parent Square as the primary means of school community messages and information, and ensuring they understand expectations for parent engagement and participation. However, office staff created a welcome document for new families, including all pertinent information and resources.

2.2 So far, attendance has increased slightly over the last year's ADA, which dropped in the previous year. There continues to be discussion about the effectiveness and system of independent studies for attendance recovery, and we are considering all options. SARB was noted as a potential tool that we have not been utilizing. However, the director met with every parent who had a student on the chronic attendance list to reaffirm the process and expectations.

This year, the director has held monthly Parent Coffees, bringing in topics such as students and technology, safety on campus, diversity and social justice, and taking in parent feedback and responding to questions and concerns. In January, a Parent/Guardian Community Meeting was held as an educational event, and we would like to see more parents & guardians attend such events. We do have great parent turn out for the Talent Share, Market Day, cultural events and other celebrations and work days. The first Campus Beautification Days in August were very well attended and helpful to get the school up and running for the year, but the second one at the end of February had fewer volunteers. The Family Dance in March was small but families reported having a great time and appreciating the opportunity.

Communication of events, activities and expectations continues to be a focus. TP uses Parent Square, and each teacher shares a weekly newsletter, along with director messages, fundraising and calendar notifications. The communications can become overwhelming, and we are continuing to work on "hitting the right note" between over-communicating and giving everyone what they need. Parents have suggested creating a teacher weekly newsletter template, so that the formats are the same and so parents can find similar information in the same places (we have many families with siblings who need to navigate all the messaging.) There have also been recommendations to provide a

Parent Rep training at the beginning of the year, so that all classroom Parent Reps understand the onboarding and connection role, volunteering expectations, and communication boundaries and expectations.

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.

This goal was changed completely this year (see explanation above.)

For this year's LCAP, we have added the following Metrics to better reflect and measure the values of our school community and efforts toward partnership:

2.3: Average % of parents who participate in Community Meetings and Parent/Guardian engagement opportunities
2.4: # of families who report to have volunteered at Tierra Pacifica in some capacity
2.5: Parent survey response:
"When I have an issue as a parent or guardian, I can communicate directly with someone at TP who will listen and help me."
2.6: Parent survey response:
"School communications are clear and easily accessible."
2.7: % of families participating in PARC events and activities

Along with moving several Actions over from Goal 1, we have also updated our Actions to reflect our efforts:
2.1: Create a stronger welcoming and onboarding program for new families
2.3: Parent Education and Community-Building Opportunities

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	Create a stronger welcoming and onboarding program for new families	Feedback from parents and guardians demonstrates a need to align our onboarding practices, especially since our extended school community is a vital part of the functioning of TP. Welcoming all families and students into the TP community ensures alignment of educational philosophies and provides a diversity of experiences and offerings at the school.		No
2.2	Improve attendance and engagement with	Attendance continues to be a challenge at TP, and therefore a focus for the school community. While many parents understand the importance of	$10,811.67	No

Action #	Title	Description	Total Funds	Contributing
	Independent Studies options	attendance on ADA-based funding, TP still struggles to increase attendance levels. Feedback from parents and guardians around the independent studies option to recover attendance funding, and accountability for chronically absent students are primary areas of focus.		
2.3	Parent Education and Community-Building Opportunities	Parent and guardian volunteers are the backbone of Tierra Pacifica, and have been since the charter school was founded by a group of parents. Parents and guardians provide classroom support, field trip and camping supervision, facilitate our electives program, and run our yearbook, cultural events and campus beautification and maintenance. It is essential that our partnerships are communicative and productive, and TP aims to support these relationships with community meetings and training opportunities for the entire community.	$0.00	No
2.4	Parent Anti-Racism Committee (PARC) will hold regular meetings and collaborate with school on activities and events.	Because TP is committed to both partnerships with our parent and guardian community and anti-racist teaching and learning, we have partnered with them to provide additional opportunities for parents and families to join in our own learning about these practices.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Tierra Pacifica will support students to develop as compassionate, critical and global thinkers with strong academic foundations.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Tierra Pacifica is committed to providing students with a well-rounded, comprehensive broad course of study that supports critical thinking and foundational academics. Our current data demonstrates need in both science and math content, and we aim to continue our successful integrated approach to literacy and reading intervention. While math scores increased this past year, more support and consistent intervention strategies will benefit students. With the limited budget of our small charter school, it is essential that we are focusing our budget and support decisions on our highest needs: Math and science support for both Hispanic and Socio-Economically Disadvantaged students, and reading intervention for those students who demonstrate need on the annual school-wide reading diagnostic. Having appropriately trained and credentialed teachers will support these efforts, as will functioning and appropriate classroom technology, materials and curriculum. Instructional Aides have been deemed essential by teachers and parents for academic and social-emotional support in each elementary classroom, and remain a budget priority.

