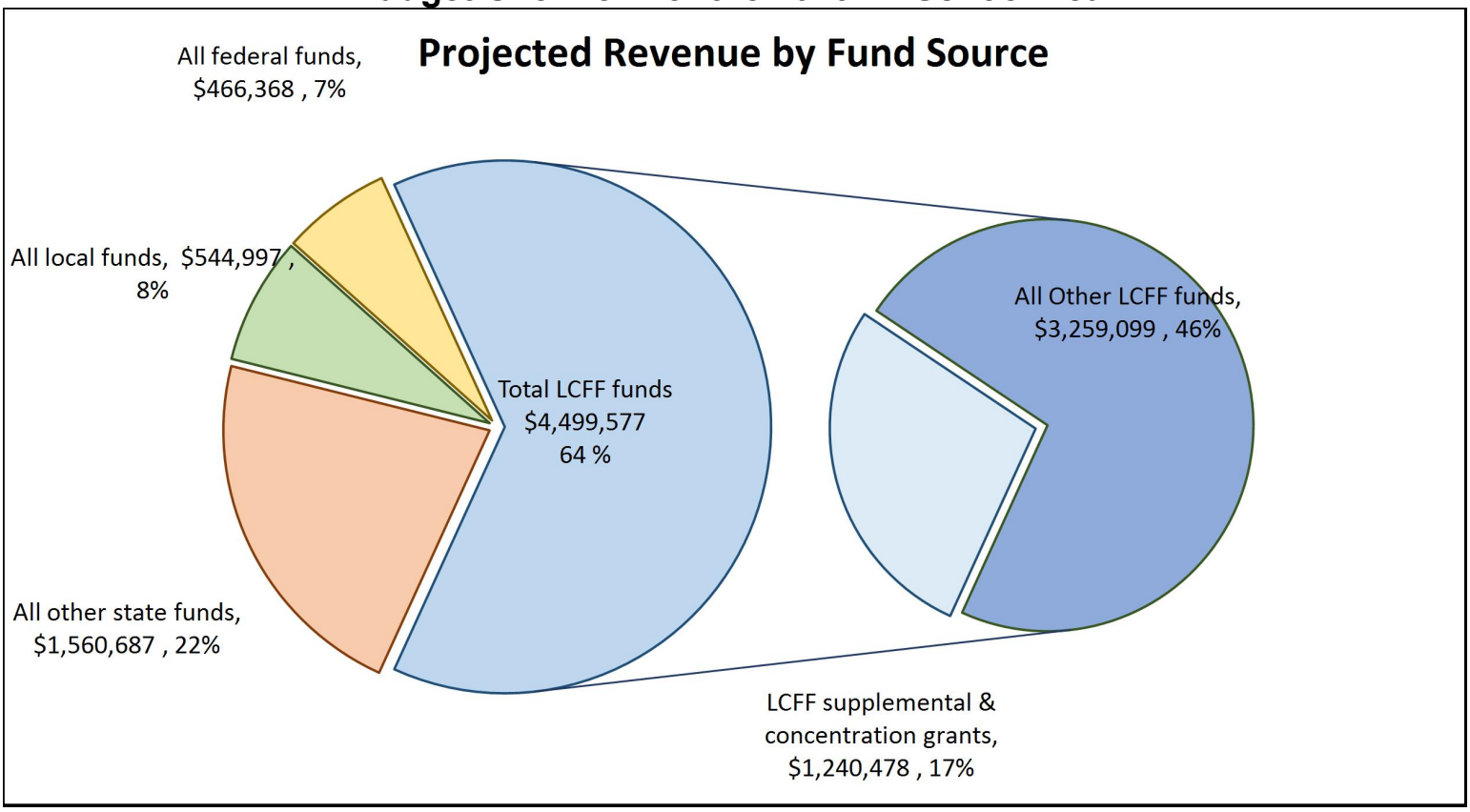
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Libertas College Prep
CDS Code: 19647330131904
School Year: 2026-27
LEA contact information:
Dan Maguire
Head of School
dmaguire@libertascollegeprep.org
(703) 477-6579

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

Budget Overview for the 2026-27 School Year

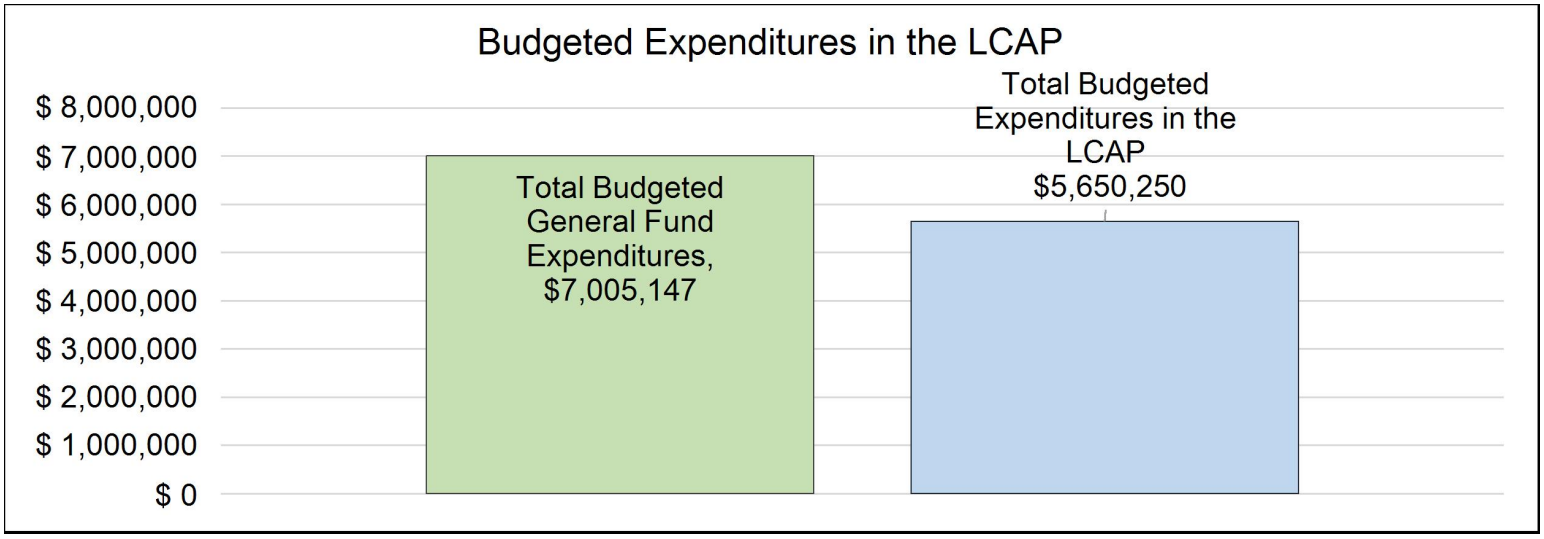


This chart shows the total general purpose revenue Libertas College Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Libertas College Prep is $7,071,629, of which $4499577 is Local Control Funding Formula (LCFF), $1560687 is other state funds, $544997 is local funds, and $466368 is federal funds. Of the $4499577 in LCFF Funds, $1240478 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 Libertas College Prep plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Libertas College Prep plans to spend $7005147 for the 2026-27 school year. Of that amount, $5650250 is tied to actions/services in the LCAP and $1,354,897 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

