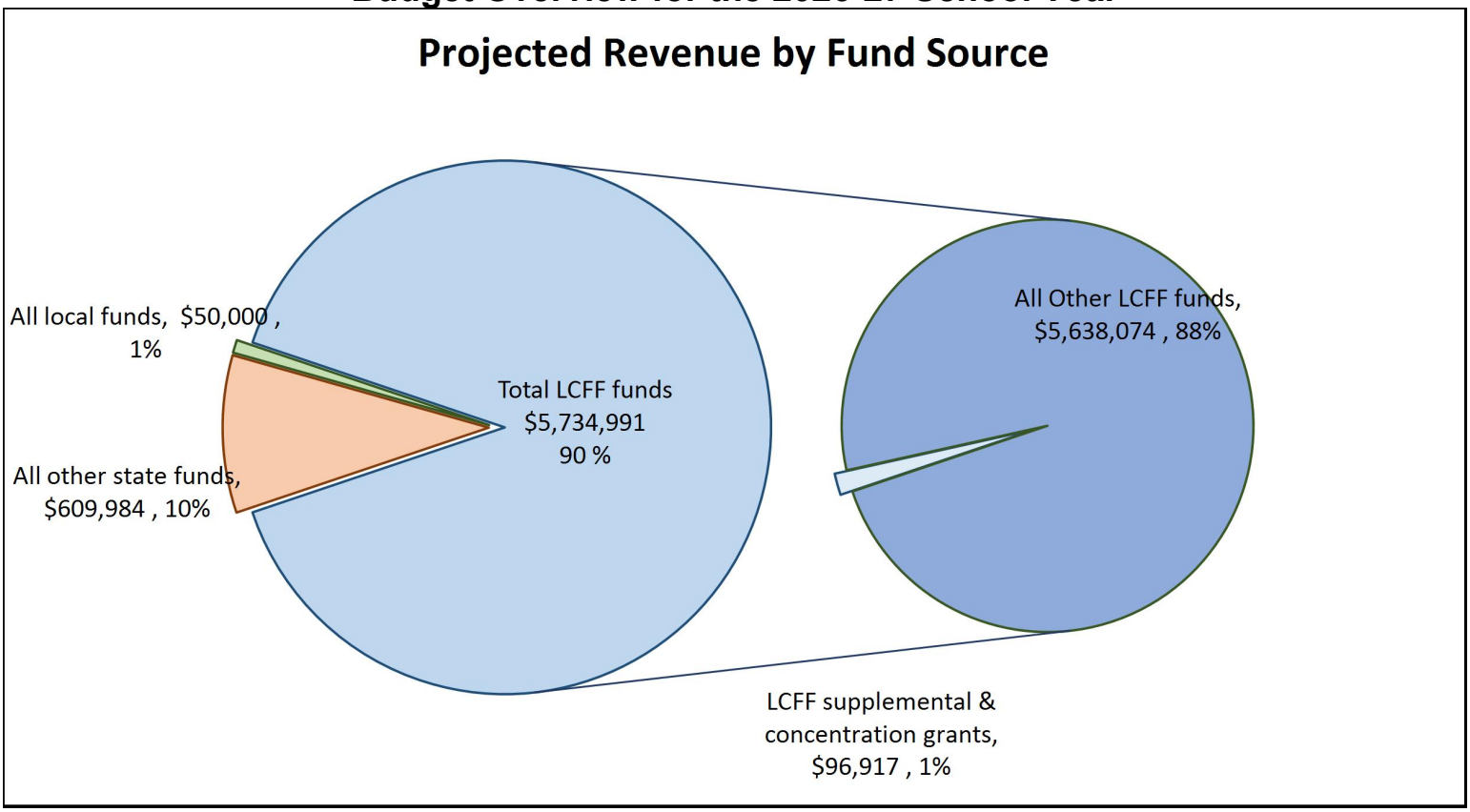
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loomis Basin Charter School
CDS Code: 31-66845-0117150
School Year: 2026-27
LEA contact information:
Shauna Newton
Director

916-652-2642

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

Budget Overview for the 2026-27 School Year

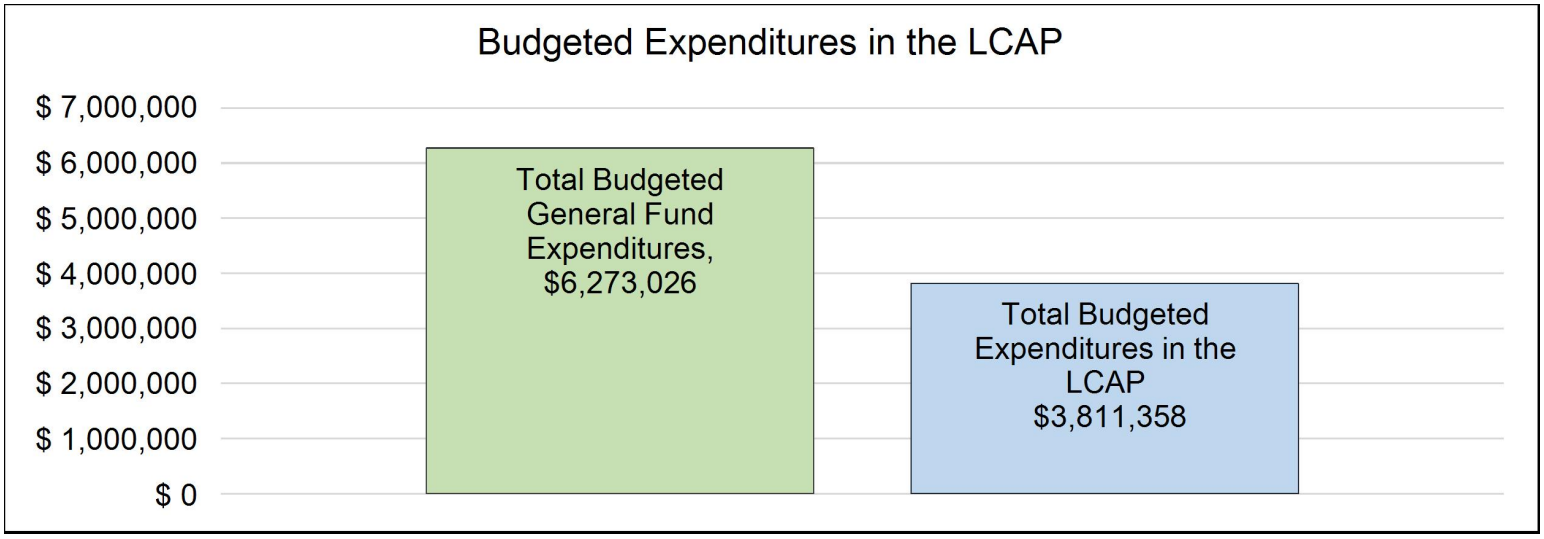


This chart shows the total general purpose revenue Loomis Basin Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loomis Basin Charter School is $6,394,975, of which $5,734,991 is Local Control Funding Formula (LCFF), $609,984 is other state funds, $50,000 is local funds, and $0 is federal funds. Of the $5,734,991 in LCFF Funds, $$96,917 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Loomis Basin Charter School plans to spend $6,273,026 for the 2026-27 school year. Of that amount, $3,811,358 is tied to actions/services in the LCAP and $2,461,668 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

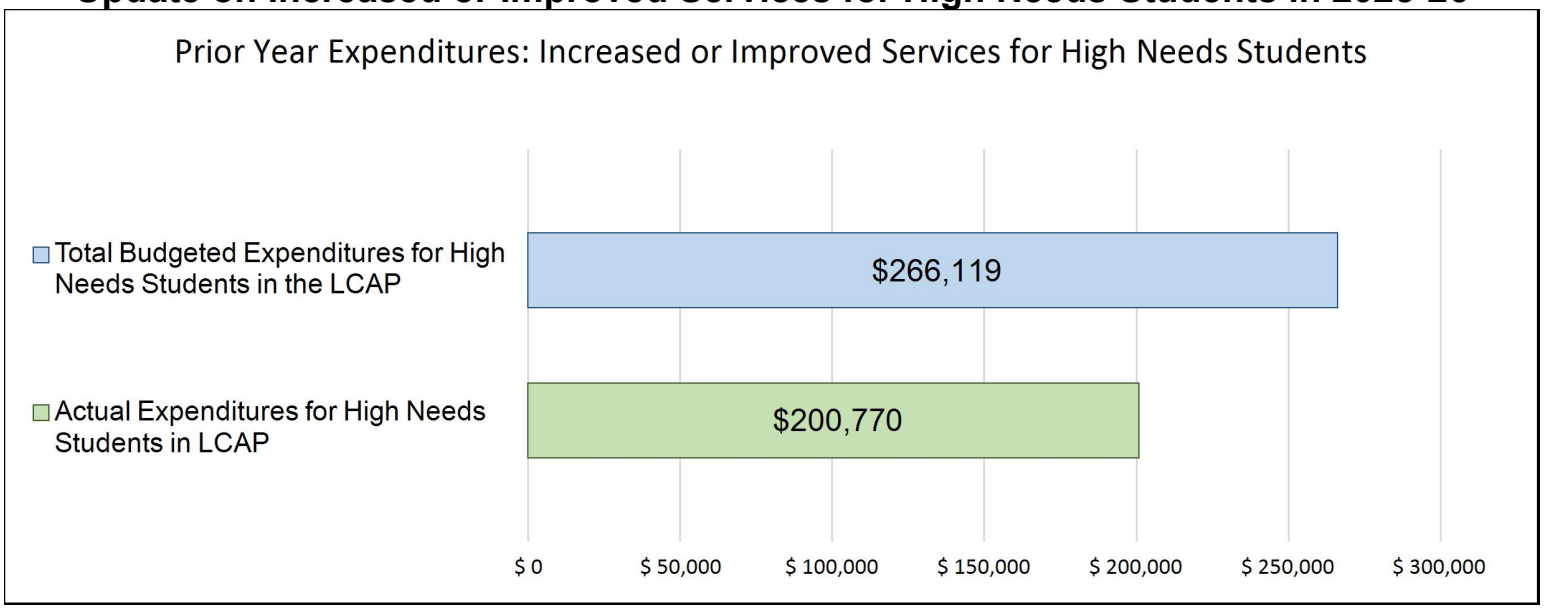
General Fund Budget Expenditures not addressed in the LCAP include certificated/classified, confidential and management salaries and benefits, substitute costs, general supplies and instructional materials, special education costs, utilities, property and liability insurance, legal services,costs associated with International Baccalaureate program, contracted services and STRS/PERS On-Behalf contributions.

