2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Mid Valley Alternative Charter School
CDS Code:	16 63958 6113120
LEA Contact Information:	Name: Michelle King Position: Superintendent/Principal Email: mking@kitcarsonschool.com Phone: (559) 582-2843
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$915074
LCFF Supplemental & Concentration Grants	$120988
All Other State Funds	$74162
All Local Funds	$23364
All federal funds	$0
Total Projected Revenue	$1,012,600

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$953822
Total Budgeted Expenditures in the LCAP	$322289
Total Budgeted Expenditures for High Needs Students in the LCAP	$309989
Expenditures not in the LCAP	$631,533

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$247124
Actual Expenditures for High Needs Students in LCAP	$247215

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$189,001
2025-26 Difference in Budgeted and Actual Expenditures	$91

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund expenditures support the overall operation, compliance, and instructional program of the charter school. These expenditures include teacher salaries and employee benefits necessary to recruit and retain highly qualified staff who provide instruction and academic support to students. Additional expenditures include safety and operational supports that ensure a secure

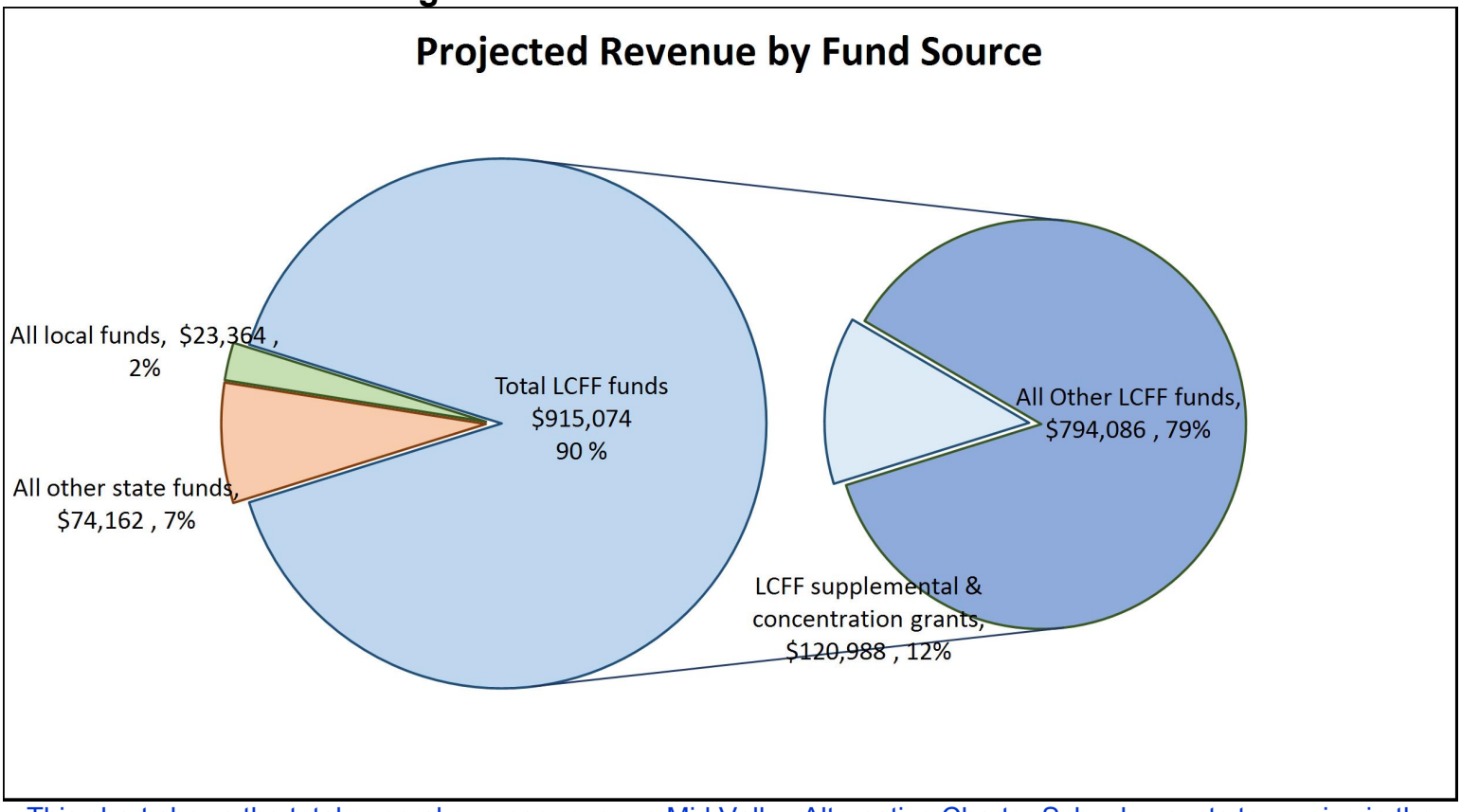
	learning environment for students, staff, and families. Funds are also allocated for professional development activities that support charter school compliance, state and federal requirements, instructional best practices, and continuous staff growth. General Fund resources further support curriculum implementation and hands-on experiences, instructional materials, educational technology, and program resources that enhance student learning and ensure access to high-quality educational opportunities. These expenditures are essential to maintaining daily school operations and supporting the charter school's mission, but are not directly tied to specific LCAP goals or actions.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mid Valley Alternative Charter School
CDS Code: 16 63958 6113120
School Year: 2026-27
LEA contact information:
Michelle King
Superintendent/Principal
mking@kitcarsonschool.com
(559) 582-2843

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

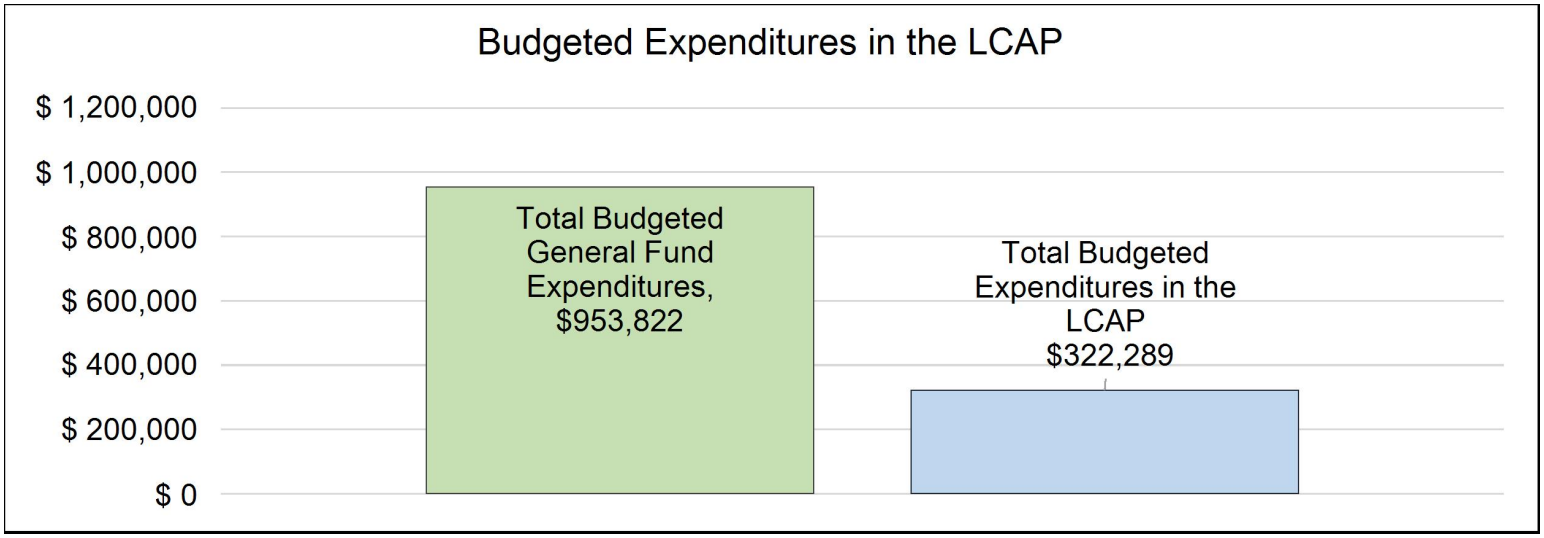


This chart shows the total general purpose revenue Mid Valley Alternative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mid Valley Alternative Charter School is $1,012,600, of which $915074 is Local Control Funding Formula (LCFF), $74162 is other state funds, $23364 is local funds, and $0 is federal funds. Of the $915074 in LCFF Funds, $120988 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 Mid Valley Alternative Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mid Valley Alternative Charter School plans to spend $953822 for the 2026-27 school year. Of that amount, $322289 is tied to actions/services in the LCAP and $631,533 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

