Capitol Collegiate Academy

LCAP Data

Apr MR Forecast 2026

Budget Overview for Parents		2026-27
Revenue		
	Total LCFF Funds	6,961,874
	LCFF Supplemental & Concentration Grants	*1,389,962*
	All Other State Funds	2,272,937
	All Local Funds	48,560
	All Federal Funds	251,757
	Total Projected Revenue	**9,535,128**
Expenses		
	Total General Fund Expenses	**8,844,302**

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		
2025-26	Unduplicated Pupil % (Optional - LCAP General Information)	87%
2026-27	Projected LCFF Suplemental and/or Concentration Grants	1,389,962
2026-27	Projected Additional LCFF Concentration Grant (15 percent)	106,108

LCAP Action Tables		
2025-26	Estimated Actual LCFF Supplemental and/or Concentration Grants (Contributing Actions AU Table)	1,304,309
2025-26	Estimated Actual LCFF Base Grant (LCFF Carryover Table, includes TK Add On)	5,231,846
2026-27	Projected LCFF Base Grant (Data Entry Table, includes TK Add On)	5,571,912
2026-27	Projected LCFF Supplemental and/or Concentration Grants (Data Entry Table)	1,389,962

2026 - 2027 | Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capitol Collegiate Academy	Morgan Watson, Business Officer	mwatson@capitolcollegiate.org (916)476-5796

Plan Summary

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Capitol Collegiate Academy (CCA) is a tuition-free, public charter school open to all students in California. Capitol Collegiate was founded on the core belief that all students are entitled to a high-quality college preparatory education. The Capitol Collegiate community is driven toward the mission of ensuring that CCA scholars have the foundation necessary to compete, achieve and lead in high school, college, and beyond. Capitol Collegiate believes a cohesive and supportive student culture paired with consistent academic rigor is the foundation for success. With that structure, Capitol Collegiate ensures that it serves the South Sacramento community of students it was founded to serve. Capitol Collegiate Academy is based on two core ideas: a cohesive school climate and a rigorous academic program. Both are grounded in the absolute belief that all students, regardless of their backgrounds, have the right to an excellent, college-preparatory education starting in transitional kindergarten. Our committed, exceptional staff serve just over 500 students in grades TK- 8. With opportunities for leadership; support from coaches and leaders; and strong, trusting, professional staff relationships, we are proud of high teacher and staff retention. Fundamental to the school's mission is that learners of all backgrounds, needs, and abilities can be successful. To that end, in the 2024-2025 school year, the Capitol Collegiate student body included:

~500 Scholars in grades TK-8

83 % Socio-economically disadvantaged

23% English Learners

55% Hispanic Scholars

25% Black Scholars

10% AAPI Scholars

13% Scholars with Disabilities

We attribute a large part of our success to the high expectations we hold for students; the support we provide for our students; and the systems that promote efficiency and focus all attention on the joy of learning. Capitol Collegiate Academy's cohesive school climate ensures that we maximize the instructional time that we have with every student attending our school.

Reflections: Annual Performance

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In reviewing data from the 2023–24 California School Dashboard and local assessments, Capitol Collegiate Academy (CCA) experienced a decline in performance across several key academic indicators, including English Language Arts (ELA), Mathematics, and English Learner (EL) Progress. These declines were due in part to a combination of increased student mobility, unfinished learning following the pandemic, and the enrollment of new students who entered CCA significantly below grade level. Many of these students transferred in from neighboring schools and required intensive academic and behavioral support to meet grade-level expectations.

While our performance indicators declined, CCA remains at or above the state average on several key academic measures, demonstrating the strength of our instructional model and the resilience of our students and staff.

Below are the summarized results for each of the state indicators including the performance colors for the 2024 and 2025 Dashboards and some comments on change.

Academic (English Language Arts (ELA): No Change - Orange both years. African American students improved from Orange to Yellow.
Academic (Math): No Change - Orange both years. All student groups remained at the same level.
Suspension Rate: Improved from Red to Green overall. Asian improved from Orange to Green. English learners and SWD improved from Green to Blue; SED improved from Red to Green and Hispanic improved from Orange to Blue. Asian improved from Orange to Green.
Chronic Absenteeism Rate: Improved two levels from Orange to Green. Every student group improved; SWD and African American students increased from Orange to Green. Hispanic and EL improved from Orange to Blue. SED improved from Yellow to Green.
English Learner Progress Indicator: No improvement from Red.

The student groups identified below received a RED performance level on the **2023 Dashboard**, requiring focused attention with targeted action for the three-year term of the LCAP:
Academic (Math): Students with Disabilities (SWD)
Chronic Absenteeism: All students, Hispanic, and Socioeconomically Disadvantaged (SED)
Suspension: All students, Hispanic, SED and SWD

In response to the 2023–24 data, CCA implemented several strategic initiatives during the 2024–25 and 2025-26 school years aimed at improving academic outcomes. These included:

Targeted small group instruction during the school day
Expanded tutoring programs, including SOAR Saturday School and targeted SOAR sessions during Trimester 3 (T3)
Increased focus on data-driven instruction and progress monitoring

These efforts were made alongside a significant increase in school enrollment—from 442 students in 2023–24 to 518 students in 2024–25, representing a 17.2% increase. Many of the incoming students were behind academically, further reinforcing the need for tiered intervention and instructional support.

Looking ahead to the 2026–27 school year, CCA is building on the momentum and foundational work established in 2025–26 by deepening its intervention efforts. Key actions include:

Hiring two full-time intervention teachers to provide daily academic support in ELA and Math.

Implementing a **more intensive tutoring model** that allows students to receive additional instructional minutes weekly.

Hiring and training gradeband Instructional Assistants to provide targeted support for students with academic gaps.

Prioritizing the needs of English Learners by:
Providing daily designated ELD instruction
Offering after-school and Saturday ELD-focused tutoring
Implementing scaffolded academic tasks across all content areas
Increasing coaching and professional development for teachers on integrated ELD strategies

CCA remains committed to reversing the academic declines seen in 2023–24 by strengthening instructional systems, intensifying interventions, and ensuring that all students—especially those furthest from opportunity—are on track for long-term academic success.

Despite a notable increase in enrollment during the 2024–25 school year, CCA successfully decreased its chronic absenteeism rate from the 23-24 to 24-25 school year.. Returning students demonstrated improved attendance, and school leadership shifted focus to newly enrolled families—ensuring they understood the importance of consistent attendance and were committed to bringing students to school every day when healthy.

In the 25-26 school year CCA continued to prioritize attendance through targeted initiatives and family engagement efforts. However, overall student attendance slightly decreased. For the 26-27 school year, the school is planning to further expand the attendance recovery model to allow students to recover 10 days of school by leveraging the ELOP summer program and SOAR Saturday.

In terms of school climate and discipline, 2023–24 saw only a negligible increase in suspension rates. However, during the 2024–25 school year, CCA successfully decreased overall suspensions by implementing proactive behavior supports, reinforcing schoolwide expectations, and

increasing the use of positive interventions. These strategies have supported a more inclusive and structured learning environment for all students. The school anticipates seeing this progress positively outlined on the 2026 Dashboard release in the fall.

Capitol Collegiate Academy does not have unexpended Learning Recovery Emergency Block Grant (LREBG) funds.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2026-27 LCAP focuses on three key areas of our program:

1. Academic achievement and growth for all students
2. Positive school climate and engagement of students and families
3. Staff engagement and development

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.

Capitol Collegiate is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging Educational Partners — 2025–26 School Year

Capitol Collegiate Academy (CCA) remains deeply committed to engaging its educational partners—families, students, staff, and Board Members—in meaningful dialogue throughout the year. During the 2023–24 school year, CCA invested significant time and effort in engaging partners to develop the comprehensive 2024–2027 Local Control Accountability Plan (LCAP). This foundational work included gathering broad input and consensus to set ambitious goals and actionable strategies.

In the 2025–26 school year, the primary focus shifted to the **implementation and execution of the LCAP goals and actions**, with stakeholders continuing to engage through regular, structured opportunities to monitor progress, provide feedback, and support continuous improvement.

