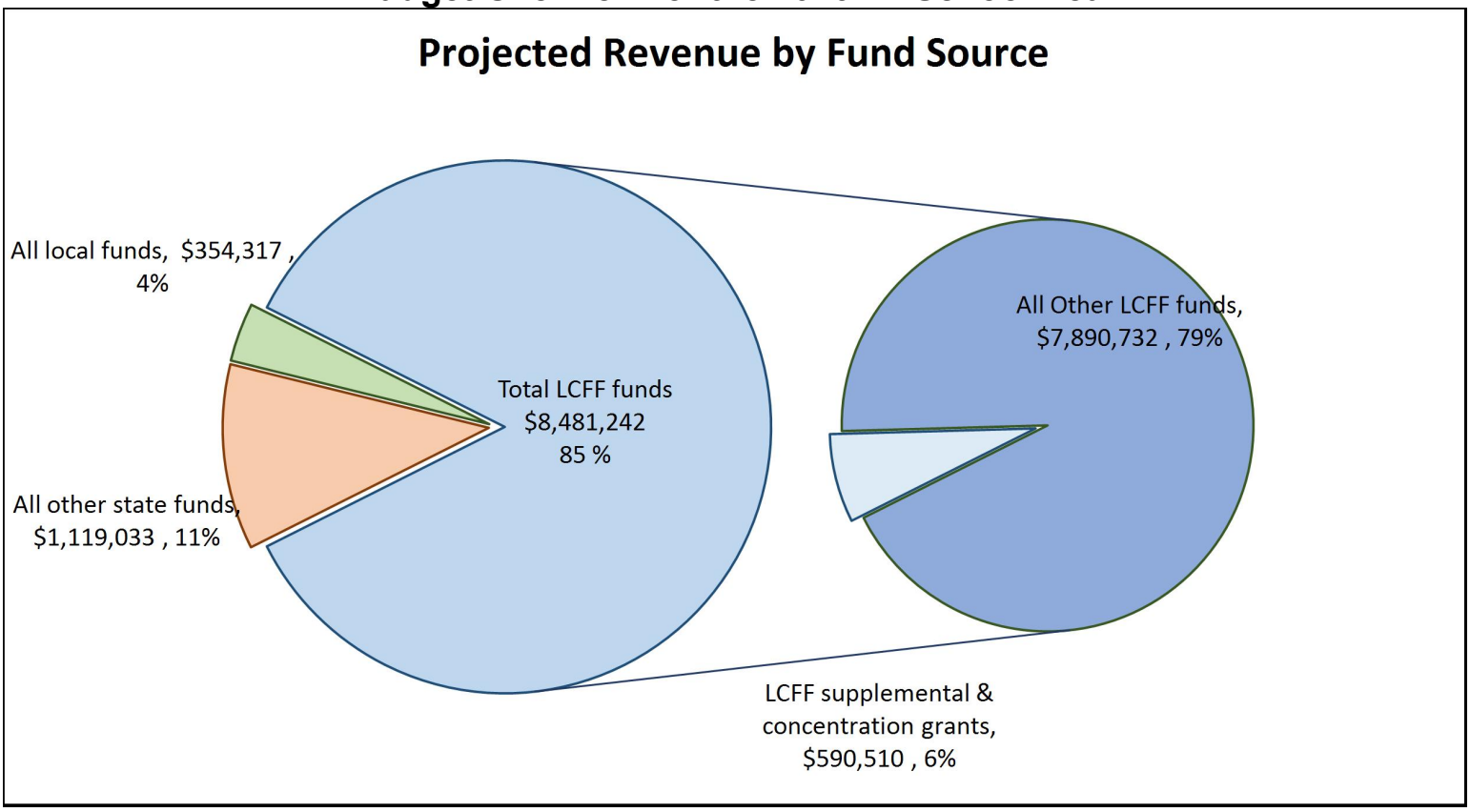
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Competitive Edge Charter Academy (CECA)
CDS Code: 36-67959-0124032
School Year: 2026-27
LEA contact information:
Josef Mead
Principal
josef_mead@ycjusd.us
9097903207 ext. 4517

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

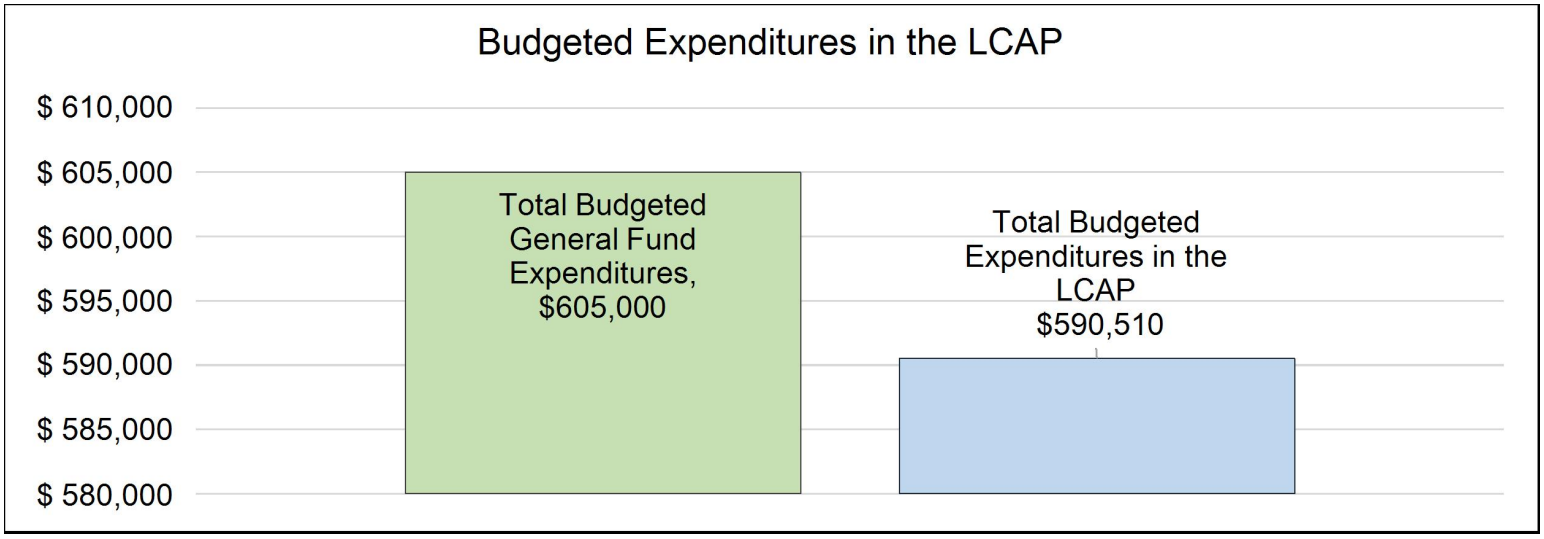


This chart shows the total general purpose revenue Competitive Edge Charter Academy (CECA) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Competitive Edge Charter Academy (CECA) is $9,954,592, of which $8,481,242 is Local Control Funding Formula (LCFF), $1,119,033 is other state funds, $354,317 is local funds, and $0 is federal funds. Of the $8,481,242 in LCFF Funds, $590,510 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 Competitive Edge Charter Academy (CECA) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

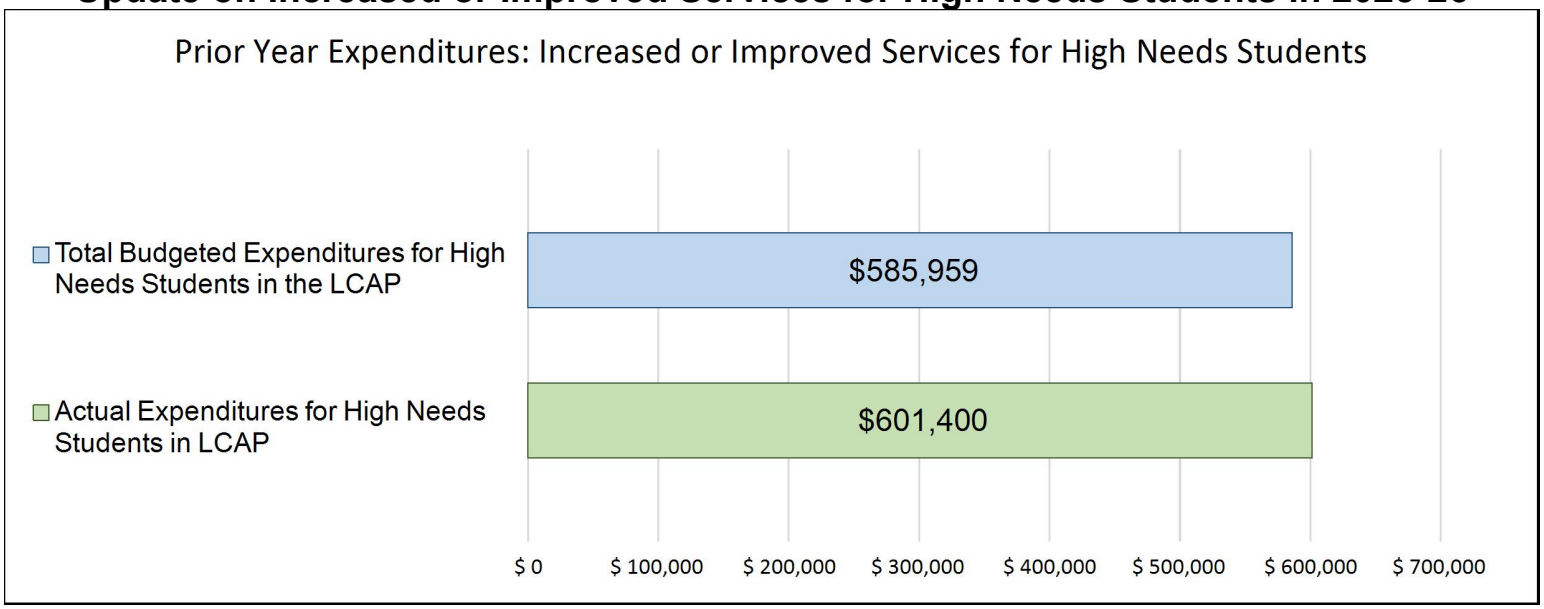
The text description of the above chart is as follows: Competitive Edge Charter Academy (CECA) plans to spend $605,000 for the 2026-27 school year. Of that amount, $590,510 is tied to actions/services in the LCAP and $14,490 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Competitive Edge Charter Academy (CECA) is projecting it will receive $590,510 based on the enrollment of foster youth, English learner, and low-income students. Competitive Edge Charter Academy (CECA) must describe how it intends to increase or improve services for high needs students in the LCAP. Competitive Edge Charter Academy (CECA) plans to spend $605,000 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 Competitive Edge Charter Academy (CECA) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Competitive Edge Charter Academy (CECA) 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, Competitive Edge Charter Academy (CECA)'s LCAP budgeted $585,959 for planned actions to increase or improve services for high needs students. Competitive Edge Charter Academy (CECA) actually spent $601,400 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Competitive Edge Charter Academy (CECA)	Josef Mead Principal	josef_mead@ycjusd.us 9097903207 ext. 4517

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.

