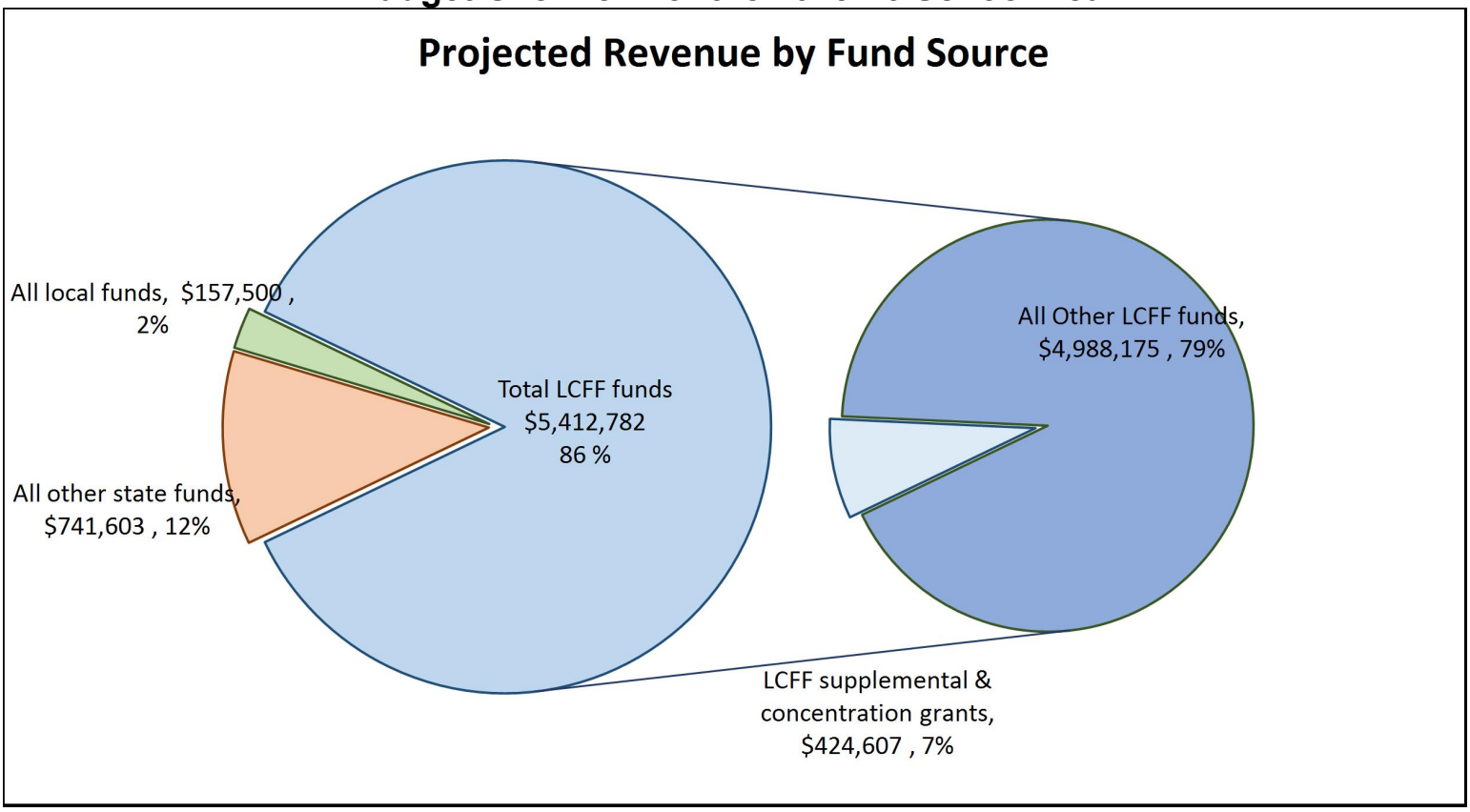
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grass Valley Charter School
CDS Code: 29-66332-6111140
School Year: 2025-26
LEA contact information:
Luke Duchene
Principal
lduchene@gvsd.us
530-273-8723

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 2025-26 School Year

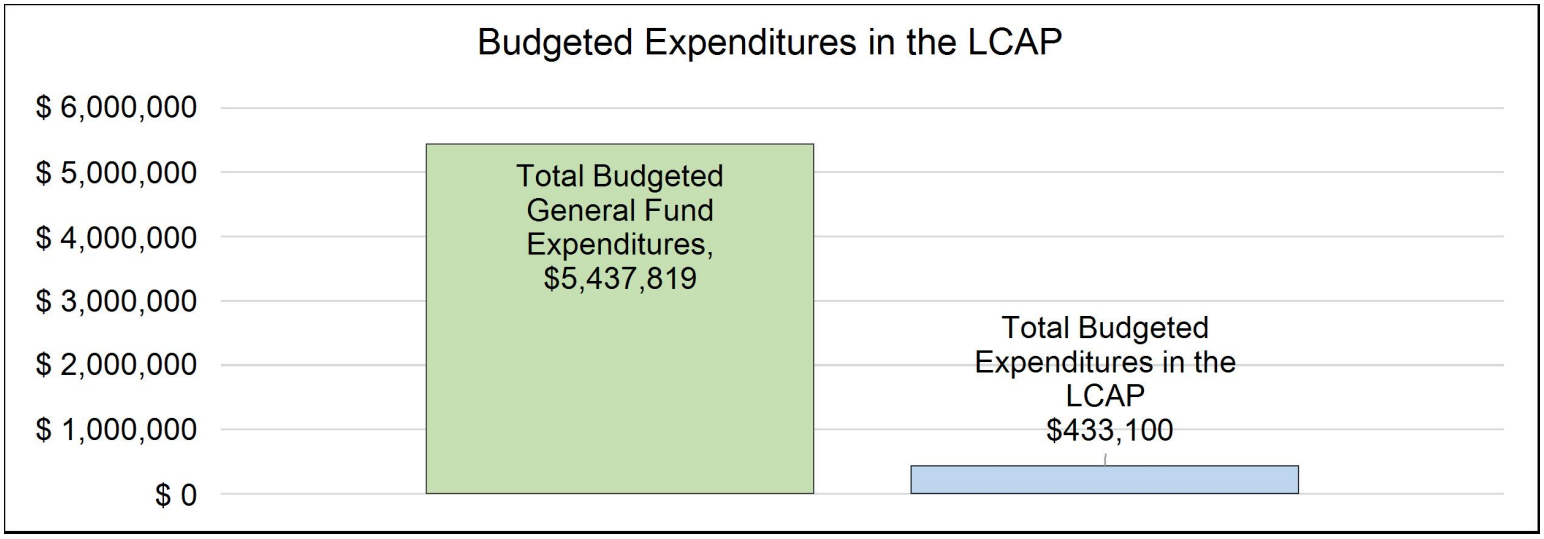


This chart shows the total general purpose revenue Grass Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grass Valley Charter School is $6,311,885, of which $5,412,782 is Local Control Funding Formula (LCFF), $741,603 is other state funds, $157,500 is local funds, and $0 is federal funds. Of the $5,412,782 in LCFF Funds, $424,607 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 Grass Valley Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