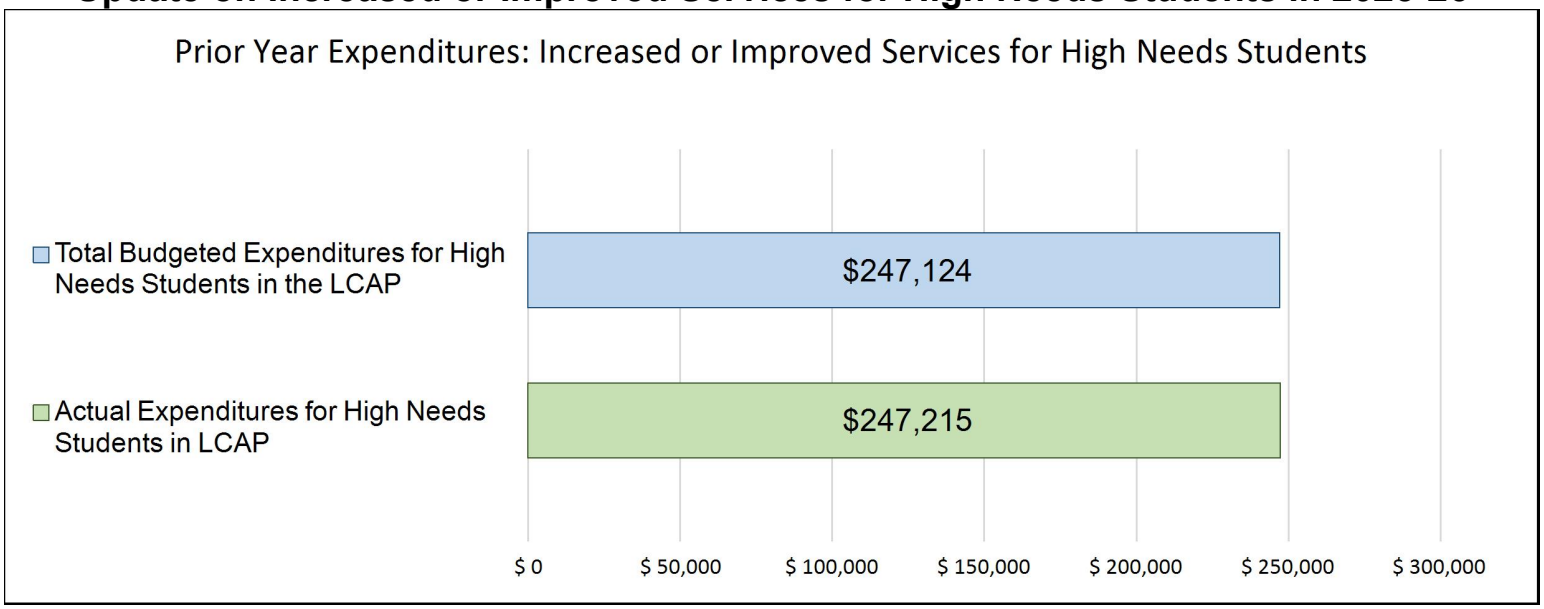
General Fund expenditures support the overall operation, compliance, and instructional program of the charter school. These expenditures include teacher salaries and employee benefits necessary to recruit and retain highly qualified staff who provide instruction and academic support to students. Additional expenditures include safety and operational supports that ensure a secure learning environment for students, staff, and families. Funds are also allocated for professional development activities that support charter school compliance, state and federal requirements, instructional best practices, and continuous staff growth.
General Fund resources further support curriculum implementation and hands-on experiences, instructional materials, educational technology, and program resources that enhance student learning and ensure access to high-quality educational opportunities. These expenditures are essential to maintaining daily school operations and supporting the charter school's mission, but are not directly tied to specific LCAP goals or actions.

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

In 2026-27, Mid Valley Alternative Charter School is projecting it will receive $120988 based on the enrollment of foster youth, English learner, and low-income students. Mid Valley Alternative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Mid Valley Alternative Charter School plans to spend $309989 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 Mid Valley Alternative Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mid Valley Alternative Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

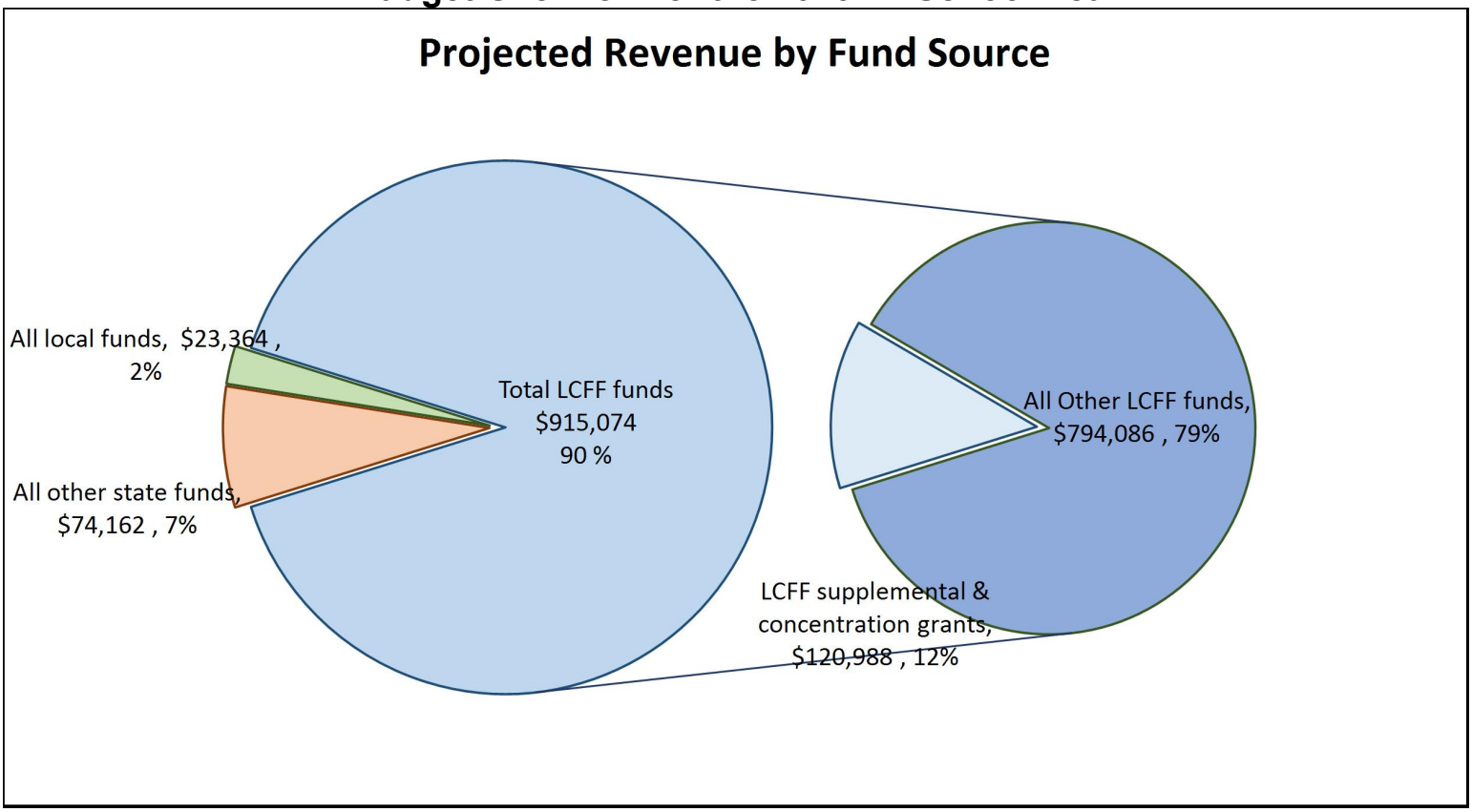
The text description of the above chart is as follows: In 2025-26, Mid Valley Alternative Charter School's LCAP budgeted $247124 for planned actions to increase or improve services for high needs students. Mid Valley Alternative Charter School actually spent $247215 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mid Valley Alternative Charter School
CDS Code: 16 63958 6113120
School Year: 2026-27
LEA contact information:
Michelle King
Superintendent/Principal
mking@kitcarsonschool.com
(559) 582-2843