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

In 2026-27, Loomis Basin Charter School is projecting it will receive $$96,917 based on the enrollment of Foster Youth, English learner, and low-income students. Loomis Basin Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Loomis Basin Charter School plans to spend $243,554 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Loomis Basin Charter School's LCAP budgeted $266,119 for planned actions to increase or improve services for high needs students. Loomis Basin Charter School actually spent $200,770 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $65,349 had the following impact on Loomis Basin Charter School's ability to increase or improve services for high needs students:

Costs associated with Summer School, ELOP program, and Site-Specific Before and After School intervention/enrichment programs were less than anticipated. The costs of salaries/benefits and supplies were less than budgeted, and as a result, fewer funds were expended. High needs students were offered the opportunity to participate in all the above-mentioned programs at varying levels. Eligible high needs students were offered priority to attend summer school and Before and After School programs. ELOP eligible students were able to attend ELOP intercession days and extended school days at no charge. Through the MTSS process, students with identified needs may have been provided site specific support through our intervention teacher. These students were monitored for progress through the Academic Conference process and progress monitoring tools (such as Ren-Learn Assessment System, interim assessments, and site-determined assessment data). High needs students were able to continue to access these supports despite the differences between the projected and actual expenditures. In addition, supplemental funds designated for technology replacement to support students in need to access to technology were not expended due to changes in the life-spans, as determined by the availability of updates provided by Google for existing chromebooks. Students were able to continue to access technology through the existing chromebooks due to this extension of life-spans offered through Google.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loomis Basin Charter School	Shauna Newton Director	snewton@loomisk8.org 916-652-2642

Plan Summary [2026-27]

General Information

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

Loomis Basin Charter School (LBCS), an International Baccalaureate (IB) World School offering the Primary Years and Middle Years Programs, is dependent on the Loomis Union School District (LUSD). The vision of LBCS is to, "create a community of learners empowered to enact positive change in the world." Along with LUSD, we believe that in order for educational excellence to occur we need to first believe in accepting all students, respecting all students and educating all students. LUSD looks to the Strategic Plan as the primary source of direction and vision to meet the learning needs of all students. In addition to our Charter Petition and IB Philosophy, we are guided by the foundational goals of the LUSD Board of Trustees to ensure that we provide an engaging and challenging instructional program for all students. To meet the combined LUSD and LBCS goals, we are committed to providing quality professional development to staff, maintaining fiscal and human resources excellence, celebrating student and staff accomplishments and achievement, and researching, piloting, implementing, and evaluating innovative instructional and supplemental programs. The mission, vision and goals of LBCS and the Board of Trustees are all reflected in the priorities, actions and services identified in the Loomis Basin Charter School Local Control & Accountability Plan (LCAP).

The Loomis Union School District operates and manages Loomis Basin Charter School within the parameters and expectations outlined in the Charter Petition and the fiscal, educational, and accountability high standards that govern all schools and programs in the District. The day-to-day operations of the school are overseen by its Director, with supervision by the Superintendent.

The Loomis Union School District serves the Loomis Basin community that has a rich tradition of community and pride. The families of the Loomis Union School District strongly support each of our 7 schools, including Loomis Basin Charter School, and are actively engaged in the

educational and community activities that unite the Loomis Basin community. LBCS is a school of choice that serves Kindergarten through 8th grade, and our families come from Loomis and the surrounding areas. LBCS enrolls approximately 500 students and offers two classes per grade level. For the 25-26 school year, 8.5% of students are identified as socio-economically disadvantaged and under 1% as English Language Learners. We offer Special Education through a Resource Program (RSP). Our families recognize that our high level of academic achievement, the opportunities for co-curricular and extracurricular programs, our Spanish immersion program, our focus on skill development, the emphasis placed on service, and our international mindedness add to the desirability for participation at LBCS. Loomis Basin Charter School offers the Primary Years Program (PYP) and Middle Years Program (MYP), internationally accredited programs designed to educate the whole child and prepare students to participate in an increasingly connected world that offers a challenging program and rigorous assessment.

The continued focus at LBCS is on high quality first instruction, IB concept and skill development, relationship building, and a multi-tiered system of support (MTSS). As we move forward, LBCS continues to focus on these ever present throughlines while targeting high academic standards and social emotional learning for all students.

Reflections: Annual Performance

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

LBCS LCAP Annual Performance Reflection
Upon reviewing our district's performance on the 2025 California School Dashboard and local data, we identified both successes and challenges across multiple state indicators. Our reflection highlights the areas needing targeted support and our ongoing efforts to improve student outcomes across all student groups.

Academic Performance (ELA and Math)

ELA Performance:
Loomis Basin Charter School demonstrated strong performance in English Language Arts (ELA), with students performing an average of 72 points above standard on the CAASPP and showing an increase of 12.2 points from the prior year. Notably, Socioeconomically Disadvantaged students demonstrated significant growth (+58.3 points), reflecting the positive impact of targeted instructional supports and interventions.

While the overall All Student group met the growth metric with a 6% increase, indicating steady progress toward our desired outcomes, performance for Students with Disabilities declined (-40.2 points). This subgroup will remain a focused area for continuous improvement. Moving forward, the school will prioritize enhanced instructional supports, strategic intervention, progress monitoring, and resource allocation to ensure equitable access to grade-level standards and improved academic outcomes for Students with Disabilities.

Next Steps:
To improve English Language Arts (ELA) performance, Loomis Basin Charter School will provide high-quality, standards-based instruction anchored by a comprehensive, evidence-based Scope and Sequence, including systematic phonics (UFLI, SIPPS, Heggerty) for grades K-3 and morphology for grades 3-5 (Goal 1, Action 1.1). To support all learners, we will offer robust academic interventions through the IXL ELA program, summer school offerings, and after-school enrichment partnerships (Goal 1, Action 1.2). Additionally, we will foster equitable

outcomes for Students with Disabilities by dedicating specific collaboration time between general education, special education, and administrative staff for targeted goal-setting and progress monitoring (Goal 1, Action 1.3).

Math Performance:
Loomis Basin Charter School demonstrated strong performance in Mathematics, with students performing an average of 42 points above standard on the CAASPP and showing an increase of 11.3 points from the prior year. Notably, Socioeconomically Disadvantaged students demonstrated significant growth (+34.1 points), reflecting the positive impact of targeted instructional supports and interventions.
While the overall All Student group met the growth metric with a 3% increase, indicating steady progress toward our desired outcomes, performance for Students with Disabilities declined (-67.9 points). This subgroup will remain a focused area for continuous improvement. Moving forward, the school will prioritize enhanced instructional supports, strategic intervention, progress monitoring, and resource allocation to ensure equitable access to grade-level standards and improved academic outcomes for Students with Disabilities.

Next Steps:
To boost Math outcomes, we will adopt a new California State Approved math curriculum aligned with state standards (Goal 1, Action 1.1). We will also provide multi-tiered academic interventions (IXL, summer school, and enrichment), and dedicate structured collaboration time to monitor progress and set goals for Students with Disabilities (Goal 1, Action 1.2)

Accelerated Mathematics Pilot (Goal 1, Action 1.2)
During the 2026–2027 school year, the district will pilot multiple accelerated mathematics pathways for incoming 8th-grade students. Students will have access to either an in-person instructional model or a virtual learning option. This pilot represents the initial phase of a potential comprehensive Grades 6–8 mathematics enrichment program designed to expand access to rigorous coursework and promote advanced achievement in mathematics.

Attendance / Chronic Absenteeism:

Loomis Basin Charter School's overall attendance rate is 96.3% as of February 2026. Although Chronic Absenteeism data was not certified in CALPADS for the current reporting cycle, local attendance monitoring systems indicate both areas of success and continued need.

Based on internal data tracking, chronic absenteeism has declined overall. Approximately 4.9% of students were identified as chronically absent, reflecting a 3% decrease. Students identified as Socioeconomically Disadvantaged demonstrated the most significant improvement, with a 13% decline in chronic absenteeism rates.