Engagement Opportunities and Forums

Stakeholders were invited to participate through multiple formal and informal channels, including:

- **School Site Council (SSC):** The SSC, comprising parents, staff, students, and the school principal, met ten times during the school year. The council provided input on family engagement strategies, instructional programs, student climate, and operational priorities. These meetings served as a vital forum to share data, review progress toward goals, and discuss emerging needs. The SSC met in March to review the mid-year LCAP and provided feedback and input to school stakeholders.

- **Board of Directors:** The Board convened ten times over the school year. Meetings were open to parents and staff who attended regularly, contributing public comments and engaging in dialogue about school performance and LCAP implementation. The Board played a key role in overseeing progress and ensuring alignment with CCA's mission and long-term vision.

- **Staff Team Meetings:** Staff met bi-weekly to collaborate, reflect, and provide real-time feedback on instructional practices, student supports, and operational issues. Formal anonymous surveys were conducted in both fall and spring, capturing staff perspectives on climate, professional development, and school systems. Feedback gathered from these channels was used to inform mid-course adjustments and improvements.

- **Families** continue to be critical partners in CCA's success. In 2025–26, the school leveraged multiple avenues to engage families and solicit their input:
- **ParentSquare Communication Platform:** Nearly 100% of families are connected via ParentSquare, enabling timely, two-way communication, including surveys and invitations to school events.

- **Family Surveys:** Annual family surveys conducted in the spring gathered feedback on parent-teacher trust, family engagement, and decision-making involvement. Survey results helped identify strengths and areas for growth in family outreach and support.

- **Coffee Talks with Leadership:** Informal “Coffee Talks” hosted by the principal and leadership team provided families with opportunities to ask questions, share experiences, and offer input related to school culture, student supports, and family engagement.

- **School Site Council Participation:** Parents actively contributed to the SSC’s work, engaging in data review and planning discussions that directly influence school improvement efforts.

- **Public Comment Opportunities:** Families were encouraged and empowered to participate in monthly Board meetings to voice their perspectives and stay informed about school priorities.

Staff

- Staff members are essential drivers of school improvement and were engaged through various formal and informal processes:
- **Regular Team Meetings:** Bi-weekly staff meetings fostered collaboration, allowing staff to share feedback on instructional effectiveness, student needs, and operational issues. These discussions supported responsive action and fostered a culture of continuous improvement.

- **Surveys:** Comprehensive anonymous surveys in fall and spring provided insight into staff perceptions of academic programs, school climate, professional development, and Human Resources practices. Survey data was carefully reviewed by leadership to guide improvements.

- **Instructional Leadership Team:** In summer 2026, the Instructional Leadership Team will analyze data from the 5Essentials Climate Survey and other sources to further review and refine LCAP goals. Throughout the year, staff continued working to execute on goals as outlined, with ongoing feedback loops ensuring responsiveness to emerging challenges. The instructional coaches collected feedback from teachers and shared feedback with leadership to inform priorities.

- **Professional Development:** Staff engagement included targeted professional learning aligned to LCAP priorities to enhance instructional quality and support equity.

Students

- Student voice remains a vital component of CCA’s continuous improvement:

- **Student Council:** Members engaged directly with school leadership, providing feedback on school culture, academic supports, and leadership opportunities. Their input was incorporated into ongoing school planning and improvement efforts.

- **Opportunities for Input:** Throughout the year, students were encouraged to participate in focus groups and informal discussions to share their experiences and ideas for improving the school environment. 95% of 4th - 8th grade students completed the Essentials Survey in April 2026. Results from the survey will be reviewed and analyzed by the leadership team in July 2026.

- **Board of Directors**

- The Board of Directors played an active governance and oversight role throughout the school year:
- **Regular Meetings:** The Board met ten times during the school year, reviewing school performance data, including climate surveys and academic progress reports. These sessions included open dialogue with families, staff, and leadership.

- **LCAP Oversight:** The Board monitored implementation of the 2024–2027 LCAP, providing input on goal alignment, resource allocation, and strategic priorities to ensure fidelity and impact. The Board held a public hearing to review the LCAP and Budget on June 15, 2026. The Board adopted the LCAP and Budget on June 15, 2026.

- **Engagement with Stakeholders:** Board members facilitated community connections, ensuring transparency and accountability through public meetings and communication channels.

Summary

- Through this inclusive, multi-layered engagement approach during the 2025–26 school year, CCA ensured all educational partners remained informed and involved as the school diligently worked to realize the LCAP's ambitious goals. This ongoing collaboration supports CCA's commitment to equity, continuous improvement, and exceptional student achievement.

A summary of the feedback provided by specific educational partners.

Capitol Collegiate Academy continues to engage its educational partners—students, families, staff, and the Board of Directors—through consistent and meaningful opportunities to provide feedback on school priorities. As a three-year plan, the 2024–2027 LCAP reflects input gathered over multiple years and continues to evolve in response to current community needs, emerging trends, and schoolwide data.

Throughout both the 2023–24, 2024–25 and 2025-26 school years, stakeholder feedback has remained consistent. Across forums—including surveys, School Site Council meetings, staff collaboration spaces, family Coffee Talks, and Board meetings—students, staff, and families have emphasized the importance of supporting the ***whole child****, both academically and socio-emotionally. Key recurring themes have included:*

Ensuring a ***safe, supportive, and positive school climate***

Providing ***rigorous academic instruction*** *that addresses learning gaps and accelerates achievement*

Increasing ***school-wide opportunities for positive engagement***

Strengthening the ***Student Support Team (SST) process*** *to respond to student needs more effectively*

Expanding ***family engagement opportunities*** *that are accessible and impactful*

*The **Board of Directors** met regularly in February, April, and May 2024 to review academic and climate data, monitor progress toward current LCAP goals, and provide feedback on proposed priorities. Their input informed refinements to actions within Goals 1 and 2 of the 2024–2027 LCAP.*

*In **Spring 2024**, formal feedback was collected via surveys and LCAP engagement sessions with students, staff, and families. This feedback reaffirmed the critical need for a **rigorous academic program** with robust support structures, which shaped the development of **Goal 1** in the current plan.*

*During the **2025–26 school year**, CCA continued to prioritize stakeholder feedback through ongoing conversations, SSC meetings, informal check-ins, and surveys. Families expressed appreciation for the **increased number of engagement opportunities** this year and voiced interest in **more ways to participate and contribute**. Key feedback themes have emerged over the 2024-25 and 2025-26 school year from students, staff, and families included:*

*Increased support for **English Learners**, including academic interventions and language development strategies*

***Offsite field trips for every grade level (TK–8)** to expand experiential learning opportunities*

*A stronger focus on **social-emotional learning (SEL)** to support student well-being*

***Expanded afterschool tutoring** and targeted academic interventions*

*Increased access to **enrichment and elective programming**, including arts, music and leadership opportunities*

*Across all stakeholder groups, there was a unified call for **continued investment in these priority areas**. This feedback has been directly incorporated into the refinement of LCAP actions for the 2026–27 school year, ensuring the plan remains responsive, community-informed, and aligned to the needs and aspirations of the Capitol Collegiate community.*

Increase safety on site, with increased safety presence during afterschool activities.

Goals and Actions

Goal #1

Goal #	Description
1	Increase academic achievement for all students and subgroups.

An explanation of why the LEA has developed this goal.

It is Capitol Collegiate Academy's (CCA) responsibility to hold high academic expectations of its students to ensure they can achieve, lead and compete at CCA and beyond. CCA continuously holds itself accountable for student progress and achievement. Our goal is to continue on an upward trajectory every school year for every student cohort and all student subgroups. This goal encompasses our efforts to continually prioritize schoolwide academic growth, including targeted support for high-need students. Through data-driven instruction and differentiated support for English Learners and students with disabilities, we will meet our desired outcomes of ELA, Math and Science proficiency. Through key actions and drivers of academic achievement we will increase the percentage of students that meet and surpass state standards.

Goal 1 is a Broad Goal that addresses State Priorities 1, 2, 4, 7 and 8.