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

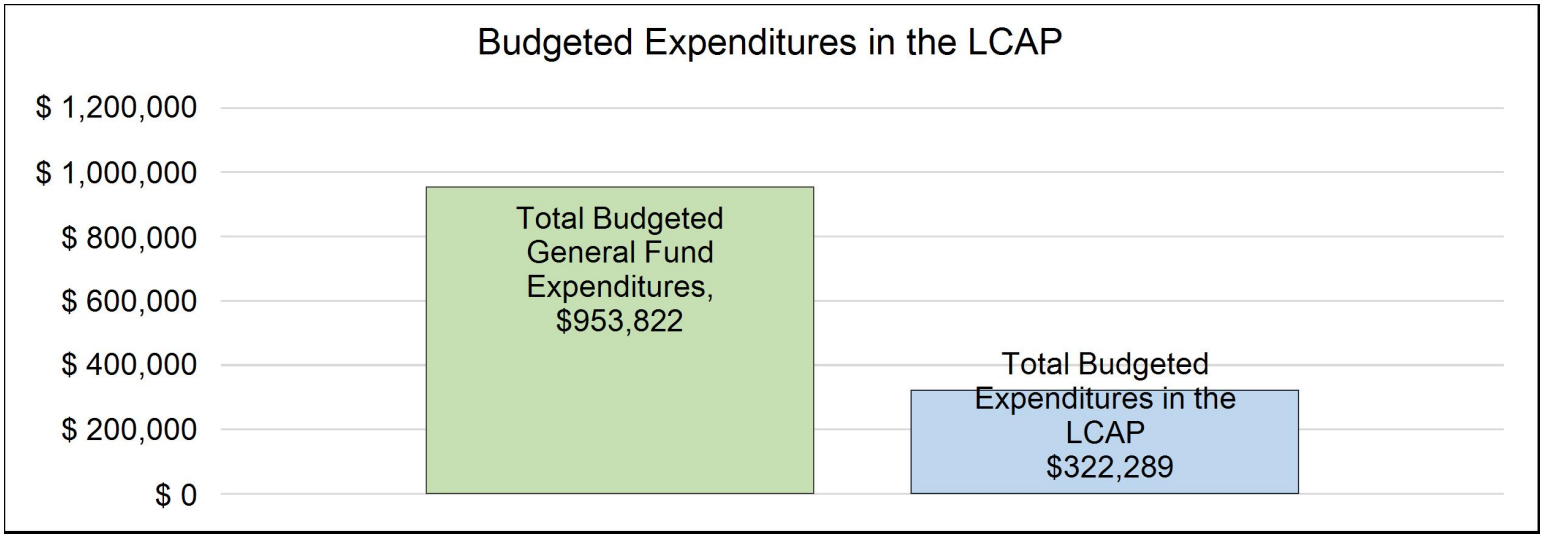


This chart shows the total general purpose revenue Mid Valley Alternative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mid Valley Alternative Charter School is $1,012,600, of which $915074 is Local Control Funding Formula (LCFF), $74162 is other state funds, $23364 is local funds, and $0 is federal funds. Of the $915074 in LCFF Funds, $120988 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 Mid Valley Alternative Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mid Valley Alternative Charter School plans to spend $953822 for the 2026-27 school year. Of that amount, $322289 is tied to actions/services in the LCAP and $631,533 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

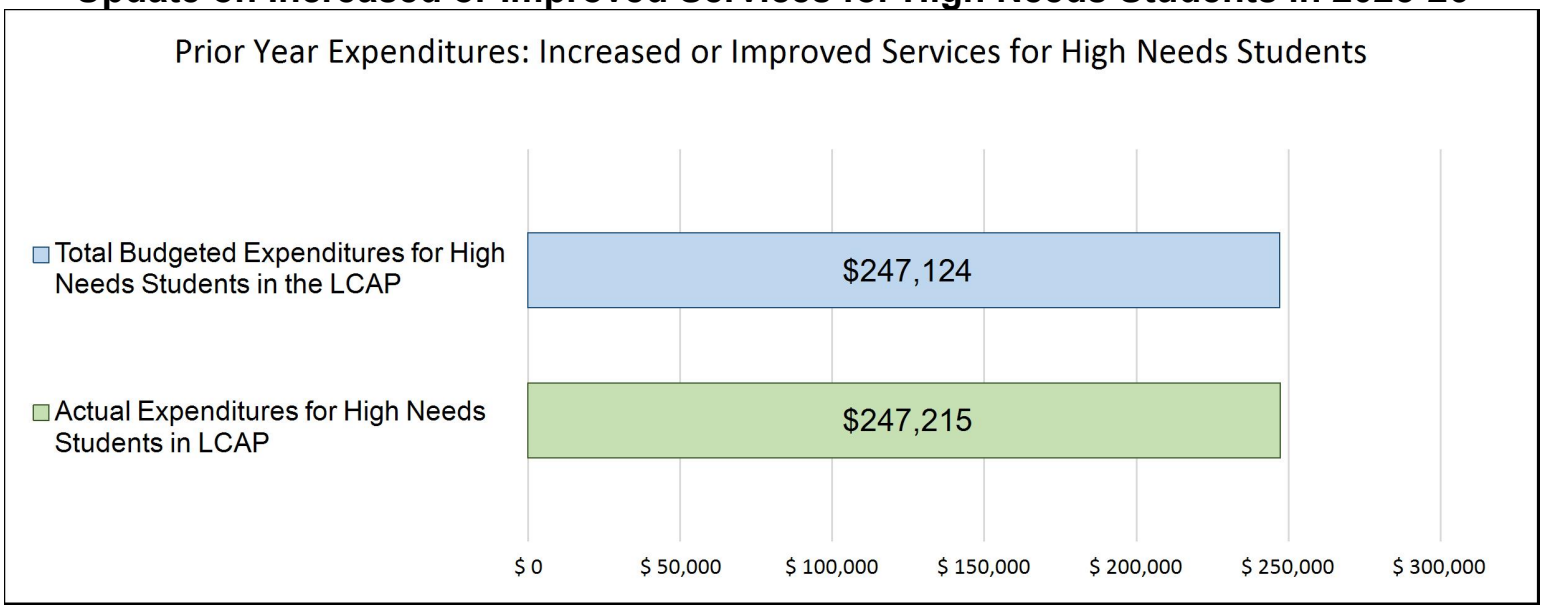
General Fund expenditures support the overall operation, compliance, and instructional program of the charter school. These expenditures include teacher salaries and employee benefits necessary to recruit and retain highly qualified staff who provide instruction and academic support to students. Additional expenditures include safety and operational supports that ensure a secure learning environment for students, staff, and families. Funds are also allocated for professional development activities that support charter school compliance, state and federal requirements, instructional best practices, and continuous staff growth.
General Fund resources further support curriculum implementation and hands-on experiences, instructional materials, educational technology, and program resources that enhance student learning and ensure access to high-quality educational opportunities. These expenditures are essential to maintaining daily school operations and supporting the charter school's mission, but are not directly tied to specific LCAP goals or actions.

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

In 2026-27, Mid Valley Alternative Charter School is projecting it will receive $120988 based on the enrollment of Foster Youth, English learner, and low-income students. Mid Valley Alternative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Mid Valley Alternative Charter School plans to spend $309989 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 Mid Valley Alternative Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mid Valley Alternative Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mid Valley Alternative Charter School's LCAP budgeted $247124 for planned actions to increase or improve services for high needs students. Mid Valley Alternative Charter School actually spent $247215 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
Mid Valley Alternative Charter School	Michelle King Superintendent/Principal	mking@kitcarsonschool.com (559) 582-2843

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.

Mid Valley Charter School recognizes and respects the uniqueness of each child. Our goal is to support the skill of "learning to learn," thus creating lifelong learners. Our curriculum skillfully weaves artistic and practical disciplines into everyday academics. Students learn to follow their curiosity, think creatively, and work independently and cooperatively with others. We strive to instill integrity, compassion, and confidence in each child. Through project-based learning, students from Transitional Kindergarten through eighth grade tackle academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles.

Mid Valley Charter School is a dependent charter within the Kit Carson Union School District. The campus was built in 1952 on land donated by local dairy farmers, the Giacomazzi family, and is located in a rural community east of Hanford in Kings County, California. Since then, Kit Carson School has served as the hub of the community for multiple generations of families. Our community has recently experienced the loss of several families due to the California High-Speed Rail project.

The district houses two schools serving students in Transitional Kindergarten through eighth grade. The student population is representative of the surrounding community. According to CALPADS, 56.9% of students are socioeconomically disadvantaged, 1.4% are English Learners, 0% are foster youth, and 9.7% are students with disabilities. Student enrollment by ethnicity includes 51.4% Hispanic, 13.9% Black or African American, 30.6% White, 18.1% Two or More Races, 1.4% Asian, and 1.4% American Indian or Alaska Native.

Reflections: Annual Performance

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

Following is a reflection on annual performance based on a review of state and local data.

Mid Valley Charter School experienced several areas of success during the 2025–26 school year. Basic Services indicators remained strong, with 100% of teachers appropriately assigned and fully credentialed, 100% of students having access to standards-aligned instructional materials, and a rating of "Good" on the Facilities Inspection Tool (FIT). Student engagement indicators also demonstrated positive outcomes. Average attendance increased to 97.93%, while chronic absenteeism decreased to 9.6%. Attendance rates for socioeconomically disadvantaged students improved to 97.5%, and chronic absenteeism rates decreased for all students, socioeconomically disadvantaged students, and Hispanic students. Local survey data reflected a strong sense of school safety and connectedness among students, parents, and staff.

Student achievement data reflected both progress and ongoing challenges. Local i-Ready assessment results showed significant growth in several grade levels in both English Language Arts and Mathematics. In English Language Arts, students in kindergarten through third grade demonstrated increases in Tier 1 performance and decreases in Tier 3 performance. Mathematics growth was also evident in kindergarten, first, third, fifth, and sixth grades. CAASPP results showed improvement in English Language Arts, with all students increasing 28.1 points, socioeconomically disadvantaged students increasing 34.6 points, and Hispanic students increasing 46.1 points. Mathematics results showed modest overall growth, with all students increasing 2.1 points and socioeconomically disadvantaged students increasing 37.6 points. Interim Assessment Block (IAB) results also demonstrated strong performance in several grade levels, with students scoring Near Standard or Above Standard ranging from 60% to 100%.

Despite these successes, Mathematics achievement remains an area of significant need. Local i-Ready data identified declines in Tier 1 performance in several grade levels, particularly in grades two, four, seven, and eight. Overall Mathematics Tier 1 performance declined by 8%, and eighth grade demonstrated an increase in Tier 3 placement. Additionally, although Mathematics performance on the California School Dashboard increased slightly, Mid Valley Charter School received a Red performance level on the Mathematics Academic Indicator, indicating that students continue to perform significantly below standard. The school will continue to prioritize Mathematics achievement through targeted intervention, instructional support, progress monitoring, and professional development. The school also recognizes the continued need to strengthen social-emotional supports to ensure students are engaged, connected, and prepared to learn.