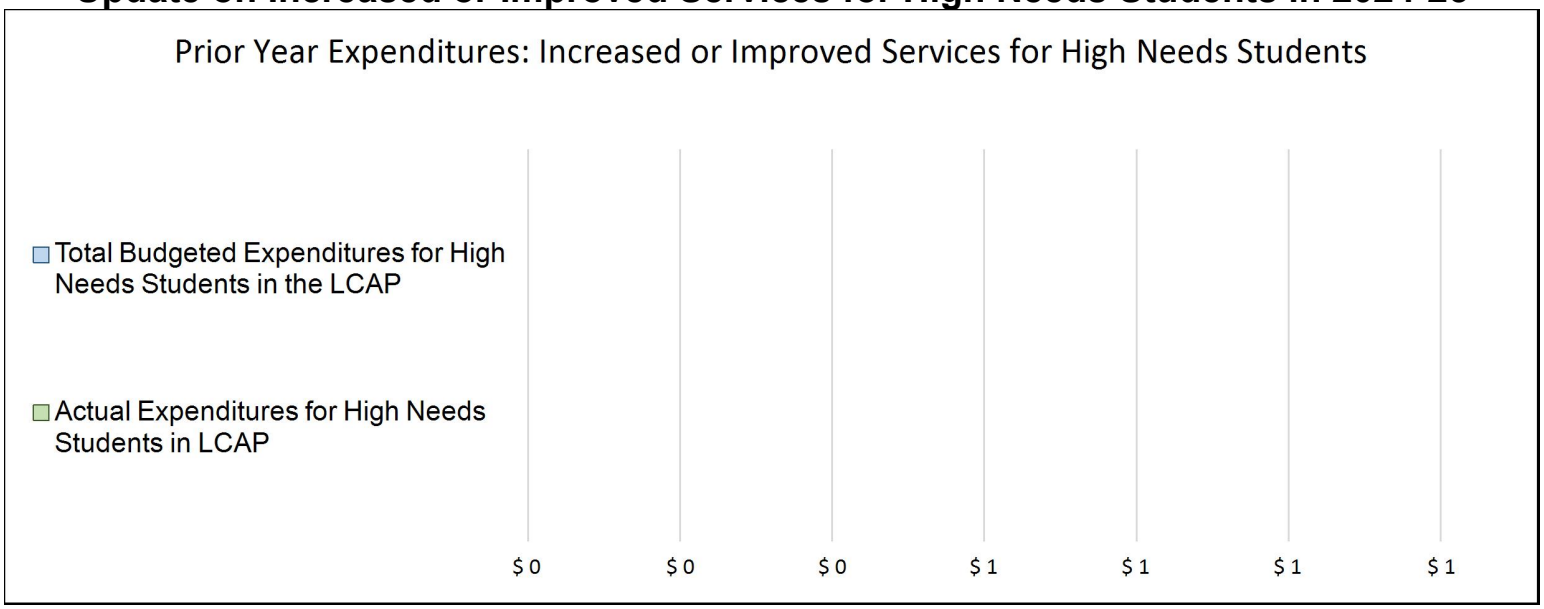
The text description of the above chart is as follows: Grass Valley Charter School plans to spend $5,437,819 for the 2025-26 school year. Of that amount, $433,100 is tied to actions/services in the LCAP and $5,004,719 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Grass Valley Charter School is projecting it will receive $424,607 based on the enrollment of foster youth, English learner, and low-income students. Grass Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Grass Valley Charter School plans to spend $433,100 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 2024-25



This chart compares what Grass Valley 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 Grass Valley 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 2024-25, Grass Valley Charter School's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Grass Valley Charter School actually spent $ for actions to increase or improve services for high needs students in 2024-25.

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
Grass Valley Charter School	Luke Duchene Principal	lduchene@gvsd.us 530-273-8723

Plan Summary [2025-26]

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.

Grass Valley Charter School (GVCS) is a public charter school incorporated in 1993. We are the 22nd charter school in the state of California and are formally affiliated with the nationally recognized EL Education organization which formerly was a chartered entity of Outward Bound. Extensive information about both these organizations can be found at www.eleducation.org and www.outwardbound.org. Utilizing this unique educational model, GVCS earns among the top academic scores in the state of California. GVCS is considered a model EL school and has been awarded the Gold Ribbon by the State of California. At that time it was also the only school in Nevada County that was so recognized. Our student population currently includes 551 students consisting of 47.2% who qualify for Free or Reduced Priced Lunch, and 10% who qualify for Special Education.

Reflections: Annual Performance

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

Reflecting on annual performance is a critical practice in ensuring that we are successfully meeting the needs of our students. Aligning these results with current goals helps us to grow in areas of needed attention while allowing us to celebrate success.

In reviewing the 2023 California Dashboard the following results were found:

- Our English Language Arts (ELA) CAASPP scores maintained above standard overall, while our Socioeconomically Disadvantaged students our scores increased by 12.9 Points.

- Our Mathematics CAASPP scores maintained above standard, while our Socioeconomically Disadvantaged students our scores increased 20 Points. Those are significant gains for our Socioeconomically Disadvantaged students. We will continue to work to support and maintain this growth.

- Our Chronic Absenteeism improved showing a decline of 10.9% for a total of 28%. This is significant growth that can, in part, be explained by the amount of time out and illness students were out as we took another step out of the pandemic. We also worked to shift the culture around attendance to support students being at school and on time. However, our Chronic Absenteeism rate for students of 'Two or More Races' was rated as RED and listed at 32.4% with an increase of 5.2%. This is something we will need to continue to support and address moving forward.

- Our Suspension Rate increased by 0.7% for a total of 2.7%. This is reflected in a relatively small number of students who suffered from repeat behaviors that were worthy of suspension. Focused efforts on supporting those students should reflect in a decreased rate for the current school year. However, our suspension rate for Socioeconomically Disadvantaged students was 3.2% and rated at RED with an increase of 2.1%. This is something we will need to continue to support and address moving forward.

- The progress of our English Learners is not captured on the Dashboard since we have a smaller sample size that does not meet minimum state thresholds.