Competitive Edge Charter Academy (CECA)

The Competitive Edge Charter Academy (CECA) is a TK–8 district-dependent charter school located in Yucaipa, California, established in 2011. CECA serves 720 students (Socioeconomically Disadvantaged 37%, English Learners 3.1%, Students with Disabilities 11%, Homeless 0.4%) across grades TK–8 and is authorized as both a Primary Years Program (PYP) and Middle Years Program (MYP) International Baccalaureate (IB) World School. Our programs emphasize rigorous academic standards, inquiry-based learning, and the development of globally minded students.

International Baccalaureate Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students worldwide to become active, compassionate, and lifelong learners who understand that others, with their differences, can also be right.

CECA Mission

At CECA, we are committed to fostering lifelong learning by empowering globally minded, self-motivated, and respectful inquirers who strive to make honorable contributions to their communities.

CECA Vision

CECA envisions a future where every student is an inquiring, knowledgeable, and compassionate learner—empowered through the International Baccalaureate, social-emotional growth, and a strong foundation in academic excellence. Our students are prepared to thrive in a global society and make meaningful contributions to their communities.

Reflections: Annual Performance

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

The stakeholders of Competitive Edge Charter Academy (CECA)—including administrators, teachers, support staff, families, and community partners—continue to demonstrate a strong, shared commitment to student success across all aspects of the educational experience. This collective effort reflects CECA's mission to foster lifelong learning by empowering globally minded, self-motivated, and respectful inquirers who strive to make honorable contributions to their communities, as well as its vision of preparing students to thrive in a global society and contribute meaningfully to the world around them.

Academically, CECA has sustained strong and consistent performance, with CAASPP outcomes continuing to surpass state averages. This achievement is evident across multiple student groups, including English learners, low income students, and students receiving special education services. In both English Language Arts and mathematics, these groups have consistently performed above statewide benchmarks, underscoring CECA's ongoing commitment to equity, access, and high levels of learning for all students.

On the 2023 CA Dashboard students with disabilities were in the far below range in mathematics. They have since grown over 20 points distance from met to reach the below (orange) range. On the 2025 dashboard, despite two years of growth, the same student group, students with disabilities, dipped into the far below range (red). We have addressed this concern with a whole-school writing program adoption.

In addition to academic success, CECA demonstrates strength in student engagement and overall school climate. The school's chronic absenteeism rate remains well below state averages, reflecting a culture that promotes student connectedness, engagement, and consistent attendance. Likewise, suspension rates remain significantly lower than statewide levels, highlighting the effectiveness of proactive behavioral supports, restorative practices, and a focus on building a safe, inclusive, and respectful learning environment.

CECA also continues to meet high standards in facilities and family engagement. The school has had no findings related to Williams complaints, affirming its commitment to maintaining safe, clean, and well-resourced facilities that support student learning. Annual climate survey data further indicates that families consistently rate CECA above average across key areas, including communication, International Baccalaureate (IB) programming, and extracurricular opportunities. These results reflect a strong partnership between the school and its community, as well as a shared investment in student success.

Central to CECA's continued success is a collaborative learning model that actively engages staff, families, and community partners. Through the International Baccalaureate framework, social-emotional learning, and rigorous academic instruction, CECA provides students with meaningful, real-world learning experiences that promote inquiry, global awareness, and cultural understanding. The culminating projects, exhibition and community project (5th and 8th grade), give students the opportunity to apply their learning to a problem in their community. They follow our inquiry cycle to research the problem, develop a solution, carry out the solution, and reflect on the process. The deep learning and change that takes place during these projects is truly inspiring; moreover, the results have a positive influence on our community.

This unified approach ensures that students are not only academically prepared but also equipped with the skills, dispositions, and mindset necessary to become thoughtful, compassionate, and active contributors in both their local and global communities.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff	School Site Council, Parent-Community Advisory Committee (PCAC), tier 1 and 2 PBIS team, pedagogical team, LCAP and school climate surveys
Classified Staff	School Site Council and Parent-Community Advisory Committee (PCAC), tier 1 and 2 PBIS team, pedagogical team, LCAP and school climate surveys
Parents/ Guardians, Community Members	Parent-Community Advisory Committee and English Language advisory Committee (ELAC), LCAP and school climate surveys
Students	Student Voice Committee Meets Monthly, LCAP and school climate surveys

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

The adopted Local Control and Accountability Plan (LCAP) for Competitive Edge Charter Academy (CECA) reflects a comprehensive and collaborative development process that actively engaged educational partners, including families, students, staff, and community members. CECA is committed to ensuring that stakeholder voice is meaningfully incorporated into school planning, recognizing that inclusive engagement leads to more effective and responsive outcomes for students. The development of the LCAP followed a structured, multi-phase process designed to gather, analyze, and integrate feedback from all partner groups.

School Site Council (SSC) – Data Review and Identification of Needs
The process began with the School Site Council (SSC), composed of parents, staff, and administration, conducting a thorough review of multiple data sources. These included student achievement data (e.g., CAASPP results), attendance and chronic absenteeism rates, suspension data, and school climate survey results. In addition to quantitative data, the SSC considered qualitative input from families, staff, and students. Through this analysis, the SSC identified key areas of strength and opportunities for growth, forming the foundation for the LCAP's goals and actions.

Student Voice Committee – Elevating Student Perspectives
Established in spring 2025, the Student Voice Committee provided an important opportunity to incorporate student perspectives into the LCAP development process. Students in grades 3–8 were presented with relevant school data and initiatives in an accessible and engaging format. Their feedback offered valuable insight into student experiences, engagement, and school climate, ensuring that the LCAP reflects the needs and priorities of those it serves most directly.

Parent-Community Advisory Committee (PCAC) – Review of Goals and Resource Alignment
The draft LCAP was presented to the Parent-Community Advisory Committee (PCAC), where members reviewed school performance data alongside a comprehensive overview of the school's budget. This process supported transparency and helped stakeholders understand how available resources align with identified priorities. PCAC members provided feedback, asked clarifying questions, and offered recommendations to refine goals and actions, ensuring alignment with community expectations and values.

English Learner Advisory Committee (ELAC) – Focus on English Learner Achievement
The English Learner Advisory Committee (ELAC) engaged in a focused review of the LCAP with particular attention to the needs of English Learner (EL) students. The committee evaluated proposed actions and services related to language acquisition, academic achievement, and equitable access to instruction. Feedback from ELAC informed targeted strategies within the LCAP to better support EL students and promote their continued progress.

Feedback Integration and Plan Refinement
Following the engagement of all advisory groups, the CECA leadership team carefully reviewed and analyzed stakeholder input. Revisions were made to the LCAP to ensure that the plan reflects a balanced and comprehensive response to identified needs. This process strengthened alignment between stakeholder priorities, data findings, and proposed actions and services.

Final Adoption by the Governing Board
The revised LCAP was presented to the CECA Governing Board for review and adoption. The presentation included a summary of stakeholder engagement and specific examples of how feedback influenced the development of the plan. The Board's approval of the LCAP represents a collective commitment to advancing CECA's mission and vision and to supporting continuous improvement for all students.

Through this inclusive and transparent process, CECA has developed an LCAP that reflects the priorities, values, and aspirations of its educational partners. Stakeholder input directly informed the plan's goals, actions, and resource allocations, ensuring a focused approach to improving student outcomes, promoting equity, and maintaining a positive and supportive school environment where all students can thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students at Competitive Edge Charter Academy (CECA) will demonstrate measurable growth toward meeting or exceeding grade-level standards in English Language Arts (ELA), as evidenced by state and local assessment data. English Learners (ELs) will make measurable progress toward English language proficiency, as demonstrated by performance on the English Language Proficiency Assessments for California (ELPAC) and other local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Competitive Edge Charter Academy (CECA) developed this goal based on an analysis of multiple data sources, including the California School Dashboard, CAASPP results, ELPAC data, and local benchmark assessments. While CECA has consistently demonstrated strong overall performance in English Language Arts (ELA), with outcomes exceeding state averages, a continued focus on sustained growth is necessary to ensure that all students meet or exceed grade-level standards.

Dashboard indicators and local data reveal the importance of maintaining high levels of achievement while also addressing areas for continued improvement among specific student groups. Although English Learners (ELs) have shown progress, data indicates a need to further strengthen language acquisition and academic literacy to ensure that all EL students reach proficiency and can fully access grade-level content. Data for our three unduplicated groups has shown a decline in ELA results. Students with disabilities declined 13 points, socially economically disadvantaged students declined 6 points and our english learners declined 24 points. As a result, we have implemented a school-wide writing program with professional development. We have invested in tier 2 curriculum, decodable readers, and inquiry-based instructional professional development.

Additionally, CECA's commitment to equity and its mission of developing globally minded, self-motivated learners necessitate a targeted focus on literacy as a foundational skill. Strong ELA proficiency is critical for success across all content areas and supports students' ability to engage as inquirers within the International Baccalaureate (IB) framework.

This goal was also informed by educational partner input gathered through the School Site Council (SSC), Parent-Community Advisory Committee (PCAC), English Learner Advisory Committee (ELAC), and Student Voice Committee. Educational partners emphasized the importance of continued academic rigor, targeted supports for English Learners, and ensuring that all students demonstrate measurable growth.