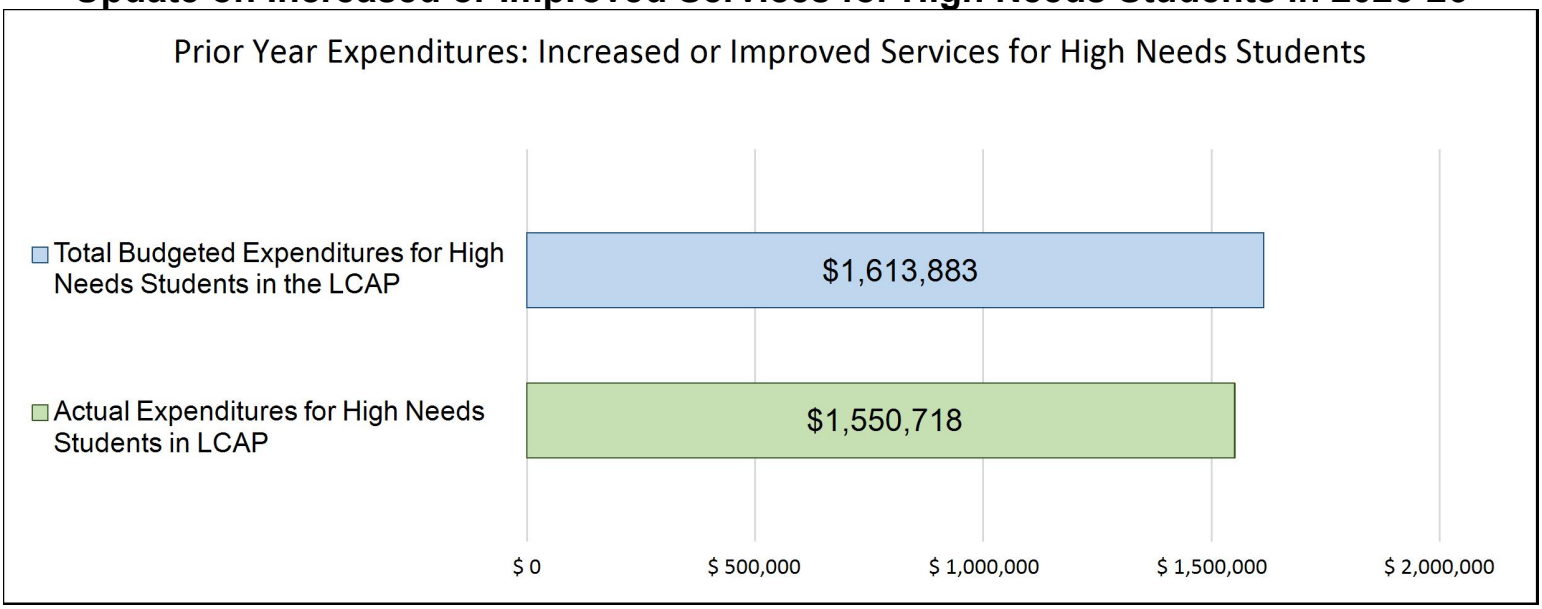
General fund Budget Expenditures that are not included in the LCAP are student materials, office supplies, non nutritional foods, the nutrition program, dues and memberships, substitute teachers, and our financial back office provider fees are not reflected.

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

In 2026-27, Libertas College Prep is projecting it will receive $1240478 based on the enrollment of foster youth, English learner, and low-income students. Libertas College Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Libertas College Prep plans to spend $1562425 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Libertas College Prep's LCAP budgeted $1,613,883.00 for planned actions to increase or improve services for high needs students. Libertas College Prep actually spent $1,550,718.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $63,165 had the following impact on Libertas College Prep’s ability to increase or improve services for high needs students:

We used more one time funds than we originally anticipated. The overall total expenditure on these items stayed consistent, the gap is that we did not use LCFF funds for them.

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
Libertas College Prep	Dan Maguire Head of School	DMaguire@libertascollegeprep.org (703) 477-6579

Plan Summary [2026-27]

General Information

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

The mission of Libertas College Prep is to equip middle school students with the academic skills and the strength of character needed to thrive in and graduate from high-performing high schools and competitive colleges. Libertas College Prep is a 4-8 charter middle school designed to ensure students are on track for college. Our 4th grade start gives students extra time to develop strong reading habits and math skills by 8th grade.

Libertas serves a population of primarily first generation college-going students, and provides a rigorous academic curriculum coupled with a culture of high expectations and positivity to promote student growth. In 2020 and 2021 Libertas received a California Distinguished Schools Award for the significant academic growth students made. Libertas was also honored as a Top School for Hispanic Students by Innovate Public Schools in partnership with the USC Price Center of Social Innovation and Rossier School of Education in 2019 and a Top School for African American students in 2024.

We are located in the heart of South LA and our demographics match the neighborhood around us: 29% English Learners, 15% Students with Disabilities, 75% Hispanic/Latino, 25% African American.

Libertas does not receive Equity Multiplier funds.

Reflections: Annual Performance

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

A key reflection on Libertas' performance for the 24-25 school is that we made measurable growth in academics across all of our subgroups. Reflecting on our student needs, we identified that we need to continue to put considerable emphasis into our math intervention and Tier 1 supports.

Strengths according to the CA School Dashboard:

- Suspension rate is blue. We remained in the blue for our suspension rates with 0% students suspended, which was slightly better than the previous year. All six student subgroups scored in the blue.

- We also met all standards for the local indicators which speak directly to positive local climate and parent and family engagement.

- A key strength is Libertas has Accelerated Growth for both ELA and for Math. For ELA five of six subgroups had Accelerated growth and only one subgroup had average growth. For Math, four of six subgroups had Accelerated growth and only two subgroups had Average Growth. This growth provides helpful framing for our scores in Distance From Standard, as our 4th and 5th grade students enter our school, the deep impact of having done Kindergarten and 1st grade through remote learning, has lingering effects. Our students are entering our school at lower levels than they have in previous years and we are continuing to make Accelerated Growth with them. Our focus is to ensure that no subgroups are making average growth so that we can help all students graduate Libertas at or above grade level.

- We are continuing to make progress and improvement with our English Learners. In 2024-2025 we had our lowest percent of ELs who decreased an ELPI level (9.3%) since 2019. We are also in the Green for English Learners with 53.5% making progress (higher than the state's 46%).

- Our DFS for ELA in 24-25 is higher than the state in all subgroups: Students with Disabilities (-83 vs -89), African American (-31 vs -51), English Learners (-48 vs -60), Hispanic (-18 vs -34), and Socioeconomically Disadvantaged (-24 vs -35), LTELs (-53 vs -104).

- Our DFS for Math in 24-25 is higher than the state in all subgroups except for Students with Disabilities: LTEL (-114 vs -159), African American (-80 vs -95.8), English Learners (-69 vs -86), Hispanic (-39 vs -74), Socioeconomically Disadvantaged (-51 vs -73).

Areas of Need according the CA School Dashboard:

- Our Long-Term English Learners and our Students with Disabilities are both in the red for math. Each student group declined from the year before in DFS. However, even with this decline, our LTELs are still meaningfully outperforming the state (-114 vs -158.9) and our Students with Disabilities are on par with the state's DFS in math (-127.5 to 120.7).
- Our LTELs' ELPI was also in the red with only 43% LTELs making progress compared to the state's 49%.

- We are also making steady progress with our Chronic Absenteeism. We are continuing to trend down after the pandemic when we hit a high of 37.5%, we declined this year 4.6% to be 23.2% chronically absent. We are happy that this progress is continuing in the

right direction. African American students are the one subgroup in the red for Chronic Absenteeism. The rate for this group is 29.2% which is on par with the state's rate of chronic absenteeism for African American students at 29.8%.

We were on the Technical Assistance lists for ATSI and Differentiated Assistance for one year based on test scores from the 2022-2023 school year. We put into place school improvement plans to support our students with disabilities and our English Learners. The result of the implementation of these plans is that we are no longer on any Technical Assistance lists and our students in all subgroups are improving and making growth.

In 24/25 we transitioned from a Targeted Program to a Schoolwide Program for federal funds. This spring we completed a comprehensive needs assessment. In three different settings we brought together educational partners including education consultants, parents, staff, and student leadership. Collectively this group walked through classrooms, looked at instruction, processed CA Dashboard data, teacher and student survey data, and targeted family surveys in order to identify the needs of the school and better ascertain the root causes of these needs.