- In all other Dashboard metrics we met standard.

This data occurred at a time when our student population increased by 30 students and our percentage of students who are Socioeconomically Disadvantaged increased by 1.3 percentage points. On a whole this is positive data showing a positive trajectory in most metrics. However, there is more work to be done as there is room for improvement in all areas.

In reviewing the 2024 California Dashboard the following results were found:

- Our English Language Arts (ELA) CAASPP scores maintained standard overall, while our Socioeconomically Disadvantaged students our scores increased also maintained.

-Our Mathematics CAASPP scores maintained above standard, while our Socioeconomically Disadvantaged students maintained their scores.

- Our Chronic Absenteeism improved showing a decline of 12.1% for a total of 15.9%. This is significant growth for a second year in a row. Two years ago our rate was 39%. Our Hispanic subgroup improved from 35.4% to 20.8%. This can, in part, be explained by the amount of time out and illness students were out as we took another step out of the pandemic. We also worked to shift the

culture around attendance to support students being at school and on time. This is something we will need to continue to support and address moving forward.

- Our Suspension Rate declined by 0.7% for a total of 2%. Focused efforts on supporting individual students has reflected in a decreased rate for the last school year However, our suspension rate for Hispanic students was 6.1% and rated at RED with an increase of 2.1%. This is something we will need to continue to support and address moving forward.

- The progress of our English Learners is not captured on the Dashboard since we have a smaller sample size that does not meet minimum state thresholds.

- In all other Dashboard metrics we met standard.

In this time our student who qualified for Free or Reduced lunch increased from 34% to 47.2%, and our number of students who qualified for Special Education increased from 7% to 10%.

On a whole this is positive data showing a positive trajectory in most metrics. However, there is more work to be done as there is room for improvement in all areas.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Our advisory team met to review and provide input on our LCAP on the following date: Charter Council met on 5/22 This committee is composed of two certificated representatives, one classified representative, one board representative, one parent representative, and one administrative representative.	From January 29th to Februrary 12th, 2025, GVCS shared a community stakeholder survey to inform our school planning and practices for the Local Control Accountability Plan (LCAP). From this feedback we received 100 responses from staff and families, and 138 responses from students, which guide our long term planning as well as guide how GVCS will utilize our resources. This survey asked our stakeholders to respond to multiple questions concerning program success and needs for the upcoming school year. We engaged our students as well through a separate student crew survey to analyze their needs. Additionally we incorporated data collected through our Expeditionary Learning Implementation review which included internal surveys, students panels, and outside observations from EL Education. Moving forward we also have our LCAP Public Hearing scheduled for 6/3/24 with our proposed LCAP Adoption on 6/17/24.

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

We analyzed, reviewed and discussed the survey feedback and current context and needs of our learning environment. The data from our LCAP engagement surveys and feedback opportunities shaped all of our goals and actions. A summary of the data is presented below:

Staff Survey Data:
I feel safe, connected and valued at my work site - 100% positive

I have access to effective materials and/or resources to do my job - 100%
My school site/work location has a climate that is positive, supportive, and encourages success for students - 100% positive
Students are provided with a well balanced and engaging learning environment - 100% positive
Students are provided with tiered academic and behavioral intervention services - 100% positive
Students are provided supports for their social emotional needs - 86% positive
I feel the site and district facilities are safe and in good repair - 58% positive
My site/work location promotes good attendance and encourages students to attend on a regular basis - 57% positive
My site/work location(s) values parent input and participation - 100% positive

Student Survey Data:
My school is a welcoming and friendly place? - 89% positive
I feel respected by students and staff at my school - 75% positive
If I have a problem or issue, I feel comfortable asking for support - 65% positive
I am encouraged to share my ideas in class - 80% positive
Teachers and staff help me when I need it - 85% positive
Teachers and staff are kind to me - 84% positive
I feel challenged to learn at school - 65% positive
I have access to technology resources that support my learning - 85% positive

Family Survey Data:
My child/family feels safe and connected to their school - 96% positive
My child has access to sufficient learning resources and materials - 94% positive
My child is provided a well balanced and engaging learning environment - 97% positive
My child is provided with effective interventions and support services - 81% positive
My child is provided appropriate social emotional support at school - 89% positive
The school and district facilities are safe and in good repair - 90% positive
My child's school promotes good attendance habits - 96% positive
My child's school values parent input and participation - 96% positive

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GVCS will use and develop curriculum that is aligned to state standards and current research.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was chosen to maintain focus on addressing Tier 1 student needs through appropriate curriculum and a broad range of study guiding what is taught in the classroom to meet state standards. Current research will bring best current instructional practices to the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	iReady assessment - ELA	60% of students school wide were on grade level on the 2023 iReady end of year ELA assessment.	60% of students school wide were on grade level on the 2024 iReady end of year ELA assessment.		Overall proficiency School wide will improve by 10 points from baseline.	Zero difference from baseline.
1.2	iReady assessment - Math	50% of students were on grade level on the 2023 iReady end of year Math assessment.	58% of students were on grade level on the 2023 iReady end of year Math assessment.		Overall proficiency School wide will improve by 10 points from baseline.	+8% point increase from baseline.
1.3	CAASPP Scores - ELA	49.7% of students were on grade level on the 2023 CAASPP ELA assessment.	48.7% of students were on grade level on the 2024		Overall proficiency by grade level to improve 10 points	-1% point decrease from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CAASPP ELA assessment.		each from baseline.	
1.4	CAASPP Scores - Math	43.8% of students were on grade level on the 2023 CAASPP ELA assessment.	44% of students were on grade level on the 2024 CAASPP Math assessment.		Overall proficiency by grade level to improve 10 points each from baseline.	+.2% point increase from baseline
1.5	Every pupil has access to standards aligned instructional materials	2023-24 - Zero Williams findings in all instructional material areas.	2024-25 - Zero Williams findings in all instructional material areas.		Zero Williams findings in all instructional material areas.	Zero difference from baseline.
1.6	All students, including the school's unduplicated pupils, and individuals with exceptional needs, will have access to a broad course of study as measured by the annual LCAP progress report and surveys.	2023-24 - Site instructional master schedules offer access to a broad course of study for all students.	2024-25 - Site instructional master schedules offer access to a broad course of study for all students.		Site instructional master schedules offer access to a broad course of study for all students.	Zero difference from baseline.
1.7	LCAP Student Survey Results	Elementary Results: How honest can you be about your thoughts and opinions in Crew? - 91% positive How much do you feel like you belong in your Crew? - 86% positive How well do you feel your teachers know you? - 89% positive	Elementary Results: How honest can you be about your thoughts and opinions in Crew? - 91% positive How much do you feel like you belong in your		All ratings will increase by at least 3 percentage points.	+1.125 average increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		How much do you feel like your teachers care about you? - 96% positive Middle School Results How honest can you be about your thoughts and opinions in Crew? - 85% positive How much do you feel like you belong in your Crew? - 74% positive How well do you feel your teachers know you? - 82% positive How much do you feel like your teachers care about you? - 88% positive	Crew? - 86% positive How well do you feel your teachers know you? - 94% positive How much do you feel like your teachers care about you? - 98% positive Middle School Results How honest can you be about your thoughts and opinions in Crew? - 81% positive How much do you feel like you belong in your Crew? - 78% positive How well do you feel your teachers know you? - 85% positive How much do you feel like your teachers care about you? - 87% positive			

Goal Analysis [2024-25]

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.