The identified areas of need are addressed throughout this LCAP, particularly through Goal 1 actions focused on academic achievement, intervention support, instructional technology, and professional development, as well as Goal 2 actions designed to promote student engagement, school connectedness, and social-emotional well-being. The district will continue utilizing i-Ready for grades 3–8 and Amira for grades TK–2 to monitor student progress and inform instructional decision-making.

Mid Valley Charter School received the lowest performance level (Red) on the Mathematics Academic Indicator on the California School Dashboard. This area of need remains a focus of continuous improvement and is addressed through the goals, actions, and expenditures outlined in this LCAP.

Mid Valley Charter School did not meet the criteria for differentiated assistance or technical assistance pursuant to California Education Code

Section 52071. The school will continue to monitor student outcomes and implement evidence-based strategies to improve academic achievement and student engagement for all student groups.

Mid Valley Charter School has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will support Goal /Action 1.1. These funds will be braided to provide a 3.5-hour instructional aide to support Mathematics, Early Literacy, and English Language Development instruction via high-impact tutoring. This action aligns with the allowable uses of LREBG funds by addressing learning recovery needs and providing targeted academic support to students most impacted by unfinished learning. This action was selected based on identified needs reflected in local assessment data, CAASPP results, and Dashboard performance data, particularly in Mathematics achievement, literacy development, and support for unduplicated student groups. These services are expected to accelerate learning, strengthen instructional practices, and improve student outcomes.

Research supports the use of high-impact tutoring as one of the most effective evidence-based strategies for improving academic achievement, particularly for students performing below grade level. The National Student Support Accelerator and the Institute of Education Sciences have identified tutoring and targeted intervention as effective strategies for accelerating learning and closing achievement gaps.

- Evidence supporting these uses of funds is as follows:

Research consistently identifies high-impact tutoring as one of the most effective strategies for improving student academic achievement. The National Student Support Accelerator (NSSA) at Stanford University defines high-impact tutoring as frequent, relationship-based tutoring delivered in small groups or one-on-one settings and cites extensive evidence demonstrating significant gains in student learning outcomes across grade levels and subject areas. High-impact tutoring has been shown to accelerate learning, particularly for students who are academically behind, economically disadvantaged, or members of historically underserved student groups.

The Institute of Education Sciences (IES) and What Works Clearinghouse have identified tutoring as an evidence-based practice that can significantly improve reading and mathematics achievement. Studies reviewed by the What Works Clearinghouse found positive effects on student performance, particularly when tutoring is intensive, targeted to student needs, and implemented consistently. These effects are especially pronounced for students who are performing below grade level.
(Tutoring Research: https://drive.google.com/file/d/1ClU3-5vK_tlFH5LFkkCVDSkBRqwe3v-T/view?usp=drive_link)

Reflections: Technical Assistance

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

N/A

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
Parents/Guardians	• Survey was distributed in Spring 2025 • Formal and informal input was solicited
Students	• Survey was distributed in Spring 2025 • Formal and informal input was solicited
Teachers, Staff (including all other personnel) & Administration	• Survey was distributed in Spring 2025 • Meetings are held each Tuesday • Formal and informal input was solicited
Parent Advisory Committee (PAC)/ English Learner Advisory Council (ELAC):	• ELAC meetings: As we did not meet the requirement for 21 or more ELs, we did not have an ELAC committee; however, we leveraged survey data to account for EL voice. • PAC: Parent Advisory Committee met semester. Spanish translation was available upon request. • Parents of students with disabilities were consulted. • LREBG: We analyzed data and asked for data input within the PAC meetings.
Special Education Local Plan Area Administrator (SELPA)	SELPA governance was attended monthly and consulted with to help better met the needs of our special needs students.

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

The adopted LCAP was strongly influenced by feedback provided by educational partners, including parents, students, staff, and members of the Parent Advisory Committee (PAC). Stakeholder input was gathered through surveys, meetings, and ongoing communication throughout the year. Feedback consistently identified academic achievement, student support, and student engagement as priorities for the school.

Goal 1.1: Increased Academic Supports: Parents, students, and staff expressed the need for additional academic support and intervention opportunities to address learning gaps and improve student achievement. In response, the adopted LCAP includes supplemental staffing to provide targeted intervention and tutoring services, as well as professional development designed to strengthen instructional practices and better support student learning needs. Educational partner feedback also informed the decision to continue utilizing assessment and progress-monitoring tools to identify students in need of additional support and to provide timely interventions.

Goal 2.1: Student and Family Safety and Engagement: Educational partners emphasized the importance of maintaining strong communication, fostering meaningful connections between students and staff, and supporting students' social-emotional well-being. In response, the adopted LCAP includes staffing and services focused on social-emotional support, along with structured opportunities for students to connect with school personnel through both virtual and in-person interactions. Teachers will continue to provide designated office hours, scheduled check-ins, and Tier 2 and Tier 3 supports to ensure students receive timely academic and social-emotional assistance.

As part of the Learning Recovery Emergency Block Grant (LREBG) planning process, educational partners, including families participating in PAC meetings and those reviewing student achievement data, identified a continued need for targeted academic intervention. As a result, the district incorporated unexpended LREBG funds into Goal 1, Action 1.1 to support a 3.5-hour instructional aide focused on Mathematics, Early Literacy, and English Language Development through high-impact tutoring and intervention services. Stakeholder feedback, together with local assessment data, CAASPP results, and Dashboard performance data, supported the decision to prioritize these services to address unfinished learning and improve student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance Academic Performance by Providing Targeted Supplemental Support to Students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Mid Valley Charter School believes enhancing academic performance through targeted supplemental support is crucial for ensuring that every student receives the individualized assistance needed to succeed academically. These supplemental supports, such as tutoring, small-group instruction, and intervention programs, provide additional opportunities for students to master essential skills and concepts. Schools can help students overcome obstacles, build confidence, and achieve academic goals by tailoring support to address specific learning needs and challenges. Moreover, targeted supplemental support is critical in closing achievement gaps and promoting equity in education, ensuring that all students have equal access to resources and opportunities for success regardless of their background or abilities. By investing in targeted supplemental support, elementary schools can empower students to reach their full potential, laying a solid foundation for lifelong learning and future academic achievement.