In addition to our core course of study, TP provides students with additional opportunities to learn and grow in the Santa Cruz and global community. At school, each student participates in the Buddy Program, pairing older and younger students at TP to build relationship, mentoring and cross-age opportunities throughout the school. In upper elementary through 8th grade, the You Be The Teacher (YBT) project for students provides them with growing agency and a chance to share specific interests and cultural opportunities with their peers. Camping trips and field trips throughout the year provide community connection and understanding (for example, middle schoolers working at Arana Gulch for habitat restoration, TK students visiting the post office to mail letters, and students visiting plays, musicals and science and history museums to expand their understanding of culture and the world around them.)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Math Scores	Math Performance Level: YELLOW Overall: 13.7 pts Below Standard. Contributing to this overall YELLOW performance level is: Hispanic: 34 points below standard White: 2 points below standard SED: 21.9 pts below standard SWD: 79.7 pts below standard	(Metric added in 2025)	All students: GREEN Overall: 4 pts below standard (+9.7 points) Hispanic: 55.3 pts below standard (21.3 pt decrease) White: 13.1 pts above standard (15.1 pt increase) SED: 32.9 pts below standard (11 pt decrease) SWD: 57.5 pts below standard (increase 22.2 pts)	Math Performance Level: Green Overall: Standard met for all students Hispanic: increase of 25 pts to 9 pts below standard SED: standard met SWD: increase of 50 pts to -29.7 pts below standard	Overall: + 4pts Hispanic: -21 pts White: +15.1 pts SED: -11 pts SWD: +22.2 pts
3.2	CAST Science Scores	CAST (Science Assessments of Grades 5 and 8) Performance Level: No Performance Color Overall: 1.8 pts below standard (increase of .2pts) SED: 4.3 pts below standard White: .4 pts above standard	(Metric added in 2025)	Overall: 60.2 science points (Decline of 2.4 pts.) SED 53.8 pts, declined 6.6 pts. White 64.9 pts. - maintained -.1 pts.	All Student Subgroups: At or Above Standard	Overall: -2.4 pts Hispanic: no data White: -.1 pts. SED: -6.6 pts SWD: no data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	All core content classrooms have adequate, standards-based curriculum.	Teachers gave a rating of 3.5/5 for the statement "I am provided with CCSS and/or NGSS aligned curriculum for all subjects I teach."	Teachers gave a rating of 4.4/5 for the statement "I am provided with CCSS and/or NGSS aligned curriculum for all subjects I teach."	Teachers gave a rating of 4.31/5 for the statement "I am provided with CCSS and/or NGSS aligned curriculum for all subjects I teach."	All core content teachers have adequate, standards-based curriculum.	+.81 "I am provided with CCSS and/or NGSS aligned curriculum for all subjects I teach."
3.4	Every teacher, student and classroom has appropriate instructional technology.	At this time, the Redwoods classroom needs some rewiring to put the teacher's laptop in a more efficient location. Other classrooms have sufficient, working tech.	Every classroom has working tech such as smart TV, doc cams, and speaker system.	4.31 Every classroom has working tech such as smart TV, doc cams, and speaker system. 4.94 Each teacher and office staff has either a laptop, a desk top, or both to perform their duties. 4.45/5 3rd-8th grades have enough Chromebooks for each student to have one for use at school.	5/5 Every classroom has working tech such as smart TV, doc cams, and speaker system. All students have access to Chromebooks. Staff have instructional technology required for teaching and learning.	-.69 Every classroom has working tech such as smart TV, doc cams, and speaker system. -.06 Each teacher and office staff has either a laptop, a desk top, or both to perform their duties. -.55 3rd-8th grades have enough Chromebooks for each student to have one for use at school.
3.5	Teacher Survey	Teacher rating for "Effective structures are in place to facilitate collaborative learning communities within	"Effective structures are in place to facilitate collaborative learning communities within	"Effective structures are in place to facilitate collaborative learning communities within	Teacher ratings: 4.5 on "Effective structures are in place to facilitate collaborative learning	"Effective structures are in place to facilitate collaborative learning communities within