The actions and metrics included in this goal support us in monitoring and improving academic outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, students with low-socioeconomic status, etc.)

Measuring and Reporting Results

	Metric	Baseline	Year 1 Outcome (2023-2024)	Year 2 Outcome (2024-2025)	Year 3 Outcome (2025-2026)	Target for Year 3 Outcome (2025-2026)	Current Difference from Baseline
1	CAASPP ELA Data | Rate of students meeting or exceeding state-established proficiency levels for English Language Arts (CAASPP)	55% of students met or exceeded ELA standards on the 22-23 CAASPP. 19.36% of Students w/ Disabilities met or exceeded ELA standards on the 22-23 CAASPP	47% of students met or exceeded ELA standards on the 23-24 CAASPP 18.8% of SWD met or exceeded ELA standards on the 23-24 CAASPP	44.34% of students met or exceeded ELA standards on the 24-25 CAASPP 15.22% of SWD met or exceeded ELA standards on the 24-25 CAASPP	CAASPP Data for 25-26 is not available at this time.	74% of students meet or exceed ELA standards on the CAASPP. 25% of SWD meet or exceed ELA standards.	-11% from baseline -4% from baseline

	Metric	Baseline	Year 1 Outcome (2023-2024)	Year 2 Outcome (2024-2025)	Year 3 Outcome (2025-2026)	Target for Year 3 Outcome (2025-2026)	Current Difference from Baseline
2	CAASPP Math Data | Rate of students meeting or exceeding state-established proficiency levels for Math (CAASPP)	40% of students met or exceeded Math standards on the 22-23 CAASPP. 12.5% of SWD met or exceeded Math standards on the 22-23 CAASPP	34% of students met or exceeded Math standards on the 23-24 CAASPP 4.5% of SWD met or exceeded Math standards on the 23-24 CAASPP	31.81% of students met or exceeded Math standards on the 24-25 CAASPP 10.87% of SWD met or exceeded Math standards on the 24-25 CAASPP	CAASPP Data for 25-26 is not available at this time.	62% of students meet or exceed Math standards on the CAASPP. 20% of SWD meet or exceed Math standards.	-8% from baseline -1.6% from baseline
3	CAST Science Data | Rate of 5th & 8th Grade students meeting or exceeding state-established proficiency levels for Science	32% of students met or exceeded Science standards on the 22-23 CAASPP.	24% of students met or exceeded Science standards on the 23-24 CAASPP	32.7% of students met or exceeded Science standards on the 24-25 CAASPP	CAST Data for 25-26 is not available at this time.	52% of students meet or exceed Science standards on the CAASPP.	-8% from baseline

	Metric	Baseline	Year 1 Outcome (2023-2024)	Year 2 Outcome (2024-2025)	Year 3 Outcome (2025-2026)	Target for Year 3 Outcome (2025-2026)	Current Difference from Baseline
4	Rate of students meeting or exceeding individualized growth goals in ELA/Reading on local assessment (2nd-5th)	53% of students met or exceeded growth goals in ELA/Reading in May 2024	53% of students met or exceeded growth goals in ELA/Reading in May 2024	45% of students met or exceeded growth goals in ELA/Reading when tested in 24-25	63% of students met or exceeded growth goals in ELA/Reading when tested in 25-26	74% of students meet or exceeded growth goals in ELA/Reading	-8% from baseline
5	Rate of students meeting or exceeding individualized growth goals in ELA/Reading on local assessment (6th -8th)	52% of students met or exceeded growth goals in ELA/Reading in May 2024	52% of students met or exceeded growth goals in ELA/Reading in May 2024	47% of students met or exceeded growth goals in ELA/Reading when tested in 2025	65% of 6th grade students met or exceeded growth goals in ELA/Reading when tested in 2026.	74% of students meet or exceeded growth goals in ELA/Reading	-5% from baseline
6	Rate of students meeting or exceeding individualized growth goals in Math on local assessment (2nd-5th)	50% of students met or exceeded growth goals in Math in May 2024	50% of students met or exceeded growth goals in Math in May 2024	50% of students met or exceeded growth goals in Math when tested in 2025	69% of students met or exceeded growth goals in Math when tested in 2026.	72% of students meet or exceeded growth goals in ELA/Reading	0% from baseline

	Metric	Baseline	Year 1 Outcome (2023-2024)	Year 2 Outcome (2024-2025)	Year 3 Outcome (2025-2026)	Target for Year 3 Outcome (2025-2026)	Current Difference from Baseline
7	Rate of students meeting or exceeding individualized growth goals in Math on local assessment (6th -8th)	45% of students met or exceeded growth goals in Math in May 2024	45% of students met or exceeded growth goals in Math in May 2024	43% of students met or exceeded growth goals in Math when tested in 2025	59% of students met or exceeded growth goals in Math when tested in 2026	70% of students meet or exceeded growth goals in ELA/Reading	-2% from baseline
8	Rate of students at or above benchmark in Math on local assessment (K-1st grade)	31% of students at or above benchmark in Math on verified local assessment (K-1st grade)	31% of students at or above benchmark in Math on verified local assessment (K-1st grade)	35% of students at or above benchmark in Math when tested in 2025	78% of students at or above benchmark in Math when tested in 2026.	40% of students at or above benchmark in Math on verified local assessment (K-1st grade)	+4% from baseline
9	Rate of students at or above benchmark in ELA/Reading on local assessment (K-1st grade)	83% of students at or above benchmark in ELA/Reading on verified local assessment (K-1st grade)	83% of students at or above benchmark in ELA/Reading on verified local assessment (K-1st grade)	*59% of kindergarten students were* at or above benchmark in ELA/Reading. 1st grade did not test during the 24-25 SY	39% of students at or above benchmark in ELA/Reading on verified local assessment (K-1st grade)	85% of students at or above benchmark in ELA/Reading on verified local assessment (K-1st grade)	(24%) from baseline

	Metric	Baseline	Year 1 Outcome (2023-2024)	Year 2 Outcome (2024-2025)	Year 3 Outcome (2025-2026)	Target for Year 3 Outcome (2025-2026)	Current Difference from Baseline
10	Reading Fluency (K-8) Rate of students at or above benchmark on verified local assessment	63% of students at or above Reading Fluency benchmark	63% of students at or above Reading Fluency benchmark	*not tested*	Fluency data for 25-26 is not available at this time.	72% of students at or above Reading Fluency benchmark	(%) from baseline
11	Access to standards aligned instructions; materials	100% Data Year: 23-24 Local Indicator Report	100% Data Year: 23-24 Local Indicator Report	100% Data Year: 24-25 Local Indicator Report	100% Data Year: 24-25 Local Indicator Report	100%	0% from baseline
12	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% implementation in 23-34	100% implementation in 23-34	70% implementation in 24-25 due to ELD staff transition	70% implementation in 25-26	*Full Implementation & Sustainability Data Source: Local Indicator Report*	30% from baseline
13	English Learner students making progress toward English Proficiency. English Language proficiency. The percentage of current EL students who progressed at least one ELPI level. Source: Dashboard	71.7% of EL students progressed at least one ELPI level. Data Year: 22-23	42% of EL students progressed at least one ELPI level. Data Year: 23-24	24.7% of EL students progressed at least one ELPI level. Data Year: 24-25	Preliminary data shows 46.15% of EL students progressed at least one ELPI level in grades 3-8. Data Year: 25-26	60% Data Year: 25-26	-47% from baseline

	Metric	Baseline	Year 1 Outcome (2023-2024)	Year 2 Outcome (2024-2025)	Year 3 Outcome (2025-2026)	Target for Year 3 Outcome (2025-2026)	Current Difference from Baseline
14	English Learner Proficiency based on test results on ELPAC Source: English Language Proficiency for Summative ELPAC	69% of students tested at Level 3 (moderately developed) or Level 4 (well developed) on ELPAC in the 22-23 SY Data Source: Dashboard ELPI	56% of students tested at Level 3 (moderately developed) or Level 4 (well developed) on ELPAC in the 23-24 SY	52% of students tested at Level 3 (moderately developed) or Level 4 (well developed) on ELPAC in the 24-25 SY	50% of students tested at Level 3 (moderately developed) of Level 4 (well developed) on ELPAC in the 25-26 SY for grades 3-8.	65% Data Source: Dashboard ELPI	-17% from baseline

Goal Analysis for [25-26 School Year]

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

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

During the 2025–26 school year, Capitol Collegiate Academy focused heavily on executing the core academic strategies outlined in Year 1 of the 2024–2027 LCAP. These included expanded Tier 2 and Tier 3 interventions, implementation of new assessment tools to monitor student growth, and strengthened internal data practices to support instruction. Instructional staff were supported with increased coaching and professional development aligned to high-impact instructional strategies and student-centered learning.