Actions 1.1 and 1.3 were implemented as planned.
Action 1.2 was implemented as planned. However, due to staffing challenges, the rewriting of Learning Expeditions did not progress as far as anticipated. Work is scheduled to be done in the coming months to help bridge the gap in this development timeline.

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.

Action 1.1 - Zero actual expenditure as the cost was bundled with the adoption of the curriculum
Action 1.2 - No material difference between Budgeted Expenditures and Estimated Actual Expenditures
Action 1.3 - The cost of the curriculum was lower then originally budgeted, resulting in 74% less in expenditures

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

Action 1.1 - Phonics and Phonemic Awareness Training for TK-2 Staff - Greater growth in iReady ELA scores was seen in our 1st grade students between the first and second diagnostic windows than in prior years.
Action 1.2 - Rewrite Grade Level Expeditions to ensure that essential ELA, Social Studies, and Next Generation Science Standards are taught - This action is still in progress so limited impacts will be seen.
Action 1.3 - Math Curriculum Evaluation - This action is still in progress so limited impacts will be seen.

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.

1.1 - In hindsight our team should have set a more realistic target outcome that was less than 10 points to recognize that implementation stages over multiple years will not likely yield the prior targets in this time frame.
1.2 and 1.3 - No planned changes with the goals, metrics, or actions are being made.

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	Phonics and Phonemic Awareness Training for TK-2 Staff	We will engage our TK-2 grade teachers in phonics and phonemic awareness training to support best practices and consistency among the classes to better prepare students as readers.	$3,000.00	Yes
1.2	Rewrite Grade Level Expeditions to ensure that essential ELA, Social Studies, and Next Generation Science Standards are taught	Grass Valley Charter's Learning Expeditions, after piloting an ELA program by EL Education, are to be rewritten to ensure a consistent ELA program focusing on essential standards that incorporates essential Social Studies and Next Generation Science Standards. This includes mapping of ELA, Science, and Social standards throughout the school to ensure consistency and coherence. This includes paying substitute teachers for planning days.	$12,000.00	Yes
1.3	Math Curriculum Evaluation	Selected grade levels will begin the process of evaluating highly rated math curricula. Middle school classrooms will specifically evaluate curricula that are a match for the integrated math programs now being taught at our local high schools.	$4,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GVCS will employ the most current best practices in the instructional program.	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 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was created due to research showing best instructional practices for teaching improves academic achievement and success for student growth and performance. The goal also will focus on extended learning opportunities for Targeted students and students identified with learning loss in both Math and English Language Arts (ELA). We aim to improve achievement of all students while specifically working towards closing the achievement gap for subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Instructional Rounds by Instructional Leadership Team with documented observation tools.	Two instructional rounds conducted in the 2023-24 school year.	One instructional round conducted in the 2024-25 school year.		A minimum of two instructional rounds will be conducted as we move from guided instructional practice feedback from the Instructional Leadership Team to self-evaluation and peer feedback for regular and	We met one less time than our goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ongoing improvement.	
2.2	Difference in CAASPP ELA Scores between Economically and Non-Economically Disadvantaged Students.	There was a 12 percentage point difference between the CAASPP ELA scores Economically and Non-Economically Disadvantaged Students.	There was a 3.86 percentage point difference between the CAASPP ELA scores Economically and Non-Economically Disadvantaged Students.		The gap between Economically Disadvantaged Students and Non-Academically Disadvantaged Students to be reduced by 5 Percentage Points.	+8.14 percentage point difference from baseline
2.3	Difference in CAASPP Math Scores between Economically and Non-Economically Disadvantaged Students .	There was a 14.2 percentage point percentage point difference between the CAASPP Math scores Economically and Non-Economically Disadvantaged Students.	There was a 9.81 percentage point percentage point difference between the CAASPP Math scores Economically and Non-Economically Disadvantaged Students.		The gap between Economically Disadvantaged Students and Non-Academically Disadvantaged Students to be reduced by 5 Percentage Points.	+4.39 percentage point difference from baseline
2.4	Number of homeroom classroom teachers who are appropriately assigned and fully credentialed.	2021-22 CDE Data Quest Total FTE 24.5 Clear 95.9% Out of Field 4.1% Intern 0% Ineffective 0% Incomplete 0%	2022-23 CDE Data Quest Total FTE 23.7 Clear 95.8% Out of Field 0% Intern 4.2% Ineffective 0% Incomplete 0%		100% of homeroom teachers appropriately assigned and fully credentialed.	Clear: -0.1 point difference Out of Field: -4.1 point difference Intern: 4.2 point difference Ineffective 0 point difference Incomplete 0 point difference
2.5	Data Inquiry Group meetings review assessment data and provide opportunities for	Data Inquiry Group met three times in the 23-24 school year and provided teachers with	Data Inquiry Group meetings were folding into whole teaching staff		A minimum of three Data Inquiry Group meetings will be conducted	Zero difference in baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teachers to responsively utilize data for improvements in instruction.	actionable resources based upon their class and student level data.	meetings three times		to provide teachers with actionable resources based upon their class and student level data.	

Goal Analysis [2024-25]

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.

2.1 - Due to staffing challenges, one less instructional round was held.
2.2-2.5 - The overall implementation occurred as planned.

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.

Action 2.1 - A miscalculation in the cost of implementation led to a large negative difference between Budgeted Expenditures and Estimated Actual Expenditures. Budget has been changed to be in line with actual cost.
Action 2.2 - A doubling of our contracted days with our School Designer led to a large positive difference between Budgeted Expenditures and Estimated Actual Expenditures. Budget has been changed to be in line with actual cost.
Action 2.3 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures
Action 2.4 - A miscalculation in the cost of implementation led to a large negative difference between Budgeted Expenditures and Estimated Actual Expenditures. There will not be a National Conference in the coming year so there will be no budget for this action.
Action 2.5 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures
Action 2.5 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Action 2.1 - Instructional Rounds - Although this action was partially fulfilled, there was success in guiding newer staff in refining key elements of there Expeditions to support utilizing appropriate assessments based upon grade level standards and learning targets.
Action 2.2 - EL Curriculum and Instruction Support - This action is still in progress. Steps were taken to solidify essential standards in English Language Arts. Those of Social Students and Science are set to be solidified at our June PD. The effectiveness of this action should be seen in the coming year.