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers/among staff" 3.58. Teacher rating for "Teachers regularly analyze student work with colleagues and modify instructional practices in response" 3.63.	teachers/among staff" 3.8. "Teachers regularly analyze student work with colleagues and modify instructional practices in response" 3.4.	teachers/among staff" 3.95/5 "Teachers regularly analyze student work with colleagues and modify instructional practices in response" 3.53/5	communities within teachers/among staff" 4.5 on "Teachers regularly analyze student work with colleagues and modify instructional practices in response"	teachers/among staff" +.37 Teachers regularly analyze student work with colleagues and modify instructional practices in response" -.01
3.6	% of Appropriately Assigned Teachers	87.9%	85.7%	69.9%	100%	-18%
3.7	% of Students growing at least one level on reading diagnostic (Science of Reading) after targeted intervention	2nd grade: 5 out of 9 students grew at least one band (56%) 3rd grade: 5 out of 8 students great at least one band (63%) 4th grade 1 out of 2 (50%) 5th grade 1 out of 2 (50%)	(Added 2026)	2nd grade: 5 out of 9 students grew at least one band (56%) 3rd grade: 5 out of 8 students great at least one band (63%) 4th grade 1 out of 2 (50%) 5th grade 1 out of 2 (50%)	70%	-14% 2nd grade -7% 3rd grade -20% 4th & 5th grades
3.8	% of Emerging Multi-lingual students reclassified as English Proficient		(Added 2026)		90%	

Goal Analysis [2025-26]

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

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

This past year, math and science scores for TP increased overall, as did ELA scores. Teachers have been participating in the SCCOE Math and Science initiatives, as well as collaborating regularly on intervention strategies, push in and small group math intervention for elementary and middle school students. Reading intervention has continued very successfully in the elementary grades, and although ELA scores for TP students are strong, we continue to provide support and intervention through our broad course of study for all students who can benefit from support. While the SCCOE Math Initiative has provided excellent resources and support, teachers have reflected that our small school model is misaligned with the model of the initiative, and going forward we will seek out other small schools as collaboration partners instead of participating in the initiative. Providing updated technology is a real need, as our chrome books are in need of upgrades soon.

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.

We were able to spend more on needed technology, connectivity and curriculum than we originally thought. There was a great need to update these items and we were able to fund that. Tierra Pacifica did not have the time and bandwidth to create PLCs this year. We paid less for an employee to do our assessments as we have a trained instructional aide who could do it at a lower cost. Also, we had fewer students that needed assessment than anticipated.

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

3.1: Our instructional technology has not been updated and is in need of upgrading. In the end of the year budget survey, staff voted to prioritize tech upgrades for the 2026-2027 school year.

3.2: For the 2025-2026 school year, teachers were provided with new curriculum and materials in the area of middle school social studies, and other online and hardcopy curricula. Social-emotional programming (Inner Explorer), reading intervention support (UFLI) and other classroom instructional programs were maintained. For next year, teachers have requested refreshes to the FOSS science kits, and supplemental materials for the UFLI reading program.