- Note: Historically, there have been fewer than 11 English Learners and Foster Youth students. As such, data for English Learners and Foster Youth students will not be included here; however, we will monitor them internally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services (Conditions of Learning) A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	Priority 1: Basic Services A. 100% appropriately assigned & 100% fully credentialed	Priority 1: Basic Services A. 100% appropriately assigned & 75% fully credentialed	Priority 1: Basic Services A. 100% appropriately assigned & 68.97% fully credentialed	Priority 1: Basic Services A. 100% appropriately assigned & 100% fully credentialed	Priority 1: Basic Services A. No difference on both accounts B. No difference. C. No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Pupils in the school district have sufficient access to the standards-aligned instructional materials C. School facilities are maintained in good repair.	B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: Good (23-24 SARC - Published)	B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: Good	B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: Good	B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: Good	
1.2	Priority 2: Implementation of State Standards (Conditions of Learning) A. Implementation of state board adopted academic content and performance standards for all students B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Priority 2: Implementation of State Standards A.iReady: 2024-2025 will be first year of implementation. B. English Learner Access: Historically, less than 11 students. As such, we will monitor internally. Note: We will be working with EL consultants to ensure bridging between ELD Standards and CCSS. (2023 Local Data)	Priority 2: Implementation of State Standards A. iReady Growth ELA: • K: 50% on grade level, no tier 3 • 1st: 50% tier 1 increase; 17 % tier 3 decreased • 2nd: 0 % tier 1 same; 0% tier 3 same • 3rd: 32% tier 1 increase; 36% tier 3 decreased	Priority 2: Implementation of State Standards A. iReady Growth ELA: • K: 100% on grade level, no tier 3 • 1st: 67% tier 1 increase; 13 % tier 3 decreased • 2nd: 15% tier 1 same; 8% tier 3 decreased • 3rd: 57% tier 1 increase; 14% tier 3 decreased	Priority 2: Implementation of State Standards A. iReady: Goals will be set in 2024-2025 Priority 2: Implementation of State Standards A. iReady: ELA: • K: 89% on grade level, no tier 3 • 1st: 5 % tier 1 increase; 7% tier 3 decrease • 2nd: 5 % tier 1 increase; 7% tier 3 decrease • 3rd: 5 % tier 1 increase;	Priority 2: Implementation of State Standards A. iReady Growth: ELA: • K: +50% on grade level, no tier 3 • 1st: +17% tier 1 increase; -4% tier 3 decreased • 2nd: +15% tier 1 increase; -8% tier 3 decreased • 3rd: +25% tier 1 increase; -22% tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 4th: 25% tier 1 increase; 25 % tier 3 decreased • 5th: 8% tier 1 decreased; 67 % tier 3 decreased • 6th: 5% tier 1 decreased; -15% tier 3 decreased • 7th: 51% tier 1 increase; 23% tier 3 decreased • 8th: 36% tier 1 increase; 3% tier 3 decreased Math:	• 4th: 4% tier 1 increase; 8% tier 3 decreased • 5th: 46% tier 1 decreased; 23 % tier 3 decreased • 6th: 38%% tier 1 decreased; 23% tier 3 decreased • 7th: 7% tier 1 increase; 23% tier 3 increase • 8th: 7% tier 1 decrease; 7% tier 3 increase Math: • K: 89% tier 1; no % tier 3	7% tier 3 decrease • 4th: 5 % tier 1 increase; 7% tier 3 decrease • 5th: 5 % tier 1 increase; 7% tier 3 decrease • 6th: 5 % tier 1 increase; 7% tier 3 decrease • 7th: 5 % tier 1 increase; 7% tier 3 decrease • 8th: 5 % tier 1 increase; 7% tier 3 decrease Math: • K: 85% on grade level, no tier 3 • 1st: 10 % tier 1 increase;	decreased • 4th: -21% tier 1 decrease; -17% tier 3 decreased • 5th: -38% tier 1 decrease; -44% tier 3 decreased • 6th: -33% tier 1 decrease; -8% tier 3 decreased • 7th: -44% tier 1 decrease; +46% tier 3 increase • 8th: -43% tier 1 decrease; +10% tier 3 increase Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• K: 50% tier 1; no % tier 3 • 1st: 2% tier 1 decreased; 0% tier 3 same • 2nd: 66% tier 1 increase ; 33 % tier 3 increase • 3rd: 57% tier 1 increase; 21% tier 3 increase • 4th: 30% tier 1 decreased; 20% tier 3 increase • 5th: 40% tier 1 increase; 27% tier 3 increase • 6th: 20% tier 1 increase; 30% tier 3 decrease • 7th: 73% tier 1	• 1st: 33% tier 1; 0% tier 3 • 2nd: 0% tier 1; 0 % tier 3 • 3rd: 83% tier; 17% tier 3 • 4th: 44% tier 1 decreased; 11% tier 3 • 5th: 63% tier 1; 0% tier 3 • 6th: 57% tier 1; 24% tier 3 • 7th: 38% tier 1 increase; 50% tier 3 • 8th: 11% tier 1 increase; 67 % tier 3 Overall School - ELA: 28% tier 1 increase; 20 % tier 2; 24% tier 3 decreased Overall School Growth - Math:	7% tier 3 decrease • 2nd: 10 % tier 1 increase; 7% tier 3 decrease • 3rd: 10 % tier 1 increase; 7% tier 3 decrease • 4th: 10 % tier 1 increase; 7% tier 3 decrease • 5th:10 % tier 1 increase; 7% tier 3 decrease • 6th: 10 % tier 1 increase; 7% tier 3 decrease • 7th:10 % tier 1 increase; 7% tier 3 decrease • 8th: 10 % tier 1 increase; 7% tier 3 decrease	• K: +39% tier 1 increase; no tier 3 • 1st: +35% tier 1 increase; 0% tier 3 (no change) • 2nd: -66% tier 1 decrease; -33% tier 3 decrease • 3rd: +26% tier 1 increase; -4% tier 3 decrease • 4th: -14% tier 1 decrease; -9% tier 3 decrease • 5th: +23% tier 1 increase; -27% tier 3 decrease • 6th: +37% tier 1 increase; -6% tier 3 decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			increase; 67% tier 3 decrease • 8th: 22% tier 1 increase; 13 % tier 3 increase Overall School - ELA: +18% tier 1; -14 % tier 2; -14% tier 3 Overall School Growth - Math: +10% tier 1; -16% tier 2; -7% tier 3 B. English Learner Access: Historically, less than 11 students. As such, we will monitor internally.	+2% tier 1; +7% tier 2; -5% tier 3 B. English Learner Access: Historically, less than 11 students. As such, we will monitor internally.	Overall School - ELA: +10 % tier 1; -5% tier 2; -8 % tier 3 Overall School - Math: +10% tier 1; -5% tier 2; -8 % tier 3 B. English Learner Access: Historically, less than 11 students. As such, we will monitor internally.	• 7th: -35% tier 1 decrease; -17% tier 3 decrease • 8th: -11% tier 1 decrease; +54% tier 3 increase Overall School:: ELA: • +10% tier 1 increase; +34% tier 2 increase; -10% tier 3 decrease Math: • -8% tier 1 decrease; +23% tier 2 increase; +2% tier 3 increase B. English Learner Access: No Difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Priority 4: Student Achievement (Pupil Outcomes) A. Statewide assessments E.Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) F. EL reclassification rate * B, C, D, G & H are not applicable to this school	Priority 4: Student Achievement A1. CAASPP: ELA • All: 82 points below standard • Socioeconomically Disadvantaged (SED): 68.1 points below standard • Less than 11 EL & FY to report • Hispanic: 106.5 points below standard A2. CAASPP: Math • All: 125 points below standard • SED: 118.9 points below standard • Less than 11 EL & FY to report • Hispanic: 137.6 points below standard (2023 CA Dashboard) A3. CAST: Science • Standard Exceeded (Level 4): 0%	Priority 4: Student Achievement A1. CAASPP: ELA (2024 CA Dashboard Data) • All: 74.4 points below standard (increased 7.6 Points) • Socioeconomically Disadvantaged (SED): 175 points below standard (declined 21.9 points) • Fewer than 11 EL, LTELS, & FY to report • Hispanic: 95.9 points below standard (increased 10.6 points) A2.CAASPP: Math • All: 137.2 points below standard (declined 12.2 Points) • SED:175 points below standard (declined 56.2 points) • Fewer than 11 EL, LTELS, & FY to report	Priority 4: Student Achievement A1. CAASPP: ELA (2025 CA Dashboard Data) • All: 46.4 points below standard (increased 28.1 Points) • Socioeconomically Disadvantaged (SED): 55.3 points below standard (increased 34.6 points) • Fewer than 11 EL, LTELS, & FY to report • Hispanic: 49.7 points below standard (increase	Priority 4: Student Achievement A1. CAASPP: ELA - All: 4 point growth annually - Socioeconomically Disadvantaged (SED): 3 point growth annually - Less than 11 EL & FY to report - Hispanic: 3 point growth annually A2.CAASPP: Math - All & SED: 3 point growth annually - Less than 11 EL & FY to report - Hispanic: 3 point growth annually A3. CAST: Science (DataQuest) - 3% growth (1% annually) in level 4 - 2% growth (<1% annually) in level 3 - 18 points below standard, (CA Dashboard) E. ELPAC: Historically, less than 11 students. As such, we will	Priority 4: Student Achievement A1. CAASPP: ELA • All: +35.6 points (less below standard = improvement) • SED: +12.8 points (less below standard = improvement) • EL/FY/LTEL: No difference • Hispanic: +56.8 points (less below standard = improvement) A2. CAASPP: Math • All: -10.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Standard Met (Level 3): 11.76% (2022-23 DataQuest) E. ELPAC: Historically, less than 11 students. As such, we will monitor internally. (2022-23 DataQuest) F. 0% of students reclassified (2024 Local Data)	• Hispanic: 158.5 points below standard (declined 20.9 points) A3. CAST: Science (DataQuest) • 0% growth (0% annually) in level 4 (DataQuest) • 20% growth (<8.24% annually) in level 3 (DataQuest) • 22.2 points below standard, 0.1 Point increase (CA Dashboard) Added in 2024-25 E. ELPAC: Historically, less than 11 students. As such, we will monitor internally. F. 0% of students reclassified (Less than 11 students)	d 46.1 points) A2.CAASPP: Math (2025 CA Dashboard Data) 135.1 points below standard Maintained 2.1 Points • SED:137.5 points below standard (increased 37.6 points)) • Fewer than 11 EL, LTELS, & FY to report • Hispanic: 153.3 points below standard (increased 5.1 points) A3. CAST: Science • Standard Exceeded	monitor internally. F. 1% of students reclassified	(more below standard = decline) • SED: -18.6 points more below standard = decline) • EL/FY/LTEL: No difference • Hispanic: -15.7 points (more below standard = decline) A3. CAST: Science • Standard Exceeded (Level 4): No difference (0%) • Standard Met (Level 3): -2.53% (decrease)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Level 4): 0% • Standard Met (Level 3): 14.29% (2022-23 DataQuest) DISCONTINUED CA Dashboard E. ELPAC: Historically, less than 11 students. As such, we will monitor internally. F. 1% of students reclassified (Less than 11 students)		E. ELPAC: No Difference F. 1% increase
1.4	Priority 8: Student Outcomes (Pupil Outcomes) A. Pupil outcomes if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.	Priority 8: Student Outcomes IABs: 2024-2025 will be first year of implementation. Writing: 2024-2025 will be first year of implementation. Physical Fitness (PFT) • 5th grade: 100% participation • 7th grade: 100% participation (2024 Local Data)	Priority 8: Student Outcomes IABs Below Standard; Near Standard; Above Standard 3rd: 41%; 50%; 8% 4th: 33%; 66%; 0% 5th: 36%; 52%; 10% 6th: 40%; 40%; 20% 7th: 40%; 60%; 0% 8th: 20%; 70%; 10%	Priority 8: Student Outcomes IABs Below Standard; Near Standard; Above Standard 3rd: 0%; 33%; 66% 4th: 0%; 100%; 0% 5th: 38%; 38%; 22% 6th: 39%; 57%; 3% 7th: 0%' 75%; 25% 8th: 27%; 58%; 14%	Priority 8: Student Outcomes IABs: 3rd: increase 2% above and near standard 4th: increase 2% above and near standard 5th: increase 2% above and near standard 6th: increase 2% above and near standard 7th: increase 2% above and near	Priority 8: Student Outcomes IABs • 3rd: -41% below; -17% near; +58% above • 4th: -33% below; +34% near; 0% above (no change) • 5th: +2% below; -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Physical Fitness (PFT) • 5th grade: 100% participation • 7th grade: 100% participation	Physical Fitness (PFT) • 5th grade: 100% participation • 7th grade: 100% participation	standard 8th: increase 2% above and near standard Physical Fitness (PFT) • 5th grade: 100% participation • 7th grade: 100% participation	14% near; +12% above • 6th: -1% below; +17% near; -17% above • 7th: -40% below; +15% near; +25% above • 8th: +7% below; -12% near; +4% above Physical Fitness (PFT) • 5th grade: No Difference • 7th grade: No Difference

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 goal was substantially implemented as planned during the 2025–26 school year, with no substantive differences between the actions identified in the LCAP and their actual implementation. Efforts focused on enhancing administrative support, expanding specialized student services, and providing targeted professional development to strengthen instruction and improve student outcomes.