Substantive attention was placed on refining our intervention systems, particularly for English Learners, students with disabilities, and students who enroll at CCA in upper elementary grades. While academic growth was not as significant as projected across all metrics, adjustments were made in real time to improve service delivery, especially in reading fluency, foundational skills, and math intervention.

In particular, the structured intervention block (WIN time) was consistently implemented, and academic teams collaborated closely to ensure lessons and grouping were responsive to student data. Despite these efforts, student achievement declined or remained flat in some areas, highlighting the continued need for differentiated supports and early intervention, especially for students entering CCA midstream or significantly below grade level.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 1. All core investments—including intervention staffing, assessment systems, curricular supports, and professional development—were implemented as planned. However, some salary savings occurred due to vacancies early in the school year that were later filled, and a portion of allocated funds for supplemental materials were rolled into broader instructional resources.

As a result, while the Planned Percentage of Improved Services remained aligned to the original estimate, the Estimated Actual Percentage may be slightly lower than projected due to delayed full implementation of some supports, particularly in specialized intervention staffing.

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

The effectiveness of actions under Goal 1 was mixed, with several bright spots and key areas for growth:

- Effective actions included the expansion of WIN (What I Need) intervention time and improved use of local assessments to guide instruction. The intervention structure became more consistent and data-driven, with clear improvement in service delivery. Development of all ela teachers on foundational literacy allowed for more strategic interventions for students in elementary in middle school grades.

- Less effective areas included translating intervention systems into measurable student growth across CAASPP and internal benchmarks. Despite structural improvements, subgroup performance—particularly among English Learners, students with disabilities, and newly enrolled upper elementary students—remains a concern. The root causes appear to be related to persistent learning gaps, late entry into our academic model, and inconsistent foundational skill development in early grades. Though we are seeing growth over time, getting students caught up while still teaching grade levels standards has been a challenge.

Overall, while foundational systems were strengthened in 2025–26, their full academic impact has not yet materialized, indicating a need for deeper differentiation, earlier intervention, and expanded instructional support for high-need students which are planned for the 26-27 school year.

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 reflection and stakeholder feedback during the 2024–25 school year, the following changes are continuing to be prioritized for 2026–27:

- Enhanced focus on English Learners: Action, consistent use of assistive technology for newcomer ELs, and strategic push-in/pull-out support aligned to language proficiency levels.

- Targeted support for upper elementary students who enroll mid-year or significantly below grade level: Intervention programs will include accelerated foundational skills tracks, with increased diagnostic use upon enrollment.

- Increased support for students with disabilities: Improvements include more integrated co-teaching models, stronger SST case management, and targeted professional development for general education teachers serving students with IEPs.

- Refined metrics: Additional local benchmarks will be added to more frequently monitor subgroup growth, particularly in foundational reading, fluency, and math readiness.

- Instructional coaching redesign: Shifting coaching priorities to increase modeling and co-planning time with teachers who serve high-need student groups.

These adjustments ensure that Goal 1 remains tightly aligned to community needs and grounded in data, with a sharper focus on ensuring growth for our most underserved students.

Actions

Action #	Title	Description	Total Funds	Contributing

1	Special Education Personnel & Programming	CCA offers an extensive special education program. Our special education department offers interventions and support for students with IEPs. Services and interventions include specialized academic instruction, language and speech, counseling and psychological services, and behavior intervention services. Students receive their services as a mix of push-in and pull-out support. The Special Education Team is comprised of: ● The Special Education Director ensures the academic program responds to the needs of all students, including and especially those with identified special needs. The Special Education Coordinator works with school administrators to set a vision for compliant, robust, inclusive special education programming and service delivery. They professionally develop and support education specialists and instructional assistants, and serve as the administrative lead for IEP meetings. ● Instructional Assistants and Education Specialists who play a key role in ensuring our students with IEPs receive the specialized academic instruction to make academic progress toward their individual goals. IAs work closely with our Education Specialists and specific general education teachers in the effective implementation of each student's services as outlined in their IEPs. ● Speech Language Pathologist who works alongside the special education team and general education teachers to ensure students with identified speech and communication needs fully access and make progress in our program. ● School Psychologist delivers quality psychoeducational services that facilitate successful learning experiences for all students ● This is a Required Action to address the lowest performance level in Mathematics for Students with Disabilities.	$600,000	N

Action #	Title	Description	Total Funds	Contributing
2	Academic Growth & Achievement	Academic growth and achievement is core to the CCA model and a key priority each year. CCA values and prioritizes assessment data, to track individual student progress and to continually set high achievement expectations. ● Capitol Collegiate's Math and ELA content leaders support the use and implementation of Tier 1 curricula by providing high-quality, curriculum- and content-specific professional development and content coaching to teachers. ● Intervention teachers, who specialize in Math, Foundational Literacy and English Language Arts, execute on the school's academic intervention plan providing strategic and rigorous instruction to students. ● Departmentalized instruction for K-8: Teachers have the most direct, sustained contact with students. Research suggests that, among school-related factors, teachers matter most. Kindergarten - 6th grade teachers either teach ELA/Social Studies or Math/Science. This allows our teachers to focus on and develop deeper expertise on only two subjects and spend their time on what matters most. ● Support for multilingual learners | A CCA leader is trained to support the success of English learners in meeting CA state standards, administering the ELPAC exam and other interim assessments. Teachers are trained and provided techniques and tools to maximize learning for English learners.	$882,661	Y

Action #	Title	Description	Total Funds	Contributing
3	Academic Coaching, Data & Professional Development	CCA provides ongoing coaching and professional development each year for all teachers, based on individual goals, school goals and the needs of the students based on relevant data. ● The Instructional Coaches support teachers to develop and effectively implement efficient, effective classroom systems and routines, support teachers to develop and effectively implement high behavioral expectations using school-adopted and other techniques, support teachers in building strong, mutually respectful relationships, and observe teachers regularly and deliver targeted feedback using the school adopted coaching model. ● Achievement Network | 2nd - 8th grade students use Achievement Networks' rigorous, standards aligned Interim Assessments. The Network provides professional support and development for instructional leaders to support their ability to analyze data for all subgroups at the highest levels.	$260,000	Y

Action #	Title	Description	Total Funds	Contributing
4	Early Learning & Development	Capitol Collegiate's systematic early reading instruction focuses on securing foundational skills and building knowledge and vocabulary. In addition to the core language arts program, kindergarten through second grade scholars engage in 30-minutes of direct foundational skills instruction and 30-minutes of guided reading instruction daily. ● Foundational Skills: K-2 teachers provide systematic, explicit foundational skills instruction that is crucial as students learn to read and write in English. Structured foundational skills instruction in English moves the youngest scholars along a continuum of skills in four key areas: print concepts; phonological awareness; phonics and word recognition; and fluency. Kindergarten through second grade teachers utilize the SIPPS curriculum as a guide. ● Building Knowledge and Vocabulary: K-2 students engage in 30-minutes of small group Guided Reading instruction daily, using Geodes, a collection of accessible, knowledge-building books. Instruction on specific decoding strategies is coupled with content and vocabulary knowledge. Teachers plan standards-aligned questions, tasks, and activities that help students unpack the ideas of the text while drawing on their own knowledge and skills, strategies, and modes of co-constructing meaning. ● The TK teacher and Instructional Assistant work to ensure all of our transitional kindergarten students are making academic and social progress at Capitol Collegiate. Their work ensures the TK learning environment is reflective of the curriculum and students' strengths, interests, and assessed needs. TK curriculum and staff ensure students are kindergarten ready.	$130,000	N