Action 2.3 - Math Learning Loss - Certificated Support - An analysis of students receiving this support as shown average growth for this cohort in math scores on iReady exceed expected growth.
Action 2.4 - National Conference Attendance - About a quarter of the teaching staff attended this year's National Conference. This allows for greater adherence to EL Education best practices. It is noted that EL will not hold a National Conference this coming year.
Action 2.5 - New Teacher Professional Development - Providing our new teachers with a basic overview of our core teaching practices supports them in their growth and ensures greater adherence to EL Education best practices.
Action 2.6 - June Professional Development - This action successfully allowed the initial implementation of new Learning Expeditions.

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.

Action 2.4 was amended to include site seminars as National Conference will not be taking place this coming school year.
An action is to be added to support our instructional aides through professional development so that they can better meet the needs of students in the classroom through differentiation.

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	Instructional Rounds	The leadership team including administration and teachers will observe and give feedback to all staff to support improved instruction through best teaching practices. This also includes the costs of substitutes for releasing staff to observe others.	$13,000.00	Yes
2.2	EL Curriculum and Instruction Support	EL Curriculum and Instruction support to be provided by an EL coach to target the implementation of essential standards to create a more consistent EL program TK-8. This includes substitute teachers for teacher in-service.	$10,000.00	Yes
2.3	Math Learning Loss - Certificated support	Additional part time certificated Extended Learning staff to support targeted students with disabilities as well students K-8 through identified learning loss via iReady assessment that meets the needs of targeted students as low-socio economic, homeless, English learners, students with disabilities,	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and disadvantaged first. This is for part time FTE in TK-5, and a separate part time FTE in middle school		
2.4	National Conference or Site Seminar Attendance	Teachers will attend the EL National Conference or Site Seminars to improve teaching practices. Substitutes will be utilized to cover those classes.	$10,000.00	Yes
2.5	New Teacher Professional Development	New Teachers will spend a day together before the start of the school year to be onboarded with key instructional practices. First year teachers will also attend EL 101 training institute.	$2,000.00	Yes
2.6	June Professional Development	Teachers will attend two days of additional professional development above contracted days to support curriculum and EL instructional practices	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GVCS will employ the standardized and normed assessment practices to evaluate and support program effectiveness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Having a clear view of student achievement that is normed and actionable ensure that our program is meeting the needs of its students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students that completed the mid year and final iReady assessments (only grade K-2)	For the 2022-23 school year: 96% of students completed the iReady Mid Year assessment 97% of students completed the Final iReady assessment Annual average of 96.5%	For the 2023-24 school year: 97% of students completed the iReady Mid Year assessment 98% of students completed the Final iReady assessment Annual average of 97.5%		99% assessment completion rate.	+1 percentage point difference
3.2	Curriculum based ELA phonics and phonemic awareness assessments	We do not utilize a consistent K-1 phonics and phonemic	All K-1 teachers have adopted and utilize the same		All K-1 teachers will utilize the same phonics and	We have accomplished our goal with the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	being utilized by Kindergarten and First Grade Teachers.	awareness curriculum based assessments and input data in a centralized system for analysis.	phonics and phonemic awareness curriculum.		phonemic awareness curriculum based assessments and input data in a centralized system for analysis.	adoption and implementation of phonics and phonemic awareness tools

Goal Analysis [2024-25]

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.

3.1 and 3.3 - Implemented as planned
3.2 - The Data Inquiry Group was folded into the whole staff for greater efficiency.

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.

Action 3.1 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures
Actions 3.2-3.3 - No cost associated with actions

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

Action 3.1 - iReady Assessment Implementation - Periodic normed assessments and analysis of results has helped support individual student growth. It has yet to be seen how this impacts CAASPP scores from the year prior.
Action 3.2 - Data Driven Professional Development and Instructional Rounds Based Upon Assessment Data - The result of this has yet to be seen as this will be used to influence professional development in the coming school year.
Action 3.3 - Implementation of phonics and phonemic awareness curriculum based assessment - An assessment was decided upon and will be fully implement in the coming school year, so it has not been able to show its effectiveness yet.

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.

Due to a district decision to not require the final iReady diagnostic, measurement of the final diagnostic for Metric 3.1 will only be for Grades K-2.

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	iReady Assessment Implementation	Three times per school year all students will be assessed on the iReady assessment. Staff will analyze the data at each interval to determine next level academic instruction is to take place and students to receive instruction. Performance will be monitored through the year to determine growth.	$32,500.00	Yes
3.2	Data Driven Professional Development and Instructional Rounds Based Upon Assessment Data	Our Data Inquiry Group will assess interim assessment data and in collaboration with the ILT create Professional Development that is responsive to support areas of growth		Yes
3.3	Implementation of phonics and phonemic awareness curriculum based assessment.	TK-1 Staff will agree on curriculum based assessment tool for phonics and phonemic awareness and begin initial stages of implementation.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GVCS will have a safe and positive school climate and student culture that promotes student engagement.	Focus Goal

State Priorities addressed by this goal.

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

Character and culture are primary tenants of Expeditionary Learning that guides the foundation of Grass Valley Charter School's EL program. Core components of this program requires connections, collaboration, close quarter fieldwork opportunities, parent participation, and Adventure activities. All this are a base from which all other student growth and achievement develops,