Rates were highest among the Students with Disabilities subgroup, with 7.5% identified as chronically absent; however, this reflects a 2.2% decrease from the prior reporting period, indicating progress within this student group as well.

We attribute these improvements to consistent staff monitoring of attendance data, implementation of early intervention strategies, proactive family communication and engagement, and systematic attendance review processes.

Next Steps:

To improve student attendance, we will utilize early warning systems and data review cycles for consistent monitoring while refining internal tracking for accurate CALPADS reporting. Furthermore, we will implement tiered interventions backed by proactive family engagement, and integrate attendance monitoring directly into IEP meetings to align academic planning for Students with Disabilities (Goal 2, Action 2.6).

Suspension Rate:
Our suspension rate decreased by 1.1%, from showing .4% decline for students that were suspended at least one day. In the students with disabilities (SWD) subgroup, 6.1% of students were suspended at least one day showing an decrease of .3%. In the socioeconomically disadvantaged (SED) subgroup, 0% of students were suspended at least one day, showing an decrease of 6.8%. These improvements showed growth on the California Dashboard with ratings moving from yellow to green.

Next Steps:

Positive Behavior:
Interventions include increasing our efforts for positive behavior acknowledgement and reinforcing positive behavior practices with greater consistency. Through the implementation of Tier 1 behavior strategies,LBCS is continuing our work in restorative practices to support positive culture on campus and sustain low suspension rates, by hiring an additional .2 counselor, increasing support from 2 days per week to 3 days per week. We are dedicated to continuing to monitor this data and taking proactive steps to ensure all students feel included, including creating a Tier 2 Behavior Team to focus on students who have the greatest needs for behavioral support.(Action 2, Goal 2.1 and 2.6)

To enhance physical and emotional safety, LBCS will engage in short- and long-term facility planning to meet current and future site needs. To support students emotionally and behaviorally, we will pilot engaging, research-based Social Emotional Learning (SEL) resources for middle schoolers, continuously reinforce IB behavioral expectations across campus, and dedicate specific collaboration time for our mental health professionals to develop shared, student-centered goals.

Facilities Rating 2025 FIT: Site is Fair

LREBG Funds:
In 2026–27, we will have remaining funds. We will continue utilizing LREBG funds to support the salaries of intervention teachers. This approach supports small-group and individualized instruction to close achievement gaps, particularly for English learners and low-income students, addressing both academic recovery and core instructional needs. The impact of these actions will be monitored using local benchmark assessments and disaggregated CAASPP data to ensure improved outcomes for the unduplicated student groups.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Loomis Basin Charter School 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.

Loomis Basin Charter School is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Loomis Basin Charter School is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians	The district engaged parents and guardians through a comprehensive and multi-layered process designed to gather meaningful input and ensure diverse perspectives were considered in the development of the LCAP. In November 2025, parents and guardians were invited to participate in a survey focused on three key areas: Learning Environment and Culture, Communication, and Student Achievement and Instruction. This survey provided valuable insight into family perceptions, priorities, and areas for growth. Survey results were carefully analyzed and compared alongside corresponding feedback from students and staff to identify trends, patterns, and areas of alignment or discrepancy across stakeholder groups. This triangulation of data helped ensure that parent voice was considered within the broader context of the school community. Additional input was gathered through School Site Alliance (SSA) meetings and a dedicated SSA survey, allowing for deeper dialogue and ongoing feedback from parent representatives. These forums provided opportunities for discussion, clarification, and shared understanding of school goals and priorities. Families and students new to LBCS were engaged through targeted outreach opportunities, including New Kindergarten and International Baccalaureate (IB) Parent Information Nights held in October 2025 and March 2026. These events provided families with an overview of

Educational Partner(s)	Process for Engagement
	program expectations, instructional approaches, and the district's commitment to student achievement and whole-child development. In addition to sharing key information, these meetings created space for families to ask questions, provide input, and build a deeper understanding of the IB framework and school culture. Feedback and questions gathered during these sessions informed ongoing communication efforts and supported alignment between family expectations and district goals, contributing to the continuous refinement of LCAP priorities. The district also presented the LCAP to parent advisory groups, including the Parent Advisory Committees in January 2026 and the District English Learner Parent Advisory Committee in April 2026. Feedback from these committees played an important role in refining LCAP actions and ensuring that the needs of all student groups, particularly English learners, were considered in planning and implementation. Ongoing engagement was further supported through participation in DLAC meetings,Parent-Teacher Club (PTC) meetings at both the school and district levels. The LBCS PTC Board meetings and the Loomis Union School District monthly PTC Presidents meetings with the Superintendent provided additional opportunities to review LCAP components, share updates, and gather input. Feedback collected through these channels contributed to the continuous improvement and monitoring of LCAP goals.
Teachers and Staff	Teachers and staff were actively engaged in the LCAP development process through staff development surveys and ongoing collaboration feedback opportunities. These surveys gathered input on instructional practices, professional learning needs, school climate, and student support strategies, providing valuable insight into areas of strength and opportunities for growth. In addition, staff contributions were incorporated through participation in the School Site Alliance (SSA) and the Pedagogical Leadership Team, where certificated representatives engaged in collaborative discussions around school

Educational Partner(s)	Process for Engagement
	goals, instructional practices, programs, and resource allocation. Feedback collected through these channels ensured that staff perspectives were meaningfully considered in shaping LCAP priorities, strengthening alignment between classroom practices and district goals, and supporting continuous improvement efforts.
Students	Student engagement is gathered through multiple structured and ongoing feedback opportunities to ensure student voice meaningfully informs district planning and the LCAP process. In November 2025, students in grades 5–8 were surveyed to provide input in three key areas: learning environment and culture, communication, and student achievement and instruction. This data was then compared with corresponding staff and parent survey results to identify patterns, trends, and areas of alignment or divergence across stakeholder groups. In addition, ongoing student feedback is collected at the site level through leadership classes, rallies, campus culture surveys, and participation in a variety of school initiatives. All student input related to LCAP priorities is carefully reviewed and incorporated into planning discussions, helping to guide the development of goals as well as monitor progress toward continuous improvement in student outcomes and school climate.
Administration/Principal	The District Leadership Team (Cabinet) serves as a primary structure for engagement within the Administrative Leadership Team category, bringing together district-level leaders to ensure cohesive planning, communication, and decision-making across all departments. Through regular meetings, the Cabinet reviews district priorities, analyzes student and operational data, and aligns initiatives with the Local Control and Accountability Plan (LCAP) goals. This collaborative process supports two-way communication between school sites and district leadership, ensuring that site needs, staff input, and student outcomes are thoughtfully considered in district-level decisions. The Cabinet also plays a key role in monitoring implementation of programs, addressing challenges in real time, and maintaining alignment across educational services, fiscal planning, and instructional leadership to support continuous improvement district-wide.
Placer County Office of Education	LBCS director responsible for the LCAP collaborated with PCOE staff (Spring 2026)

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

LBCS/LUSD believes that cultivating collaborative relationships with educational partners and creating venues for sharing feedback during the development of the Local Control and Accountability Plan (LCAP) leads to a plan that encompasses the diverse perspectives of our educational partners while meeting our school district's unique needs. Our approach is grounded in the belief that multiple perspectives enrich the process and ultimately lead to higher levels of student success. LUSD actively seeks input from teachers, principals, administrators, other school personnel, local bargaining units (Loomis Teachers Association and California School Employees Association), parents, and students. Feedback is collected in a variety of ways, including surveys, advisory councils, and school site meetings. This collaborative approach not only ensures accountability but also strengthens our collective commitment to educational excellence.

Feedback from educational partners was collected, analyzed, and influenced the LCAP in the following ways:

Students:

- Goal 1, action 1.5 was influenced by feedback by 5th-8th grade students via the student survey (November 2025) which indicated that they valued continued access to non-academic experiences such as before/after school clubs. As these opportunities were previously funded via one-time funds the addition of expanded learning via the LCAP in goal 1, action 1.5 will provide ongoing access.

- Goal 2, action 2.1 was developed in response to feedback from 5th–8th grade students collected through the November 2025 student survey. Students expressed concerns that peer behaviors were disrupting the learning environment. In response, LUSD implemented restorative practice training and implemented Tier I social-emotional learning strategies during the 2025-2026 school year, including class meetings and restorative circles. Training and refinement of these foundational practices will continue into the next school year to strengthen school climate and student connections.

Parents/Guardians:

- Goal 3, action 3.1 was shaped by parent feedback gathered through the November 2025 community survey, highlighting the need for streamlined communication through a single platform rather than varying by teacher or site. Parents also expressed interest in aligning with the communication systems used by Placer Union High School District. In response, LUSD piloted and then launched ParentSquare, a mass communication software, district-wide in Fall 2024. Based on parent survey feedback, LUSD will focus on refining communication practices at all levels. This will include frequency of parent communication, qualify of communication, and appropriate tool for communication.

- Goal 1, action 1.5 was also informed by parent survey data, which echoed student feedback in emphasizing the value of after-school opportunities. Parents indicated that expanded programs beyond the school day are both meaningful and important for student engagement and development. Parents indicated an interest in advanced math for 8th graders. We will offer a pilot program for qualifying 8th-grade students, providing in-person before-school math for Integrated Math 1, as well as a virtual option for the Integrated Math 1.