The Results of this needs assessment helped guide our planning and spending for our unexpended Learning Recovery Block Grant Funds, our Student Support and Professional Development Discretionary Block Grant Funds, and our Title I funds.

- Title I funds - our needs assessment team determined that we needed continued attention to our diverse learners, especially our English Learners, students in need of emotional supports, and students with disabilities.

The need they identified was that our 4th and 5th grade cohorts were the students most impacted by distance learning and who spent key Kindergarten and 1st grade years doing distance learning. This has had direct impacts on their social/emotional readiness for school as well as their reading levels and math foundations. Additionally, the needs assessment targeted low reclassification rates, ratings in the red for students with disabilities, and parents especially pointed to concerns that the Black student group is performing lower than Hispanic/Latino student group, especially in math.

They also identified that while all almost all subgroups had made growth in 24/25, they all remained below standard in DFS for ELA and Math.They wanted to allocate Title I funds to support small group instruction and interventions (Goal 3.4). The area of need this addresses is our student subgroup performance in ELA and Math as measured by metrics 3.1 - 3.9.

Title I funds ($132044) will be applied as follows:

- aide - salary plus benefits - this role supports the intervention program by implementing small group instruction designed to support English Learners and struggling students through targeted instruction.
- Special Education Coordinator - salary plus benefits - supports the intervention program (or initiatives) as the Phonics Specialist who is trained in a number of phonics interventions, including Wilson. This position designs the phonics instruction for small group intervention time facilitated by general education teachers. The SpED Coordinator also oversees the small group instruction for English Learners and struggling students.

Learning Recovery Emergency Block Grant Funds ($391,685) will be applied as follows:

- We have unexpended LREBG funds that we made plans for based on the results of the needs assessment to use for the 2026-2027 school year and after. In order to continue to increase the social and emotional supports for students and the improved execution of our intervention program, these following positions are funded next year.
- Goal 3 Action 3 - These LREBG funds will fund the Principal position in order to improve the execution of the the Math Intervention Program. The area of need for this addresses our subgroup performance in math, especially Students with Disabilities and our English Learners. Our data shows that math is an area where we have historically scored below our skill levels in ELA. We will use our Goal 3 metrics (3.2, 3.5, 3.6) with a focus on student subgroups to assess both student growth in math as well as increased proficiency of each subgroup to monitor the effectiveness of the LREBG funds.
- An additional Special Education aide and a DIS Counselor to support Goal 1 Action 1
- An ELD Aide to support Goal 3 Action 4 and the ongoing work to address the needs of our lower reclassification rates.

Student Support and Professional Development Discretionary Block Grant funds ($60,000):
Parent input has been very positive in each the needs assessment about the social emotional supports for their children, but additional whole family surveys shows that more capacity is desired.

- these funds will go to support the Director of Leadership Development to support the implementation of the CYBHI program and using this to expand providers and services at the school site
- external leader development was cited as a need and funds were allocated for professional development
- staff family leaves are increasing the need of high quality long term substitutes and funding is allocated to hiring and recruitment costs

Reflections: Technical Assistance

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

Libertas is not on any Technical Assistance lists.

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.

N/A

Support for Identified Schools

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

M/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
Parents	LCAP Survey provided in written copy and online form in both English and Spanish in May 2026, regular coffee with administrators(monthly), School Site Council Meetings, ELPAC, and a Parent Advisory Council for the LCAP (May 28, 2026).
Teachers	Twice annual formal survey, weekly informal surveys, biannual 1:1 check ins, and whole staff reflection session on Strengths, Weaknesses, Threats, and Opportunities in order to determine comprehensive LCAP feedback.
Board Members	Every 6 weeks with bimonthly taskforces on strategy and budget development for the LCAP. The board discussed the Midyear Update February 23, 2026. LCAP will be presented at the June 13th board meeting 2026.
School leadership	Regular meetings with school leadership and open opportunities to attend board meetings especially during LCAP public comment. School leadership was also part of an ongoing needs assessment throughout the spring consisting of an Instructional School Review (4/15/2026), Priority Planning, and instructional staff SWOT in May.
Public	The Midyear Update was presented February 28, 2026 at a public board meeting with opportunity for public comment. Public comment on the LCAP to be considered in the development of the LCAP was heard on June 13th at the Libertas board meeting along with the opportunity to submit written comments. LCAP was approved at a public meeting June 13th, 2026.

Educational Partner(s)	Process for Engagement
	LCAP timelines and progress toward metrics were presented for feedback at SSC meetings (10/6, 2/26, 3/17)
SELPA	The LCAP was shared with our LAUSD Option 3 SELPA for feedback.
Students	Students provide feedback 2x a year in a Fall and a Spring Survey focusing on school climate and instruction. Student panels annually provide verbal feedback on school experience, quality of instruction, and school climate. Student ASB president, vice president, and treasurer take part in both student leadership as well as School Site Council (March 17, 2026) where the LCAP is reviewed and progress toward goals is discussed.

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

The multiple opportunities to engage parents and staff and school leaders come back to the central question of are the actions of our Libertas program as outlined in the LCAP effective at achieving the metrics we've laid out. If not, what are suggestions you have to make adjustments to the plan in place?

The annual 25-26 LCAP survey, administered in May 2026, showed that Libertas families highly support the school - 97% said that they would recommend or strongly recommend Libertas to a friend.

Libertas' highest ranking questions related to our Goal 2 Action 2- improving our chronic absenteeism and creating a positive school climate. - "I was kept informed of my child's attendance" (score of 4.74/5) and "Libertas is a welcoming school" (score of 4.71/5). Families felt that ParentSquare increased home and school communication (4.68/5).

From an academic perspective Goal 2 Action 1, focused on Parent Engagement, parents ranked highly the opportunity to meet with teachers through conferences and Back to School Night, and other events (4.68/5) and whether families felt informed about academic progress (4.61/5).

Overall, all of the scores were between 4-5 on a scale of 1-5 so the overall survey identified areas of strength and, while still strong, areas with opportunity for improvement. A trend throughout this year's feedback and needs assessments is that the Social Emotional supports provided by the school are working for many, however, some families do not feel their child needs to access them or may not be as aware of them. In the needs assessments that allowed parents, staff, and students to do a SWOT analysis of Libertas, the social emotional supports and mental health supports showed up repeatedly in the Strengths category. However, it was the lowest score for parent questions at 4.11/5 about whether the school keeps them informed about access to mental health services.

Our LCAP include a full time social worker. Additionally we brought on a part time DIS counselor on staff to continue to address, in house, the range of social emotional needs of our students. (Goal 2.2) We are seeing an ongoing need to continue to make these services available and also make it clear about how to access these services.

Immediately after the pandemic, there was a huge number of parents asking for tutoring for students. Overall there has been a reduction in families requesting tutoring for students because of the positive perception of the intervention program (Goal 3.3). However, this year's survey shows an increase in parents requesting academic support during school "Additonal tutoring options either after school or extra homework or other online resouces would be great." / "Mathematics tutoring after school". In our after school programing in Goal 2.2 we are shifting the schedule of after school to incorporate math fluency practice and HW support time to be consistently responsive to parent feedback.

The overall high scores in the parent surveys and the highly positive conversations in the Parent Advisory Council showed positive reinforcement atht the program outlined in the LCAP is meeting the needs of the families.

The board's feedback through the 26-27 LCAP budget development was to balance the high level of academic support and smaller class sizes while maintaining a balanced budget (Goal 3.5).