Action #	Title	Description	Total Funds	Contributing
5	Educational Technology	CCA has adopted a 1:1 technology model and all students have access to a school-issued device to assist in personalized learning and instruction. We utilize the following online programs to support and enhance our core curricula: - Mystery Science - RazKids - Zearn - Reflex + FRAX - Flocabulary - Reading A-Z - Building Fact Fluency - Beanstack - Hapara	$60,000	Y
6	Curriculum	We provide a rigorous, cohesive educational experience for all students. The school-adopted curricula is clear, well-structured, and encourages students to build and apply knowledge. Instructional materials are well coordinated across grade levels. Classes are challenging and engaging and assessment data is leveraged to propel student growth. Physical education, visual and performing arts, computer and other electives are part of the daily experience at CCA. Curricula purchases include school-adopted core curricula for math (Eureka), science (Amplify), ELA (Wit & Wisdom, Geodes, SIPPS), and social studies (Studies Weekly). The Curriculum Coordinator ensures 100% of our instructional staff have the school-adopted curricula, instructional and assessment materials necessary to execute high quality instruction.	$140,000	N

7	English Learner	**English Learner Development** Capitol Collegiate's structured English Learner (EL) support program ensures all EL scholars receive targeted, skill-based intervention to support English language acquisition and academic achievement. Approximately 110 EL scholars receive services through a combination of pull-out and push-in models. This layered support is designed to address both foundational literacy skills and content-specific language demands. **Targeted Intervention & Grouping:** Scholars are grouped by grade level and receive two 30-minute intervention sessions per week. Intervention teachers work directly with small groups to provide consistent, skill-based instruction. ● **Grades 1–2 & Select Grade 3 Students:** Scholars receive direct foundational reading instruction using the **Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)** curriculum to strengthen decoding and word recognition skills. ● **Grades 3–8:** Intervention focuses on targeted skill gaps identified through the **English Language Proficiency Assessments for California (ELPAC)** and **Smarter Balanced Assessment Consortium (SBAC)** results. Scholars receive up to **300–350 minutes per week** of support aimed at ensuring progress toward English proficiency and academic success. ● **Identified Student Groups:** High impact tutoring for students in need of intervention support in Math, English, and Language Acquisition. This strategy will provide an intentional resource that works in tandem with the Student Support Team (SST).	245,602	Y

Action #	Title	Description	Total Funds	Contributing
		Instructional Support Model: In addition to structured pull-out sessions, EL scholars benefit from push-in support that complements core instruction and addresses real-time academic needs. Instruction is differentiated based on student data and English proficiency levels. **Assistive Technology for Newcomers:** Newcomer EL scholars are provided with assistive technology to accelerate language acquisition and ensure access to content in all subject areas. **Staffing:** To support the growing number of English Learners, Capitol Collegiate has invested in **1.5 FTE Intervention Teachers** dedicated to implementing the EL support program with consistency and fidelity. **Objective:** Through these targeted supports, Capitol Collegiate aims to increase ELPAC proficiency levels, improve academic outcomes, and ensure timely reclassification for all English Learners.		

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.

Goal #2

Goal #	Description
2	All students and families will have a safe, welcoming, and positive school environment that values community and fosters learning.

An explanation of why the LEA has developed this goal.

This is a broad and ongoing goal that encompasses two major stakeholder groups – our students and their families.

Capitol Collegiate continues to prioritize a safe, structured, joyous school climate as a necessary foundation for learning to occur. We will continue to build and sustain a culture of learning, the elements of which are: high expectations for student behavior; a supportive social emotional environment; and a persistent culture of team and aspiration.

We developed this goal in alignment with State Priorities 3, 5, and 6 (Parent Engagement, Pupil Engagement, and School Climate). The actions and metrics included in this goal will support us in monitoring and improving engagement outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students). We will continually disaggregate school engagement data to identify and correct disparities between student groups and whole school outcomes.

In response to the priorities and funding set forth by the California Department of Education, Capitol Collegiate offers and provides access to all students who desire to attend our Expanded Learning Program. The school year program incorporates visual and performing arts and STEAM. Data shows that STEAM programming encourages students to hone their observation skills, find patterns, analyze results, and predict outcomes. Introducing this type of scientific thinking in joyful activities, clubs, and ELP programming instills essential critical thinking skills and prepares scholars to become the problem solvers of our future. Capitol Collegiate offers students 30 days of arts, STEAM, and athletic camps during non-school days (e.g., summer and intersession).

CCA will prioritize student, family, and school engagement. We recognize that the success of any school begins with stakeholder trust. By providing intentional opportunities for parent and family engagement, using positive behavior supports and strategies to support school culture and student attendance, we will meet our desired outcomes in average daily attendance, low chronic absenteeism, suspension rates, parent engagement opportunities and satisfaction, student satisfaction, and persistence of all students. We will increase the overall engagement of all stakeholder groups.

Measuring and Reporting Results

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Current Difference from Baseline
1	Chronic absenteeism rate	On the 22-23 dashboard Capitol Collegiate has a 13.1% absenteeism rate	12.8% absenteeism rate 23-24 School Accountability Report Card	6.1% absenteeism rate on the 24-25 CA school Dashboard	7.4% absenteeism rate on the 25-26 CA school Dashboard	-6% difference from baseline

2	Attendance Rate	As of April 1, 2023 the attendance rate for the school year was = 92.41%	As of April 1, 2024 the attendance rate for the school year was = 93.08%	As of April 1, 2025 the attendance rate for the school year was = 93.5%	As of April 1, 2026 the attendance rate for the school year was = 92.78%	+0.3% from baseline
3	Suspension rate	On the 22-23 dashboard Capitol Collegiate has a 7.3% suspension rate	7.7% 23-24 School Accountability Report Card	2.4% 24-25 CA School Dashboard	1.2%for the 25-26 school year	-6% difference from baseline
4	Expulsion Rate	On the 22-23 dashboard Capitol Collegiate has a 0% expulsion rate	0% in 23-24	0% in 24-25	0% in 25-26	No difference from baseline
5	Attendance during camp enrollment	2023- 2024 Data | 92% attendance during Spring Break Camp	92% attendance rate during Spring Break Camp	91% attendance rate during 24-25 Spring Break Camp	85% of enrolled students attend camp daily.	-1% from baseline data
6	Parent satisfaction in camp programming, as measured by a survey distributed at the end of camp	2023 - 2024 Data | 92% of families were highly satisfied with spring break and summer camp programming	92% of families were highly satisfied with spring break and summer camp programming during the 23-24 school year	97% of families were highly satisfied with spring break and summer camp programming during the 24-25 school year	90% of parents are highly satisfied or satisfied with ELOP programming.	+5% above baseline data

7	Student Survey	2023 - 2024 Data | 98% of students responded that they would highly recommend spring break camp to their peers. 98% of students responded that they would attend spring break camp again.	*not surveyed in 24-25*		Maintain high satisfaction in intersession camps (Spring Break and Summer break) 90%+ students respond favorably that: ● They would highly recommend spring break camp to their peers ● That they would attend spring break camp again.	
8	Staff Survey	In Fall 2023, 58% teachers agree/ strongly agree that Grade-band and school wide management systems position us to maximize student achievement.	In Fall 2024, 56% teachers agree/ strongly agree that Grade-band and school wide management systems position us to maximize student achievement.	In Fall 2025, 45% of teachers agree/ strongly agree that Grade-band and school wide management systems position us to maximize student achievement.	N/A	*-8% difference from baseline*