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School facilities in good repair as per the Facilities Inspection Tool.	As of the 23-24 Facilities Inspection Tool our school received a 'Fair' rating.	As of the 24-25 Facilities Inspection Tool our school received a 'Fair' rating.		GVCS will earn a 'Good' rating on the Facilities Inspection Tool.	No change from baseline
4.2	Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"	According to the 2023 Crew Survey: 72% of Elementary students indicated that they felt they belonged	According to the 2024 Crew Survey: 78% of Elementary students indicated that they felt they belonged		85% of students state they mostly or completely belong.	+6% point increase for elementary students +3.5% point increase for middle school students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		74.5% of Middle School students indicated that they felt they belonged	78% of Middle School students indicated that they felt they belonged			
4.3	Teachers will implement staff developed crew curriculum at least twice per week.	As of May 2024 no teachers are utilizing the staff developed crew curriculum.	As of May 2025 five teachers are utilizing the staff developed crew curriculum.		Through a normed classroom walkthrough tool, observers will find that in 2 out of 5 instances teachers were using elements of the crew curriculum.	+5 increase in teachers using Crew Curriclum
4.4	School bell schedule will support structured crew meetings with at least 20 minutes of dedicated time.	As of May 2023 scheduled crew time varies between 15 and 30 minutes.	As of May 2024 scheduled crew time varies between 24 and 30 minutes.		All classes with have a minimum of 20 minutes of daily crew time in their schedules.	We have met and exceeded our goal of 20 or more minutes.
4.5	Parent response to LCAP survey regarding tiered services provided to students.	In the 2024 LCAP engagement survey 65% of parents responded positively to the following question, "My child is provided with effective interventions and support services."	In the 2025 LCAP engagement survey 80.6% of parents responded positively to the following question, "My child is provided with effective interventions and support services."		At least 85% of parents will respond positively to the following question, "My child is provided with effective interventions and support services."	+15.6% increase in positive parent engagement feedback was received.
4.6	Chronic Absenteeism rate for students of 'Two or More Races'.	The 2023 CA Dashboard Chronic Absenteeism rate for students of 'Two or More Races' was 32.4% and increased by 5.2%	2024 CA Dashboard Chronic Absenteeism rate: There were not enough students in		Our Chronic Absenteeism rate for our students of Two or More Races will be within two	N/A - we were unable to measure this outcome due to limited cohort data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for the 2022-23 school year.	this category to collect valid data.		percentage points of our overall rate.	
4.7	Suspension rate for Socioeconomically Disadvantaged students.	The 2023 CA Dashboard Suspension rate for Socioeconomically Disadvantaged students was 3.2% with an increase of 2.1% for the 2022-23 school year.	The 2024 CA Dashboard Suspension rate for Socioeconomically Disadvantaged students was 3.4% for the 2023-24 school year.		Our Suspension rate for our students of Socioeconomically Disadvantaged students will be within one percentage point of our overall rate.	We maintained a similar suspension rate for Socioeconomically Disadvantaged Students however this sub group did move from RED to ORANGE.
4.8	Staff Implementation Review Survey Results for the following statement: "School leaders foster trust and shared decision making by publicly sharing the school's decision making model and key decisions to be made."	Based upon the results of the 2024 Implementation Review Survey a score of 3 out of 5 was earned.	Based upon the results of the 2025 Implementation Review Survey a score of 4 out of 5 was earned.		85% of staff will agree with the following statement: "School leaders foster trust and shared decision making by publicly sharing the school's decision making model and key decisions to be made."	+1 question increase in implementation results with an overall rate of 80%

Goal Analysis [2024-25]

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.

4.1 - Due to staffing challenges this action was not fully implemented and will be carried into the next year.
4.2 - No major changes or substantive differences between our planned actions and implementation.
4.3 - 4.9 No major changes or substantive differences between our planned actions and implementation.

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.

Action 4.1 - Staffing challenges this action was not fully implemented leading to no expenditures for this action
Action 4.2 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures
Action 4.3 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures
Action 4.4 - A miscalculation of the required budget led to a material differences between Budgeted Expenditures and Estimated Actual Expenditures. Budget has been changed to align with actual cost.
Action 4.5 - A miscalculation of the required budget led to a material differences between Budgeted Expenditures and Estimated Actual Expenditures. Budget has been changed to align with actual cost.
Action 4.6 - No material differences between Budgeted Expenditures and Estimated Actual Expenditures
Actions 4.7-4.9 - No cost associated with actions

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

Action 4.1 - Development of Crew Curriculum - Due to staffing challenges this action was not fully implemented and will be carried into the next year.
Action 4.2 - Counselor Support - A new counselor was brought on this school year and at the same time parents response to the question "My child is provided with effective interventions and support services" went from 65% to 80.6%
Action 4.3 - Learning Center Support - Certificated - WAITING FOR DATA TO ANALYZE
Action 4.4 - Learning Center Support - Classified - WAITING FOR DATA TO ANALYZE
Action 4.5 - Adventure Program for Character and Culture Development and Support - WAITING FOR DATA TO ANALYZE
Action 4.6 - Part Time Psychologist - WAITING FOR DATA TO ANALYZE
Action 4.7 - Leadership/Decision making teams at GVCS - Work done on this action led to an increase in the response to the following question from a 3/5 last year to a 4/5 this year: "School leaders foster trust and shared decision making by publicly sharing the school's decision making model and key decisions to be made."
Action 4.8 - Chronic Absenteeism Reduction Plan - Chronic absenteeism Declined 12.1%
Action 4.9 - Special Education Suspension Analysis and Action Plan - Our Special Education Student Population suspensions declined by .3%, not a significant drop, but this data comes from the prior year so we are yet to be able to analyze the success of our actions.

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.

4.1 - 4.9 - No planned 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
4.1	Development of Crew Curriculum	Every classroom conducts a crew meeting at the start of the school day. We will develop a common guidelines tied to our school Habits of Character and Habits of Work and Learning for there to be common implementation of these character traits to support consistent growth and support of our character and culture. The committee will utilize substitutes for time to create curriculum	$1,600.00	Yes
4.2	Counselor Support	Full time counselor to support students K-8 in developing their sense of belonging and in meeting the emotional needs of all students. The initial students supported are those targeted as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged.	$70,000.00	Yes
4.3	Learning Center Support - Certificated	Additional full time certificated Learning Center staff to support targeted students with disabilities and targeted for intervention to develop character, culture, and support the social and emotional needs of all students. The initial students supported are those targeted as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged.	$60,000.00	Yes
4.4	Learning Center Support - Classified	Additional part time time classified Learning Center staff to support targeted students with disabilities with specific goals to develop character, culture, and support the social and emotional needs of all students. The initial students supported are those targeted as low-socio economic, homeless, English learner, students with disabilities, and disadvantaged.	$20,000.00	Yes
4.5	Adventure Program for Character and Culture Development and Support	Our adventure coordinator and staff will engage students in experiences inside and outside oft he classroom that promote a positive student culture.	$70,000.00	Yes
4.6	Part Time Psychologist	Grass Valley Charter will employ a part time psychologist who will work in collaboration with the student support team to provide increased social and emotional resources for students.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Leadership/Decision making teams at GVCS	The following site leadership teams meet regularly to support targeted students through the decision-making process. Decisions are made through the lens of how targeted students will be supported first then all additional children on site second. The committees are: Instructional Leadership Team, Data Inquiry Group, Charter Council, Admin Council.		Yes
4.8	Chronic Absenteeism Reduction Plan	The GVCS Leadership team will meet with our student support team and attendance clerk at least once per month to assess attendance data for all students and with a focus on subgroups to identify needed areas of improvement and engage in action plans for specific cases.		No Yes
4.9	Special Education Suspension Analysis and Action Plan	The GVCS Leadership team will meet with our special education team at least once per month to assess suspension data for special education students to identify needed areas of improvement and engage in action plans for specific cases to reduce suspension rates. This includes analyzing any behavior intervention plans for necessary changes.		No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$424,607	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.808%	11.744%	$623,471.84	19.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Phonics and Phonemic Awareness Training for TK-2 Staff **Need:** Unduplicated pupils are not meeting ELA standards at the rate of the general student population. **Scope:**	Our unduplicated will benefit from systematic phonics and phonemic awareness instruction to ensure they are gaining the necessary knowledge and skills. Providing this resource universally is best practice.	1.1 iReady ELA Assessment