Staff (Teachers, non-represented, and CSEA):

- Goal 1 action 1.5 aligned for students, parents, and staff--as previously mentioned, staff also felt that providing continued support for students, particularly academic support, via before/after school and through intervention teachers within the school day were vital to ongoing students' success.
- Goal 2, action 2.2 was influenced by feedback from staff via the staff survey (November 2025) which indicated that counseling support and interventions for struggling students were of high importance. As such, the 26-27 school year, our counseling team will continue focused training in Tier 2 and Tier 3 social emotional behavior support strategies and student progress monitoring (i.e., small group evidence-based practices), as well as coaching for staff on Tier 1 instruction (Restorative Practices).

Principals:

- Goal 2, action 2.4, was influenced by principal feedback via weekly cabinet meetings and 1:1 site visits with the LUSD Senior Director of Facilities, Maintenance, and Operations. Feedback indicated the need to update and enhance facilities to improve safety and student access. As such, funding is allocated for ongoing site projects to this end.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The percentage of all student who meet or exceed standards in math and English Language Arts (ELA) will maintain while targeted subgroups Low Socioeconomically Disadvantaged, will improve their performance in math and ELA as measured by annual CAASPP data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In 2023, LBCS met all Local and State Indicators and our students continue to demonstrate high levels of achievement in core subject areas, where 72% of students either meet or exceed state standards in English Language Arts. Over the past three years LBCS has increased this percentage by 8%. In 2023, 66% of students meet or exceed state standards in Math. Over the past three years LBCS has increased this percentage by 7%. The information below outlines LBCS's focus on maintaining these high levels of academic achievement in outgoing years.

In order to maintain the percentage of students meeting or exceeding standards, LBCS will continue to focus on high quality first instruction strategies with supportive tier II and III interventions within a robust multi-tiered system of support. Both general education and special education staff will benefit from professional development, coaching support, and data-driven decision making collaboration to best meet the needs of all students with a particular focus on those with the highest needs. LBCS will continue to monitor English Learner progress while providing support through a tiered model led by a certificated English Learner teacher. Implementation of this tiered approach has included a coaching model for targeted English Learners. In addition, low socioeconomically disadvantaged students will continued to be monitored and given the opportunity to participate in reading and math intervention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of "All Students" in grades 3-8 that meet or exceed	72% of of LBCS students in grades 3-8 met or exceeded	74% of of LBCS students in grades 3-8 met or exceeded standard	80% of of LBCS students in grades 3-8 met or exceeded standard	Students in grades 3-8 will continue to increase the percentage of	CAASPP: 2% growth in ELA and 2% growth in math.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on the CAASPP.	standard in ELA on the CAASPP (2023) 66% of LBCS students in grades 3-8 met or exceeded standard in math on the CAASPP (2023) Metric not met. However, on the CAASPP there was a 7% growth in ELA and 6% growth in math. This shows progress toward desired outcomes.	in ELA on the CAASPP (2024) 68% of LBCS students in grades 3-8 met or exceeded standard in math on the CAASPP (2024)	in ELA on the CAASPP (2025) 71% of LBCS students in grades 3-8 met or exceeded standard in math on the CAASPP (2025)	students meeting or exceeding standard at a minimum of 3.0% points per year in ELA and 2.3% points per year in math. ELA 2027: At least 81% of the "All Student" group will meet or exceed the standard in ELA on the CAASPP. MATH 2027: At least 73% of the "All Student" group will meet or exceed the standard in math on the CAASPP.	
1.2	Socio-economically disadvantaged (SED) students - ELA CAASPP Performance	SED students were 29.3 points from standard and maintained (1.6) as indicated on the CA Dashboard Distance from Standard CAASPP for ELA metric (2023)	SED students were 31.8 points from standard and increased significantly (21.5) as indicated on the CA Dashboard Distance from Standard CAASPP	SED students were 58.3 points from standard and increased significantly (26.5) as indicated on the CA Dashboard Distance from Standard CAASPP	SED students will improve Distance from Standard (DFS) on ELA CAASPP by 3.4 points per year. At the end of the 3 year LCAP cycle,	Metric met. SED students ELA CAASPP scores increased significantly (21.5) as indicated on the CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for the ELA metric (2024)	for the ELA metric (2025)	students the SED group will be at least at a green performance level as measured on the CA Dashboard.	
1.3	Socio-economically disadvantaged (SED) tudents - Math CAASPP Performance	SED students were 35.3 points from standard and declined 11.1 points as indicated on the CA Dashboard Distance from Standard for CASSP for Math metric. (2023)	SED students were -14.6 points from standard and increased significantly (20.7) as indicated on the CA Dashboard Distance from Standard for CASSP for Math metric. (2024)	SED students were 42 points from standard and increased significantly (11.3) as indicated on the CA Dashboard Distance from Standard for CASSP for Math metric. (2025)	SED students will improve in Distance from Standard (DFS) on math CAASPP by 8.4 points per year. At the end of the 3 year LCAP cycle, students the SED group will be at least at a green performance level as measured on the CA Dashboard.	Metric met. SED students Math CAASPP were -14.6 points from standard and increased significantly (20.7) as indicated on the CA Dashboard
1.4	LBCS quarterly Williams Act reports	100% compliant (2024)	100% Compliant (2025)	100% Compliant (2025)	100% Compliant with Williams Act	Metric met. No change.
1.5	Percentage of credentialed staff members who report Agree (3) Strongly Agree (4) to the following two statements on Staff Development Surveys: -I gained skills and knowledge -I am enthusiastic about applying new learning	-I had the opportunity to actively participated: 97% -I gained skills and knowledge: 86% -I am enthusiastic about applying new learning 93%	Staff reported the following our Staff Development Day in August: -I had the opportunity to actively participated: 100% -I gained skills and knowledge: 100%	Staff reported the following our Staff Development Day in August: -I had the opportunity to actively participated: 100% -I gained skills and knowledge: 100%	Percentage of credentialed staff members who report Agree (3) Strongly Agree (4) to the following two statements on Staff Development Surveys (will maintain within 2 percentage points)	Metric met. Staff reported: -Active Participation +3% -Gained skills and knowledge +14% -Applying new learning +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-I am enthusiastic about applying new learning 100%	-I am enthusiastic about applying new learning 100%		

Goal Analysis [2025-26]

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

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

Successful Implementation:
Action 1.1 – High-Quality Standards-Based Instruction to All Students - LUSD/LBCS ensured high-quality, standards-based instruction through rigorous curricular materials and comprehensive staff support. The district maintained 100% Williams Compliance, ensuring equitable access to resources. New teachers received guidance through New Employee Orientation and Mid-Year Feedback Sessions, while the Induction Program at PCOE provided mentorship and training. To promote ongoing growth, LUSD offered teacher incentives for professional development, strengthening instruction, and improving student outcomes.

Action 1.2 – High-Quality Standards-Based Supplemental Curricular Supports - LUSD/LBCS adopted high-quality supplemental materials and provided professional development to support ELD and low-income students. Learning Ally Audiobooks and the Academic Conference Process enhanced literacy and targeted interventions, while the EL Team trained staff on ELD curriculum, best practices, and translation tools. The EL Newcomer Student Toolkit supported student transitions. A Reading Risk Assessment Pilot identified students needing intervention, and the Building Thinking Classrooms training embedded into professional development opportunities throughout the year equipped teachers with strategies for critical thinking. These initiatives supported equitable, high-quality learning experiences for all students.

Action 1.3 – Professional Development for All Staff - LUSD/LBCS provided extensive professional development to ensure high-quality instruction and support for all staff. Four professional development days for certificated staff, along with a classified development day, included training on curriculum leadership, Building Thinking Classrooms, and subject-specific workshops. Teachers received coaching through regular classroom walk observations, the evaluation process, and science collaboration days.

Action 1.4 – The EL Team offered coaching on ELD curriculum, best practices, and translation tools. Ongoing support was provided through weekly meetings, after-school and summer training, and targeted professional development in tiered interventions, data-driven decision-making, and the MTSS and Academic Conference Processes. These efforts ensured staff were equipped to meet the diverse needs of students within a multi-tiered system of support.

Action 1.5 – Expanded Learning Support Opportunities - LBCS provided additional learning opportunities for students during and after the school day to give unduplicated pupils increased access to the grade-level core curriculum, with a focus on those needing academic intervention. The school utilizes intervention teachers dedicated to ELA and Math. MTSS and intervention blocks continue to be incorporated into the master schedule, ensuring structured time for targeted academic support to help students meet grade-level expectations.

Action 1.6 - Expanded Learning Enrichment Opportunities- LUSD/LBCS provided additional learning opportunities for students who would benefit from academic enrichment. These opportunities were provided in the Extended Day Program. The Extended Day Program students had access to enrichment activities such as music, art, culinary arts, local library programs, nutrition education, physical activities, targeted home help, reading libraries, and technology access, ensuring a well-rounded educational experience that supported both academic and personal growth.

Action 1.7 – Instructional Technology- LBCS purchased, repaired, tracked, and replaced technology devices while providing ongoing training on devices, apps, extensions, and intervention materials to support staff and student access to the curriculum in alignment with the newly renewed LUSD/LBCS Technology Plan. LUSD added a 0.6 Technology TOSA position to support technology integration for LBCS as well. All certificated staff continue to utilize laptops. Student Chromebooks are available at all schools, and at least six iPads are provided per classroom for grades K-1. Chromebooks were purchased for 2nd grade students as well to prepare them for the technology needs that they will encounter in 3rd grade. LBCS is continuing to purchase chromebook carts to meet the goal of 1:1 chromebooks for grades 2-8 and replaced old and outdated classroom projectors.