Several successes were realized during implementation. The program successfully advocated for and secured administrative support to strengthen leadership capacity and improve support for students, staff, and families. Specialized student services were expanded through the implementation of Parallel Learning Special Education Support Services, which provided virtual access to both a Resource Specialist Program (RSP) teacher and a school psychologist to support students with individualized needs. Professional development was provided to support English Learner growth and effective instructional practices. Staff participated in ISME Orton-Gillingham Plus 2 and Morphology training, increasing teacher capacity to support literacy development for English Learners and all students. Additional professional learning opportunities focused on strategies to improve academic outcomes and meet the diverse needs of learners.

While implementation was successful overall, several challenges were encountered. The transition to a new online curriculum required additional training and support to ensure staff could effectively utilize the platform and maximize student engagement. Additionally, teachers identified a continued need for support in differentiating instruction within the online learning environment to ensure students received appropriately targeted instruction. These challenges resulted in ongoing professional development, collaboration, and coaching throughout the year.

Mid Valley (MV) will continue to refine differentiation strategies, strengthen implementation of curriculum and instructional programs, and provide targeted professional development to support student achievement. Additional support through instructional aides, synchronous and virtual teacher support, and Tier 2 and Tier 3 academic and attendance interventions will remain important components of implementation moving forward.

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.

Following is an explanation of the material difference (-12.45%) between budgeted expenditures and estimated actual expenditures for Goal 1.

All Goal 1 actions were implemented as planned; however, actual expenditures were lower than originally budgeted. One contributing factor was a lower-than-anticipated need for English Learner services during the school year, resulting in reduced expenditures for EL Specialist support. The EL Specialist continued to provide consultation, targeted instructional strategies, and intervention support for English Learners through the online curriculum and ISME instructional practices.

Additional savings were realized through reduced expenditures for technology and supplemental software licenses following the adoption of a new online curriculum that included many embedded instructional resources. While expenditures were lower than anticipated in this area, educational partner feedback gathered through LCAP surveys indicated a desire for additional supplemental applications and instructional tools, which will be considered in future planning.

Finally, field trip expenditures were lower than budgeted due to improvements in the student registration and attendance process. These changes reduced the number of student cancellations and no-shows, resulting in more efficient use of resources and fewer unrecoverable costs associated with reservations and transportation. Despite these expenditure differences, the actions and services identified within Goal 1 were substantially implemented, and students continued to receive the planned academic supports and interventions.

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

The actions associated with Goal 1 have been largely effective in making progress toward the goal, particularly in English Language Arts (ELA) achievement and foundational literacy development. Multiple measures, including CAASPP, i-Ready, and Interim Assessment Block (IAB) data, demonstrate positive outcomes resulting from increased academic supports, intervention services, instructional aide support, supplemental instructional resources, and targeted professional development.

CAASPP ELA results indicate meaningful growth across student groups. All students improved by 35.6 points, Socioeconomically Disadvantaged students improved by 12.8 points, and Hispanic students improved by 56.8 points. These gains exceed the annual growth typically needed to move students toward proficiency and suggest that the academic supports implemented through this goal are positively impacting student achievement.

Local assessment data further supports the effectiveness of these actions. In ELA, students demonstrated increased placement in Tier 1 and reduced placement in Tier 3 across multiple grade levels. Kindergarten students increased on-grade-level performance by 50%, while grades one through six showed notable increases in Tier 1 performance and reductions in Tier 3 placement. Overall schoolwide ELA performance improved, with a 10% increase in Tier 1 placement and a 10% decrease in Tier 3 placement. These results suggest that literacy-focused interventions, structured literacy professional development, instructional aide support, and supplemental resources are effectively supporting student learning.

The effectiveness of Goal 1 actions is also reflected in IAB results, where students in grades three, four, seven, and eight demonstrated high levels of performance at or above standard. These results indicate that students are making progress toward grade-level standards and that instructional supports are helping to improve academic outcomes.

While ELA outcomes demonstrate strong effectiveness, Mathematics results were mixed. Several grade levels demonstrated positive growth, including kindergarten, first, third, fifth, and sixth grades, with increases in Tier 1 placement and reductions in Tier 3 placement. However, overall Mathematics performance remained an area of concern. CAASPP Mathematics results showed that students continue to perform below standard, and local i-Ready data reflected declines in Tier 1 placement in several grade levels. These results suggest that while academic supports are benefiting students, additional emphasis on mathematics-specific instructional strategies, intervention programs, and professional development is needed to achieve the same level of success experienced in literacy.

Overall, MV considers Goal 1 actions to be effective, particularly in improving literacy outcomes and increasing access to targeted academic supports. MV will continue to build on these successes while refining mathematics instruction and intervention services to improve outcomes for all students. MV also recognizes that some variability in local assessment results may be attributable to students completing assessments from home. As a result, assessment administration practices will continue to be reviewed and refined to ensure the most accurate measurement of student performance and growth.

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

Based on reflections from prior practice and a review of state and local data, the district made several adjustments to the planned actions for the 2026–27 school year. While the academic supports implemented during 2025–26 were effective in improving English Language Arts outcomes, Mathematics achievement remains an area of need. As a result, the district will continue successful literacy-focused supports while maintaining targeted intervention services and instructional support to address identified student needs.

To strengthen academic intervention services, tutoring opportunities will continue to be provided to support students requiring Tier 2 and Tier 3 interventions. The district will also continue implementing evidence-based instructional practices and interventions that contributed to positive literacy outcomes during the prior year.

As part of the district's Learning Recovery Emergency Block Grant (LREBG) plan, unexpended LREBG funds will support Goal 1, Action 1.1. Due to a reduction in available funding for Action 1.1, LREBG funds will be braided with existing resources to maintain instructional aide services. The instructional aide will continue providing targeted support in Mathematics, Early Literacy, and English Language Development through intervention and high-impact tutoring services. This action was selected based on identified needs reflected in CAASPP, Dashboard, and local assessment data and is intended to accelerate learning recovery and improve student outcomes.

The district also reviewed expenditures and implementation practices when developing the 2026–27 LCAP. As a result, Goal 1, Action 1.1 includes adjustments to supplemental instructional subscriptions and software based on student needs and usage data, as well as a reduced need for technology purchases due to recent curriculum and technology upgrades. Additionally, Goal 1, Action 1.2 was revised to utilize online psychologist services, allowing the district to continue providing specialized student support services in a cost-effective and efficient manner.

No changes were made to the overall goal or metrics. The planned actions for 2026–27 were refined to maintain effective academic supports, preserve instructional aide services through the strategic use of LREBG funds, strengthen mathematics intervention efforts, and maximize available resources to support student achievement.

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	Increased Academic Supports	Mid Valley Charter School believes providing increased academic support is essential for ensuring students receive the necessary assistance and resources to reach their full potential. These supports are particularly crucial during the foundational years of education as they lay the groundwork for future academic success. We can address individual learning needs and mitigate achievement gaps by offering targeted interventions such as tutoring, small-group instruction, and personalized learning plans. Additionally, increased academic support helps create a more inclusive learning environment where all students, regardless of their background or abilities, have the opportunity to excel. Moreover, these supports enhance academic achievement and promote confidence, motivation, and a positive attitude towards learning. Investing in increased academic support can empower students to develop the knowledge, skills, and confidence they need to succeed academically and thrive in their educational journey. Increased academic supports include but are not limited to: • Technology Staff (20%) & Supplemental devices • Student Support Providers: Instructional Aide (1 FTE (20% LREBG & 80% (this includes the additional 15% S/C funding)), Librarian (2%), MV Executive Director (75%), EL Specialist (1%), LVN (2%) • Supplemental Materials for Instruction • Professional Development based on current student needs (fluid); along with ELD PD support • Supplemental Subscriptions and software • Extra Duty Stipends for Interventions and bridging for broad course access • Study Trips • Title I funding has been allocated to address supplemental student needs in the form of additional academic support and software. (Title I: example: EPIC, Newsela...) • The LREBG the plan prioritizes ongoing professional development in direct, explicit, and multi-sensory structured literacy instruction to improve teaching effectiveness and student outcomes in ELA as well as Mathematic and EL supports. For the implementation of this action, we will maintain braided funding for 20% of 1 FTE instructional aide. LREBG Funding will be used to support	$275,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased academic structures as seen in the following Evidence Based links. Link to Google Drive with Evidence Based: (Science of Reading) https://drive.google.com/file/d/1BSG7u90Tq-cLvYALkWlyiwRlqaGJFuGb/view?usp=drive_link. (ELD) https://drive.google.com/file/d/1HWqSAnDB-5HcpnqeCnPJF_-Q09D7D0iq/view?usp=drive_link (Math) https://drive.google.com/file/d/1x2rstps3wxNmg9LTPvL4sXBQ6iuGmtea/view?usp=drive_link		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Educational Partner Support and Promote a Positive School Climate	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Mid Valley Charter School believes it is critical to increase educational partner support and promote a positive school climate to create a collaborative and nurturing environment where students can thrive academically, socially, and emotionally. Educational partners, including parents, community organizations, businesses, and local agencies, play a vital role in enriching the academic experience and providing resources and opportunities beyond the classroom. By fostering strong partnerships with these stakeholders, schools can access additional resources, expertise, and support to enhance student learning and well-being. Moreover, promoting a positive school climate characterized by respect, inclusion, and mutual support creates a welcoming and supportive atmosphere where students feel safe, valued, and motivated to succeed. When we actively engage with educational partners and prioritize a positive school climate, they strengthen connections within the community, promote student success, and lay the groundwork for a thriving learning environment where every child can reach their full potential.