As a result, CECA established this goal to sustain high levels of academic performance, address the needs of all student groups—particularly English Learners—and ensure continuous improvement in literacy outcomes. This focus aligns with State Priority 4 (Pupil Achievement) and supports CECA's vision of preparing students to thrive in a global society and make meaningful contributions to their communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard (DFS) in English Language Arts (ELA) as measured by CAASPP for all students and student groups. Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 28.6 above SWD: 66.7 below SED: 14.4 above FY: Less than 11 students, no data EL: 12.6 below	All: 29.3 above SWD: 62.9 below SED: 11.1 above FY: Less than 11 students, no data EL: 14.4 below	All: 28.3 above SWD: 79.7 below SED: 8.2 above FY: No students EL: 36.9 below	All: 35 points above standard met (maintain green) SWD: 70 points, or fewer, below standard met (red to yellow) SED: 11 points above standard met (yellow to green) FY: No performance data EL: 10 points below standard (no performance color)	All: Maintained SWD: +13 pts. SED: -6 points above FY: No performance data EL: +24 points below
1.2	Year-to-year growth in English Language Arts (ELA) performance as measured by CAASPP for all students and student groups. Data Source:	All: 65.98 % proficient/ advanced SWD: 22.50 % proficient/ advanced SED: 58.13 % proficient/ advanced	All: 64.06 % proficient/ advanced SWD: 23.81 % proficient/ advanced	All: 64.59 % proficient/ advanced SWD: 19.56 % proficient/ advanced	All: 68% proficient/ advanced SWD: 25% proficient/ advanced	All: Maintained SWD: -3% SED: -5% FY: No performance data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Assessment of Student Performance and Progress (CAASPP)	FY: N/A EL: N/A	SED: 56.18 % proficient/ advanced FY: N/A proficient/ advanced EL: N/A	SED: 53.62 % proficient/ advanced FY: N/A EL: N/A	SED: 60% proficient/ advanced FY: N/A EL: N/A	EL: No performance data
1.3	English Learner progress toward English language proficiency. Data Source: English Language Proficiency Assessments for California (ELPAC)	Progressed (increased at least one level): 36.4 % Maintained EL Proficiency (Level 4): 0 Maintained (non-proficient level): 27.3 % Declined: 36.4 % Overall: declined 17% from previous year	Progressed (increased at least one level): 40 % Maintained EL Proficiency (Level 4): 6.7 % Maintained (non-proficient level): 40 % Declined: 13.3 % Overall: increased 10.3 % from previous year	Progressed (increased at least one level): 42.9 % Maintained EL Proficiency (Level 4): 7.1 % Maintained (non-proficient level): 28.6 % Declined: 21.4 % Overall: increased 3.3 % from previous year	Increasing the percentage of EL students making progress toward English proficiency on the ELPAC by 10% - CECA EL students who progressed at least one ELPI level will be at 53% for the 26-27 school year.	36.4% - 42.9% is a 6.5% improvement over baseline
1.4	Performance and growth of all students and English Learner (EL) students in grade 2 on the STAR Reading assessment Local assessment data - STAR Reading	Standard exceeded or met: 56% Standard nearly met: 19% Standard not met: 25% **baseline is 23-24 data	Standard exceeded or met:59% Standard nearly met: 11% Standard not met: 31% **24-25 data	Standard exceeded or met:TBD Standard nearly met: TBD Standard not met: TBD **25-26 data	Standard exceeded or met:60 % Standard nearly met: 20% Standard not met: 20% **25-26 data	Standard exceeded or met:+3 % Standard nearly met: -8% Standard not met: +6% comparing 23-24 to 24-25 data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Zero findings in teacher credentialing compliance with authorization *CA Dashboard	Zero findings	Zero findings	Zero findings	Zero findings	Maintained
1.6	Zero school facilities findings on Williams *CA Dashboard	Zero findings	Zero findings	Zero findings	Zero findings	Maintained
1.8						

Goal Analysis [2025-26]

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

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

During the implementation period, Competitive Edge Charter Academy (CECA) prioritized a comprehensive Multi-Tiered System of Supports (MTSS) with a strong emphasis on literacy and mathematics intervention, as well as community engagement and family outreach. Planned actions were largely implemented with fidelity, with several areas of innovation that enhanced the overall effectiveness of the program.

A key component of implementation was the role of the Intervention Specialist, who led Tier 3 reading interventions for students in grades K–5. In addition to providing targeted, intensive literacy instruction, the Intervention Specialist facilitated Student Intervention Team (SIT) meetings. These meetings supported ongoing progress monitoring and data-based decision-making, allowing for timely adjustments to student supports, including the entry and exit of students from intervention services based on demonstrated need.

In alignment with planned actions to strengthen mathematics outcomes, the Intervention Specialist collaborated closely with the Teacher on Assignment (TOA) to design and implement a schoolwide math intervention framework for grades K–5. This included analyzing student performance data, developing targeted small group instruction, and supporting teachers in differentiating core instruction to meet diverse student needs.

Family engagement remained a priority throughout implementation. As part of this effort, the school launched the “Parent Squad,” an initiative designed to build structured partnerships between families and staff. This program focused on supporting students who were approaching grade-level proficiency in reading and mathematics, providing families with tools and strategies to reinforce learning at home. Additionally, the development of the Little Bits of Learning Instagram reel series expanded outreach efforts by offering accessible literacy strategies and phonics support to families, strengthening the home-school connection and increasing engagement with CECA’s instructional practices.

The school librarian also played a significant role in supporting implementation by fostering a culture of literacy and inquiry aligned with the International Baccalaureate (IB) framework. Weekly engagement with all Primary Years Programme (PYP) classes included interactive read-alouds and lessons designed to promote curiosity and a love of reading. The librarian further supported student learning through the development of thematic displays, family engagement resources, and direct support for student research during the PYP Exhibition and Middle Years Programme (MYP) Community Project.

While the majority of planned actions were implemented as intended, some challenges were encountered. These included difficulties in aligning staff schedules to maximize opportunities for cross-departmental collaboration and ensuring consistent availability for all intervention groups. Despite these challenges, CECA demonstrated strong overall implementation through collaborative staff efforts, strategic use of data, and innovative approaches to family engagement.

Overall, the successful implementation of these actions contributed to a strengthened instructional program, increased student support, and enhanced alignment to CECA's mission of fostering lifelong learners and its vision of preparing students to thrive in a global society and make meaningful contributions to their communities.

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.

No material differences exist.

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

Overall, data indicate that students at Competitive Edge Charter Academy (CECA) continue to perform above the state average in English Language Arts (ELA) and mathematics. However, the effectiveness of current actions in driving consistent, high-level academic growth across all student groups and grade levels has been mixed.

From year 1 to 2 of this particular cycle, students with disabilities demonstrated growth (+4 points), as did students overall (+1) moderately; but form years 2-3, these groups and the others demonstrated a decline. Within these results, certain grade levels demonstrated growth, while others demonstrated a decline. This data is not present within the LCAP, though, as this document look sat the entire school.

One area of concern is variability in student growth across classrooms. While some classrooms demonstrated strong outcomes with a substantial number of students achieving accelerated growth, other classrooms—though showing improvement—did not reach comparable levels. This inconsistency suggests that, although the core strategies are sound, their implementation and impact have not been uniform across all instructional settings.

Staff feedback also indicates that the overall percentage of students meeting or exceeding standards—particularly in mathematics—has not fully met expectations. While some areas have maintained or slightly improved performance, other areas show plateaued or declining outcomes. These patterns highlight the need to strengthen instructional coherence, provide differentiated supports more effectively, and identify and scale best practices schoolwide.

Despite these challenges, CECA experienced notable successes. The Community Project, developed in partnership with the school librarian, has become a cornerstone of academic and civic learning. Students engaged in authentic, inquiry-based work aligned with the International Baccalaureate (IB) learner profile, demonstrating growth in research, source evaluation, and presentation skills. The librarian's guidance reinforced critical academic behaviors and strengthened student engagement, illustrating the impact of targeted staff expertise and strategic collaboration.

These outcomes affirm that intentional, IB-aligned collaboration and targeted professional support can enhance student learning. At the same time, the uneven growth across classrooms and content areas indicates the need for continued monitoring, professional development, and refinement of instructional practices to ensure equitable progress for all learners.

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.

As part of our annual cycle of reflection and continuous improvement, Competitive Edge Charter Academy (CECA) engages in a collaborative, data-informed process to evaluate the effectiveness of instructional programs and determine strategic priorities for the upcoming year. This process incorporates staff insights, student performance data, and observed instructional needs to ensure that planning is meaningful and responsive.

Based on an analysis of student outcomes and instructional gaps from the current school year, several key refinements have been identified for 2025–26:

Schoolwide Writing Curriculum
CECA had adopted and implemented the Step Up to Writing program to establish a consistent, vertically aligned approach to writing instruction across all grade levels. Historically, the absence of a unified writing curriculum contributed to uneven growth and lack of continuity in students' writing development. The new program provides explicit, systematic instruction in writing, ensuring that students build writing skills progressively from grade to grade.

In conjunction with this adoption, staff established clear, schoolwide expectations for daily writing practice. These practices are embedded across classrooms to increase writing stamina, fluency, and the ability to communicate ideas effectively across content areas.

Foundational Literacy Skills (Grades TK–2)
For our youngest learners, there will be a renewed emphasis on mastering foundational literacy skills prior to grade-level progression. Instruction will focus on precision and the use of research-based strategies aligned with the Science of Reading. Targeted professional development will support teachers in delivering evidence-based literacy instruction, aiming to increase the percentage of students reading at or above grade level by the end of second grade.

These changes reflect a strategic realignment of CECA's instructional goals and practices, informed by prior implementation experiences, student performance trends, and professional expertise. By adopting these improvements, the school anticipates more equitable, consistent,

and impactful student learning outcomes across grade levels, supporting CECA's overarching mission to foster lifelong learning and its vision of preparing students to thrive in a global society.