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		
1.2	**Action:** Rewrite Grade Level Expeditions to ensure that essential ELA, Social Studies, and Next Generation Science Standards are taught **Need:** Unduplicated pupils are not meeting ELA standards at the rate of the general student population. **Scope:** LEA-wide	Engaging standards based curriculum is proven to support students in knowledge and skills attainment. Providing this resource universally is best practice.	1.1 iReady ELA Assessment, 1.3 CAASPP ELA Assessment
1.3	**Action:** Math Curriculum Evaluation **Need:** Unduplicated pupils are not meeting math standards at the rate of the general student population. **Scope:** LEA-wide	Engaging standards based curriculum is proven to support students in knowledge and skills attainment. Providing this resource universally is best practice.	1.4 iReady Math Assessment, 1.3 CAASPP Math Assessment
2.1	**Action:** Instructional Rounds **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population.	Our unduplicated pupils will benefit from improved instructional practices. Providing this resource universally is best practice.	2.2 Difference in CAASPP ELA Scores between Economically and Non-Economically Disadvantaged Students, 2.3 Difference in CAASPP Math Scores between Economically and Non-

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		Economically Disadvantaged Students
2.2	**Action:** EL Curriculum and Instruction Support **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Our unduplicated pupils will benefit from instruction that is tied to the essential standards they will be assessed on. Providing this resource universally is best practice.	2.2 Difference in CAASPP ELA Scores between Economically and Non-Economically Disadvantaged Students, 2.3 Difference in CAASPP Math Scores between Economically and Non-Economically Disadvantaged Students
2.4	**Action:** National Conference or Site Seminar Attendance **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Our unduplicated pupils will benefit from improved instructional practices. Providing this resource universally is best practice.	2.2 Difference in CAASPP ELA Scores between Economically and Non-Economically Disadvantaged Students, 2.3 Difference in CAASPP Math Scores between Economically and Non-Economically Disadvantaged Students
2.5	**Action:** New Teacher Professional Development **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population.	Our unduplicated pupils will benefit from improved instructional practices. Providing this resource universally is best practice.	2.2 Difference in CAASPP ELA Scores between Economically and Non-Economically Disadvantaged Students, 2.3 Difference in CAASPP Math Scores between Economically and Non-

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		Economically Disadvantaged Students
2.6	**Action:** June Professional Development **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Our unduplicated pupils will benefit from improved instructional practices. Providing this resource universally is best practice.	2.2 Difference in CAASPP ELA Scores between Economically and Non-Economically Disadvantaged Students, 2.3 Difference in CAASPP Math Scores between Economically and Non-Economically Disadvantaged Students
3.1	**Action:** iReady Assessment Implementation **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Measuring student academic growth allows teachers to identify areas of needed to support to address. Providing this universally is a best practice.	3.1 Percentage of students that completed the mid year and final iReady assessments (only grade K-2)
3.2	**Action:** Data Driven Professional Development and Instructional Rounds Based Upon Assessment Data **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population.	Measuring student academic growth allows teachers to identify areas of needed to support to address. Providing this universally is a best practice.	3.2 Curriculum based ELA phonics and phonemic awareness assessments being utilized by Kindergarten and First Grade Teachers.

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		
3.3	**Action:** Implementation of phonics and phonemic awareness curriculum based assessment. **Need:** Unduplicated pupils are not meeting ELA standards at the rate of the general student population. **Scope:** LEA-wide	Measuring student academic growth allows teachers to identify areas of needed to support to address. Providing this universally is a best practice.	3.2 Curriculum based ELA phonics and phonemic awareness assessments being utilized by Kindergarten and First Grade Teachers.
4.1	**Action:** Development of Crew Curriculum **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Having a sense of belonging helps student feel connected to their teacher and peers has proven to improve test scores. Providing this resource universally is best practice.	4.2 Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"
4.2	**Action:** Counselor Support **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population.	Having a sense of belonging helps student feel safe at school has proven to improve test scores. Providing this resource universally is best practice.	4.2 Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"

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		
4.5	**Action:** Adventure Program for Character and Culture Development and Support **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Having a sense of belonging helps student feel safe at school has proven to improve test scores. Providing this resource universally is best practice.	4.2 Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"
4.7	**Action:** Leadership/Decision making teams at GVCS **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** LEA-wide	Identifying student needs when making key decisions supports unduplicated pupils by ensuring all decision are made for their benefit. Providing this universally is a best practice.	

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
2.3	**Action:** Math Learning Loss - Certificated support **Need:** Unduplicated pupils are not meeting Math standards at the rate of the general student population. **Scope:** Limited to Unduplicated Student Group(s)	Students will be supported with differentiated instruction to support their individual needs.	2.3 Difference in CAASPP Math Scores between Economically and Non-Economically Disadvantaged Students
4.3	**Action:** Learning Center Support - Certificated **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** Limited to Unduplicated Student Group(s)	Having a sense of belonging helps student feel safe at school has proven to improve test scores.	4.2 Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"
4.4	**Action:** Learning Center Support - Classified **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:**	Having a sense of belonging helps student feel safe at school has proven to improve test scores.	4.2 Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
4.6	**Action:** Part Time Psychologist **Need:** Unduplicated pupils are not meeting ELA and Math standards at the rate of the general student population. **Scope:** Limited to Unduplicated Student Group(s)	Having a sense of belonging helps student feel safe at school has proven to improve test scores.	4.2 Student responses to the question in the student crew survey: "How much do you feel you belong in your crew?"
4.8	**Action:** Chronic Absenteeism Reduction Plan **Need:** Unduplicated students have a lower attendance rate than the rate of the general student population. **Scope:** Limited to Unduplicated Student Group(s)	Identifying student needs when making key decisions supports unduplicated pupils by ensuring all decision are made for their benefit. Providing this universally is a best practice.	4.6 Chronic Absenteeism rate for students of 'Two or More Races'.
4.9	**Action:** Special Education Suspension Analysis and Action Plan **Need:** Unduplicated students have a higher suspension rate than the rate of the general student population. **Scope:**	Identifying the underlying cause of student suspensions will create awareness and opportunity to address those causes.	4.7 Suspension rate for Socioeconomically Disadvantaged students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