3.3: Instructional Aides in the classroom have been deemed of prime importance to the core educational structure of TP. Each classroom from TK-5th has a dedicated instructional aide, and middle school shares one instructional aide. As both parents and teachers have given overwhelming feedback about the necessity of this support, providing instructional aides remains a budget priority for our school.

3.4: Reading intervention has been highly successful this year. By dedicating staff FTE and professional development to the science of reading intervention strategies, elementary students have benefitted tremendously. This program will continue and expand next year to provide additional support for middle grades students as well.

3.5: Math performance has increased for all students at TP over the past year, but we continue to monitor and support our Hispanic and SED students in this area. Participating in the SCCOE Math and Science Initiatives this year provided additional professional development and

onsite support and coaching for teachers. TP has committed to two math intervention teachers who both push in to Kindergarten and upper elementary, as well as provide individualized and small group intervention and support for our middle school students.

3.6: Structured and data-driven teacher collaboration time can be improved for next year. Because of the disruption in school systems and routines due to leadership and staff changes the previous few years, this year's collaboration schedule was primarily dedicated to supporting organizational alignment and building relationships and communication among staff. Next year, teachers will collaborate on both math scope and sequence and differentiation, and the science of reading scope and sequence and articulation. Next year, more collaboration time will also be dedicated to differentiation for above grade level students and providing appropriate opportunities for expanded learning.

3.7: While TP has few emerging multi-lingual students (this number also fluctuates each year), we are still committed to their support and growth in all areas. TP has a dedicated ELPAC Coordinator and tester, and our kindergarten teacher and her instructional aide are specifically trained in EL strategies and support, as this is where most of our emerging multi-lingual students require support. Each year, EL students are tested and reclassified as appropriate, and dedicated FTE for this purpose are included in the budget.

3.8: We will continue to participate in the SCCOE Science Initiative in order to improve our science instruction and be able to collaborate with other science professionals in our county.

3.9: This action was added this year to better inform teaching around science content and potential gaps in learning.

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.

One specific change to this goal from last year's LCAP is the removal of the Action 3.6: # of T.A.s enrolled in Cabrillo's Apprenticeship Program. Since Tierra Pacifica can neither financially support nor mandate participation in this program, it was deemed an inappropriate LCAP action and was removed. Several Actions have been re-worded and combined to be more comprehensive, for example, changing "Teachers enrolled in the Science of Reading training" was updated to "Provide Reading Intervention for students qualifying with BoY reading diagnostic". We have also removed the SCCOE Math Initiative participation, and have added a mid-year IAB for the CAST test, with the intention to use this assessment as a formative diagnostic to be able to target areas of need in science learning before the end of year CAST testing for 5th and 8th graders.

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	Ensure instructional technology is provided, maintained and upgraded as needed.	Tierra Pacifica has a very limited technology budget, so routinely refreshing and providing new instructional technology requires strategic timing and planning.	$37,500.00	No
3.2	Provide standards-based core curriculum and supplemental materials to ensure rigorous and broad course of study for all students	Tierra Pacifica is committed to providing both standards-based curriculum and materials as well as supplemental learning materials to meet students' developmental and learning needs. This includes core content curriculum as well as reading and math curriculum, and social-emotional and sexual health and education curriculum.	$20,000.00	No
3.3	Provide Instructional Aide support in grades TK-8	Tierra Pacifica has placed high value on the inclusion of Instructional Aides in the classroom, especially in the TK - 5th grades. The higher adult to student ratio allows for a greater level of academic differentiation, as well as additional social-emotional support, and supervision for all students. Having more qualified adults in the classroom allows us to provide additional instruction, scaffolding, clarification for students who may not be successful in accessing class content. Annually, parents and staff note that Instructional Aides are a budget priority for the school, and TP will continue to provide aide support in each classroom to the best of our ability. Currently, Tierra Pacifica has 20% of enrolled students who have Special Education services, and 6% with 504 Plans. Instructional Aides serve as professional partners for providing required accommodations and supports.	$163,630.86	Yes
3.4	Provide Reading Intervention for students qualifying with BoY reading diagnostic	Tierra Pacifica is committed to providing reading intervention and support for all students identified as below grade level on the beginning of the year reading diagnostic. Teacher FTE as well as training in the Science of Reading (LETRS) curriculum is essential for this purpose.	$44,252.41	Yes
3.5	Provide Targeted Math Intervention	Although CAASPP math scores have increased, SED and Latinx students still demonstrate higher need for intervention to meet expected standards. Teacher FTE and structured training and support are provided to	$44,252.41	Yes