Action 1.8– Instructional Technology Supports for Subgroups- LUSD provided training and resources to staff and students to increase the integration of technology supports, allowing unduplicated pupils multiple means of representing information, expressing knowledge, and engaging in learning. These supports included tools like Learning Ally audiobooks, Pocket Talks, Google Translate, iPads, Chromebooks, and C-Pens (text-to-speech).

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.

Estimated Actual Expenditures for Goal 1 are less than the originally budgeted expenditures by $128,574. The difference is attributed to the following:

Goal 1, Action 1: Salary and benefit adjustments for certificated and administrative staff, including vacancies and new hires, which resulted in a net decrease in anticipated costs for salaries and benefits. Decreases in anticipated costs of textbook-related supplies, along with the aforementioned changes, resulted in a net decrease of $53,451.

Goal 1, Action 2: A slight decrease in actual expenditures related to supplemental science supplies (Mystery Science) was coupled with a decrease in costs for the Ren-Learn Progress Monitoring System. The result was a net decrease of $12,456 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 1, Action 3: Costs for substitutes related to I.B. collaboration and professional development were less than anticipated. These decreases were offset by an increase in expenditures for I.B. conferences (Student Support and Professional Development Block Grant). These changes resulted in a net decrease of $3,861 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 1, Action 4: Costs for EL supplies were slightly higher than anticipated. The result was a net increase of $599 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 1, Action 5: Salary and benefits adjustments related to the intervention teacher resulted in a decrease in estimated actuals. In addition, costs for summer school and site-specific before-and-after-school intervention/enrichment programs were less than anticipated. These decreases were offset slightly by an increase in expenditures related to the Expanded Learning Opportunity Program (ELOP). The net result was a decrease of $21,833 in estimated actuals compared to the originally budgeted costs.

Goal 1, Action 6: Less than anticipated costs for Kinder Prep Camp resulted in a net decrease of $1,796 in estimated actual expenditures related to this goal.

Goal 1, Action 7: The original budget included G-Suite student licensing costs, which, due to changes in Google's services, were not required/billed. Technology supply and equipment costs were less than anticipated. The net result was a decrease of $12,492 in estimated actuals compared to the originally budgeted expenditures.

Goal 1, Action 8: Costs for tech supplies and chromebook repairs/replacements for student supports were less than originally anticipated. Contracted services (Go Guardian) were slightly less than anticipated. The net result was a decrease of $23,284 in estimated actuals compared to the original budgeted expenditures.

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

All actions and services for goal #1 were intended to positively impact academic growth for students both as a whole and in targeted groups. As the three-year LCAP was drafted (2024-2027), LUSD focused on metrics that would provide academic progress data for all students and specific target groups.

LBCS has grouped the actions for goal 1, along with applicable data sources, into two groups—actions meant to improve academic progress for all students and actions meant to improve academic progress for target groups (English Learners and Students with Disabilities).
Actions meant to improve academic progress for all students
1.1 – High-Quality Standards-Based Instruction to All Students
1.3 – Professional Development for All Staff
1.4-- English Language Development (ELD) standards-based instruction
1.6—Expanded learning enrichment opportunities
1.7—Instructional technology

Action 1.1 – High-Quality Standards-Based Instruction to All Students demonstrated strong effectiveness, in both English Language Arts (ELA) and Mathematics for students in grades 3–8 at Loomis Basin Charter School. From Year 1 to Year 2, the percentage of students meeting or exceeding standards on the CAASPP increased from 74% to 80% (+6%) in ELA and from 68% to 71% (+3%) in Mathematics. These gains reflect positive movement toward LCAP goals and suggest that instructional strategies, targeted supports, and curriculum implementation are contributing to improved academic outcomes. Continued monitoring and refinement of instructional practices will remain a focus to sustain and build upon this progress.

Action 1.3 – Professional Development for All Staff demonstrated strong effectiveness. CAASPP results showed ELA improvement from 74% to 80%, while math improved from 68% to 71%. Staff development survey results showed high engagement, with 86% of teachers in 2024 reporting gains in skills and knowledge and 93% expressing enthusiasm for applying new learning. LUSD's professional development efforts, including curriculum leadership training, Building Thinking Classrooms, and subject-specific workshops, provided critical support for instructional excellence. Ongoing coaching through classroom observations, 1:1 evaluation support, and science collaboration days ensured sustained growth. The EL Team's training on ELD curriculum and best practices, along with specialized EL conferences and targeted interventions, further strengthened instructional capacity within a multi-tiered system of support.

Action 1.4-- English Language Development (ELD) Standards-based instruction demonstrated effective outcomes with CAASPP ELA scores rising from 74% to 80% and from 68% to 71% in math. English Language Learning progress increased overall.

Action 1.6 – Expanded Learning Enrichment Opportunities showed a successful outcome by providing academic enrichment for students through GATE Robotics, GATE field trips, and an extended day program. The extended day program offered activities such as music, art, culinary arts, library programs, nutrition education, physical activities, targeted homework help, reading libraries, and technology access, fostering both academic and personal growth. CAASPP results showed ELA improvement from 74% to 80%, while math improved from 68% to 71%. These efforts aimed to enhance student learning beyond the classroom, ensuring a well-rounded educational experience.

Action 1.7 – Instructional Technology successfully ensured students and staff had access to essential technology by purchasing, repairing, tracking, and replacing devices in alignment with the renewed LUSD Technology Plan. A 0.6 FTE Technology TOSA position was added to support integration, and ongoing training was provided on devices, apps, and intervention tools. All certificated staff continued to use laptops, with student Chromebooks available at all schools and at least six iPads per TK-2 classroom. CAASPP results showed ELA improvement from 69% to 70%, while math declined slightly from 65% to 64%, with a 2026 goal of reaching 67%. These efforts aimed to enhance digital access and learning.

Given CAASPP, local assessments, and additional data sources as described above, LUSD considers action items 1.1, 1.3, 1.6, and 1.7 to have been largely effective in maintaining and improving LUSD student achievement.
Actions meant to improve academic progress for target groups:
1.2—High-quality, standards-based supplemental curricular supports
1.5—Expanded learning support opportunities
1.8—Instructional technology supports for subgroup

Action 1.2 – High-Quality Standards-Based Supplemental Curricular Supports demonstrated strong effectiveness, with CAASPP ELA scores increasing from 66% in 2023 to 71% in 2025, and surpassed the target of 67% by 2026. LUSD's adoption of high-quality supplemental materials, professional development and targeted interventions contributed to maintaining and improving student achievement. Programs like Learning Ally, the Academic Conference Process, and the Reading Risk Assessment Pilot enhanced literacy, while Building Thinking Classrooms and collaboration with Placer County reinforced instructional best practices.

Action 1.5 – Expanded Learning Support Opportunities showed generally successful outcomes, with CAASPP results indicating ELA improved from 74% to 80%, while math improved from 68% to 71%. CAASPP Distance from Standard (DFS) improved across subgroups in ELA and math, with goals of continued annual growth. LUSD expanded academic interventions during and after school, ensuring unduplicated students had greater access to grade-level curriculum. Dedicated intervention teachers supported ELA and math, while after-school programs and structured MTSS intervention blocks provided targeted support. These efforts aimed to close achievement gaps and help students meet grade-level expectations.

Action 1.8 – Instructional Technology Supports for Subgroups Somewhat successful in enhancing learning for unduplicated pupils, as we provided training and resources to integrate technology tools such as Learning Ally audiobooks, Google Translate, iPads, Chromebooks. CAASPP ELA scores increased from 66% in 2023 to 71% in 2025. Subgroup Students with Disabilities (SED) students improved Distance from Standard (DFS) on ELA CAASPP by 3.4 points per year and on math CAASPP by 8.4 points per year, with the subgroup aiming for at least a three-point annual increase.

Given the information and data sources described above, LBCS considers action items 1.2,1.5, and 1.8 to have been effective overall in addressing the needs of LBCS student subgroup as it relates to academic achievement.

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.