The adopted LCAP will show the use of Learning Recovery Block Grant funds in order to continue focus on mathematics instruction in the general classroom as well as targeted intervention. This will be done through a Principal over Instruction, ongoing support for LTELs with our ELD aide, and increased social emotional supports with a SpED Aide and a DIS Counselor. The adopted LCAP will still retain a low teacher/student ratio in order to protect the smaller class size (Goal 3.5).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all scholars with high quality instruction and teachers through a rigorous Common Core aligned curriculum by providing relevant learning experiences and supports to ensure academic access among all subgroups (EL, LI, FY, SPED).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is created to help develop a strong, rigorous plan for assuring all scholars a robust academic education that is aligned to Common Core standards. Additionally, actions/services have been identified to assist staff in implementing CCSS and exposing scholars to a well-rounded course of education.

In response to the ATSI designation from our 23/24 school year data, and the work with consultants and internal feedback from parents, leadership, and teachers, we modified our actions in order to fully meet the academic needs of our students with disabilities. Our actions have been highly effective and we have not been on DA or ATSI since then.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	All teachers are appropriately credentialed for the courses in which they teach.	Met (Per 22-23 LAUSD Oversight Report)	Met (Per 23-24 LAUSD Oversight Report)	Met.	Met	No change, goal met.
1.2	Percentage of core classes are taught with CCSS aligned materials	100%	100% (per Williams Visit 23-24)	100% (per Williams Visit 24-25)	100%	No change, goal met.
1.3	Percent of Students with	100%	100%	100%	100%	No change, goal met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disabilities Who Are in the General Education Program at Least 80% of the School Day					
1.4	All students, including low income students, foster youth, students with disabilities, and English Learners, have access to a broad course of study including physical education and Visual and Performing Arts.	Met (100% of students have access)	Met (100% of students have access)	Met (100% of students have access)	Met	No change, goal met.
1.5	Implementation of California Academic Content and Performance Standards for all students.	English Language Arts: 5 Mathematics: 5 History-Social Science: 4 ELD: 4 Next Generation Science Standards: 5 (Local Indicators 22-23)	English Language Arts: 5 Mathematics: 5 History-Social Science: 4 ELD: 4 Next Generation Science Standards: 5 (Local Indicators 23-24)	English Language Arts: 5 Mathematics: 5 History-Social Science: 4 ELD: 4 Next Generation Science Standards: 4 (Local Indicators 24-25)	All Content areas have a score of 4 or higher.	No change, goal met.
1.6	Percent of English Learners provided access to standards aligned ELD during designated and integrated ELD.	100% (22-23)	100% (23-24)	100% (24-25)	100%	No change, goal met.

Goal Analysis [2025-26]

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

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

No substantive differences.

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.

1.1 Special Education variance in the Budgeted Expenditures and Estimated Actual Expenditures is due to a lower amount of actual services needed per students with an IEP than we budgeted for at the end of the previous academic year. This is a common practice because we are a public school so we enroll all students regardless of whether they have an IEP or if they struggled academically at a previous school. We budgeted conservatively by anticipating a higher level of services needed for our incoming or new students with IEPs than the actual amount of services their IEPs required.

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

The actions effectively achieved our progress toward our goal. In each metric we are on target for our Year 3 outcome.

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.

Minor staffing changes have been made to the planned goal. We increased our staffing for Special Education and added a SpED Aide to support the need we are seeing with students with disabilities, especially in math classes. We also increased our budget for 1.4 in order to plan ahead for anticipated maternity leaves and the long term, high quality substitutes who will be teaching those classes.

One area we decreased spending in is for our Resident Teacher Program as we did not have a resident for the 2026/27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Special Education Program	Scholars with disabilities will receive instruction and resources that are fully aligned with CCSS. Libertas College Prep's SPED Team will provide instructional and social-emotional supports as outlined in the scholar's IEP.	$797,486.00	No

Action #	Title	Description	Total Funds	Contributing
		Service minutes will be tracked and recorded in Welligent. SpED Department will be staffed as deemed appropriate by needs and assessments. We are using Title I funds for the Special Education Coordinator and the Special Education Aid who support both students with disabilities as well as the large number of students entering with significant delays in literacy. We are using LRBGF for the DIS Counselor and the Special Education Aide.		
1.2	Curriculum & Materials	All curriculum and materials will be standard-aligned. Materials will be purchased as needed to insure that all curriculum and supplemental materials will be available to all scholars. Materials may include subscriptions to online educational programming, leveled libraries, science material, and others as determined by school leadership. Expenses also include copier fees so that each child has materials in hand.	$123,566.00	No
1.3	Technology	To ensure that all students, including low income students, are able to access 21st century equipment and technology to complete school work, we maintain a 1:1 scholar:device ratio. Libertas will annually assess and provide technology as needed. Purchases included but are not limited to both software and hardware, as well as peripheral equipment.	$89,270.00	Yes
1.4	Highly Effective Teachers and School Leadership	Libertas recruits highly effective teachers and School Leadership. The Head of School maintains a high bar for academic vision and rigorous CA Common Core Standards driven instruction. Libertas teachers provide deep content knowledge and focused planning in each classroom for all students.	$1,452,956.00	No
1.5	Induction and Credentialing Program	In order to recruit teachers from diverse backgrounds, Libertas offers a teacher induction program. We also partner with ALDER Graduate School of Education to provide training, mentors, and placement for resident teachers pursuing their credential.	$14,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Libertas College Prep will foster student and parent engagement to ensure a safe and positive learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students in all subgroups (English Language Learners, Special Education students, African-American students, and Hispanic students) will receive any necessary support through Special Education services, attendance supports and socio-emotional learning curriculum to ensure a safe school environment that fosters learning and engagement for all. We will ensure that a high Average Daily Attendance rate is maintained, and that structures for socio-emotional support are in place to maintain a low suspension rate and low expulsion rate.

In response to parent feedback, we are continuing to invest in Positive and Safe School Climate through in school and after school actions. In response to Chronic Absenteeism in the Yellow, and in discussions with the LCAP Parent Advisory Councils, we increased attendance support as part of our Positive School Climate Action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual suspension rate.	All: .3% EL: 0% SWD: 0% African American: 0% Hispanic: .4%	All: .3% EL: 0% SWD: 0% African American: 1.5% Hispanic: 0% CA School Dashboard (23-24)	All: 0% EL: 0% SWD: 0% African American: 0% Hispanic: 0% CA School Dashboard (24-25)	Will remain under 5% annually. All: EL: SWD: African American: Hispanic:	All: maintained EL: maintained SWD: maintained African American: increased 1.5% Hispanic: declined .4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Average Daily Attendance (ADA) rate	90.6% (Per DataQuest 22-23)	91.8% (Per P2/DataQuest for 23-24)	92.38% (Per P2 24-25)	93.5%	Increased 1.78%
2.3	Expulsion rates	0%	0%	0%	Under 1% annually	Maintained 0%
2.4	Chronic absenteeism	All: 37.5% (22-23 Dashboard) EL: 45.1% SWD: 56.8% African American: 34.5% Hispanic: 37.5%	All: 27.8% (23-24 Dashboard) (Above the state average of 18.6%) EL: 29.3% (above the state ave of 20.1%) SWD: 31.3% (above the state ave of 26.3%) African American: 23.1% (below state average of 31.3%) Hispanic: 29.3% (above the state ave of 21.7%)	All: 23.2% (24-25 Dashboard) (Above the state average of 17.1%) EL: 22.8% (above the state ave of 18.1%) SWD: 21.6% (below the state ave of 24.9%) African American: 29.2% (below state average of 29.8%) Hispanic: 20.9% (just higher the state ave of 20.1%)	Meet or Exceed State Average All: EL: SWD: African American: Hispanic:	All: declined 14.3% EL: declined 22.2% SWD: declined 35.2% African American: declined 5.3% Hispanic: declined 16.6%
2.5	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator.	Met	Met	Met (24-25)	Met	Maintained
2.6	Middle school drop out rate.	0%	0%	0% (Calpads 24-25)	Less than 1%	Maintained 0%
2.7	90% or more of bi-annual Facility	Met (Per Williams Facility Visit)	Met (Per Williams Facility Visit)	Met (Per Williams Facility Visit 24-25)	Met	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	inspection checklists are compliant/good standing.					
2.8	Student Climate Survey: Sense of Safety	All: 92.4% (22-23 Fall Student Survey)	All: 90.475% (23-24 Fall Student Survey)	All: 91.5% (24-25 Fall Student Survey) Met Goal	At or above 70%	Maintained above 70%
2.9	Student Climate Survey: Sense of Connectedness	All: 91.66% (22-23 Fall Student Survey)	All: 90.08% (23-24 Fall Student Survey)	All: 88% (24-25 Fall Student Survey) Met Goal	At or above 70%	Maintained above 70%
2.10	Teacher Climate Survey: Sense of Safety	All: 87.88% (22-23 Fall Barometer)	All: 88.46% (23-24 Fall Barometer)	All: 92.86% (24-25 Fall Staff Survey) Met Goal	At or above 70%	Maintained above 70%
2.11	Teacher Climate Survey: Sense of Connectedness	All: 95% (22-23 Fall Barometer)	All: 80.77% (23-24 Fall Barometer)	All: 91.07% (24-25 Fall Staff Survey) Met Goal	At or above 70%	Maintained above 70%
2.12	Parent Climate Survey: Sense of Safety	All: 100% (22-23 Parent Survey)	All: 92.5% (23-24 Parent Survey)	All: 97.75% (24-25 Parent Survey) Met Goal	At or above 70%	Maintained above 70%
2.13	Parent Climate Survey: Sense of Connectedness	All: 88.45% (22-23 Parent Survey)	All: 95% (23-24 Parent Survey)	All: 94.43% (24-25 Parent Survey) Met Goal	At or above 70%	Maintained above 70%