Action #	Title	Description	Total Funds	Contributing
		Kindergarten through 8th grade students in math intervention for this purpose.		
3.6	Provide dedicated staff meeting time to collaborate on and develop differentiated teaching strategies.	Teachers will be given time to collaborate on, develop, and share strategies for differentiated teaching.Teachers in separate grade bands will be given school time to review reading and writing data and plan next actions to improve instruction and student outcomes.	$11,319.28	No
3.7	Support and monitor Emerging Multilingual Students	A staff member will give the ELPAC assessments, work with emerging multi-lingual students on language and literacy, and monitor their progress annually. Currently the focus is in kindergarten, with additional support given to older elementary students as well. Currently, TP only has 7 identified emerging multi-lingual students, and the number changes dramatically each year.	$3,380.00	Yes
3.8	Participate in SCCOE 2 year Science initiative	The County Office of Education has invested in professional development for county teachers in the area of Science. This is a two-year program that includes evaluating school practices, understanding the state standards, and improving teaching strategies. This is a 2-year program beginning in 2025-26. A grant acquired by the COE pays for the professional development and the school must pay for substitutes for teacher release time to go to trainings and work with a coach on campus. It is hoped that 2-3 of our teaching staff would join this group.	$979.20	No
3.9	Administer 5th and 8th grade California Science Test (CAST) Interim assessment blocks (IABs) in January of each year to target gaps in science learning	In order to support growth in Science, especially at the 5th and 8th grade levels, TP will begin giving the IAB as a formative assessment in January of 2027 to ascertain content gaps in science learning.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$129,075	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.813%	0.000%	$0.00	5.813%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Provide after school supervision and extended day opportunities, including electives and childcare **Need:** Low socio-economic students **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.3	**Action:** Provide Instructional Aide support in grades TK-8 **Need:** **Scope:** LEA-wide		
3.4	**Action:** Provide Reading Intervention for students qualifying with BoY reading diagnostic **Need:** Students identified by CAASPP and local assessments, as well as unduplicated and EL students will receive pull-out intervention as needed. **Identify need here. **Scope:** LEA-wide	Credentialed teachers are released from classrooms to work with students identified to need the extra support.	ELPAC, CAASPP and local assessments
3.5	**Action:** Provide Targeted Math Intervention **Need:**		

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

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
3.7	**Action:** Support and monitor Emerging Multilingual Students **Need:** ELPAC assessment, EL support and monitoring **Scope:** Limited to Unduplicated Student Group(s)	Each emerging multi-lingual student will be tested and supported in class. K-8th grade emerging multi-lingual students will be given focused time during the week in literacy and language building at their assessed level. All will be monitored for progress by decided staff.	ELPAC scores, classroom assessments