No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High-quality, standards-based instruction to all students.	LBCS provided high quality teachers that meet applicable state certification and licensure requirements and ensures that students and teachers will have access to standards aligned materials.	$2,697,040.00	No
1.2	High-quality, standards-based supplemental curricular supports	LBCS creates, evaluates, adopts, and utilizes high-quality supplemental curricular materials and support to meet the needs of at-risk students and provide professional development to staff on instruction, assessment, and differentiation support aligned to standards	$99,380.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional development for all staff	LBCS provides professional development to support teachers in delivering high-quality first instruction using standards-aligned materials and the IB curriculum. Additionally, professional development will be provided to all staff to support the effective implementation of tiered interventions, enrichment, and academic support to meet the needs of students within a multi-tiered system of support, using data-driven decision-making.	$25,986.00	No
1.4	English language development (ELD) standards based instruction.	LBCS teachers incorporate ELD strategies into their tier I high quality first instruction and provide tier II/III interventions specifically designed to meet the needs of English Learners within a multi-tiered system of support.	$8,829.00	Yes
1.5	Expanded learning support opportunities	LBCS provides additional learning support opportunities for students either incorporated into the school day or offered outside of it. These opportunities allow students increased access to grade-level core curriculum. These student groups include those in need of academic intervention.	$197,974.00	Yes
1.6	Expanded learning enrichment opportunities	LBCS provides additional learning opportunities for those who would benefit from academic enrichment.	$3,507.00	No
1.7	Instructional Technology	LBCS purchases, repairs, tracks, and/or replaces technology devices and provides continued training of devices, apps, extensions, and intervention materials that support staff and student access to curriculum and instruction in alignment with LUSD/LBCS Technology Plan.	$35,673.00	No
1.8	Instructional technology supports for subgroups	LBCS provides training and resources to staff and students for the purpose of increasing integration of technology supports that address the needs of at-risk students and English Language Learners.	$7,632.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The instructional environment will be both emotionally and physically safe for all students as measured by suspension rates, attendance percentages, facility rating, and local assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One area that LBCS continues to address is social-emotional instruction and support. The overall goal is to provide students with a safe instructional environment that allows them to better manage their emotions, resolve conflict, and form positive relationships. As indicated in the California School Dashboard, LBCS has an overall low suspension rate of 1.06%. However, there was an increase of 1.04% for All Students, an increase of 4.7% for Socioeconomically Disadvantaged Students and an increase of 6.5% in the Students With Disabilities subgroup, thus causing the former blue performance level on the California Dashboard to drop to orange.

In order to address this area of need LBCS's approach is two-fold. First, we have, and will continue to focus on improving the learning environment for all students by increasing Tier I social-emotional instruction in the classroom and providing professional development for staff in the areas of understanding functions of behavior and Tier I and II classroom behavioral supports. Second, specifically related to Students with Disabilities, LBCS has increased collaboration between specialists who support students with behavioral needs. LBCS has maintained a high ADA percentage year over year. In order to maintain high levels of attendance LUSD has updated Chronic Absenteeism protocols and continues to train the Attendance Clerks on new procedures. Attendance protocol will continue to be monthly versus quarterly attendance review and school to home communication. Additionally, the Educational Services department provides ongoing support and regular check-ins to sites to address current attendance concerns and needs. Through this process, families are provided with necessary information and support in a timely manner. Additionally, in order to create a school environment that is welcoming and supportive of all students, LBCS continues to implement a Multi-tiered System of Support that allows students to have their individual needs addressed early, thereby reducing barriers to school attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (CA School Dashboard)	LBCS's CA Dashboard rating was "blue" in 2023 with .02% of students being suspended.	LBCS's CA Dashboard rating was "red" in 2024 with 1.6% of students being suspended showing an increase of 1.4% In the students with disabilities subgroup, 6.5% of students were suspended at least one day showing an increase of 6.5%. In the socioeconomically disadvantaged subgroup, 6.8% of students were suspended at least one day showing an increased 4.7%.	LBCS's CA Dashboard rating was "green" in 2025 with 1.1% of students being suspended showing a decrease of .4% In the students with disabilities subgroup, 6.1% of students were suspended at least one day showing an decline of .3%. In the socioeconomically disadvantaged subgroup,0% of students were suspended at least one day showing a decrease of 6.8%. In the Hispanic subgroup,0% of students were suspended at least one day showing a decrease of 4.8%.	All students group must maintain by .02% to stay in the Blue Level for Suspension Rate The percentage of Socioeconomically Disadvantaged students suspended will decline by at least 3% each year or reach a Blue Level.	Metric met. All student suspensions decreased by .4% Metric met. Students with disabilities showed a .3% decrease Metric met. Socioeconomically disadvantaged + 6.8% decrease.
2.2	Attendance Rate	LBCS's ADA percentage for 2022-2023 was 95.4%.	LBCS's ADA percentage as of April 11, 2025	LBCS's ADA percentage as of	LBCS's ADA percentage will	Metric Met. ADA percentage maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			96.12%	May 12, 2026 is 96.18%%	meet or exceed 95%.	
2.3	Chronic Absenteeism	In 2023, 9.4% of students at LBCS were chronically absent. 32.6% of Socioeconomically Disadvantaged students were chronically absent. 14.5% of Hispanic students were chronically absent 8.2% of Students with Disabilities were chronically absent	7.9% of ALL students at LBCS were chronically absent. 22.7% of Socioeconomically Disadvantaged (SED) students were chronically absent. 14.5% of Hispanic students were chronically absent and maintained. 9.7% of Students with Disabilities (SWD) were chronically absent and decreased by 1.5%	4.9 % of ALL students at LBCS were chronically absent showing a decrease by 3% 0 % of Socioeconomically Disadvantaged (SED) students were chronically absent showing a decrease of 22.7% 7.9 % of Hispanic students were chronically absent and showed a decrease of 6.9% 7.5 % of Students with Disabilities (SWD) were chronically absent and decreased by 2.2%	At the end of the 3 year LCAP cycle all students who exhibit Chronic Absenteeism will decrease -2.3 each year to move from the orange to blue on the CA Dashboard. At the end of the 3 year LCAP cycle SED students who exhibit Chronic Absenteeism will decrease -9.2 each year to move from the red to green on the CA Dashboard. At the end of the 3 year LCAP cycle Hispanic students who exhibit Chronic Absenteeism will decrease -3.2 each year to move from the orange to green on the CA Dashboard.	Metric met. All Students decreased 3% All Student group moved from orange to green on the CA dashboard. Metric met. SED students decreased by 22.7% Metric met. Hispanic students decreased of 6.9% Metric met. SWD decreased by 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					At the end of the 3 year LCAP cycle SWD who exhibit Chronic Absenteeism will decrease -1.9 each year to move from the green to the blue performance on the CA Dashboard.	
2.4	Facility Inspection Tool	All LBCS facilities scored a “fair” rating on the Facility Inspection Tool (FIT)	All LBCS facilities scored a “fair” rating on the Facility Inspection Tool (FIT)	All LBCS facilities scored a “fair” rating on the Facility Inspection Tool (FIT)	All LBCS facilities will move from a “fair” rating to "good" on the FIT	Metric not met. There was no change on the FIT rating.

Goal Analysis [2025-26]

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

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

Successful Implementation:
Action 2.1 - LBCS successfully provided support and training to staff in the implementation of Second Step, Restorative Circle/Class Meeting Development, and Positive Behavior Intervention, providing evidence-based practices for Tier 1, social-emotional learning for all students.

Action 2.2 - Successfully implemented and monitored targeted social-emotional and behavioral interventions through the MTSS Tier 2 process. MTSS Tier 2 / 3 Meetings were conducted monthly to determine best practice support systems for targeted students.

Action 2.3 - Successfully implemented Web Filters and Go Guardian system districtwide to maintain a safe online environment for students and staff. Common Sense Media Digital Citizenship lessons were provided to all students and Personally Identifiable Information lessons provided to all certificated staff members to increase appropriate technology use.

Action 2.5 - LBCS successfully implemented Spanish instruction, drama, leadership and Loomis Basin Athletic League (LBAL) sports.

Action 2.6 - Successfully implemented student rallies, programs and other positive reinforcement initiatives that support positive school climate and safety.

Implementation Challenges:

Action 2.4 - Facility improvements - LUSD failed to pass a school bond in the fall of 2024. Repairs and improvements are being completed on a prioritized, as-needed basis through the district maintenance request process. We continued to walk campuses to create individualized plans for site improvements using the FIT Tool.

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.

Estimated Actual Expenditures for Goal 1 are more than the originally budgeted expenditures by $22,209. The difference is attributed to the following:

Goal 2, Action 1: Salary and benefits adjustments related to the counseling position resulted in an increase in estimated actual expenditures. The net result was an increase of $714 in estimated actuals compared to originally budgeted expenditures.

Goal 2, Action 2: Salary and benefits adjustments related to the counseling position resulted in an increase in estimated actual expenditures. This was offset by a slight decrease in contracted services (Care Solace), which resulted in a net increase of $64 over the originally budgeted expenditures.

Goal 2, Action 3: Salary and benefits adjustments to the Technology Coordinator position (due to the transfer of the proportionate share of costs for Loomis Basin Charter School tech support) resulted in a slight decrease in estimated actual expenditures. Additionally, there was a slight decrease in the actual costs of Go-Guardian teacher renewal. The net result was a decrease of $363 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 2, Action 4: Increases to the estimated actual costs for the purchase and installation of updated clock/bell systems across the campus were offset by decreases to equipment replacement (HVAC). The net result was an increase of $20,267 in estimated actuals compared to the originally budgeted actuals.

Goal 2, Action 5: Salary and benefits adjustments for art, music, PE, Spanish, and the inclusion of staffing funded through Prop 28 funds resulted in an increase of estimated actuals. There were decreases in costs for supplies (art, music, spanish). Costs related to LBAL athletics (coaches, athletic directors) were less than originally anticipated. Overall, the net result was an increase of $2,354 in estimated actual expenditures compared to the originally budgeted expenditures.

Goal 2, Action 6: There was a net decrease of $827 in supplies and conferences related to counseling support.

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

Based on an analysis of quantitative metrics and qualitative indicators, the actions associated with Goal 2 demonstrated overall effectiveness in maintaining a positive school climate.