Goal Analysis [2025-26]

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

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

Goal 2 has been a top priority for Libertas. The execution of the goal was carried out 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.

No material differences between Budgeted Expenditures and Estimated Expenditures.

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

Goal 2 has been effective in most metrics on making progress toward our Year 3 goal. All metrics except for 2 of them are hitting our target for Year 3 Outcome. Metric 2.2 and 2.4 are showing positive progress in the correct direction. Our ADA rate is increasing higher. Additionally, Chronic Absenteeism, which has been an ongoing focus throughout all of our needs assessments, is still trending down even though it remains higher than the state average. Within our metric of Chronic Absenteeism, we are right at the state average for African American students and Hispanic/Latino students. We have made the biggest progress with our students with disabilities where we have declined 35/2% from our high and we are now below the state average for this subgroup. This progress shows that the plans in place have been effective and our investment needs to continue.

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.

We have taken the feedback of our educational partners and, while no major changes have been made to this goal, tweaks and improvements have been incorporated. For example, based off of parent requests, we built out a new after-school schedule that incorporates math fluency time and homework support time.

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	Parent Engagement	Libertas College Prep will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. They include: • Hosting monthly Coffee with Administrators • Volunteer opportunities at the school • Weekly updates on academics and behavior sent to parents via DeanList to ensure parents are up to date on their child's progress • Host Parent/teacher conferences: 2 times/year • Translation services will be provided to parents for all events and meetings • Ensure school website and social media are updated on a regular basis as a method to communicate with parents. • Administer parent surveys to gain insight on the sense of safety and school connectedness and identify parent needs.	$438,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to improve chronic absenteeism and ensure high attendance so all students are able to learn, our team does the following: • Registrar records daily attendance and calls all families who were absent to record their reason why or to support their ability to get to school • Send out regular letters to inform families about their current attendance • Convene an attendance committee to meet 1:1 with families • Conduct home visits for families on track for chronic absenteeism in order to link with external support services		
2.2	Positive School Climate & Safety	Positive School Climate: Materials, tools, and resources will be provided to enhance and support the social-emotional needs of Libertas scholars. Examples of these tools and resources include: • Morning Meetings: Each day it is important to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake. Teachers and students start the day with a morning meeting that can consist of a wellness check in, soft skills development, or goal setting. • Community Circles: Our FIRST values are infused throughout the school culture and rituals. Community circles take place every Friday that includes awards and recognition for behavior and academic achievement • Social-emotional counseling services: Libertas provides social emotional counseling services to students. We have a full time licensed therapist on campus to support our students and a part time DIS counselor. Scholar Engagement to increase Positive School Climate: In order to invest students in the joy of coming to school and provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:	$923,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Extend scholar learning opportunities beyond the classroom through field trips • Create a college-going culture by visiting local colleges and universities • Provide scholars with access to after school academic/social enrichment programs. Funded primarily through ELOP and ASES, our after school program provides a robust sports program, musical instruments, dance and art. School Safety: The following actions and services will be provided to ensure a positive and welcoming learning environment: • The Leadership Team will annually review and revise the Comprehensive School Safety Plan. • The school's entire staff will be trained on the School Safety Plan • Teachers follow school-wide Positive Behavior Support Plan and are coached on how to build a strong positive culture and support all learners. • Continue to implement Tiered Behavior System school-wide. All students will participate in the Tiered Behavior System; and earn points for exuding positive behavior and exemplifying the school's core values, redeemable for incentives throughout the school year • Implement a morning meeting at the start of every school day for students to build soft-skills, practice mindfulness, and build relationships with their peer and teachers • Dean to address social-emotional behavior, monitor and track attendance, chronic absenteeism, truancy, suspensions, communicate with families, address supervision of students. • Administer an annual scholar and staff survey to measure school safety and school connectedness.		
2.3	Facilities	The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program: 1. Daily general cleaning by custodial staff will maintain campus cleanliness 2. Logs are completed and on file.	$840,735.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Bi-annual facility inspections will screen for safety hazards 4. Annual evaluations of custodial staff will be completed. 5. Cleanliness spot checks will be performed monthly by operations staff.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Academic Success For All Students: Continue to use data-driven instruction to close achievement gaps and ensure student academic growth and success in literacy, including English language development, math, and science for all subgroups (EL, LI, FY, SPED).	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Libertas is committed to ensuring every student is on a track to college and is academically prepared for post secondary choices. While we continue to make academic progress each year, we still lag behind our pre-pandemic academic achievement levels.

Our presence on the ATSI and DA lists for students with disabilities for the 2022/2023 school year showed that we have work to do to support all students. That year our CA Dashboard also showed ELPI in the Red. Teacher feedback through surveys and a SWOT analysis at the school level indicated a continued focus on diverse learners through PD and academic intervention as highlighted in this goal. Since that year,