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

Additional Concentration Grant Funding

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40	
Staff-to-student ratio of certificated staff providing direct services to students	1:18	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,220,292	$129,075	5.813%	0.000%	5.813%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$336,256.33	$95,008.00	$0.00	$0.00	$431,264.33	$296,504.33	$134,760.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Clarify school mission and vision statement	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.2	Institute and maintain school-wide consistent behavior expectations and aligned and restorative consequences.	All	No			All Schools	2024-2027	$2,434.00	$0.00	$2,434.00				$2,434.00	
1	1.3	Staff will continue to work on Anti-racism by holding Anti-Racism Committee meetings, attending SCCOE Anti-Bias, Anti-Racism meetings, and collaboratively integrating social justice standards academically and social-emotionally.	All	No			All Schools	2024-2027	$1,825.50	$0.00	$1,825.50				$1,825.50	
1	1.4	Provide after school supervision and extended day opportunities, including electives and childcare	Foster Youth Low Income	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	2024-2027	$15,319.00	$75,560.00		$90,879.00			$90,879.00	
2	2.1	Create a stronger welcoming and onboarding program for new families	All	No			All Schools	2024-2027								
2	2.2	Improve attendance and engagement with Independent Studies options	All	No			All Schools	2024-2027	$10,811.67	$0.00	$10,811.67				$10,811.67	
2	2.3	Parent Education and Community-Building Opportunities	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.4	Parent Anti-Racism Committee (PARC) will hold regular meetings and collaborate with school on activities and events.	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.1	Ensure instructional technology is provided, maintained and upgraded as needed.	All	No			All Schools	2024-2027	$0.00	$37,500.00	$37,500.00				$37,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Provide standards-based core curriculum and supplemental materials to ensure rigorous and broad course of study for all students	All	No			All Schools	2024-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.3	Provide Instructional Aide support in grades TK-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$163,630.86	$0.00	$163,630.86				$163,630.86	
3	3.4	Provide Reading Intervention for students qualifying with BoY reading diagnostic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$44,252.41	$0.00	$40,123.41	$4,129.00			$44,252.41	
3	3.5	Provide Targeted Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$42,552.41	$1,700.00	$44,252.41				$44,252.41	
3	3.6	Provide dedicated staff meeting time to collaborate on and develop differentiated teaching strategies.	All	No			All Schools	2024-2027	$11,319.28	$0.00	$11,319.28				$11,319.28	
3	3.7	Support and monitor Emerging Multilingual Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$3,380.00	$0.00	$3,380.00				$3,380.00	
3	3.8	Participate in SCCOE 2 year Science initiative	All	No			All Schools	2024-2027	$979.20	$0.00	$979.20				$979.20	
3	3.9	Administer 5th and 8th grade California Science Test (CAST) Interim assessment blocks (IABs) in January of each year to target gaps in science learning	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.11							2024-2025								

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
$2,220,292	$129,075	5.813%	0.000%	5.813%	$251,386.68	0.000%	11.322 %	**Total:**	$251,386.68
								LEA-wide Total:	$248,006.68
								Limited Total:	$3,380.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Clarify school mission and vision statement				All Schools	$0.00	
1	**1.2**	Institute and maintain school-wide consistent behavior expectations and aligned and restorative consequences.				All Schools	$2,434.00	
1	**1.3**	Staff will continue to work on Anti-racism by holding Anti-Racism Committee meetings, attending SCCOE Anti-Bias, Anti-Racism meetings, and collaboratively integrating social justice standards academically and social-emotionally.				All Schools	$1,825.50	
1	**1.4**	Provide after school supervision and extended day opportunities, including electives and childcare	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Create a stronger welcoming and onboarding program for new families				All Schools		
2	2.2	Improve attendance and engagement with Independent Studies options				All Schools	$10,811.67	
2	2.3	Parent Education and Community-Building Opportunities				All Schools	$0.00	
2	2.4	Parent Anti-Racism Committee (PARC) will hold regular meetings and collaborate with school on activities and events.				All Schools	$0.00	
3	3.1	Ensure instructional technology is provided, maintained and upgraded as needed.				All Schools	$37,500.00	
3	3.2	Provide standards-based core curriculum and supplemental materials to ensure rigorous and broad course of study for all students				All Schools	$20,000.00	
3	3.3	Provide Instructional Aide support in grades TK-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,630.86	
3	3.4	Provide Reading Intervention for students qualifying with BoY reading diagnostic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,123.41	
3	3.5	Provide Targeted Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,252.41	
3	3.6	Provide dedicated staff meeting time to collaborate on and develop differentiated teaching strategies.				All Schools	$11,319.28	