- Note: Historically, there have been fewer than 11 English Learners and Foster Youth students. As such, data for English Learners and Foster Youth students will not be included here; however, we will monitor them internally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parent Involvement (Engagement) A. Efforts the school district makes to seek parent input in making decisions for the school	Priority 3: Parent Involvement A., B., & C. Provide a combined newsletter: 0	Priority 3: Parent Involvement A., B., & C. Provided a combined newsletter: 6	Priority 3: Parent Involvement A., B., & C. Provided a combined newsletter: 5	Priority 3: Parent Involvement Provide a combined newsletter: 3 annually	Priority 3: Parent Involvement A., B., & C. Provided a combined newsletter: Plus 5 provided.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	district and each individual school site B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	Note: This is baseline as this will begin in the 2024-2025 SY				
2.2	Priority 5: Student Engagement (Engagement) A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates * D & E are not applicable to this school	Priority 5: Student Engagement A. Attendance: • All: 95.64% • SED: 96.67% B. % chronically absent: • All: 6.2% • SED: 6.3% • Hispanic: 9.5% • SWD: 8.3% C. Middle school dropout: 0%	Priority 5: Student Engagement A. Attendance: (local data) • All: 85.1% • SED: 92.7% B. % chronically absent: • All: 14.9% • SED: 16.1% • Hispanic: 20.7% • SWD: 3.4% C. Middle school dropout: 0%	Priority 5: Student Engagement A. Attendance: (local data) • All: 97.93% • SED: 97.5% B. % chronically absent: • All: 9.60 % • SED: 10.2 % • Hispanic 15.9: % • SWD: Fewer than 11 student C. Middle school dropout: 0%	Priority 5: Student Engagement A. Attendance: • All: 97% • SED: 97% B. % chronically absent: • All: 1% decrease annually • SED: 1-2% decrease annually • Hispanic: 1-2% decrease annually • SWD: 1-2% decrease annually C. Middle school dropout: 0%	Priority 5: Student Engagement A. Attendance: • All: -2.29% • SED: -0.83% B. % chronically absent: • All: increased 3.4% • SED: increased 3.9% • Hispanic: increased 6.4% • SWD: Fewer than 11 students (No Data) C. Middle school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						dropout: No Difference
2.3	Priority 6: School Climate (Engagement) A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Priority 6: School Climate A. Pupil suspension rates: 0% B. Pupil expulsion rates: 0% C. Surveys Safety: 1) Students: 100% of students that feel safe 100% of students that feel connected 2) Parents: • 100% of parents feel the School Resource Officer (SRO) helps keep the school safe. • 100% of parents feel students are safe at school. • 100% of parents feel connected 3) Staff: 100% of teachers/staff that feel safe 100% of teachers/staff that feel connected	Priority 6: School Climate A. Pupil suspension rates: 0% B. Pupil expulsion rates: 0% C. Surveys Safety: 1) Students: 100% of students that feel safe 100% of students that feel connected 2) Parents: 100% of parents that feel safe 100% of parents that feel connected 3) Staff: 100% of staff that feel safe 100% of staff that feel connected	Priority 6: School Climate A. Pupil suspension rates: 0% B. Pupil expulsion rates: 0% C. Surveys Safety: 1) Students: 100% of students that feel safe 100% of students that feel connected 2) Parents: 100% of parents that feel safe 95% of parents that feel connected 3) Staff: 100% of staff that feel safe 100% of staff that feel connected	Priority 6: School Climate A. Pupil suspension rates: 0% B. Pupil expulsion rates: 0% C. Surveys Safety: • Students: 100% of students that feel safe 100% of students that feel connected • Parents: 100% of parents that feel safe 100% of parents that feel connected • Staff: 100% of teachers/staff that feel safe 100% of teachers/staff that feel connected	Priority 6: School Climate A. Pupil suspension rates: No Difference. B. Pupil expulsion rates: No Difference. C. Surveys Safety: • Students: Students that feel safe: no difference. Students that feel connected: no difference. • Parents: Parents that feel safe: no difference. Parents that feel connected: no difference. Staff: Staff that feel safe: no difference. Staff that feel connected: no difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 7: Course Access (Conditions of Learning) A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to individuals with exceptional needs	Priority 7: Course Access A., B, C.: MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: 2/4 • Systemic and Sustainable Change: 1/4 • Integrated Data System: 1/4 • Positive Behavioral Support: 2/4	Priority 7: Course Access MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: 2.66/4 • Systemic and Sustainable Change: 2.66/4 • Integrated Data System: 2/4 • Positive Behavioral Support: 2/4	Priority 7: Course Access MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: 3/4 • Systemic and Sustainable Change: 3/4 • Integrated Data System: 3/4 • Positive Behavioral Support: 3/4	Priority 7: Course Access • High-quality, Differentiated Classroom Instruction: 3/4 • Systemic and Sustainable Change: 3/4 • Integrated Data System: 3/4 • Positive Behavioral Support: 3/4	Priority 7: Course Access MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: +0.44 Difference • Systemic and Sustainable Change: +0.44 Difference • Integrated Data System: +0.44 Difference • Positive Behavioral Support: +1 difference

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 actions associated with Goal 2 were substantially implemented as planned during the 2025–26 school year, with no substantive differences between the actions identified in the LCAP and their actual implementation. The district continued to prioritize student engagement, attendance, social-emotional well-being, and family involvement through a Multi-Tiered System of Supports (MTSS) framework.

The district successfully leveraged Kings County Office of Education Licensed Marriage and Family Therapist (LMFT) services to provide increased social-emotional support for students. Mental health services, including individual and group counseling opportunities, were made available to support students experiencing academic, behavioral, or engagement challenges.

The district continued implementation of its MTSS Re-engagement Step-by-Step process to address attendance and engagement concerns. Parent and student meetings were conducted to identify barriers to participation and develop individualized plans for academic success. Home visits, virtual check-ins, and ongoing communication with families were utilized to support chronically absent and disengaged students.

Parent engagement remained a priority throughout implementation. Parent education opportunities, SEL resources, webinars, and school communications were provided to help families support student learning and social-emotional development. Workshops and activities focused on family involvement, academic motivation, digital literacy, and school connectedness were also offered throughout the year.

The "Let's R.O.A.R. Everyday" initiative continued to be implemented schoolwide, reinforcing the values of Respect, Organization, Achievement, and Responsibility. Staff, families, and community partners collaborated during school events, field trips, and school activities to promote student belonging and strengthen school-family connections.

Several implementation successes were observed throughout the year. Strong participation in counseling services, parent engagement activities, and MTSS supports helped strengthen relationships among students, families, and staff. Attendance supports, re-engagement efforts, and social-emotional services were implemented consistently and contributed to increased student participation and school connectedness.

Implementation challenges primarily involved addressing barriers to engagement for some students, particularly among socioeconomically disadvantaged students, students with disabilities, and Hispanic students. Challenges included language access needs, socioeconomic factors, and the unique demands of an independent study program, which can impact attendance, participation, and assignment completion. To address these challenges, the district continued to provide targeted Tier 2 and Tier 3 interventions, required meetings for students demonstrating low engagement, and individualized supports through the MTSS framework.

Overall, Goal 2 actions were implemented as intended and will continue to be refined to ensure students and families remain engaged, connected, and supported.

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.

Following is an explanation of the material difference (approximately +88%) between budgeted expenditures and estimated actual expenditures for Goal 2.

The primary reason for the increase in expenditures was the reallocation of psychologist services from Goal 1 to Goal 2. During implementation, it was determined that these services more appropriately aligned with the social-emotional, mental health, attendance, and student engagement objectives identified within Goal 2. As a result, psychologist-related expenditures were charged to Goal 2 rather than Goal 1, resulting in higher actual expenditures than originally budgeted. Additionally, expenditures for technology and MTSS-related supplies were lower than anticipated. Savings realized in these areas helped offset increased personnel costs, including salary and benefit adjustments associated with implementing Goal 2 actions and services. Despite these expenditure differences, all Goal 2 actions were substantially implemented as planned, and students continued to receive the intended social-emotional, attendance, engagement, and mental health supports.