9	Parent Survey & Feedback regarding input on school improvement	*23% of families agree or strongly agree that CCA includes parent leaders from all backgrounds in school improvement Efforts during the 23-24 SY*	*not surveyed in the 24-25 SY*	25-26 Survey pending - *results in May 2026*	*75% of families agree or strongly agree that CCA Includes parent leaders from all backgrounds in school improvement efforts.*	*% difference from baseline*
10	Parent Survey & Feedback regarding Communication	*26% of families surveyed agree or strongly agree that CCA Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).*	*not surveyed in the 24-25 SY*	25-26 Survey pending - *results in May 2026*	*75% of families surveyed agree or strongly agree that CCA Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one*	*% difference from baseline*
11	**Family Engagement** CCA will provide at minimum ● 1 back to school night event	In the 2023-2024 school year, CCA hosted: ● 1 back to	In the 2024-2025 school year, CCA hosted: ● 1 back to	In the 2025-2026 school year, CCA hosted: ● 1 back to	CCA will provide at minimum ● 1 back to school night	+2 from baseline

	• 2 weeklong parent-teacher conference opportunities • 3 other family engagement and/or parent leadership opportunities. *85% of families attend the annual Welcome Back Event and/or back to school night.*	school night event • 2 weeklong parent-teacher conference opportunities • 3 other family engagement and/or parent leadership opportunities. *80% of families attended the 1st annual Welcome Back Event and/or back to school night.*	school night event • 2 weeklong parent-teacher conference opportunities • 3 other family engagement and/or parent leadership opportunities. (Student Site Council (5 meetings), Black History Month family dinner, Field Day) • *82% of families attended the annual Welcome Back Event*	school night event • 2 weeklong parent-teacher conference opportunities • 3 other family engagement and/or parent leadership opportunities. (Student Site Council (10 meetings), *80% of families attended the annual Welcome Back Event*	event • 2 weeklong parent-teacher conference opportunities • 3 other family engagement and/or parent leadership opportunities. *92% of families attend the annual Welcome Back Event and/or back to school night.*	
12	**Family Engagement** families will actively sign-up to volunteer and complete necessary training and will support at least one event or committee.	In the 2023-2024 school year, 23 (5%) families signed up to volunteer and supported at least	In the 2024-2025 school year, 46 families signed up to volunteer and supported at least one event.	In the 2025-2026 school year, 61 families signed up to volunteer and supported at least one event.	10% or more families will sign-up to volunteer and will support at least one event or committee.	0% from baseline

		one event.				
13	Facilities maintained and in good repair	Good rating on annual FIT report during the 23-24 SY	*Good rating on annual FIT report during the 24-25 SY*	*Good rating on annual FIT report during the 25-26 SY*	Good rating on annual FIT report	

Goal Analysis for 25-26 School Year

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.

In 2025–26, Capitol Collegiate Academy remained deeply committed to fostering a safe and inclusive school climate, expanding enrichment opportunities, and building meaningful connections with students and families. While many of the planned actions under Goal 2 were implemented with fidelity—such as field trips, family engagement events, and expanded learning—some components, particularly those related to attendance case management, were not executed as strongly due to staffing gaps.

Without a dedicated Attendance Coordinator, efforts to monitor and respond to chronic absenteeism lacked consistency and follow-through. Although a cross-functional team continued to support daily calls and Tier 1/2 interventions, the absence of a single owner for this work presented challenges in strategic follow-up and caseload management. As a result, the chronic absenteeism rate increased slightly and remained above our target.

Additionally, growing enrollment brought a greater number of students with historical absenteeism and behavioral needs, placing more strain on existing systems. Despite these challenges, climate and student life actions—including expanded field trips, STEAM programming, athletics, and afterschool enrichment—were fully executed and met or exceeded family satisfaction metrics.

CCA also continued to prioritize trauma-informed practices and Tier 1 SEL support but identified the need for more specialized behavior intervention supports. In response, a new Behavior Interventionist with BCBA and SPED expertise was hired in 2025–26 to provide targeted general education support, including proactive behavioral strategies and data-informed intervention plans.

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

No material differences.

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

Effective actions: Family engagement improved year-over-year, with 83% of families attending the annual Welcome Back Event (a +1% increase from baseline) and increased the number of families (from 46 to 61) volunteering for at least one event. Spring Break Camp had decreased attendance at a rate of 84%, and family satisfaction maintained at 90%+.

Partially effective actions: While school climate staff (AP of School Culture, Dean, Counselor, and IAs) maintained consistency in culture systems and expanded SEL supports, suspension rates improved drastically, however, staff survey results suggest limited progress in the perception that current behavior systems effectively support academic achievement.

Less effective actions: Chronic absenteeism slightly increased from 24-25.

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.

Several targeted adjustments have been made for the 2026–27 school year based on lessons learned:

- **Reinstating the Attendance Coordinator**: This role is being reintroduced to fully own attendance case management, improving consistency in outreach, tiered interventions, and data tracking.
- **Expanded student transportation support**: To remove logistical barriers to attendance, CCA will begin offering **HopSkipDrive** transportation for students facing transportation-related chronic absenteeism.
- **Hiring a Behavior Interventionist**: A new specialist with SPED and BCBA credentials will serve general education students with higher behavioral needs, offering proactive support and reducing reliance on exclusionary discipline.

- **Maximizing attendance recovery**: New systems are being developed to use **ELOP days and intersession camps** to allow students to recover attendance and stay on track, particularly those who are chronically absent.

- **Refocusing climate PD and tools**: Professional development will prioritize building a proactive, positive behavior culture, alongside full implementation of BeyondSST for behavior monitoring and tiered interventions.

These enhancements aim to build a stronger Tier 1 foundation while strengthening targeted supports for students most at risk for disengagement, absenteeism, and behavior escalation.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Refine and execute tiered strategies to support students' social emotional needs	• CCA staff will support restorative practices and social-emotional learning. CCA students may face challenges including food scarcity, shared living spaces, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction will ensure we are working with our students and families to develop trust, empathy and strong relationships that lead to better outcomes for students. • Staff participate in learning and professional development around trauma informed practices and care. • To support all students, CCA is formally adopting and implementing Beyond SST in the 24-25 school year. The	$116,000	Y

		platform will allow staff to monitor, track and case manage students with unique behavioral challenges to ensure they receive the support and intervention needed. ● This is a Required Action to address the lowest performance level in Suspension Rate for Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.		
2	School Climate Personnel	We take pride in our school climate because we know the learning environment directly impacts our ability to maximize student achievement. We develop positive relationships with students, treat them with respect, and take responsibility to motivate them toward their achievement. Students find staff trust-worthy and responsive to their academic needs. We teach the social skills students need to be successful in school and in life. We regularly celebrate our students' many efforts and amazing achievements. ● The Assistant Principal of School Climate is responsible for overseeing the implementation of the school's culture plan including managing members of the culture team. ● Instructional Assistants partner with a specific grade-level (grades 3-8) to support teachers and schoolwide staff in executing safe, efficient and effective schoolwide systems during arrival, passing periods, recess, lunch, and dismissal. Instructional Assistants also provide additional capacity toward the effective implementation of individual student behavior support plans, and lead / oversee the many extra-curricular activities and events that support a positive school climate. ● School Counselor who provides one-on-one counseling sessions, skills groups, and oversees other mental health services. ● The Behavior Specialist designs and oversees a positive, restorative school-wide behavior management system that supports scholars to make positive behavioral choices and allows them to correct and take responsibility for mistakes.	$585,000	N

3	Middle School (6-8) Social Emotional Curriculum	• We seek to adopt and train staff on a curriculum that is specific to the unique social emotional needs of middle school students. After gathering input from students, staff, and families, we are seeking a curriculum that addresses age-specific and urgent topics including but not limited to: cyberbullying and responsible use of technology and social media; substance use and abuse; and diversity, equity and inclusion. • **Improve Your Tomorrow (IYT)**- IYT Mentors support middle school students (6-8) on their journey to and through College. IYT aligns with CCA's college prep mission. Their program will be tightly embedded in our community as they support high academic achievement, family engagement, and college readiness (via college tours) throughout the school day, after school, and on some weekends. • **Another Choice, Another Chance**- a nonprofit organization pushes in to provide Social Emotional Programming and support to students in grades 5th-8th. Love Notes is a 20-week program that focuses on healthy relationships, positive self-image, hygiene, and conflict resolution. Students that complete the program become student-leaders to help to facilitate group conversations and act as a peer-mentor.	$50,000	N
4	Operate Expanded Learning Programming	CCA offers a safe and accessible environment for our students and families. Morning on-campus activities may include access to breakfast, teacher and staff support, as well early drop-off for our busy families. After school activities may include enrichments, clubs, tutoring, sports, or other extracurricular activities. Expanded enrichment has demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. These additional opportunities for participation will help struggling students engage more fully and reduce the possibility of dropping out.	$475,000	N