We put additional resources toward the goal 3 and made improvements across all subgroups. We are going to continue this focus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Internal Diagnostic: NWEA MAP Assessment for ELA Growth Percentile	All: 42.6% (MAP 22-23)	All: 71% (MAP 23-24)	All: 65.6% (MAP 24-25)	All: % of students meeting growth targets is over 60% EL: SWD:	Increased by 23%
3.2	Internal Diagnostic: NWEA MAP Assessment for Math	All: 41.8% (MAP 22-23)	All: 77% (MAP 23-24)	All: 55.6% (MAP 24-25)	All: % of students meeting growth targets is over 60%	Increased by 13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: SWD:	
3.3	CAASPP Performance in English Language Arts, measured by DFS	All: -19.6 EL: -69.2 LTEL: NA SWD: -120.9 African American: -28.9 Hispanic: -17.8 (CAASPP 22-23)	All: -9.2 (exceed state) EL: -44.3 (exceed state) LTEL: -65 (exceed state) SWD: -84.1 (exceed state) African American: -17.2 (exceed state) Hispanic: -7.7 (exceed state) (CAASPP 23-24)	All: -19.9 (below state) EL: -48.1 (exceed state) LTEL: -53.1 (exceed state) SWD: -83.6 (exceed state) African American: -30.6 (exceed state) Hispanic: -17.9 (exceed state) (CAASPP 24-25)	All: Meet or exceed state average EL: Meet or exceed state average SWD: Meet or exceed state average	All: decreased .3 EL: increased 21.1 LTEL: NA SWD: increased 367.3 African American: decreased 1.7 Hispanic: decreased .1
3.4	CAASPP Performance in English Language Arts, measured by % meeting/exceeding standard	All: 46.02% EL: 12.82% LTEL: 4.76% SWD: 7.5% African American: 43.64% Hispanic: 47% (CAASPP 22-23)	All: 47.49% (meet state average) EL: 22.22% (exceeds) LTEL: 8.7% (exceeds) SWD: 11.63% (below) African American: 40.63% (exceeds) Hispanic: 49.57% (exceeds) (CAASPP 23-24)	All: 41.3% (below state average) EL: 16.47% (exceeds) LTEL: 0% (below state) SWD: 14.28% (below) African American: 37.09% (exceeds) Hispanic: 42.22% (exceeds) (CAASPP 24-25)	All: Meet or exceed state average EL: Meet or exceed state average SWD: Meet or exceed state average African American: Meet or exceed state average Hispanic: Meet or exceed state average	All: decreased by 4.72% EL: increased by 3.65% LTEL: decreased by 4.76% SWD: increased by 6.78% African American: declined by 6.55% Hispanic: increased by 4.78%
3.5	CAASPP Performance in Math, measured by DFS	All: -44 EL: -92.1 LTEL: NA SWD: -156.3 African American: -64.4 Hispanic: -39.4	All: -35 (exceed state) EL: -63.2 (exceed state) LTEL: -92.4 (exceed state)	All: -47.4 (below state) EL: -69.1 (exceed state) LTEL: -114 (exceed state)	All: Meet or exceed state average EL: Meet or exceed state average	All: declined 3.4 EL: increased 23 LTEL: NA SWD: increased 28.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CAASPP 22-23)	SWD: -110.9 (exceed state) African American: -44.9 (exceed state) Hispanic: -31.2 (exceed state) (CAASPP 23-24)	SWD: -127.5 (below state) African American: -80.2 (exceed state) Hispanic: -38.9 (exceed state) (CAASPP 24-25)	SWD: Meet or exceed state average African American: Meet or exceed state average Hispanic: Meet or exceed state average	African American: increased 15.8 Hispanic: increased .5
3.6	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 34.18% EL: 10.26% LTEL: 4.76% SWD: 7.69% African American: 24.08% Hispanic: 36.87% (CAASPP 22-23)	All: 38.6% (exceeds) EL: 16.05% (exceeds) LTEL: 8.7% (exceeds) SWD: 18.6% (exceeds) African American: 34.92% (exceeds) Hispanic: 40.43% (exceeds) (CAASPP 23-24)	All: 35.02% (below) EL: 14.81% (exceeds) LTEL: 0% (below state) SWD: 7.14% (below) African American: 24.19% (exceeds) Hispanic: 38.43% (exceeds) (CAASPP 24-25)	All: Meet or exceed state average EL: Meet or exceed state average SWD: Meet or exceed state average African American: Meet or exceed state average Hispanic: Meet or exceed state average	All: increased by .84% EL: increased by 4.55% LTEL: decreased by 4.76% SWD: decreased by .55% African American: increased by .11% Hispanic: increased by 1.56%
3.7	CAST Performance	All: 21.63% EL: 3% SWD: 0% African American: 11.76% Hispanic: 23.65% (CAASPP 22-23)	All: 28.33% (meet) EL: 4.55% (exceed) SWD: *not statistically significant African American: 23.18% (exceeds state) Hispanic: 29.16% (exceeds) (CAASPP 23-24)	All: 22.50% (below) EL: 3.03% (exceed) SWD: 5.56% (below) African American: 15.38% (below state) Hispanic: 24.47% (exceeds) (CAASPP 24-25)	All: Meet or exceed state average EL: Meet or exceed state average SWD: Meet or exceed state average	All: increased by .87% EL: increased by .03% SWD: increased by 5.56% African American: increased by 3.62% Hispanic: increased by .82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Reclassification	6% (Per 22-23 CALPADs)	11% (Per 23-24 CALPADs)	9.3% (Per 24-25 CALPADs)	23% (an increase of 5% per year)	Increased by 3%
3.9	% of students making progress toward English Proficiency as measured by the ELPAC.	39.5% (on the 22-23 Dashboard)	50.6%, exceeded state average of 45.7%. (on the 23-24 CA Dashboard)	53.5%, exceeded state average of 46.4%. (on the 24-25 CA Dashboard)	Meet or exceed the state average.	Increased by 14%

Goal Analysis [2025-26]

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

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

The goal was carried out much in the same way we had intended but not by the positions we had initially planned on executing it. One challenge was our Director of Impact who oversees math interventions was on leave for much of the year while we also worked to develop internal capacity to support English Language instruction. We brought on external math and English consultants to support professional learning communities.

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

Two key material differences can be noted in the Budgeted Expenditures and the Estimated Actual Expenditures. Our budget for Teacher Development and Professional development cost more due to the external consultants we brought in to support ELA and Math. Our total cost for Academic Interventions came in significantly lower, not for a lack of investment, but because the positions that directly oversee interventions were out of leave this year. These responsibilities were split between the leadership team and the budget for them shows up more in Action 3.1.

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

The actions we put into place, including the increased resources dedicated to a strong intervention program, were highly effective at increasing academic growth, distance from standard, and overall proficiency across all sub groups. The academic metrics show that in all categories except for one, Libertas outperformed that state average.

The one area needing improvement is for students with disabilities and their distance from standard in math. A high level assessment is that overall students are making growth, and their growth is higher than students in the same subgroups might perform on average, at other schools across the state. However, math is becoming an area of increased priority because the overall DFS is below where we would like to see it.

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.

We will be using Learning Recovery Block Grant Funds and Title I funds to ensure our focus on academic outcomes continues to be staffed effectively.

Learning Recovery Block Grant funds will be used to cover a Principal position in order to continue to provide the right support and high quality execution for Action 3.3 and our academic intervention plan, especially in Math. Finally, our ELD aid, who conducts small group supports for English Learners, will be funded with LRBGF funds in Action 3.4.