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

The effectiveness of Goal 2 actions was evaluated primarily through chronic absenteeism data. While the district successfully implemented the planned actions and services, the chronic absenteeism metric indicates that the goal has not yet achieved its intended outcome.

Chronic absenteeism rates increased among the student groups identified within the goal:

- All Students: increased 3.4%
- Socioeconomically Disadvantaged Students: increased 3.9%
- Hispanic Students: increased 6.4%
- Students with Disabilities: fewer than 11 students (no reportable data)

Based on these results, the district considers Goal 2 actions to be only partially effective in improving attendance outcomes. Although the Multi-Tiered System of Supports (MTSS) framework, re-engagement processes, counseling services, parent outreach efforts, and school connectedness initiatives were implemented as planned, these efforts have not yet resulted in the desired reduction in chronic absenteeism.

Supporting data suggests that several components of the goal are producing positive outcomes. Student, parent, and staff surveys indicate high levels of perceived safety, connectedness, and satisfaction with school supports. Mental health services, family outreach efforts, and re-engagement practices strengthened relationships between students, families, and school staff. These results suggest that the actions have been effective in promoting a positive school climate and increasing access to support services.

However, because chronic absenteeism remains above desired levels and increased among key student groups, additional refinements to attendance intervention strategies are needed. Moving forward, the district will continue to strengthen attendance monitoring, increase targeted Tier 2 and Tier 3 supports, expand family outreach efforts, and utilize MTSS processes to identify and address barriers to student participation and engagement. Overall, while Goal 2 actions have been successful in improving school climate, student support systems, and family engagement, they have not yet demonstrated the desired effectiveness in reducing chronic absenteeism, which remains the primary measure of success for this goal.

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

Based on a review of implementation and effectiveness data, the district made several refinements to Goal 2 actions for the 2026–27 school year. While school climate, student support services, and family engagement efforts demonstrated positive results, chronic absenteeism remained an area of concern. As a result, the district will continue and strengthen the supports designed to address barriers to student engagement and attendance.

Action 2.1 was expanded during the 2025–26 school year to include Licensed Marriage and Family Therapist (LMFT) services through Kings County Office of Education in response to identified student social-emotional and mental health needs. Given the positive impact of these services on student support systems and engagement efforts, the district has incorporated these expenditures into the 2026–27 plan to ensure continued access to mental health and counseling services.

In addition, psychologist expenditures that were previously budgeted under Goal 1 were reassigned to Goal 2 during implementation because these services more directly support the social-emotional, attendance, and engagement objectives of this goal. This accounting change will continue in 2026–27 to better align expenditures with the purpose of the action and the services being provided.

No changes were made to the overall goal, metrics, or target outcomes. The district will continue implementing and refining attendance interventions, MTSS supports, counseling services, family outreach efforts, and student engagement strategies to improve attendance outcomes while maintaining the positive school climate and support systems established during the prior year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student and Family Safety and Engagement	Supporting student and family safety and engagement at Mid Valley Charter School is paramount for creating a nurturing and inclusive environment where every child feels valued, respected, and secure. By prioritizing safety measures and fostering open communication channels with families, schools can establish trust and confidence within the community. When students feel safe and supported, they can better focus on their learning and emotional well-being, leading to improved academic performance and overall success. Additionally, engaging families in school activities and decision-making processes strengthens the partnership between home and school, facilitating collaboration and mutual support in the child's education journey. Moreover, by addressing safety concerns and promoting positive relationships, schools can mitigate potential risks	$72,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and create a positive school climate where students can thrive socially, emotionally, and academically. Ultimately, supporting student and family safety and engagement lays the foundation for a welcoming and supportive learning environment that fosters growth, resilience, and success for all school community members. Student and family safety and engagement supports include but are not limited to: • SRO (contract) • LVN (2%) • Achievement and SEL/MTSS support to include supplemental staff support and materials • Increased educational partner communications • Parent engagement & involvement support • County contract for dedicated LMFT services		

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
$$120,988.00	$6718.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.810%	0.000%	$0.00	15.810%

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:** Increased Academic Supports **Need:** After assessing the needs, conditions, and circumstances of SED students, we learned that there is a gap within their CAASPP scores: A1. CAASPP: ELA (2025 CA Dashboard Data)	To address this gap, Mid Valley Charter School must provide increased academic support to ensure students receive the necessary assistance and resources to reach their full potential. These supports are particularly crucial during the foundational years of education as they lay the groundwork for future academic success. We can address individual learning needs and mitigate achievement gaps by offering targeted interventions such as tutoring, small-group instruction, and personalized learning plans.	The measurement for effectiveness will be based on the following: A1. CAASPP: ELA (2025 CA Dashboard Data) • Socioeconomically Disadvantaged (SED): 3 point growth annually A2.CAASPP: Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• All: 46.4 points below standard (increased 28.1 Points) • Socioeconomically Disadvantaged (SED): 55.3 points below standard (increased 34.6 points) A2.CAASPP: Math • All: 135.1 points below standard (maintained 2.1 points) • SED:137.5 points below standard (increased 37.6 points)) **Scope:** LEA-wide	Additionally, increased academic support helps create a more inclusive learning environment where all students, regardless of their background or abilities, have the opportunity to excel. Moreover, these supports enhance academic achievement and promote confidence, motivation, and a positive attitude towards learning. Investing in increased academic support can empower students to develop the knowledge, skills, and confidence they need to succeed academically and thrive in their educational journey. Increased academic supports include but are not limited to: • Teacher Credentialing to include NTI Mentor (100%) • Technology Staff (20%) & Supplemental devices • Student Support Providers: Instructional Aides (0.25 FTE (S/C 15%)), Librarian (2%), MV Executive Director (75%), Student Specialist (10%), EL Specialist (1%), LVN (2%) • Supplemental Materials for Instruction • Professional Development based on current student needs (fluid) • Supplemental Subscriptions and software • Extra Duty Stipends for Interventions and bridging for broad course access • Study Trips	• All & SED: 3 point growth annually
2.1	**Action:** Student and Family Safety and Engagement **Need:** After assessing the needs, conditions, and circumstances, we learned that chronic absenteeism rates showed a gap as seen below:	To address this gap, we will continue support student and family safety and engagement at Mid Valley Charter School to create a nurturing and inclusive environment where every child feels valued, respected, and secure. By prioritizing safety measures and fostering open communication channels with families, schools can establish trust and confidence within the	The measurement for effectiveness will be based on the following: • All: 1% decrease annually • SED: 1-2% decrease annually

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
	• All: 9.60 % (positive decrease 5.3%) • SED: 10.2 % (positive decrease 5.9%) **Scope:** LEA-wide	community. When students feel safe and supported, they can better focus on their learning and emotional well-being, leading to improved academic performance and overall success. Additionally, engaging families in school activities and decision-making processes strengthens the partnership between home and school, facilitating collaboration and mutual support in the child's education journey. Moreover, by addressing safety concerns and promoting positive relationships, schools can mitigate potential risks and create a positive school climate where students can thrive socially, emotionally, and academically. Ultimately, supporting student and family safety and engagement lays the foundation for a welcoming and supportive learning environment that fosters growth, resilience, and success for all school community members. Student and family safety and engagement supports include but are not limited to: • SRO (contract) • LVN (2%) • Achievement and SEL/MTSS support to include supplemental staff support and materials • Increased educational partner communications • Parent engagement & involvement support • County contract for dedicated LMFT services	

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.

N/A

Additional Concentration Grant Funding

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

For the additional concentration funding, we will be adding 0.25 FTE instructional aide. This instructional aide will work on intervention services for Tier 3 instruction within the areas of ELA, Math & ELD, 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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	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	$765,269.00	$120,988.00	15.810%	0.000%	15.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$333,797.00	$1,540.00	$0.00	$12,300.00	$347,637.00	$186,109.00	$161,528.00

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	Increased Academic Supports	Low Income	Yes	LEA-wide	Low Income		3 year plan	$184,396.00	$90,664.00	$261,220.00	$1,540.00		$12,300.00	$275,060.00	
2	2.1	Student and Family Safety and Engagement	Low Income	Yes	LEA-wide	Low Income		3-year plan	$1,713.00	$70,864.00	$72,577.00				$72,577.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$765,269.00	$120,988.00	15.810%	0.000%	15.810%	$333,797.00	0.000%	43.618 %	**Total:**	$333,797.00
								LEA-wide Total:	$333,797.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Increased Academic Supports	Yes	LEA-wide	Low Income		$261,220.00	
2	**2.1**	Student and Family Safety and Engagement	Yes	LEA-wide	Low Income		$72,577.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$322,113.00	$314,602.25

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**	Increased Academic Supports	Yes	$289,571.00	$253,523.00
2	**2.1**	Student and Family Safety and Engagement	Yes	$32,542.00	$61,079.25

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)
$121,898.00	$247,124.00	$314,602.25	($67,478.25)	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	Increased Academic Supports	Yes	$225,582.00	$253,523.00		
2	2.1	Student and Family Safety and Engagement	Yes	$21,542.00	$61,079.25		

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)
$737,171.00	$121,898.00	0%	16.536%	$314,602.25	0.000%	42.677%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024