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

2025-26 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	5,437,819	424,607	7.808%	11.744%	19.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$433,100.00	$0.00	$0.00	$0.00	$433,100.00	$371,600.00	$61,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Phonics and Phonemic Awareness Training for TK-2 Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 School Year	$3,000.00	$0.00	$3,000.00				$3,000.00	
1	1.2	Rewrite Grade Level Expeditions to ensure that essential ELA, Social Studies, and Next Generation Science Standards are taught	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$12,000.00	$0.00	$12,000.00				$12,000.00	
1	1.3	Math Curriculum Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 School Year	$2,000.00	$2,000.00	$4,000.00				$4,000.00	
2	2.1	Instructional Rounds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$13,000.00	$0.00	$13,000.00				$13,000.00	
2	2.2	EL Curriculum and Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Math Learning Loss - Certificated support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
2	2.4	National Conference or Site Seminar Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$3,000.00	$7,000.00	$10,000.00				$10,000.00	

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
2	2.5	New Teacher Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.6	June Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	iReady Assessment Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$32,500.00	$32,500.00				$32,500.00	
3	3.2	Data Driven Professional Development and Instructional Rounds Based Upon Assessment Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income										
3	3.3	Implementation of phonics and phonemic awareness curriculum based assessment.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-1	24-25 School Year								
4	4.1	Development of Crew Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-25 School Year	$1,600.00	$0.00	$1,600.00				$1,600.00	
4	4.2	Counselor Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$70,000.00	$0.00	$70,000.00				$70,000.00	
4	4.3	Learning Center Support - Certificated	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
4	4.4	Learning Center Support - Classified	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	
4	4.5	Adventure Program for Character and Culture Development and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$70,000.00	$0.00	$70,000.00				$70,000.00	

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
4	**4.6**	Part Time Psychologist	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
4	**4.7**	Leadership/Decision making teams at GVCS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing								
4	**4.8**	Chronic Absenteeism Reduction Plan	All Students with Disabilities Students of Two or More Races	No Yes	Limited to Unduplicated Student Group(s)		All Schools	Ongoing								
4	**4.9**	Special Education Suspension Analysis and Action Plan	Students with Disabilities English Learners Foster Youth Low Income Special Education Students	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing								

2025-26 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
5,437,819	424,607	7.808%	11.744%	19.552%	$433,100.00	0.000%	7.965 %	**Total:**	$433,100.00
								LEA-wide Total:	$238,100.00
								Limited Total:	$195,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Phonics and Phonemic Awareness Training for TK-2 Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,000.00	
1	1.2	Rewrite Grade Level Expeditions to ensure that essential ELA, Social Studies, and Next Generation Science Standards are taught	Yes	LEA-wide	English Learners Foster Youth Low Income		$12,000.00	
1	1.3	Math Curriculum Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,000.00	
2	2.1	Instructional Rounds	Yes	LEA-wide	English Learners Foster Youth Low Income		$13,000.00	
2	2.2	EL Curriculum and Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
2	2.3	Math Learning Loss - Certificated support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$85,000.00	

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 (%)
2	2.4	National Conference or Site Seminar Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
2	2.5	New Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.6	June Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
3	3.1	iReady Assessment Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		$32,500.00	
3	3.2	Data Driven Professional Development and Instructional Rounds Based Upon Assessment Data	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.3	Implementation of phonics and phonemic awareness curriculum based assessment.	Yes	LEA-wide	English Learners Foster Youth Low Income			
4	4.1	Development of Crew Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,600.00	
4	4.2	Counselor Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$70,000.00	
4	4.3	Learning Center Support - Certificated	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$60,000.00	
4	4.4	Learning Center Support - Classified	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$20,000.00	
4	4.5	Adventure Program for Character and Culture Development and Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$70,000.00	
4	4.6	Part Time Psychologist	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$30,000.00	

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 (%)
4	4.7	Leadership/Decision making teams at GVCS	Yes	LEA-wide	English Learners Foster Youth Low Income			
4	4.8	Chronic Absenteeism Reduction Plan	Yes	Limited to Unduplicated Student Group(s)				
4	4.9	Special Education Suspension Analysis and Action Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$433,100.00	$528,058.22

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**	Phonics and Phonemic Awareness Training for TK-2 Staff	No	$3,000.00	$0
1	**1.2**	Rewrite Grade Level Expeditions to ensure that essential ELA, Social Studies, and Next Generation Science Standards are taught	No	$12,000.00	$12,000.00
1	**1.3**	Math Curriculum Evaluation	No	$4,000.00	$1,040.00
2	**2.1**	Instructional Rounds	No	$13,000.00	$524.39
2	**2.2**	EL Curriculum and Instruction Support	No	$10,000.00	$19,500.00
2	**2.3**	Math Learning Loss - Certificated support	No	$85,000.00	$65,717.64
2	**2.4**	National Conference Attendance	No	$10,000.00	$3,885.00
2	**2.5**	New Teacher Professional Development	No	$2,000.00	$2,0000.00
2	**2.6**	June Professional Development	No	$10,000.00	$12,000.00
3	**3.1**	iReady Assessment Implementation	No	$32,500.00	$32,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Data Driven Professional Development and Instructional Rounds Based Upon Assessment Data	No		
3	3.3	Implementation of phonics and phonemic awareness curriculum based assessment.	No		
4	4.1	Development of Crew Curriculum	No	$1,600.00	$0
4	4.2	Counselor Support	No	$70,000.00	$66,682.62
4	4.3	Learning Center Support - Certificated	No	$60,000.00	$81,154.07
4	4.4	Learning Center Support - Classified	No	$20,000.00	$64,713.75
4	4.5	Adventure Program for Character and Culture Development and Support	No	$70,000.00	$103,807.48
4	4.6	Part Time Psychologist	No	$30,000.00	$44,533.27
4	4.7	Leadership/Decision making teams at GVCS	No		
4	4.8	Chronic Absenteeism Reduction Plan	No		
4	4.9	Special Education Suspension Analysis and Action Plan	No		

2024-25 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)
$424,607	$0.00	$0.00	$0.00	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)

2024-25 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)
$5,308,725	$424,607	3.746	11.744%	$0.00	0.000%	0.000%	$623,471.84	11.744%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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