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	Teacher Development and Professional Development	Teacher Development will focus on utilizing best practices in the following areas: writing skills, reading comprehension, math skills, classroom management, teaching the English Language Learner, creating a positive environment in the classroom, as well as other strategies or content based topics as determined necessary or desired. Professional development will be provided before the beginning of the school year, during the school year, and at the end of the school year. Teachers new to the profession will meet with an Instructional Coach weekly and more experienced teacher on a bi-weekly basis. Head of School will develop and lead the strategic vision of instructional coaching and meet with Assistant Principals on a weekly basis to support instructional coaching of staff. Professional development will continue to focus on educational strategies and philosophies in teaching CCSS and reaching all scholars. Topics will include but are not limited to: • CCSS Framework • NGSS • Data analyzation • Lesson Planning • Improving Instructional Practice • Culturally Responsive Classrooms (to continue to improve student connection to the school and reduce chronic absenteeism)	$285,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Universal Design for Learning and instructional practices for diverse learners (increased investment in this in response to ATSI and DA) • Differentiation & Scaffolding Instruction • SST/RTI • Socio-Emotional learning Teachers also have a longer year and instructional day in order to set aside time for comprehensive teacher development in order to serve our specific student population (LI, ELL, and SWD). Our teachers have 13 days of paid professional development in July and August, 3 days of professional Development on non - instructional days, and weekly 2 hours of professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars' learning.		
3.2	Assessments	In addition to state-mandated assessments (CAASPP ELA & Math: Grades 5-8, ELPAC: ELL scholars only, CA Science Test: Grades 5 & 8, and Physical Fitness Test: Grades 5 & 7), Libertas College Prep will implement multiple types of assessments in order to monitor each scholar's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. • NWEA MAP ELA & Math • Daily Exit Tickets • End of Unit Tests and/or Writing Assessments	$5,101.00	No
3.3	Academic Interventions	Learning Recovery Emergency Block Grant funds will contribute $50,125 to this action. All students, including ELs, participate in daily reading and writing classes with appropriate instructional support. Students requiring additional support will receive intensive small group support in reading and math during math and ELA intervention blocks.	$194,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	ELL Support	Libertas will review and revise its EL Master Plan (LAUSD) as needed to ensure it aligns to the ELPAC and embeds ELD Curriculum and designated and integrated ELD. ELs receive designated ELD instruction. Libertas hired a reading interventionist full time, who has extensive experience planning and providing ELD support and instruction. The SpED Coordinator will provide ELD training and ongoing professional development to all of our staff. They will oversee our ELD instructional aide to provide explicit small group instruction through the use of UFLI and Word Connections. Word Connections will support students in their vocabulary acquisition and through morphology, while UFLI will support students phonemic awareness. Students with a higher need to develop English language skills begin with direct instruction in phonics and phonemic awareness through explicit small group instruction, during the school's intervention block. Our ELA curriculum and history curriculum has a strong focus on vocabulary and providing numerous texts to activate and build knowledge. During ELA department meetings, which happen biweekly, the ELA team will analyze students' work samples to determine their misconceptions and as a means for progress monitoring. This data will be used to adjust small groups during intervention time, adjust instruction and to adjust small groups within the classroom. The Head of School with support from staff will administer the ELPAC assessment and document EL performance by scholar in their individual ELD Portfolio, which is monitored throughout the academic year.	$69,198.00	Yes
3.5	Additional Teachers	In order to meet the needs of the high percentage of LI, FY, ELL, and SWD, Libertas maintains 5 additional teachers beyond the required LAUSD norms for a middle school. This allows for smaller class sizes and increased attention to student groups.	$416,596.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1240478.166225	$$143,713

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
38.062%	0.000%	$0.00	38.062%

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
1.3	**Action:** Technology **Need:** In 2024-25, Libertas served a student population with 91.4% who qualify as socioeconomically disadvantaged. **Scope:**	Research shows that there is a socioeconomic digital divide that occurs and can have longterm impacts on education and career outcomes. This action ensures that all students are paired with a Chromebook and that school assignments include digital literacy skills that will prepare all students with 21st century skills allowing them to be competitive in school and future careers.	All metrics 3.1 - 3.9 are assessed online and serve as indicators of student's digital mastery.

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		
1.5	**Action:** Induction and Credentialing Program **Need:** Nationally and in California, schools that serve high percentages of low-income students, English Learners, and foster youth tend to be challenged by significantly lower staff retention rates and shorter tenure of staff. All students groups across Libertas show an academic need according to the 204-5 CA School Dashboard. ELs were also in the orange for ELA/Math on the dashboard Students with Disabilities - In the Red on the school dashboard for ELA and Math, African American students - in the orange for ELA/Math Hispanic students and Low Income student groups are both in the orange in ELA **Scope:** LEA-wide	This action dedicates resources to support teachers seeking an induction program to clear their credential. It also funds Libertas's partnership with Alder Graduate School of Education. This program allows prospective teachers, many of whom are from diverse backgrounds that reflect those of Libertas' student demographics, to receive a resident teacher stipend and training from Libertas mentor teachers while pursuing their credential. Compelling research shared by The New Teacher Project, shows that educators of color are more likely to engage students of color with high expectations that have short term academic benefits and long term higher rates of post secondary degrees for students of color. Supporting these credentialing pathways increases Libertas' pipeline of quality, diverse educators.	We will monitor effectiveness through the percentage of teachers appropriately credentialed as well as through academic progress for all of our student subgroups in metrics 3.1 - 3.9 for SWD, ELs, African American and Hispanic students.
2.1	**Action:** Parent Engagement **Need:** Our rates of chronic absenteeism rose sharply from before the pandemic of 8.7% to after the pandemic of 35%. In the 2022-23 school year	Our actions as a school work to invite all families to feel like active participants in all elements of school life. All communication materials are offered in English and Spanish. We have multiple staff with interface with parents regularly, Director of Operations, Upper School	Libertas uses annual parent surveys to monitor parent connection and engagement. (Metric 2.12 & 2.13)

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
	we were in the Red on the CA Dashboard. This impacts students across all student groups, low income, English Learner, and Foster Youth. Our attendance rates dipped from before the pandemic, average ADA was 95% to 91% post pandemic. In 24/5, both Chronic Absenteeism and ADA continue to fall behind the state average. Although we are making progress with Chronic Absenteeism, we are still at 23%, a higher percentage than the state. **Scope:** LEA-wide	and Lower School Assistant Principals, the Head of School, the Registrar, the Social Worker, the Operations team. The actions continue to invite families on our campus through numerous was to celebrate student performances, student achievement, content area nights, and sports events. We expect these actions to improve the results for our low income student group, English Learners, and our students with disabilities, however these actions will be implemented LEA wide because all students can benefit from them.	Local indicator Priority 3 reflection (Metric 2.5) Reduced Chronic Abensteeism (Metic 2.4)
2.2	**Action:** Positive School Climate & Safety **Need:** Returning from the pandemic, students across LA struggled to return from distance learning. Our broader school district, LAUSD saw a stark increase in overdoses and fentanyl related incidents. Student need a healthy and safe place to connect with adults before self medicating. Our rates of chronic absenteeism rose sharply from before the pandemic of 8.7% to after the pandemic of 35% in 21/22. This impacts students across all student groups, low income, English Learner, and Foster Youth. Our first year coming back from distance	The actions will ensure that all staff are effectively trained to respond in the situation that a safety incident does occur. The primary focus of the actions however is in preventative measures through relationships with teachers and with school leadership. All staff members will implement the Positive Behavior Support System with fidelity which is one of the strongest levers for improving school wide culture. In addition the Deans will continue to invest in relationships, often being the first to be looped into any conflict and using trained Cognitive Behavioral Therapy techniques to help students establish self regulation and healthy coping mechanisms. The Deans will work with all student conflicts using a	Student surveys 2x a year to determine progress with this goal. (Metric 2.8 and 2.9) Middle School Drop out rate (Metric 2.6) Annual Suspension rate and Expulsion rate (Metric 2.1 and 2.3) Student surveys allow us to monitor levels of connection across all student groups low-income student group, students with disabilities,

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
	learning also had a higher suspension rate than we wanted of 4% In 24/5, both Chronic Absenteeism and ADA continue to fall behind the state average. Although we are making progress with Chronic Absenteeism, we are still at 23%, a higher percentage than the state. **Scope:** LEA-wide	Peace Conference Protocol equipping students to be able to handle conflict in a healthy way and continue to feel physically and emotionally safe attending school each day. We expect these actions to improve the results for our low income student group, English Learners, and our students with disabilities, however these actions will be implemented LEA wide because all students can benefit from them.	and English Learners and foster youth.
3.1	**Action:** Teacher Development and Professional Development **Need:** In 2022/23 Libertas was on the ATSI and also Differentiated Assistance. We qualified for ATSI and DA for 1 out of 12 subgroups, for the academic performance of Students With Disabilities. Libertas was in the Red on the CA School Dashboard (22-23) for Students with Disabilities (in ELA/Math). Libertas is also in the Red for English Learner Progress. In 23/24, Libertas is still in the Yellow for Math/ELA overall and in the Orange for Students with Disabilities (in ELA/Math). **Scope:** LEA-wide	Libertas's academic priority is on diverse learners. This includes an investment in a full time ELA Interventionist, a full time ELD aid, and an additional RSP teacher. These additional specialists, in addition to specific PD listed in 3.1 on: Universal Design for Learning and instructional practices for diverse learners (increased investment in this in response to ATSI and DA) • Differentiation & Scaffolding Instruction • SST/RTI The depth of the instructional support and additional content knowledge should positively impact all students with an additional benefit to EL, SWD, and LI students.	All metrics 3.1 - 3.9 will measure the extent to which we are effective at improving instructional outcomes for SWD, ELs, LI, and FY.