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 (%)
3	3.7	Support and monitor Emerging Multilingual Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,380.00	
3	3.8	Participate in SCCOE 2 year Science initiative				All Schools	$979.20	
3	3.9	Administer 5th and 8th grade California Science Test (CAST) Interim assessment blocks (IABs) in January of each year to target gaps in science learning				All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$279,173.00	$268,398.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Clarify school mission and vision statement	No	$0.00	$0.00
1	**1.2**	Create a stronger welcoming and onboarding program for new families	No	$14,242.00	$4,651.97
1	**1.3**	Increase attendance awareness with reward program for students	No	$800.00	$0.00
1	**1.4**	Increase attendance awareness by improving office attendance communication system (IS, truancy definitions, SART board, etc.)	No	$0.00	$0.00
1	**1.5**	Continue to work on Anti-racism by holding ARC, PARC and monthly AR-focused staff meetings	No	$9,247.00	$2,138.71
1	**1.6**	Rewrite the Discipline Policy and form a stable discipline committee	No	$0.00	$0.00
1	**1.7**	Staff Training on Positive Discipine for Teachers	No	$0.00	$0.00
1	**1.8**	Parent Trainings on Positive Discipline	No	$0.00	$0.00
1	**1.9**		No		
2	**2.1**	Office reorganization to provide more work space for intervention staff	No	$2,500.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Committee to investigate the possibility of putting a new classroom building onto the existing campus or find space on another site, freeing up the Gathering Room for intervention work, music/dance classes and assemblies.	No	$0.00	$0.00
2	2.3	Committee to explore the possibility of leasing farmland near campus to expand our middle school program	No	$0.00	$0.00
2	2.4	Enter "Facilities Contract" with Live Oak School District to rent two additional classrooms for our middle school program.	No	$26,026.00	$30,789.00
3	3.1	Maintain and repurchase technology devices and connectivity as needed: Chromebooks for 3rd-8th graders, teacher laptops, classroom tech (doc cams, Apple TVs, wifi access points, speakers, etc.), and security licenses.	No	$4,450.00	$36,702.01
3	3.2	Renew and replace curriculum as needed.	No	$6,380.00	$15,068.00
3	3.3	Encourage teacher support staff to join the Cabrillo College Educator Assistant Apprenticeship Program.	No	$0.00	$0.00
3	3.4	Professional Development for teachers	No	$9,650.00	$9,536.85
3	3.5	Review and update the Multi-Tiered System of Supports	No	$0.00	$0.00
3	3.6	Create PLCs to guide collection and review of ELA data and resulting actions toward improved instruction and student outcomes	No	$8,628.00	$0.00
3	3.7	Provide TAs in as many classrooms as possible	Yes	$150,795.00	$134,330.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.8**	Assign teachers to do intervention work during open periods throughout the school day.	Yes	$21,837.00	$26,580.49
3	**3.9**	Train a teacher to do ELPAC assessments and monitor/support EL students.	Yes	$11,696.00	$475.14
3	**3.10**	Dedicated staff meeting time to collaborate on and develop differentiated teaching strategies.	No	$2,876.00	$0.00
3	**3.11**	Continue with Year 2 of Math Initiative	No	$5,023.00	$3,908.38
3	**3.12**	Participate in 2 year Science initiative	No	$5,023.00	$4,216.76

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$119,272.00	$184,328.00	$174,128.71	$10,199.29	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Provide TAs in as many classrooms as possible	Yes	$150,795.00	$147,073.08		
3	3.8	Assign teachers to do intervention work during open periods throughout the school day.	Yes	$21,837.00	$26,580.49		
3	3.9	Train a teacher to do ELPAC assessments and monitor/support EL students.	Yes	$11,696.00	$475.14		

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)
$1,971,084	$119,272.00	0%	6.051%	$174,128.71	0.000%	8.834%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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