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	Competitive Edge Charter Academy (CECA) will employ a full-time Intervention Specialist.	A full-time Intervention Specialist will be provided to support staff, students, and families in the areas of instruction, data analysis, and Tier 3 interventions. The Intervention Specialist will: Deliver intensive, individualized Tier 3 support in English Language Arts for students with the highest academic needs. Collaborate with classroom teachers and the Teacher on Assignment (TOA) to strengthen instructional practices and provide targeted strategies for student success. Analyze student data to guide intervention decisions and monitor progress. Assist families in understanding academic expectations and strategies to support learning at home. Facilitate Student Intervention Team (SIT) meetings to make data-informed decisions regarding student support.	$132,000.00	Yes
1.2	Provide a full-time librarian.	A full-time librarian is available to support PYP and MYP teachers in level-appropriate reading resources and research tools.	$68,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students at Competitive Edge Charter Academy will demonstrate measurable academic growth in mathematics as evidenced by local and state assessment data, with the goal of meeting or exceeding grade-level standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through comprehensive data analysis and input from educational partners. Review of California Department of Education California School Dashboard data revealed a continued need to strengthen mathematics achievement across all student groups.

Specifically, 44.12% of all students in grades 3–8 met or exceeded standards in mathematics on the Smarter Balanced Assessments. However, disparities exist among student groups, with only 35.63% of low-income students and 38% of English Learners meeting or exceeding standards. These gaps highlight the need for targeted supports to ensure equitable access to high-quality mathematics instruction.

This identified need is further supported by local benchmark assessment data, as outlined in the Measuring and Reporting Results section.

During the LCAP development process, educational partners—including staff, families, and community members—identified several key areas of focus:

Ongoing instructional support in mathematics to strengthen teaching and learning
Increased collaboration time for teachers to analyze data and refine instructional practices
Support for low-income and English Learner families in understanding online tools and student information systems to better assist their children at home
Expanded learning opportunities for low-income students, English Learners, and foster youth
Access to supplemental materials and resources for low-income students to support learning outside of school

In response, Competitive Edge Charter Academy will implement targeted actions designed to improve mathematics achievement for all students, with a particular emphasis on closing performance gaps among identified student groups. Progress toward this goal will be monitored using the metrics outlined below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Distance from Standard (DFS) in Mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP) for all students and student groups. Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 13.2 below SWD: 102.1 below SED: 32.9 below FY: Less than 11 students, no data EL: 47.9 below	All: 6.2 below SWD: 82.1 below SED: 30.2 below FY: Less than 11 students, no data EL: 69.1 below	All: 5 below SWD: 81.5 below SED: 25.9 below FY: Less than 11 students, no data EL: 33.7 below	All: 2 below or better (yellow to green) SWD: 79 points below (orange to yellow) SED: 23 points below (yellow to green) FY: Less than 11 students, no data EL: 30 points below (maintain yellow)	All: + 8 points SWD: +21 points SED:+7 points FY: Less than 11 students, no data EL: +14 points
2.2	Year-to-year growth in Mathematics performance as measured by the California Assessment of Student Performance and Progress (CAASPP) for all students and student groups. Data Source: California Assessment of Student Performance and Progress (CAASPP)	All: 44.12 % proficient/ advanced SWD: 15 % proficient/ advanced SED: 35.63 % proficient/ advanced FY: N/A EL: N/A	All: 49.78 % proficient/ advanced SWD: 19.04 % proficient/ advanced SED: 40.21 % proficient/ advanced FY: N/A EL: N/A	All: 47.21 % proficient/ advanced SWD: 23.92 % proficient/ advanced SED: 34.34 % proficient/ advanced FY: N/A EL: N/A	All: 50% proficient/ advanced SWD: 27% proficient/ advanced SED: 38% proficient/ advanced FY: N/A EL: N/A	All: +3% proficient/ advanced SWD: +8% proficient/ advanced SED: Maintained % proficient/ advanced FY: N/A EL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Average scale score for sub groups on STAR Math assessment (second grade) Data Source: Local assessment data, STAR Math **new metric, baseline data from 2024-2025 data	SWD: 881 SED: 1025 EL: 901	Not applicable	Not applicable	SWD: 900 SED: Maintain EL: 932	Not applicable
2.5						

Goal Analysis [2025-26]

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

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

The Teacher on Assignment (TOA) position has played a central role in establishing and expanding a Multi-Tiered System of Supports (MTSS) at Competitive Edge Charter Academy. Over the course of the year, the TOA successfully implemented and monitored several targeted intervention systems, including a comprehensive K–8 mathematics intervention program and a focused reading intervention program for students in grades 6–8. These efforts strengthened Tier 2 and Tier 3 supports and provided structured, data-driven interventions for students requiring additional academic assistance.

In addition to formal intervention programs, the TOA launched and coordinated the “Parent Squad” initiative, which engaged parent volunteers in supporting “bubble students”—those performing near Tier 2 thresholds. This initiative provided consistent, small-group support and increased student engagement while also strengthening school-home partnerships.

The TOA also contributed to building a culture of continuous improvement among staff and families. She facilitated professional learning opportunities for teachers through book studies centered on high-impact instructional strategies and student engagement. For families, she organized workshops and discussions focused on supporting student learning at home. These efforts were further extended through schoolwide community events such as STEAM Nights, which connected classroom learning to real-world applications. Additionally, the TOA developed a digital communication platform, “Little Bits of Learning,” using Instagram to share accessible strategies, tips, and resources with families and the broader school community.

While these actions were implemented largely as planned and yielded positive outcomes—particularly in strengthening intervention systems and family engagement—a key challenge emerged related to Tier 1 (core) instruction. Analysis of student performance data indicates that a significant number of students are not yet meeting proficiency standards in mathematics and English Language Arts. Although supplemental supports have helped mitigate learning gaps, the data highlight the need for more consistent, rigorous, and effective core instruction across all classrooms.

In response to this identified need, a substantive shift in implementation is planned for the 2025–26 school year. The TOA role will be strategically refocused to prioritize Tier 1 instructional improvement. This will include providing coaching and collaborative planning time with grade-level teams, strengthening alignment to state standards and IB frameworks, and supporting the delivery of high-quality, engaging, and accessible instruction for all students. By enhancing core instruction, the LEA aims to reduce reliance on intervention systems, increase overall student achievement, and accelerate progress toward meeting schoolwide academic goals.

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.

No material differences.

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

Over the past year, Competitive Edge Charter Academy has made meaningful progress in implementing a comprehensive, schoolwide Multi-Tiered System of Supports (MTSS). Through targeted actions and the strategic use of staff expertise, the school has significantly expanded its capacity to address diverse student needs across all tiers of support. Students now have access to a wide range of academic and social-emotional interventions, including structured small group instruction, data-driven targeted supports, and wraparound services designed to promote overall student success. These efforts have been effective in establishing a responsive and systematic intervention framework.

However, while the infrastructure for tiered support is firmly in place, ongoing evaluation of its effectiveness indicates areas for improvement. One key area of concern is the rate at which students successfully exit Tier 2 and Tier 3 interventions and maintain progress within Tier 1 instruction. Current data does not yet demonstrate consistent movement of students back into core instruction with sustained success, suggesting a need for more clearly defined exit criteria, stronger progress monitoring systems, and tighter alignment between intervention and core instruction.

In addition, analysis of schoolwide academic performance data reveals that a significant number of students continue to perform below grade-level expectations (5 points below overall with less than 50% of students scoring in the proficient or advanced range), particularly in mathematics and English Language Arts. This indicates that while Tier 2 and Tier 3 interventions are providing important support, they are not sufficient on their own to close achievement gaps. The data point to a need for greater consistency, rigor, and effectiveness in Tier 1 (core) instruction.

As a result, the effectiveness of current actions is mixed. While the development of a strong intervention system represents a significant success, the limited impact on overall proficiency levels highlights the need for a more balanced and integrated approach across all tiers. Moving forward, a critical focus will be placed on strengthening Tier 1 instruction through professional development, instructional coaching,

and increased collaborative planning time. These efforts will support teachers in delivering high-quality, standards-aligned instruction that is accessible and engaging for all students.

In summary, the actions implemented to date have been effective in building a robust system of supports; however, their overall impact on student achievement will depend on the continued refinement of intervention practices and a strengthened emphasis on high-quality core instruction. This dual focus will be essential in accelerating student progress and achieving the school's academic growth goals.

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.

Following a comprehensive review of the goal, associated metrics, actions, and target outcomes, the LEA has determined that no substantive changes are necessary for the coming year. This determination is based on a thorough reflection process that included analysis of student performance data, input from staff and educational partners, and an evaluation of implementation outcomes to date.

The review confirmed that the current goal remains relevant, well-aligned to identified student needs, and appropriately ambitious. The established metrics continue to provide clear and meaningful measures of progress, effectively capturing growth in academic achievement and the impact of instructional supports. Additionally, the target outcomes remain attainable with continued focus and strong implementation.

The planned actions, including professional development, instructional coaching, and tiered academic interventions, remain aligned with best practices and responsive to the needs of the student population, particularly unduplicated student groups. These strategies continue to support both academic growth and equitable access to high-quality instruction.

Rather than revising the goal or associated components, the LEA will focus on strengthening the quality and consistency of implementation. This includes refining instructional practices, enhancing progress monitoring systems, and ensuring that supports are effectively integrated across all tiers of instruction. Emphasis will also be placed on maintaining fidelity of implementation to maximize the impact of existing strategies.

In conclusion, the decision to maintain the current goal, metrics, actions, and target outcomes reflects a deliberate and data-informed approach. The LEA remains confident in the strategic direction of this work and is committed to deepening implementation efforts to ensure that all students—particularly those in unduplicated groups—make meaningful academic progress.

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	Competitive Edge Charter Academy will	The TOA will play a key role in providing instructional coaching and support to teachers, with an emphasis on effective mathematics	$195,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	provide a full-time Teacher on Assignment (TOA).	instructional practices, lesson design, and standards alignment. In addition, the TOA will lead and coordinate schoolwide efforts related to data collection, analysis, and the use of assessment results to inform instruction and improve student outcomes. This role will also support the development and monitoring of tiered intervention systems, ensuring that students receive timely and appropriate academic support based on ongoing performance data. Through collaboration with grade-level teams, the TOA will assist in identifying student needs, implementing evidence-based instructional strategies, and monitoring progress toward grade-level proficiency. By integrating instructional leadership, data analysis, and targeted intervention support, this action is designed to improve overall mathematics achievement and ensure equitable access to high-quality instruction for all students, including unduplicated student groups.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Competitive Edge Charter Academy will maintain and strengthen a positive school culture by promoting student well-being, safety, engagement, and academic success through counseling services, implementation of the International Baccalaureate (IB) PYP and MYP, and student support during unstructured times.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to identified needs related to student well-being, engagement, and access to a rigorous, inquiry-based instructional program. Analysis of local data, including attendance trends, behavior indicators, and student and family feedback, indicates a need for strengthened social-emotional supports and increased access to consistent counseling services to address barriers that impact student learning and school connectedness.