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
3.3	**Action:** Academic Interventions **Need:** All students groups across Libertas show an academic need according to the CA School Dashboard. In 22/23, Libertas' English Learner Progress was low - 39.5% made annual progress on the ELPAC, ELs were also in the orange for ELA/Math on the dashboard Students with Disabilities - In the Red on the school dashboard for ELA and Math, resulting in Libertas on the ATSI list. African American students - in the yellow for ELA/Math In 24/25, Libertas is in the Orange for Math/ELA overall and in the Red for Students with Disabilities (in ELA/Math) and in the Red for LTELs in Math. No subgroups in in the green. **Scope:** LEA-wide	The academic intervention actions will actively address these academic needs. The use of two employees over intervention - the Principal and the Assistant Principal will continue to oversee the Math and ELA intervention groups. All groups have designated support during classroom time and during intervention block time. Math intervention will target groups the most in need of support and will pair them with content experts. Meanwhile all students will work on computer adaptive programs that target their specific content needs. The SPED Coordinator will oversee the Phonics Instruction groups for students in middle school who are still testing at a Beginning Reader level. We expect these actions to improve the results for our low income student group, English Learners, and our students with disabilities, however these actions will be implemented LEA wide because all students can benefit from them.	All metrics 3.1 - 3.9 will measure the extent to which we are effective at improving instructional outcomes for SWD, ELs, LI, and FY.
3.5	**Action:** Additional Teachers **Need:** In 24/25, Libertas is still in the orange for Math/ELA overall and in the Red for Students with Disabilities (in ELA/Math) and Red for LTELs in Math. No subgroups in in the green.	Class size reductions are shown to have the highest impact in schools that serve students from less socioeconomically advantaged backgrounds. Libertas' action increasing the number of teachers typically normed for a middle school allows for smaller class sizes especially in the early start 4th and 5th grades as Libertas' students enter. This allows for more opportunities for individualized	All metrics 3.1 - 3.9 will measure the extent to which we are effective at improving instructional outcomes for SWD, ELs, LI, and FY.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In 24/25, Libertas served a student population with 91.4% who qualify as socioeconomically disadvantaged. **Scope:** LEA-wide	instruction and a chance to provide targeted intervention in reading and math.	

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
3.4	**Action:** ELL Support **Need:** We have not met our LCAP goal for Reclassification progress on the previous LCAP cycle. ELPI was Red on the CA School Dashboard (22-23). In 23/24 and 24/25, Libertas Reclassification rates are still below target. **Scope:** Limited to Unduplicated Student Group(s)	Shifted the SpED Coordinator to oversee the implementation of the designated and integrated ELD instruction by the ELD aid will improve the direction instruction provided to students. Her role will support the quality of the ELD designated instruction as well as students who are English Learners and have IEPs. This will apply to just the English Learners.	Reclassification rates (Metric 3.8) ELPI (Metric 3.9)

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant allows Libertas to invest in our intervention program. We believe that small group instruction with strong content experts results in the highest growth for students. All of our school leadership as well as our entire teaching staff plays a role in the intervention and direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:10.7

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3259098.75	$1240478.166225	38.062%	0.000%	38.062%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,603,468.00	$1,890,739.00	$0.00	$156,044.00	$5,650,251.00	$4,322,029.00	$1,328,222.00

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	Special Education Program	Students with Disabilities	No			All Schools		$546,486.00	$251,000.00	$0.00	$665,442.00	$0.00	$132,044.00	$797,486.00	
1	1.2	Curriculum & Materials	All	No			All Schools		$3,231.00	$120,335.00	$123,566.00				$123,566.00	
1	1.3	Technology	Low Income	Yes	LEA-wide	Low Income			$0.00	$89,270.00	$69,270.00	$10,000.00		$10,000.00	$89,270.00	
1	1.4	Highly Effective Teachers and School Leadership	All	No					$1,452,956.00	$0.00	$1,389,314.00	$63,642.00			$1,452,956.00	
1	1.5	Induction and Credentialing Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$14,500.00	$14,500.00				$14,500.00	
1	1.10															
2	2.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$434,071.00	$3,953.00	$412,446.00	$25,578.00			$438,024.00	
2	2.2	Positive School Climate & Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$776,804.00	$146,325.00	$337,633.00	$585,496.00			$923,129.00	
2	2.3	Facilities	All	No			All Schools		$156,997.00	$683,738.00	$523,063.00	$317,672.00			$840,735.00	
3	3.1	Teacher Development and Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$271,366.00	$14,000.00	$211,217.00	$60,149.00		$14,000.00	$285,366.00	
3	3.2	Assessments	All	No			All Schools		$0.00	$5,101.00	$5,101.00				$5,101.00	
3	3.3	Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$194,324.00	$0.00	$102,378.00	$91,946.00			$194,324.00	

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
						Low Income										
3	**3.4**	ELL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$69,198.00	$0.00		$69,198.00			$69,198.00	
3	**3.5**	Additional Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$416,596.00	$0.00	$414,980.00	$1,616.00			$416,596.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3259098.75	$1240478.166225	38.062%	0.000%	38.062%	$1,562,424.00	0.000%	47.940 %	**Total:**	$1,562,424.00
								LEA-wide Total:	$1,562,424.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Technology	Yes	LEA-wide	Low Income		$69,270.00	
1	**1.5**	Induction and Credentialing Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$14,500.00	
2	**2.1**	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$412,446.00	
2	**2.2**	Positive School Climate & Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$337,633.00	
3	**3.1**	Teacher Development and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$211,217.00	
3	**3.3**	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,378.00	
3	**3.4**	ELL Support	Yes	Limited to Unduplicated	English Learners			

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 (%)
				Student Group(s)				
3	**3.5**	Additional Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		$414,980.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,245,947.00	$5,214,235.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Special Education Program	No	$650,825.00	549011
1	**1.2**	Curriculum & Materials	No	$113,150.00	125457
1	**1.3**	Technology	Yes	$63,425.00	73848
1	**1.4**	Highly Effective Teachers and School Leadership	No	$1,348,417.00	1382791
1	**1.5**	Induction and Credentialing Program	Yes	$54,321.00	60013
1	**1.10**				
2	**2.1**	Parent Engagement	Yes	$427,721.00	442634
2	**2.2**	Positive School Climate & Safety	Yes	$949,495.00	840306
2	**2.3**	Facilities	No	$740,389.00	762263
3	**3.1**	Teacher Development and Professional Development	Yes	$289,894.00	326370
3	**3.2**	Assessments	No	$7,204.00	7204

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	**3.3**	Academic Interventions	Yes	$211,759.00	171275
3	**3.4**	ELL Support	Yes	$63,872.00	71523
3	**3.5**	Additional Teachers	Yes	$325,475.00	401540

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1189641	$1,613,883.00	$1,550,718.00	$63,165.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Technology	Yes	$53,002.00	63426		
1	1.5	Induction and Credentialing Program	Yes	$12,321.00	18013		
2	2.1	Parent Engagement	Yes	$402,869.00	419265		
2	2.2	Positive School Climate & Safety	Yes	$494,268.00	334137		
3	3.1	Teacher Development and Professional Development	Yes	$275,164.00	267570		
3	3.3	Academic Interventions	Yes	$50,784.00	91421		
3	3.4	ELL Support	Yes				
3	3.5	Additional Teachers	Yes	$325,475.00	356886		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3088053	1189641	0	38.524%	$1,550,718.00	0.000%	50.217%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024