		● Clubs | Opportunities for extended enrichment time with students contribute to increasing services for the school's unduplicated student population. ● The Director of Expanded Learning Programs oversees all aspects of the school's expanded learning program (ELP) serving 250 TK through eighth grade students. They work closely with the Assistant Principals to ensure the ELP aligns with the climate and academic best practices of regular school day program. The Director ensures program staff are well positioned to execute a structured, enriching, safe program experience for students during afterschool and designated summer and intersession hours. The Director manages and coaches full and part-time program staff, including the Expanded Learning Coordinator. ● The Expanded Learning Coordinator manages the *daily* operations and climate for our program. They are responsible for supporting and directing staff to ensure all components of the daily program are executed with fidelity and aligned with our Expanded Learning Plan, including but not limited to: a safe, supportive environment; active and engaged learning; skill building; student leadership; etc. ● About 60% of our 6 instructional assistants time and capacity will be spent planning for and executing directly with students in the Expanded Learning Program (ELP). Instructional Assistants who know and work with students, alongside their teachers, in their school day program will be key for providing the continuity and consistency that is part of vision for ELP. ● STEAM programming via external stakeholders. We will partner with several regional and community-based organizations to offer STEAM-specific programming and field lessons to our students in Expanded Learning. In conjunction with expanded learning group leaders, students have the opportunity to benefit from robust science, technology, engineering, art and math experiences beyond the school day. ● We will invest in STEAM-specific supplies, technology and		

		material to ensure we can execute on the vision and plans as outlined in our Expanded Learning Program Plan.		

5	Robust Student Life and Experiences	● Field Trips ○ Overnight field trip ○ TK-8 annual trips ● Electives & Enrichment ○ In our elementary (K-5) program, students take a different enrichment class each trimester: visual arts & music, drama, or computers. Each class culminates in the creation of a 'capstone' project – an art showcase, musical performance or play, or a computer-developed academic presentation, for example. ○ Beginning in middle school, students select an elective course each trimester. Elective courses give students the opportunity to practice their core subject skills in addition to public speaking, critical thinking, and advancement in areas of interest. Electives offered include: Engineering; Animation; Book & Film; Sustainability & Green; Model UN; Computer Design; School Newspaper; and Gardening. ○ Capitol Collegiate's Physical Education ("PE") program uses the SPARK curriculum as its guide, with a focus on students developing a healthy lifestyle, motor skills, movement knowledge, and social & personal skills. In their physical education courses students develop a variety of basic movement and manipulative skills which they use regularly in cooperative games and sports experiences. To help students seek out physical activity and practice skills, PE teachers lead optional games, activities, and sports for students during recess and afterschool. As all Capitol Collegiate teachers do, PE teachers focus on students' ability to get along with others, in this case in the movement environment (e.g., share space and equipment, be a good sport and demonstrate cooperative behavior). ● Athletics Program | As we continue to grow our middle school program, we seek to expand our students' access to a wide variety of competitive athletics. We want to compensate our	$325,000	N

		coaches, and invest in athletics equipment and uniforms for several sports in each of three seasons.		
6	Grade Band Leads	● Grade Band Leads support the climate and student experience across the school, they are instrumental in: ○ Supporting and developing positive, school-aligned grade-band adult culture ○ Supporting the development and execution of student climate traditions and programing (e.g., events, initiatives, rituals, homeroom, etc.) ○ Identifying and communicating areas of need or concern across the program ○ Serving as the point person for communication with the instructional leadership team (ILT)	$15,000	N
7	Safe & Welcoming Physical Environment	● Cleaning Staff Services & Supplies | CCA prioritizes creating a safe, clean and welcoming learning environment. CCA has developed cleaning and disinfecting procedures in alignment with CDC health and safety standards including: nightly, and twice daily sanitizing and disinfecting of high touch or high use areas. ● Facilities maintenance, repairs and safety procedures | CCA invests in the maintenance (repairs, security, rent, utilities) of school buildings to keep them at the standard that all students deserve. ● CCA has procedures for emergencies to ensure the safety of students and staff -- including a comprehensive school safety plan that includes fire, earthquake, intruder and infectious diseases procedures. Regular maintenance reviews ensure that issues are identified and addressed as quickly as possible.	$185,000	N

		• CCA invests in an emergency management software (Raptor) and applicable training for staff (ALICE 360 Training) • CCA trains staff annually on CPR, First Aid, AED use, and bloodborne pathogens		
8	Opportunities for Family Engagement	We offer multiple opportunities for parent and family engagement events, including but not limited to; volunteer opportunities, event leadership and support, parent ambassadorship and support in the classroom. Parents will receive ample notice of events, a convenient time for meeting, and frequent reminders of the event. Parents and families will also be provided attendance incentives.	$5,000	N
9	School Site Council	Operate a compliant School Site Council giving families and staff input on decision-making and setting school priorities.	$1,250	N
10	Attendance Case Management	School staff will actively work to reduce chronic absenteeism by contacting families of absent students daily; communicating proactively about possible delays (e.g., rainy days); implementing tiered attendance interventions; and offering individual and group attendance incentives. This action contributes to the LCAP by increasing and improving services for unduplicated students through targeted strategies that address barriers to attendance and engagement. The attendance case management team, composed of academic, climate, and operations staff, works collaboratively to identify root causes of absenteeism and provide coordinated support for students and families. Contributing supports include: • **Attendance incentives** that encourage and celebrate consistent attendance	$87,800	Y

		• **Bilingual family communication and engagement**, supported by **ParentSquare**, which allows two-way communication with families and automatically translates messages to ensure accessibility • **Transportation assistance** for families receiving free or reduced meals, including access to **HopSkipDrive** • **Targeted outreach and individualized case management** to re-engage chronically absent students and improve attendance outcomes • This is a Required Action to address the lowest performance level in Chronic Absenteeism for Hispanic and Socioeconomically Disadvantaged students.		

Goal #3

Goal #	Description
3	We will ensure that all scholars have access to a team of diverse and thriving professionals who are developed and supported to move the needle on student academic achievement, enact culturally responsive practices, and who foster a joyful and inclusive environment.

An explanation of why the LEA has developed this goal.

At Capitol Collegiate Academy, we believe that investing in our teammates is critical to achieving our mission and vision of preparing all students to compete, achieve and lead. Our goal of providing a rigorous and joyful academic experience for all students is not possible without committed and developed teachers, staff and leaders. This goal was developed to ensure the continuous development of our staff so that they can provide a high quality education to all students. To achieve this goal, our actions will focus on developing teachers and leaders through coaching, feedback and targeted professional development. We will also continue to prioritize opportunities for teacher voice and leadership and further develop our recognition model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2026 - 2027	Current Difference from Baseline
Staff Survey | Coaching and Development	In Fall 2023, 83% of teachers agree or strongly agree when surveyed- The coaching I receive (e.g., content-specific coach, school climate coach, my manager) helps me develop in my role.	73% (Fall 2024)	84% (Fall 2025)	TBD (Fall 2026)	90% of teachers agree or strongly agree when surveyed | The coaching I receive (e.g., content-specific coach, school climate coach, my manager) helps me develop in my role.	-10% from baseline
Staff Retention	80% of staff persist from the 23-24SY to the 24-25SY	86.4% of staff persist from 24-25 to 25-26 (as of June 16, 2025)	95% of staff persist from 25-26 to 26-27 (as of June 10, 2025)	TBD	86% of staff persist year over year at Capitol Collegiate.	+6% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2026 - 2027	Current Difference from Baseline
Teacher Credentialing | Status of Teachers credentialed and teaching core classes	In the 22-23 school year, 47% of teachers were fully credentialed and properly assigned. 11 teachers were misassigned in the 22-23 school year.	In the 23-24 school year ,72% of teachers were fully credentialed and properly assigned.	In the 24-25 school year ,72% of teachers were fully credentialed and properly assigned.	In the 25-26 school year ,76% of teachers were fully credentialed and properly assigned.	100% of teachers are properly credentialed 0 teachers are misassigned	

Goal Analysis for 25-26 School Year

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.