In addition, input from educational partners highlighted the importance of providing a full-time school counselor to support students' academic, behavioral, and social-emotional needs. Educational partners emphasized the need for proactive supports that improve student attendance, reduce behavioral incidents, and increase overall engagement in school.

This goal also reflects the LEA's commitment to sustaining and deepening implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP). Continued investment in the IB framework is intended to ensure students have access to a rigorous, standards-aligned, inquiry-based instructional program that promotes critical thinking, global awareness, and student agency. Maintaining fidelity of implementation requires ongoing professional development, curriculum alignment, and program support.

Furthermore, this goal is aligned with the needs of unduplicated student groups, including low-income students, English Learners, and foster youth, who are more likely to experience barriers related to academic engagement and social-emotional well-being. Strengthening counseling services and providing access to a coherent, high-quality instructional program is essential to closing opportunity gaps and supporting the whole child.

In summary, this goal was developed to ensure that all students have access to the academic, social-emotional, and instructional supports necessary to succeed, while strengthening schoolwide systems that promote engagement, well-being, and rigorous learning experiences through the IB framework.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate (overall and by student group: LI, EL, FY)	All: 11.2 % SWD: 9.6 % SED: 7.7 % FY: Less than 11 students, no data EL: 7.7 %	All: 7.5 % SWD: 8.5 % SED: 12.2 % FY: Less than 11 students, no data EL: 12%	All: 5.4 % SWD: 9.6 % SED: 7.7 % FY: Less than 11 students, no data EL: 0 %	All: 5.0 % SWD: 8 % SED: 7 % FY: Less than 11 students, no data EL: 0 %	All: -5.8 % SWD: 0 % SED: 0% FY: Less than 11 students, no data EL: -7.7% %
3.2	Average Daily Attendance (ADA)	All: 94.72 % SWD: 94.43 % SED: 94.85 % FY: Less than 11 students, no data EL: 94.07 %	All: 95.19 % SWD: 95.08 % SED: 95.12 % FY: Less than 11 students, no data EL: 96.45 %	All:95.66 % SWD: 95.49 % SED: 95.67 % FY: Less than 11 students, no data EL: 96.49 %	All: 96% % SWD: Greater than 95 % SED: Greater than 95 % FY: Greater than 95 % EL: Greater than 95 %	All: +1% SWD: + 1% SED: +1% FY: Less than 11 students, no data EL: +2%
3.3	Suspension Rate (in-school and out-of-school, overall and by subgroup)	All: 0.3 % SWD: 2.7% SED: 0.7 %	All: 0.6 % SWD: 2.7 % SED:1 %	All: 0.7 % SWD: 2.1 % SED: 1.1 %	All: 0.5 % SWD: 1.5 % SED: 1.0 %	All: +0.4% SWD: -0.6% SED: +.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: Less than 11 students, no data EL: 0 %	FY: Less than 11 students, no data EL: 0 %	FY: Less than 11 students, no data EL: 0 %	FY: Less than 11 students, no data EL: Maintain	FY: Less than 11 students, no data EL: Maintain
3.4	Assertive Discipline entries	All: 236 entries	All: 206 entries:	All: 287 entries	All: 230 entries	All: +50 entries
3.5	Average family engagement hours as entered into family engagement survey annually *IB Coordinator-Created Google Survey	698 entries for a total of 9.7 hours per family	906 entries for a total of 9.4 hours per family	644 entries for an average of 7.7 hours per family	838 entries for an average of 8.3 hours per family	We would like to see families dedicate a minimum of 10 hours of service per year. We are currently 1.7 hours off of that goal on average.
3.6						

Goal Analysis [2025-26]

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

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

During the implementation of this goal, Competitive Edge Charter Academy made meaningful progress in strengthening student well-being supports and advancing the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP) framework. The LEA successfully implemented key planned actions, including the provision of a full-time school counselor and ongoing support for IB program development and implementation.

The full-time counselor position was fully staffed and consistently provided services aligned to student needs, including individual counseling, small group support, crisis intervention, and attendance-related outreach. These services supported students in addressing social-emotional and behavioral needs that impact engagement and academic performance. In addition, the counselor collaborated with staff and families to provide proactive interventions and strengthen school-home communication, contributing to a more supportive and connected school environment.

The LEA also maintained implementation of the IB PYP and MYP programs through continued professional development, curriculum alignment work, and collaborative planning structures. Teachers engaged in IB-focused training and worked to integrate inquiry-based

instructional practices aligned with program expectations. These efforts supported the ongoing development of a rigorous, standards-aligned instructional program that emphasizes critical thinking, student agency, and global-mindedness.

Overall, implementation proceeded largely as planned, with both the counseling services and IB program supports being delivered consistently throughout the year. A key success was the increased accessibility of social-emotional supports for students, as well as strengthened teacher understanding of IB instructional practices.

However, several challenges were noted during implementation. Demand for counseling services was high, which required careful prioritization of student needs and scheduling to ensure timely support. Additionally, full fidelity of IB implementation continued to require significant professional learning time and collaboration, particularly as staff worked to deepen understanding of inquiry-based instruction while balancing other instructional demands.

Despite these challenges, the LEA maintained steady progress in both areas of focus. The combined implementation of counseling services and IB program support contributed to improved systems for student engagement, well-being, and instructional rigor, while also highlighting areas for continued refinement and capacity building in the coming year.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for this goal. The associated costs primarily consisted of certificated staffing for a full-time school counselor and contracted or program-related expenditures to support the implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP).

These costs remained stable throughout the implementation period, as staffing assignments and compensation rates for the counseling position were maintained as originally planned. Similarly, IB-related expenditures, including professional development, program support, and curriculum resources, were implemented as budgeted with no significant changes to scope or allocation.

Because expenditures remained consistent with the adopted budget, there were also no material differences between the planned and estimated actual percentages of improved services for unduplicated pupils. The LEA was able to fully implement planned services for low-income students, English Learners, and foster youth through counseling supports and access to a rigorous IB-aligned instructional program.

As a result, the intended level of services was maintained without adjustment, and resources were effectively deployed in alignment with the Local Control and Accountability Plan (LCAP).

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

Overall, the actions implemented under this goal have been effective in strengthening student well-being supports, improving school connectedness, and sustaining implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP).

The provision of a full-time school counselor has been a key contributing factor to improved access to social-emotional and behavioral supports for students. Students have benefited from individual counseling, small-group interventions, and crisis support services that address barriers to learning. In addition, the counselor's collaboration with staff and families has supported more timely identification of student needs and increased responsiveness to attendance and behavior concerns. These efforts have contributed to improved systems of support, particularly for students who require Tier 2 and Tier 3 interventions related to attendance, behavior, and emotional regulation.

However, while counseling services have improved access and responsiveness, the overall impact on schoolwide indicators such as chronic absenteeism and consistent behavior trends continues to require ongoing attention. This suggests that while the action is effective in providing direct support to students, broader systemic impacts will require continued refinement of early intervention systems and stronger integration with classroom-based supports.

In relation to the IB PYP and MYP implementation, the actions have been moderately effective in advancing instructional practices aligned with the IB framework. Teachers have engaged in professional development and curriculum planning that supports inquiry-based learning, student agency, and alignment with IB standards. These efforts have increased staff understanding of IB principles and improved consistency in planning structures across grade levels.

However, full fidelity of implementation remains an area for continued growth. Teachers are still developing confidence and consistency in embedding IB practices within daily instruction while balancing other instructional priorities. Additional time for collaboration, coaching, and curriculum refinement is needed to fully realize the intended outcomes of the IB program.

In summary, the actions associated with this goal are effective in establishing strong foundational systems for student support and instructional improvement. Continued focus on integration, consistency, and capacity building will be necessary to increase overall impact on student engagement, well-being, and academic outcomes.

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

Following a comprehensive review of implementation data, stakeholder feedback, and student outcome trends, the LEA has determined that no substantive changes will be made to the goal, metrics, or target outcomes for the coming year. The current goal continues to reflect the LEA's priorities related to student well-being, engagement, and the sustained implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP).

The reflection process confirmed that the existing metrics remain appropriate and sufficiently rigorous to measure progress in attendance, behavior, school climate, counseling access, and IB program implementation. Similarly, the target outcomes continue to be aligned with identified student needs and remain attainable with ongoing implementation and refinement.

While the overall structure of the goal and its associated measures will remain unchanged, the LEA will make targeted refinements to the implementation of existing actions. Specifically, continued emphasis will be placed on strengthening the impact of the full-time counselor through improved coordination of services, earlier identification of student needs, and enhanced integration of counseling supports within

tiered intervention systems. In addition, ongoing support for IB PYP and MYP implementation will focus on deepening instructional fidelity through collaborative planning, coaching, and professional development.

These refinements represent a continued commitment to improving implementation quality rather than changing the direction of the work. The LEA remains focused on strengthening systems already in place to ensure consistent, high-quality support for all students, particularly unduplicated student groups, and to further advance student engagement, well-being, and academic success.