The implementation of Actions 2.1 through 2.6 contributed to sustained low suspension rates and high attendance by collectively providing a multi-tiered system of support. Universal SEL instruction (2.1) established consistent behavioral expectations and relationship-building opportunities; targeted behavioral interventions (2.2) increased access to timely support for students with identified needs; online safety systems (2.3) reduced risks associated with digital environments; co-curricular and extracurricular opportunities (2.5) increased student engagement and school connectedness; and school climate systems (2.6), including IB recognition structures, reinforced positive behaviors and strengthened school culture.

As a result of these coordinated supports, the overall suspension rate remained low at 1.1%. All student groups met or remained near metric targets, including:

- Students with Disabilities (decreased from 6.4% to 6.1%)
- All Students (1.5% to 1.1%)
- Hispanics (4.8% to 0%)
- Socio-Economically Disadvantaged (6.8% to 0%)

Attendance data further supports this pattern. Overall attendance remained strong at 96.5%, exceeding the 95% target, thanks to engaging environments and consistent expectations. Chronic absenteeism decreased across all groups:

- Socioeconomically Disadvantaged students (0%)
- Students with Disabilities (7.5%)
- Hispanic students (7.9%)
- English Learners (10.8%)

LBCS will continue implementing IB Learner Attitude Celebrations and SEL systems to maintain strong universal supports while also sustaining differentiation within those systems. Progress will continue to be monitored through suspension rates, attendance rates, and subgroup-specific data to ensure that actions result in measurable improvements.

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.

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social-emotional learning (SEL) for all students	In order to support positive mental health and increase educational access, LBCS will provide curricular materials, resources, and ongoing professional development for staff in order to support the implementation of evidence based practices for tier I, social-emotional learning for all students.	$78,077.00	No
2.2	Social-emotional and behavioral intervention	LBCS will provide and progress monitor targeted social-emotional and behavioral interventions for unduplicated pupils.	$9,873.00	Yes
2.3	Online safety supports	LBCS maintains appropriate filters, platforms, and system updates in order to maintain a safe online environment for all.	$36,047.00	No
2.4	Facility improvements	LBCS will update or enhance facilities as needed to improve the student learning environment, community involvement and student, staff and parent safety and security.	$84,125.00	No
2.5	Co-curricular and extra curricular activities	LBCS will offer and provide co-curricular activities, including Spanish instruction, visual and performing arts and physical education as well as extracurricular activities such as drama, leadership and Loomis Basin Athletic League sports to foster students' connection to school.	$515,240.00	No
2.6	School safety and climate	LBCS implements programs and initiatives that support positive school climate and safety.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and community members will engage in the school community as demonstrated through parent participation rates in outreach opportunities and survey feedback.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Over the past several years, as outlined in the Educational Partner Feedback sections of the LCAP, LBCS has reported high percentages of positive feedback on community surveys. As such, LBCS hopes to focus it's continued efforts on effectively communicating at the classroom, school, and district level as well as focusing on high quality first instruction and a multi-tiered system of support that meets the needs of all students and families.

LBCS is an International Baccalaureate School, due to this, there are increased expectations for involvement from the community around the performing arts and enrichment activities. Students participate in the IB parade in the fall, Starstruck dance performance, Veteran's Day Assembly, PYP Exhibition, 6th grade Concert Choir performances, Talent Show, Art Show, 7th and 8th grade Shakespeare Camp and the MYP Community Project Showcase, all which depend greatly on the ongoing commitment from the LBCS parent and family community.

LBCS and LUSD will continue to provide an opportunity for in-person outreach events such as DELAC meetings, Parent-Teacher Club events, School Site Alliance, and other such parent engagement avenues.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Community and Educational Partner Survey (Culture, Learning Environment, Student Achievement Sections)	On a community survey provided to stakeholders, 70% of respondents will respond positively.	On a community survey provided to stakeholders, 94.4%% of respondents responded	On a community survey provided to stakeholders, 92.61% of respondents responded positively to all	LBCS will maintain a 90% agree or strongly agree respondent rate on the culture, learning environment, and	Metric met. +24.4% above baseline and 4.4% above target for the 3 year outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			positively to all questions.	questions. This is a decline of -1.8%.	student achievement sections of the annual LCAP Community Partner Survey.	
3.2	Community Educational Partner Survey (Communication Section)	On the 2023 community survey provided to stakeholders, respondents reported the following: My child's teacher effectively communicates - 95% LBCS effectively communicates - 94% LUSD effectively communicates- 97%	On the 2024 community survey provided to stakeholders, respondents reported the following: My child's teacher effectively communicates - 94.3% (.7% decline) LBCS effectively communicates - 95.5% (1.5% increase) LUSD effectively communicates- 98.9% (1.9% increase)	On the 2025 community survey provided to stakeholders, respondents reported the following: My child's teacher effectively communicates: 94.3% (no change) LBCS effectively communicates: 92.2% a 2.6% decline. LUSD effectively communicates: 98.6% a .3% increase	LBCS will maintain a 90% agree or strongly agree respondent rate on the communication section of the annual LCAP Community Partner Survey.	Metric met. 90% or greater in all areas. No change in teacher effectively communicates 2.6% decline in LBCS effectively communicates .3% increase in LUSD effectively communicates
3.3	Parent Outreach Meetings DELAC, PAC, SSA, IB Nights, PYP Exhibition	Monthly SSA meetings were held the first week of each month of the school year.	Monthly SSA meetings were held the first week of each month this school year.	Monthly SSA meetings were held the first week of each month this school year.	Continue to hold monthly School Site Alliance Meetings	Metric met. All parent outreach meetings offered

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and MYP Community Project Showcase	Back to School Night (August 2022), IB Information Night (September 2022) PYP Exhibition (April 2023), MYP Community Project Showcase (April 2023)	Back to School Night (September 2024), IB Information Night (October 2024) PYP Exhibition (April 2025) MYP Community Project Showcase (March 2025)	Back to School Night (August 2025) MYP Community Project Showcase (March 2026) PYP Exhibition (April 2026) Open House (May 2026)	Provide outreach opportunities for families and community to participate in school events.	

Goal Analysis [2025-26]

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

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

Successful Implementation:
Action 3.1 - Educational partner outreach- Successfully surveyed families and staff regarding learning environment & culture, communication, and student achievement & instruction. The annual survey was administered to both parent and staff groups.
Action 3.2 - Educational partner input - Successfully surveyed families and staff regarding communication. The annual survey was administered to both parent and staff groups.
Action 3.3 - DELAC and SSA meeting invitations were sent to targeted groups and published for public attendance. DELAC and SSA meetings were successfully conducted. IB Nights, the PYP Exhibition, and the MYP Community Project Showcase had high attendance rates.

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 to report for Goal 3. Estimated actual costs were $3,913 more than originally budgeted. This is due to increased costs for Aeries (online enrollment, web management and Parent Square). This was offset by a slight decrease in costs for interpreter services.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.
Actions Demonstrating Strong Effectiveness

Action 3.1 - Educational Partner Outreach
Successfully surveyed families and staff regarding learning environment & culture, communication, and student achievement & instruction. The annual survey reported that over 90% of both parents and staff provided positive feedback in all categories. However, the parent survey reflected that student achievement & instruction received an 94.3% rating of 'agree' or 'strongly agree.

Action 3.2 - Educational Partner Input
Successfully surveyed families and staff regarding communication. The annual survey results indicated that over 90% of both parents and staff provided positive feedback in all categories.
Actions Demonstrating Emerging Effectiveness

Action 3.3 - Parent Outreach Meetings
Implementation showed mixed results. SSA meetings have maintained a quorum at every meeting, indicating strong engagement. DELAC meetings continue to show low participation, with only one family represented. Monthly IB Nights, PYP Exhibition, and MYP Community Project Showcase were also highly attended.

To improve DELAC participation and strengthen connections with our English Learner community, we will conduct a survey to identify barriers preventing families from attending meetings. Additionally, we will continue to explore alternative meeting locations (including virtual options) to improve accessibility. Lastly, we will ensure consistent school representation on the DELAC committee by identifying and recruiting dedicated site community representatives.

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.