In 2025–26, Capitol Collegiate Academy continued to prioritize high-quality staff development and investment in its people as key levers for student success. The school executed the core components of this goal, including onboarding support for new teachers, coaching and development, professional learning for leaders, and strong operational systems to support teacher credentialing and retention.

This year professional learning and coaching remained in place, and the team recognized a a 10% increase in staff satisfaction with coaching and development (from 73% to 84%). Leadership transitions also placed increased demands on remaining team members, occasionally impacting the frequency or depth of coaching conversations and support.

Despite these challenges, staff retention remained consistent and the school continued to emphasize culture-building, recognition, and continuity of instruction.

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

There were no significant material differences between budgeted and actual expenditures in this goal area. All seven actions were implemented as planned, and funds allocated for human resources, schoolwide substitutes, teacher supplies, and professional learning were fully utilized.

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

Effective actions: Staff retention remained consistent, which reflects the strong sense of staff investment and culture, even amid leadership changes.

Ensuring 100% of core teachers are properly credentialed and assigned remains a priority and will be tracked more closely in 2026–27.

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 the experiences of the 2025–26 school year, CCA is making the following refinements for 2026–27:

- Rebuilding consistent coaching systems: The new leadership team is reviewing and standardizing the coaching and feedback cycle to ensure all staff receive regular, actionable development aligned to instructional priorities and culturally responsive practices.
- Revising onboarding and mentorship: Given the number of new staff this year, onboarding and mentorship structures will be strengthened to provide sustained support beyond the first weeks of school, particularly for teachers new to the profession or CCA.
- Targeted leadership development: With leadership transitions in mind, CCA will invest more heavily in leadership coaching and training to ensure managers are equipped to support teacher growth and navigate change.
- Credentialing oversight improvements: The Human Resources team will implement a mid-year credentialing audit and coaching conversations for teachers working toward full credentialing to ensure proper assignment and meet the goal of 100% compliance.
- Reinforced staff wellness and recognition: Based on staff feedback and retention data, CCA will increase the visibility of staff appreciation, expand the scope of the Year of Service bonus program, and build stronger community through recognition events.

These changes are designed to ensure that the school's investment in people remains a strategic and results-driven priority.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support for New Teachers & Staff	Staff that are new to CCA receive an additional four days of dedicated professional development and onboarding to best prepare them to support students. Additional support includes high-quality dedicated coaching where new staff and teachers have the opportunity to apply what they have learned, gain hands-on experience in real classrooms, and to work directly with diverse learners in a supervised context.	$6,000	Y
2	Coaching	CCA teachers receive ongoing observation, coaching, and support from coaches and leaders to improve outcomes for students, with a focus on academic rigor, student engagement and classroom climate. This development and coaching is customized, supporting both the students and the teachers' growth and development. Strong, supportive and prepared teachers are critical to student achievement.	$15,000	Y
3	Human Resources	CCA employs personnel responsible for supporting the adequate credentialing of our teachers. Ensuring that our teachers are credentialed ensures that our students are prepared to achieve, compete and lead. This dedicated resource supports our school and teachers at CCA. This support includes but is not limited to tuition reimbursement and onboarding assistance. This additional resource ensures that teachers are always prepared to offer the highest quality instruction to all students.	$95,000	N
4	Staff Resources & Supplies	CCA prioritizes the need for excellent resources and provides teachers with the supplies, learning tools and technology that they need to teach and implement curriculum in the classroom successfully.	$90,000	N

Action #	Title	Description	Total Funds	Contributing
5	Continuity of Learning & Teacher Support	Our schoolwide substitute teachers are key full-time, permanent members of the school's teaching staff who get to know our systems, structure, curricula, and all students, grades TK-8 in order to most effectively serve as a daily sub for a given class when a teacher of record is absent. This ensures students get the highest quality instruction when their teacher is out. Our school wide substitutes build strong relationships with colleagues, and benefit from our professional learning and coaching. Over 80% of our subs have gone on to lead a core classroom within a year's time, creating an important teacher pipeline for our school. Substitute teachers ensure continuity of learning for students when a regular teacher is absent. It is critical that CCA teachers know they can call out if they're feeling sick or struggling with their mental health or other personal issues. Effective substitutes make teachers feel confident that their class is in good hands when they're absent. Capitol Collegiate invests in and prioritizes hiring credentialed substitutes that are part of the CCA team in lieu of utilizing external vendors.	$120,000	N

Action #	Title	Description	Total Funds	Contributing
6	Employee Recognition & Value	Valuing and developing employees is a top priority. We endeavor to recognize and show value to our employees through a variety of ways. Capitol Collegiate Academy (CCA) aims to acknowledge and honor employees who dedicate their time and talents to the mission and vision of the organization consistently over time. CCA recognizes the importance of providing an excellent benefit package to its employees and the importance of rewarding long term employees for their years of service. The Year of Service Bonus Policy will encourage longevity, build morale, and recognize employees at all levels that have developed tenure with CCA. All Year of Service Bonuses will be presented at the annual celebration/meeting. Capitol Collegiate celebrates staff who want to further their education in order to further their career. Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. Each year Capitol Collegiate sets aside a set amount of monies for tuition reimbursement for full-time employees. The set amount is determined on an annual basis at the discretion of the Board of Directors.	$55,000	N
7	Professional Learning for Senior Leaders / School Administrators	We invest in intentional professional support and training for leaders including but not limited to: *The Together Leader*, *The Art of Coaching Teams*, all curricula training, etc.	$50,000	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025 - 2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,390,497	$111,810

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
26%	0.00%	$0	27%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Our unduplicated students need strong math instruction, including from our intervention staff.	Our high quality math curriculum, and intervention teacher (math) are key levers for math progress for all students.	Progress on screeners and interim assessments

Goal 1, Action 4	Unduplicated students disproportionately lack foundational literacy skills that are critical to long term reading success.	All K-2 students benefit from a systematic, explicit, foundational skills instruction.	Progress on Amplify screeners
Goal 2, Action 2	Unduplicated students have a variety of social emotional, mental health, and other needs that our school Counselor and Dean are equipped to navigate	All students benefit from the restorative practices, systems and structures, and support provided by the Dean and Counselor. Their work directly supports our need to minimize suspensions.	Progress on Behavioral SSTs; Suspension data
Goal 2, Action 4	Unduplicated students benefit from the safe, structured, enriching ELOP programming during school days and 30 non-school days. Their participation in extra academic support, and a variety of enrichment experiences are opportunities they may not otherwise have access to.	All students, especially those of working families, need access to ELOP.	ELOP enrollment and attendance data

Insert or delete rows, as necessary.

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
Goal 1, Action 2	Multilingual learners need the support of trained ELPAC assessors	Our team's ability to have valid ELPAC data positions them to provide the instruction and intervention needed to support all learners	ELPAC completion records and score reports

Goal 2, Action 10	Our data shows that our chronically absent students are nearly all unduplicated students.	Interventions and supports to improve their attendance allow them full access to their education, thus increasing their academic progress.	Attendance Records

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

Capitol Collegiate Academy expects 27% projected percentage to increase or improve services for EL and low-income students. Based on this percentage, CCA's LCFF Supplemental and Concentration Grant is projected to be $1,390,497. The increase in Supplemental and Concentration funds will continue to fund staff who work directly to support the needs of EL and low-income students. This includes the Assistant Principal- Instruction, Instructional Coaches, Content Leads and Intervention Teachers.

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	1:15
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:20

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

· Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

· An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o 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:

  o 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 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in EC Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    § Identify the action as an LREBG action;

    § Include an explanation of how research supports the selected action;

    § Identify the metric(s) being used to monitor the impact of the action; and

    § Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

· Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  ○ The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  ○ The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

· Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  ○ The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  ○ The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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