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	Competitive Edge Charter Academy will employ a full-time school counselor and a Mental Health Associate to support the academic, social-emotional, behavioral, and mental health needs of all students, with a focus on unduplicated pupil groups, including low-income students, English Learners, and foster youth. These positions will provide proactive and responsive services designed to improve student well-being, increase engagement, remove barriers to learning, and promote positive	The school counselor and Mental Health Associate will provide direct services to students, including individual counseling, small-group support, crisis intervention, attendance support, and behavior-related interventions. LCAP funds will supplement the cost of the Mental Health Associate position to expand student access to social-emotional and mental health supports. In addition, both positions will support the development of a positive school culture and student connectedness through proactive programming, relationship-building, and coordination of student support services. The counselor and Mental Health Associate will collaborate with teachers, administrators, and families to identify student needs early and connect students to appropriate Tier 2 and Tier 3 interventions within the Multi-Tiered System of Supports (MTSS). This includes participation in Student Study Teams, attendance meetings, behavior intervention planning, and referrals to community-based resources to ensure timely and targeted support. By providing consistent, schoolwide access to counseling and mental health services, this action is designed to remove barriers to learning, improve student engagement, strengthen social-emotional well-being, reduce chronic absenteeism, and support overall academic success. The addition of the Mental Health Associate increases the school's capacity to provide preventative interventions, responsive support, and ongoing mental health services for students who may be experiencing social, emotional, or behavioral challenges.	$230,456.00	Yes

Action #	Title	Description	Total Funds	Contributing
	academic and social-emotional outcomes.	This action is provided on a schoolwide basis because student social-emotional, mental health, and behavioral needs are present across all grade levels and directly impact learning conditions, school climate, and student outcomes throughout the entire school community.		
3.2	Competitive Edge Charter Academy will implement and sustain the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) as a core component of its instructional program.	The IB framework will be used to provide a rigorous, inquiry-based learning experience that promotes critical thinking, conceptual understanding, global awareness, and student agency. Teachers will receive continued training and support in designing and delivering IB-aligned units of study that are standards-based, engaging, and accessible to all learners. Implementation of the PYP and MYP also supports the development of consistent instructional practices across grade levels, ensuring vertical alignment and coherence in teaching and learning. This includes support for assessment practices, unit planning, and integration of the IB learner profile attributes into daily instruction and school culture. By maintaining and strengthening IB program implementation, this action is designed to increase student engagement, deepen academic rigor, and improve overall student achievement.	$19,000.00	Yes
3.3	Competitive Edge Charter Academy will implement a structured recess program during the 2026–27 school year that includes training for classified staff to support student engagement, positive behavior, conflict resolution, and safe, organized playground activities.	Competitive Edge Charter Academy will establish and implement a structured recess program for the 2026–27 school year, including professional development and training for classified staff, to increase student engagement, promote positive peer interactions, and support a safe and inclusive school environment.	$28,436.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$590,510.00	$0

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
7.860%	0.000%	$0.00	7.860%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Competitive Edge Charter Academy (CECA) will employ a full-time Intervention Specialist. **Need:** A comprehensive review of data from the California School Dashboard, local benchmark assessments, and input from educational partners has identified critical areas of need for unduplicated pupils—specifically low-	The provision of a full-time Intervention Specialist at Competitive Edge Charter Academy (CECA) addresses multiple identified academic needs across our school community, particularly in reading and literacy development. Analysis of student assessment data, teacher input, and stakeholder feedback has highlighted the necessity of providing intensive, targeted support for students performing below grade level, especially those requiring Tier 3 interventions. This	CAASPP results, STAR results, IAB results, CAST results, ELPI, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students, English Learners, and foster youth. These students face unique challenges that impact both academic achievement and their overall school experience, particularly in English Language Arts (ELA) and English Language Development (ELD). Dashboard data indicate that 65.98% of students in grades 3–8 met or exceeded standards in ELA on the Smarter Balanced assessments; however, performance was notably lower among key student groups. Only 58.13% of low-income students and 25% of English Learners met or exceeded standards, highlighting persistent opportunity gaps. In addition, only 36.4% of English Learners demonstrated progress toward English language proficiency, well below the desired growth trajectory. Internal benchmark assessments corroborate these trends, showing similar disparities in performance. Many unduplicated pupils are not yet meeting grade-level expectations in reading and language development, underscoring the need for targeted, research-based instructional support. Stakeholder feedback gathered during the LCAP development process—from families, teachers, and staff—further reinforced these findings and highlighted key areas for action: Strengthening ELA and ELD instruction through research-based strategies and dedicated intervention time.	support is required across grade levels and student populations, justifying the schoolwide scope of this role. Tier 3 Intervention Support Students requiring Tier 3 interventions face significant, persistent challenges that cannot be addressed solely through general classroom instruction or Tier 1 and Tier 2 supports. The Intervention Specialist delivers highly individualized, research-based instruction, informed by ongoing progress monitoring and data analysis. By providing timely and intensive support schoolwide, the specialist ensures equitable access for all students in need, regardless of grade or classroom placement. Staff Professional Development and Capacity Building The Intervention Specialist also serves as a coach and professional learning facilitator, modeling effective literacy strategies and providing targeted training to teachers. This professional development ensures instructional coherence across classrooms and grade levels, strengthens internal capacity, and accelerates growth for struggling readers while supporting all students in meeting grade-level expectations. Family Engagement and Support Family involvement is a critical component of academic success, particularly in literacy. The Intervention Specialist engages families by	

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
	Increasing structured collaboration time for teachers to analyze student data and design responsive instruction, particularly for English Learners and students with the greatest needs. Supporting low-income and English Learner families in using digital platforms, student portals, and other online tools to effectively monitor academic progress and support learning at home. Expanding access to enrichment and intervention opportunities beyond the school day, including after-school programs, tutoring, and summer learning, to help close achievement gaps. Improving home access to high-quality reading materials for low-income students to encourage literacy practice and strengthen skills outside of school. Based on this analysis, Competitive Edge Charter Academy will implement targeted actions designed to boost literacy outcomes and support English Learners' progress toward reclassification. These strategies will be supported through ongoing progress monitoring, as outlined in the metrics section, and coordinated across instructional staff, intervention programs, and family engagement initiatives. Through these aligned efforts, unduplicated students will receive equitable access to the resources and academic opportunities necessary to accelerate their growth, close achievement gaps, and thrive in their educational journey.	providing tools, strategies, and guidance to support reading at home. Through workshops, resources, and schoolwide outreach, families are empowered to reinforce learning outside the classroom, fostering a strong school-to-home connection. Maximizing Efficiency and Expertise While a Teacher on Assignment (TOA) provides instructional support, the Intervention Specialist's role requires specialized expertise in assessment, intervention design, and data-driven decision-making. This ensures the effective coordination of interventions, oversight of progress monitoring systems, and fidelity of implementation across the school. The depth of this role enhances both the efficiency and effectiveness of supports delivered to students. Conclusion A full-time Intervention Specialist ensures a comprehensive, strategic approach to meeting the academic needs of struggling students. This multifaceted role strengthens all three tiers of instruction—direct intervention for students, professional development for staff, and engagement for families—while promoting equitable access to high-quality instruction. The position directly aligns with CECA's goals for academic achievement, continuous improvement, and our commitment to ensuring that all students receive the support they need to succeed.	

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		
1.2	**Action:** Provide a full-time librarian. **Need:** A comprehensive analysis of data from the California School Dashboard, local benchmark assessments, and input from educational partners has identified several critical areas of need for unduplicated pupils—specifically low-income students, English Learners, and foster youth. These students continue to face unique challenges that impact their academic achievement and overall school experience, particularly in the areas of English Language Arts (ELA) and English Language Development (ELD). Dashboard data revealed that while 65.98% of students in grades 3–8 met or exceeded standards in ELA on the Smarter Balanced assessments, performance was noticeably lower among key student groups. Only 58.13% of low-income students and just 25% of English Learners met or exceeded standards, highlighting persistent opportunity gaps. Furthermore, only 36.4% of English Learners demonstrated progress toward English language proficiency, a figure that falls well below the desired growth trajectory. These trends are further validated by internal benchmark data, which show similar patterns of performance disparity. Local assessments	The role of the school librarian at Competitive Edge Charter Academy is intentionally designed to support all students, with particular attention to the needs of unduplicated pupils, including English Learners, low-income students, and foster youth. By providing equitable access to literacy resources, fostering a culture of reading, and equipping students with essential research and information literacy skills, the librarian contributes directly to improving academic outcomes and narrowing achievement gaps. Supporting Differentiated Literacy Development Through individualized support and the use of tools such as Accelerated Reader, the librarian assists students in selecting books that are aligned with their reading level and interests. This ensures that students are engaging with texts that are appropriately challenging, helping to build both reading fluency and comprehension. This is especially impactful for unduplicated pupils, many of whom may not have access to books at home or may struggle to find reading material suited to their needs. Fostering a Love for Reading The librarian cultivates excitement around reading through interactive activities such as read-aloud sessions, book talks, and storytelling events. These activities not only make reading more enjoyable, but also increase student motivation	CAASPP results, STAR results, CFA results, CAST results, ELPI, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicate that many unduplicated pupils are not making adequate progress toward grade-level standards in reading and language development, reinforcing the need for targeted instructional support. In addition to academic data, feedback gathered during the LCAP development process from families, teachers, and staff revealed a strong demand for increased support systems tailored to the needs of unduplicated students. Key themes that emerged from stakeholder engagement include: A continued focus on strengthening ELA and ELD instruction through research-based strategies and dedicated intervention time Increased structured collaboration time for teachers to analyze student data and design responsive instruction, particularly for English Learners and students with the greatest needs Additional support for low-income and English Learner families in understanding and using digital platforms, student portals, and other online tools to effectively monitor student progress and support learning at home Expanded access to enrichment and intervention opportunities beyond the school day, including after-school programs, tutoring, and summer learning, to help close academic gaps	and engagement—key components for academic growth among students who may be struggling or disengaged. Creating positive associations with reading is especially important for students who may not have developed strong literacy habits before entering school. Expanding Literacy Access and Enrichment The library offers a wide array of reading materials across various genres, languages, and cultural perspectives, which supports student identity and inclusion. This diverse selection ensures that all students can see themselves in the books they read and can explore new ideas and perspectives. The librarian also organizes enrichment opportunities such as book clubs, schoolwide reading challenges, and family literacy events, encouraging students to read for enjoyment outside of class time and supporting continued learning beyond the school day. Providing Critical Research and Information Literacy Instruction Beyond supporting recreational reading, the librarian plays a vital instructional role by helping students and teachers access and evaluate information effectively. This includes instruction on digital citizenship, source evaluation, academic integrity, and the use of online databases and digital tools. These skills are essential for success in project-based learning and directly support classroom instruction, particularly for students who may not receive similar support at home.	