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner outreach		$11,375.00	No
3.2	Educational Partner input	English learner and low-income family outreach	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	English learner and low-income family outreach	LUSD, including LBCS, will support and assist the development and provision of opportunities that encourage engagement of our English Language Learning a Low Income/Socio-economically disadvantaged student community	$100.00	Yes
3.4	IB Program family outreach	LBCS will engage in outreach activities to inform families about the IB program.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$96,917	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.719%	0.000%	$0.00	1.719%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** High-quality, standards-based supplemental curricular supports **Need:** Low income students are in the blue for ELA and blue for math (based on 2025 CAASPP data). Data indicates a need for intervention and supplementary materials related to academic performance for low income students.	The materials provided are targeted tier II supports for students in need of intervention support. Additionally, intervention support is provided via highly qualified teachers.	Metrics 1.2 and 1.3 (CAASPP scores) will be used to monitor effectiveness based on growth as outlined year to year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** English language development (ELD) standards based instruction. **Need:** LBCS does not have enough EL students to collect data, but we conture to provide educational services to all EL students **Scope:** LEA-wide	Collaboration between teachers and EL TOSA provide professional development for teachers to gain strategies that support ELD students.	Metrics 1.2 and 1.3 (CAASPP scores) will be used to monitor effectiveness based on growth as outlined year to year.
1.5	**Action:** Expanded learning support opportunities **Need:** Low income students are in the blue for ELA and blue for math (based on 2025 CAASPP data). Data indicates a continued need for intervention and supplementary materials related to academic performance for low income students. **Scope:** LEA-wide	TK/Kinder preparatory camp and small group intervention were provided to students. The Student Service Coordinator position continued to coordinate the MTSS process in supporting all students.	Metrics 1.2 and 1.3 (CAASPP scores) will be used to monitor effectiveness based on growth as outlined year to year.
1.8	**Action:** Instructional technology supports for subgroups	Technology can make learning more accessible for at-risk students and ELLs by providing alternative formats, such as audio recordings, subtitles, or translations. In addition, technology	Effectiveness will be monitored through use of technology and software reports accessed by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: All students need equal access to curriculum **Scope:** LEA-wide Schoolwide	allows for adaptive learning platforms that can tailor instruction to individual students' needs. This is particularly beneficial for at-risk students who may have gaps in their learning or require additional support to catch up. For ELLs, personalized learning tools can provide targeted language support based on their proficiency level. This ensures that all students can access instructional materials regardless of their language proficiency or learning challenges.	general and special education teachers.
2.2	**Action:** Social-emotional and behavioral intervention **Need:** Students with Disabilities, Socioeconomically Disadvantaged students and Hispanic students subgroups suffer from high Chronic Absenteeism. **Scope:** LEA-wide	LBCS will provide and progress monitor targeted social-emotional and behavioral interventions for unduplicated pupils.	LBCS holds regular MTSS meetings and tracks the number of students who benefit from, and the use of, counseling services, Check In, Check Out, and other similar interventions.
3.3	**Action:** English learner and low-income family outreach **Need:** Some English Learner families are less likely to attend events and student support meetings such as parent teacher conferences, Student Support Team Meetings and student performances. **Scope:**	Translated information to English Learner families will continue to be a priority when communicating information regarding important meeting and student events.	Two DELAC meetings held (fall and spring) to review pertinent information and collect parent input Ongoing, translated information to English Learner families on important topics such as ELPAC and CAASPP testing, and LCAP input requests

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Loomis Basin Charter School does not receive additional concentration grant funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,638,074	96,917	1.719%	0.000%	1.719%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,518,590.00	$266,098.00	$26,670.00	$0.00	$3,811,358.00	$3,519,112.00	$292,246.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High-quality, standards-based instruction to all students.	All Socioeconomically Disadvantaged Students	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$2,614,264.00	$82,776.00	$2,677,204.00	$19,836.00	$0.00	$0.00	$2,697,040.00	0
1	1.2	High-quality, standards-based supplemental curricular supports	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Loomis Basin Charter SchoolLoomis Basin Charter School K-8	Ongoing	$84,785.00	$14,595.00	$99,380.00	$0.00	$0.00	$0.00	$99,380.00	0
1	1.3	Professional development for all staff	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$5,986.00	$20,000.00	$15,986.00	$10,000.00	$0.00	$0.00	$25,986.00	0
1	1.4	English language development (ELD) standards based instruction.	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Loomis Basin Charter SchoolLoomis Basin Charter School	Ongoing	$6,099.00	$2,730.00	$8,829.00	$0.00	$0.00	$0.00	$8,829.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-8									
1	**1.5**	Expanded learning support opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Loomis Basin Charter SchoolLoomis Basin Charter School K-8	Ongoing	$186,529.00	$11,445.00	$125,413.00	$72,561.00	$0.00	$0.00	$197,974.00	0
1	**1.6**	Expanded learning enrichment opportunities	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$3,292.00	$215.00	$3,507.00	$0.00	$0.00	$0.00	$3,507.00	0
1	**1.7**	Instructional Technology	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$0.00	$35,673.00	$35,673.00	$0.00	$0.00	$0.00	$35,673.00	0
1	**1.8**	Instructional technology supports for subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Loomis Basin Charter SchoolLoomis Basin Charter School K-8K-8	Ongoing	$0.00	$7,632.00	$7,632.00	$0.00	$0.00	$0.00	$7,632.00	0
2	**2.1**	Social-emotional learning (SEL) for all students	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$77,577.00	$500.00	$0.00	$78,077.00	$0.00	$0.00	$78,077.00	0
2	**2.2**	Social-emotional and behavioral intervention	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools:	Ongoing	$7,673.00	$2,200.00	$2,200.00	$7,673.00	$0.00	$0.00	$9,873.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Loomis Basin Charter School K-8									
2	**2.3**	Online safety supports	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$33,817.00	$2,230.00	$36,047.00	$0.00	$0.00	$0.00	$36,047.00	0
2	**2.4**	Facility improvements	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$0.00	$84,125.00	$84,125.00	$0.00	$0.00	$0.00	$84,125.00	0
2	**2.5**	Co-curricular and extra curricular activities	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$499,090.00	$16,150.00	$411,119.00	$77,451.00	$26,670.00	$0.00	$515,240.00	0
2	**2.6**	School safety and climate	All	No			All Schools Specific Schools: Loomis Basin Charter School	Ongoing	$0.00	$500.00	$0.00	$500.00	$0.00	$0.00	$500.00	0
3	**3.1**	Educational Partner outreach	All	No			All Schools Specific Schools: Loomis Basin Charter School K-8	Ongoing	$0.00	$11,375.00	$11,375.00	$0.00	$0.00	$0.00	$11,375.00	0
3	**3.2**	Educational Partner input	All	No			All Schools Specific Schools: Loomis Basin Charter School	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-8									
3	**3.3**	English learner and low-income family outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Loomis Basin Charter SchoolLoomis Basin Charter School K-8	Ongoing	$0.00	$100.00	$100.00	$0.00	$0.00	$0.00	$100.00	0
3	**3.4**	IB Program family outreach	All	No			All Schools Specific Schools: Loomis Basin Charter K-8	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,638,074	96,917	1.719%	0.000%	1.719%	$243,554.00	0.000%	4.320 %	**Total:**	$243,554.00
								LEA-wide Total:	$243,554.00
								Limited Total:	$0.00
								Schoolwide Total:	$7,632.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	High-quality, standards-based supplemental curricular supports	Yes	LEA-wide	Low Income	All Schools Specific Schools: Loomis Basin Charter School K-8	$99,380.00	0
1	**1.4**	English language development (ELD) standards based instruction.	Yes	LEA-wide	English Learners	All Schools Specific Schools: Loomis Basin Charter School K-8	$8,829.00	0
1	**1.5**	Expanded learning support opportunities	Yes	LEA-wide	Low Income	All Schools Specific Schools: Loomis Basin Charter School K-8	$125,413.00	0
1	**1.8**	Instructional technology supports for subgroups	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Loomis Basin Charter School K-8	$7,632.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Social-emotional and behavioral intervention	Yes	LEA-wide	Low Income	All Schools Specific Schools: Loomis Basin Charter School K-8	$2,200.00	0
3	3.3	English learner and low-income family outreach	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Loomis Basin Charter School K-8	$100.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,667,782.00	$3,565,330.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High-quality, standards-based instruction to all students. Look back on old LCAP to see if I have low income students that funds have been used for.	No	$2,674,690.00	$2,621,239
1	**1.2**	High-quality, standards-based supplemental curricular supports	Yes	$95,399.00	$82,943
1	**1.3**	Professional development for all staff	No	$10,985.00	$7,124
1	**1.4**	English language development (ELD) standards based instruction.	Yes	$7,535.00	$8,134
1	**1.5**	Expanded learning support opportunities	Yes	$186,153.00	$164,320
1	**1.6**	Expanded learning enrichment opportunities	No	$3,348.00	$1,552
1	**1.7**	Instructional Technology	No	$24,603.00	$12,111
1	**1.8**	Instructional technology supports for subgroups	Yes	$24,832.00	$1,548
2	**2.1**	Social-emotional learning (SEL) for all students	No Yes	$50,442.00	$51,156

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Social-emotional and behavioral intervention	Yes	$7,089.00	$7,153
2	**2.3**	Online safety supports	No	$29,715.00	$29,352
2	**2.4**	Facility improvements	No	$82,805.00	$103,072
2	**2.5**	Co-curricular and extra curricular activities	No	$464,611.00	$466,965
2	**2.6**	School safety and climate	No	$1,000.00	$173
3	**3.1**	Stakeholder outreach	No	$4,475.00	$8,488
3	**3.2**	Stakeholder input	No	$0.00	$0
3	**3.3**	English learner and low-income family outreach	Yes	$100.00	$0
3	**3.4**	IB Program family outreach	No	$0.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$91,760	$266,119.00	$200,770.00	$65,349.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	High-quality, standards-based supplemental curricular supports	Yes	$95,399.00	$82,943	0	0
1	1.4	English language development (ELD) standards based instruction.	Yes	$7,535.00	$8,134	0	0
1	1.5	Expanded learning support opportunities	Yes	$136,153.00	$106,052	0	0
1	1.8	Instructional technology supports for subgroups	Yes	$24,832.00	$1,548	0	0
2	2.1	Social-emotional learning (SEL) for all students	Yes	$0.00	$0	0	0
2	2.2	Social-emotional and behavioral intervention	Yes	$2,100.00	$2,093	0	0
3	3.3	English learner and low-income family outreach	Yes	$100.00	$0	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,411,395	$91,760	0.00	1.696%	$200,770.00	0.000%	3.710%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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