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
	Improved home access to high-quality reading materials for low-income students to encourage reading practice and build literacy skills outside of school Based on these identified needs, Competitive Edge Charter Academy will implement targeted actions designed to boost literacy outcomes and support English Learner progress toward reclassification. These actions will be supported through ongoing progress monitoring, as detailed in the metrics section below. Efforts will be aligned across instructional staff, intervention programs, and family engagement strategies to ensure that unduplicated students receive equitable access to resources and academic opportunities that will accelerate their growth and success. **Scope:** LEA-wide	Resource Coordination and Community Engagement The librarian helps to enhance schoolwide learning by expanding the library's physical and digital collections through partnerships, donations, and grants. These resources improve access for all students and enrich instruction across grade levels. The librarian also supports broader initiatives such as student exhibitions, research-based projects, and community presentations, ensuring the library is integrated into the school's academic fabric and connected to IB learning principles. Schoolwide Justification This action is offered schoolwide because all students—particularly unduplicated pupils—benefit from equitable access to high-quality literacy and research resources. A strong school library program levels the playing field, providing low-income students and English Learners with the academic tools and support they may lack outside of school. It also allows for consistent instruction and access to materials across classrooms and grade levels, ensuring every student has the opportunity to develop strong reading and critical thinking skills.	
2.1	**Action:** Competitive Edge Charter Academy will provide a full-time Teacher on Assignment (TOA). **Need:**	The Teacher on Assignment (TOA) position plays a critical role in advancing academic equity and improving outcomes for all students, with a specific focus on unduplicated pupils, including low-income students, English Learners, and foster youth. The TOA is primarily responsible for strengthening curriculum alignment, improving instructional	CAASPP data, STAR Math data, district IAB data

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
	The addition of a full-time Teacher on Assignment (TOA) is critical to strengthening the tiered system of support in mathematics across all grade levels at Competitive Edge Charter Academy. This role is intended to provide targeted and differentiated support across all tiers of instruction, with a strong emphasis on Tier 1—high-quality, first-best instruction delivered universally to all students. The TOA will support teachers in ensuring that mathematics instruction is aligned to grade-level standards, incorporates rigorous content, and maintains consistently high expectations for all learners. This need is strongly supported by current student performance data from the California School Dashboard, which indicates that overall mathematics proficiency remains below 50%. More significantly, unduplicated student groups—including low-income students, English Learners, and foster youth—demonstrate proficiency rates well below the schoolwide average, highlighting persistent and systemic achievement gaps. The addition of a full-time TOA is intended to address these disparities by providing sustained instructional coaching, professional development, and embedded support for teachers. This role will help strengthen instructional practice, improve alignment to standards, and ensure consistent implementation of effective mathematics instruction across classrooms.	practices, and leading comprehensive data analysis to inform targeted, evidence-based interventions. A central focus of this role is enhancing Tier 1 “first-best” instruction—the high-quality, standards-aligned teaching that all students receive. By working directly with classroom teachers, the TOA supports the implementation of rigorous, engaging, and differentiated instructional strategies designed to meet the diverse needs of learners. Strengthening Tier 1 instruction is essential to ensuring that students build strong foundational skills, thereby reducing the need for more intensive Tier 2 and Tier 3 interventions over time. In addition to core instruction, the TOA supports the effective implementation of the Multi-Tiered System of Supports (MTSS) by assisting with the design, monitoring, and refinement of Tier 2 and Tier 3 interventions. Through coaching, professional development, and collaborative planning, the TOA equips educators with research-based strategies to address identified learning gaps and accelerate achievement for students who require additional academic support. Data analysis is a key component of the TOA’s work. The position involves regularly reviewing and disaggregating student performance data to identify trends, monitor progress, and inform instructional adjustments. This ongoing cycle of data-driven decision-making ensures that interventions are responsive, targeted, and effective in addressing achievement gaps, particularly for unduplicated student groups who	

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
	In addition, the TOA will support the ongoing use of assessment data to guide instruction through systematic data analysis and progress monitoring. This will allow staff to more accurately identify students in need of intervention or enrichment and respond with timely, targeted supports within the Multi-Tiered System of Supports (MTSS) framework. Ultimately, the purpose of this action is to improve mathematics outcomes for all students while closing persistent achievement gaps for unduplicated student groups. By strengthening Tier 1 instruction and enhancing the responsiveness of tiered supports, the LEA aims to increase overall proficiency and ensure equitable access to rigorous, standards-based mathematics instruction. In summary, the employment of a full-time Teacher on Assignment represents a strategic investment in instructional quality, data-driven decision-making, and equitable student outcomes.through enhanced instruction, targeted support, and a sustained focus on equity and access. **Scope:** LEA-wide	have historically experienced lower academic outcomes. This action is provided on a schoolwide basis because the identified needs are systemic and impact all grade levels and student populations, not isolated groups or individual classrooms. Schoolwide implementation ensures consistency in instructional quality, coherence in intervention systems, and equitable access to high-quality teaching practices across the entire LEA. A comprehensive, coordinated approach is necessary to effectively address widespread achievement gaps and improve overall student outcomes. In summary, the Teacher on Assignment position is a strategic, schoolwide investment designed to close opportunity and achievement gaps by strengthening core instruction, improving instructional coherence, and ensuring the effective use of data to support all learners—particularly unduplicated pupils.supporting tiered interventions, and using data effectively—thereby ensuring that unduplicated pupils receive the targeted support they need to thrive academically.	
3.1	**Action:** Competitive Edge Charter Academy will employ a full-time school counselor and a Mental Health Associate to support the academic, social-emotional, behavioral, and	The provision of a full-time school counselor and Mental Health Associate directly addresses the identified needs of unduplicated pupils by ensuring consistent, equitable access to social-emotional, behavioral, attendance-related, and mental health	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mental health needs of all students, with a focus on unduplicated pupil groups, including low-income students, English Learners, and foster youth. These positions will provide proactive and responsive services designed to improve student well-being, increase engagement, remove barriers to learning, and promote positive academic and social-emotional outcomes. **Need:** Unduplicated pupils, including low-income students, English Learners, and foster youth, demonstrate a heightened need for consistent access to social-emotional, behavioral, and mental health supports that address barriers impacting academic engagement and achievement. Local attendance, behavior, and school climate data indicate that these student groups are more likely to experience challenges related to chronic absenteeism, emotional regulation, anxiety, trauma, and school connectedness, all of which directly affect their ability to access grade-level instruction. Stakeholder input further emphasizes the need for expanded and consistent counseling and mental health services to support students' well-being, strengthen relationships with trusted adults, and improve overall school engagement. Families and staff identified the importance of proactive interventions that can address student needs early, rather than relying solely on reactive responses to	supports. Low-income students, English Learners, and foster youth often experience greater barriers to school engagement, including increased risk of chronic absenteeism, unmet mental health needs, and challenges with school connectedness. Together, the school counselor and Mental Health Associate provide timely interventions that help mitigate these barriers and support students in remaining engaged in their learning. Through individual counseling, small-group support, crisis intervention, attendance outreach, mental health check-ins, and social-emotional skill development, these staff members provide targeted services that respond to both immediate and ongoing student needs. These supports help students develop emotional regulation skills, strengthen relationships with trusted adults, build resilience, and improve their ability to fully access academic instruction. In addition, the counselor and Mental Health Associate collaborate with staff and families to identify early warning signs and connect students to appropriate Tier 2 and Tier 3 supports within the MTSS framework. This action is provided on a schoolwide basis because the social-emotional, behavioral, and mental health needs it addresses are not isolated to specific classrooms or grade levels, but instead impact students across the entire school community. A schoolwide approach ensures that all students, including unduplicated pupils, have equitable access to counseling and mental health services and that support systems are consistently implemented across all grade levels.	

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
	behavioral, attendance, or mental health concerns. In addition, data from the school's MTSS framework indicates that unduplicated students are disproportionately represented in Tier 2 and Tier 3 intervention groups for attendance, behavior, and social-emotional support. This highlights the need for a comprehensive, preventive support system that includes ongoing counseling services, mental health interventions, early identification of risk factors, and coordinated intervention strategies. A full-time school counselor, supported by a Mental Health Associate, is therefore necessary to ensure equitable access to these services. The Mental Health Associate expands the school's capacity to provide targeted mental health support, student check-ins, crisis response assistance, social-emotional skill development, and connections to community resources. Together, these positions provide critical services that help remove barriers to learning, improve student well-being, and increase engagement in school, particularly for students who face systemic or socioeconomic challenges that impact their educational experience. In summary, unduplicated pupils require sustained, proactive, and accessible counseling and mental health services to support both their social-emotional well-being and their academic success. The addition of a	Furthermore, a comprehensive, schoolwide counseling and mental health model allows for more effective coordination of services, consistent implementation of attendance and behavior supports, expanded access to preventative mental health interventions, and stronger integration with academic instruction. This alignment is essential for creating a positive school climate that supports learning for all students while specifically addressing the needs of those who are most at risk of disengagement. In summary, the full-time school counselor and Mental Health Associate positions represent a schoolwide strategy designed to remove barriers to learning, strengthen student engagement, support student well-being, and ensure that unduplicated pupils receive the targeted social-emotional, behavioral, and mental health supports necessary for academic and personal success.	

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
	Mental Health Associate strengthens the school's ability to meet these needs through early intervention, prevention, and ongoing support. **Scope:** LEA-wide		
3.2	**Action:** Competitive Edge Charter Academy will implement and sustain the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) as a core component of its instructional program. **Need:** Unduplicated pupils, including low-income students, English Learners, and foster youth, demonstrate a need for increased access to rigorous, engaging, and culturally responsive instructional programs that support both academic achievement and student engagement. Local academic performance data indicates persistent achievement gaps in English Language Arts and mathematics for these student groups, highlighting the need for instructional approaches that promote deeper understanding, critical thinking, and sustained engagement with grade-level content. In addition, unduplicated pupils often benefit from structured, inquiry-based learning environments that provide multiple entry points to grade-level standards and support language development, academic discourse, and conceptual understanding. The International	The implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP) directly addresses the needs of unduplicated pupils by providing access to a rigorous, inquiry-based instructional framework that supports engagement, language development, and academic achievement. Low-income students, English Learners, and foster youth benefit from instructional approaches that emphasize conceptual understanding, multiple entry points to learning, and opportunities for active student engagement with grade-level content. The IB framework supports unduplicated pupils by promoting structured inquiry, academic discourse, and differentiation within all subject areas. These practices are particularly beneficial for English Learners, as they provide consistent opportunities to develop language skills through meaningful academic contexts. In addition, foster youth and low-income students benefit from the increased engagement and relevance of learning experiences, which help reduce gaps in access to rigorous instruction and improve overall academic outcomes.	Average daily attendance, chronic absenteeism, suspension rate, Family Engagement Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP) provide this type of instructional framework by emphasizing inquiry-based learning, differentiation, and student-centered instruction. Stakeholder input further supports the need for a consistent, schoolwide instructional model that promotes high expectations, equity in access to rigorous coursework, and stronger alignment across grade levels. Staff and families have identified the importance of a coherent academic program that engages students in meaningful learning experiences while supporting diverse learning needs, particularly for English Learners and students who have experienced academic gaps. For these reasons, unduplicated pupils require sustained access to the IB PYP and MYP programs to ensure they are receiving high-quality, standards-aligned instruction that supports both academic growth and engagement. The implementation of these programs is intended to close achievement gaps by improving instructional quality, increasing student engagement, and providing equitable access to rigorous learning opportunities. In summary, the need for IB implementation is driven by the requirement to provide unduplicated pupils with a structured, inquiry-based instructional program that strengthens academic outcomes while supporting	This action also supports teachers in delivering consistent, standards-aligned instruction that is coherent across grade levels. Through professional development, collaborative planning, and curriculum alignment, educators are better equipped to implement instructional strategies that meet the diverse needs of all learners, ensuring equitable access to grade-level expectations. This action is provided on a schoolwide and LEA-wide basis because the need for rigorous, engaging, and standards-based instruction exists across all classrooms and grade levels. Implementing the IB PYP and MYP as a schoolwide model ensures consistency in instructional practices, equity in access to high-quality learning experiences, and coherence in curriculum design from kindergarten through middle school. A schoolwide approach is necessary to ensure that all students—particularly unduplicated pupils—benefit from a unified instructional framework that supports both academic achievement and engagement. By embedding IB practices across the entire school, the LEA is able to systematically address achievement gaps, strengthen instructional quality, and provide equitable opportunities for success for all students. In summary, the IB PYP and MYP implementation is a schoolwide strategy designed to increase access to rigorous instruction, support language development, and improve academic outcomes for unduplicated pupils through consistent, inquiry-based teaching and learning practices.	

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
	language development, engagement, and equitable access to grade-level standards. **Scope:** LEA-wide		
3.3	**Action:** Competitive Edge Charter Academy will implement a structured recess program during the 2026–27 school year that includes training for classified staff to support student engagement, positive behavior, conflict resolution, and safe, organized playground activities. **Need:** A structured recess program provides additional opportunities for students to develop social-emotional skills, build positive peer relationships, and engage in meaningful activities during unstructured times. Unduplicated pupils often benefit from increased adult support, clear behavioral expectations, and intentional opportunities to develop a sense of belonging and school connectedness. By training classified staff to facilitate structured activities, teach conflict-resolution strategies, and reinforce positive behaviors, the school will create a safer and more inclusive environment that supports student engagement and reduces behavioral incidents. This increased support can lead to improved attendance, stronger school connectedness, and greater readiness to learn, particularly for unduplicated pupils who	Structured recess can be particularly beneficial for unduplicated students because it addresses several barriers that may affect their sense of belonging, behavior, and readiness to learn. For low-income students, recess may be one of the primary opportunities during the school day to build social skills, develop friendships, and participate in organized activities. Structured recess ensures all students have access to engaging games and positive interactions, rather than relying on students to independently navigate social situations. For English learners, structured activities provide opportunities to practice language skills in authentic settings while interacting with peers. Organized games and adult-facilitated activities can reduce social isolation and help students build confidence communicating with others. For foster youth, who may have experienced disruptions in relationships, routines, or school placements, structured recess provides predictable expectations, consistent adult support, and opportunities to develop positive peer connections. These elements can contribute to a stronger sense of safety and belonging at school. More broadly, structured recess can:	Implementation and effectiveness of the structured recess program will be evaluated through ongoing analysis of playground recognition tickets, behavioral referrals, incident reports, Assertive Discipline data, and suspension rates. These metrics will be used to determine the extent to which the program promotes positive student interactions, reduces behavioral incidents, and improves school climate for all students, including English learners, foster youth, and low-income students.

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
	may require additional social-emotional and behavioral supports. This action is principally directed toward and effective in meeting the needs of unduplicated pupils by providing increased supervision, structured engagement opportunities, and social-emotional support during recess. These supports promote school connectedness, positive peer interactions, and a safe learning environment, helping to remove barriers to academic success and improve overall student outcomes. **Scope:** LEA-wide Schoolwide	Reduce conflicts and disciplinary incidents that disproportionately impact some student groups. Increase positive peer interactions and inclusion. Teach social-emotional skills such as cooperation, problem-solving, and conflict resolution. Strengthen student-adult relationships through intentional supervision and engagement. Improve students' ability to regulate emotions and return to class ready to learn. Increase school connectedness, which research consistently links to improved attendance, engagement, and academic outcomes. For an LCAP, you might state: Structured recess is principally directed toward meeting the needs of unduplicated pupils by providing consistent adult support, organized opportunities for social interaction, and explicit instruction in social-emotional skills. These supports help foster a sense of belonging, improve peer relationships, reduce behavioral conflicts, and increase student engagement, resulting in improved school connectedness and readiness to learn for English learners, foster youth, and low-income students.	
4.1	**Action:** **Need:** **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

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:89 (approximately)	
Staff-to-student ratio of certificated staff providing direct services to students	1:18 (approximately)	

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	$7,512,589.00	$590,510.00	7.860%	0.000%	7.860%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$672,892.00	$0.00	$0.00	$0.00	$672,892.00	$625,456.00	$47,436.00

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	Competitive Edge Charter Academy (CECA) will employ a full-time Intervention Specialist.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$132,000.00	$0.00	$132,000.00				$132,000.00	
1	1.2	Provide a full-time librarian.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$68,000.00	$0.00	$68,000.00				$68,000.00	
2	2.1	Competitive Edge Charter Academy will provide a full-time Teacher on Assignment (TOA).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		June 2026-July 2027	$195,000.00	$0.00	$195,000.00				$195,000.00	
3	3.1	Competitive Edge Charter Academy will employ a full-time school counselor and a Mental Health Associate to support the academic, social-emotional, behavioral, and mental health needs of all students, with a focus on unduplicated pupil groups, including low-income students, English Learners, and foster youth. These positions will provide proactive and responsive services designed to improve student well-being, increase engagement, remove barriers to learning, and promote positive academic and social-emotional outcomes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2026-June 2027	$230,456.00	$0.00	$230,456.00				$230,456.00	

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	Competitive Edge Charter Academy will implement and sustain the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) as a core component of its instructional program.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$19,000.00	$19,000.00				$19,000.00	
3	3.3	Competitive Edge Charter Academy will implement a structured recess program during the 2026–27 school year that includes training for classified staff to support student engagement, positive behavior, conflict resolution, and safe, organized playground activities.	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$28,436.00	$28,436.00				$28,436.00	
3	3.5							24-25								
4	4.1		English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income										

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
$7,512,589.00	$590,510.00	7.860%	0.000%	7.860%	$672,892.00	0.000%	8.957 %	**Total:**	$672,892.00
								LEA-wide Total:	$672,892.00
								Limited Total:	$0.00
								Schoolwide Total:	$28,436.00

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**	Competitive Edge Charter Academy (CECA) will employ a full-time Intervention Specialist.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,000.00	
1	**1.2**	Provide a full-time librarian.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,000.00	
2	**2.1**	Competitive Edge Charter Academy will provide a full-time Teacher on Assignment (TOA).	Yes	LEA-wide	English Learners Foster Youth Low Income		$195,000.00	
3	**3.1**	Competitive Edge Charter Academy will employ a full-time school counselor and a Mental Health Associate to support the academic, social-emotional, behavioral, and mental health needs of all students, with a focus on unduplicated pupil groups,	Yes	LEA-wide	English Learners Foster Youth Low Income		$230,456.00	

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 (%)
		including low-income students, English Learners, and foster youth. These positions will provide proactive and responsive services designed to improve student well-being, increase engagement, remove barriers to learning, and promote positive academic and social-emotional outcomes.						
3	**3.2**	Competitive Edge Charter Academy will implement and sustain the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) as a core component of its instructional program.	Yes	LEA-wide	English Learners Foster Youth Low Income		$19,000.00	
3	**3.3**	Competitive Edge Charter Academy will implement a structured recess program during the 2026–27 school year that includes training for classified staff to support student engagement, positive behavior, conflict resolution, and safe, organized playground activities.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$28,436.00	
4	**4.1**		Yes	LEA-wide	English Learners Foster Youth Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$580,595.00	$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)
1	**1.1**	Provide a full-time Intervention Specialist.	Yes	$125,000.00	
1	**1.2**	Provide a full-time librarian.	Yes	$65,000.00	
2	**2.1**	Provide a full-time Teacher on Assignment.	Yes	$187,000.00	
3	**3.1**	Provide the International Baccalaureate Primary Years Program and the Middle Years Program.	Yes	$1,595.00	
3	**3.4**		Yes	$3,000.00	
4	**4.1**	Provide a full-time counselor.	Yes	$199,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$585,595.00	$579,000.00	$601,400.00	($22,400.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide a full-time Intervention Specialist.	Yes	$125,000.00	$130,500.00		
1	1.2	Provide a full-time librarian.	Yes	$65,000.00	$68,000.00		
2	2.1	Provide a full-time Teacher on Assignment.	Yes	$187,000.00	$193,600.00		
3	3.1	Provide the International Baccalaureate Primary Years Program and the Middle Years Program.	Yes	$3,000.00	$0.00		
3	3.4		Yes				
4	4.1	Provide a full-time counselor.	Yes	$199,000.00	$209,300.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,315,034.00	$585,595.00	0.000%	8.005%	$601,400.00	0.000%	8.221%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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