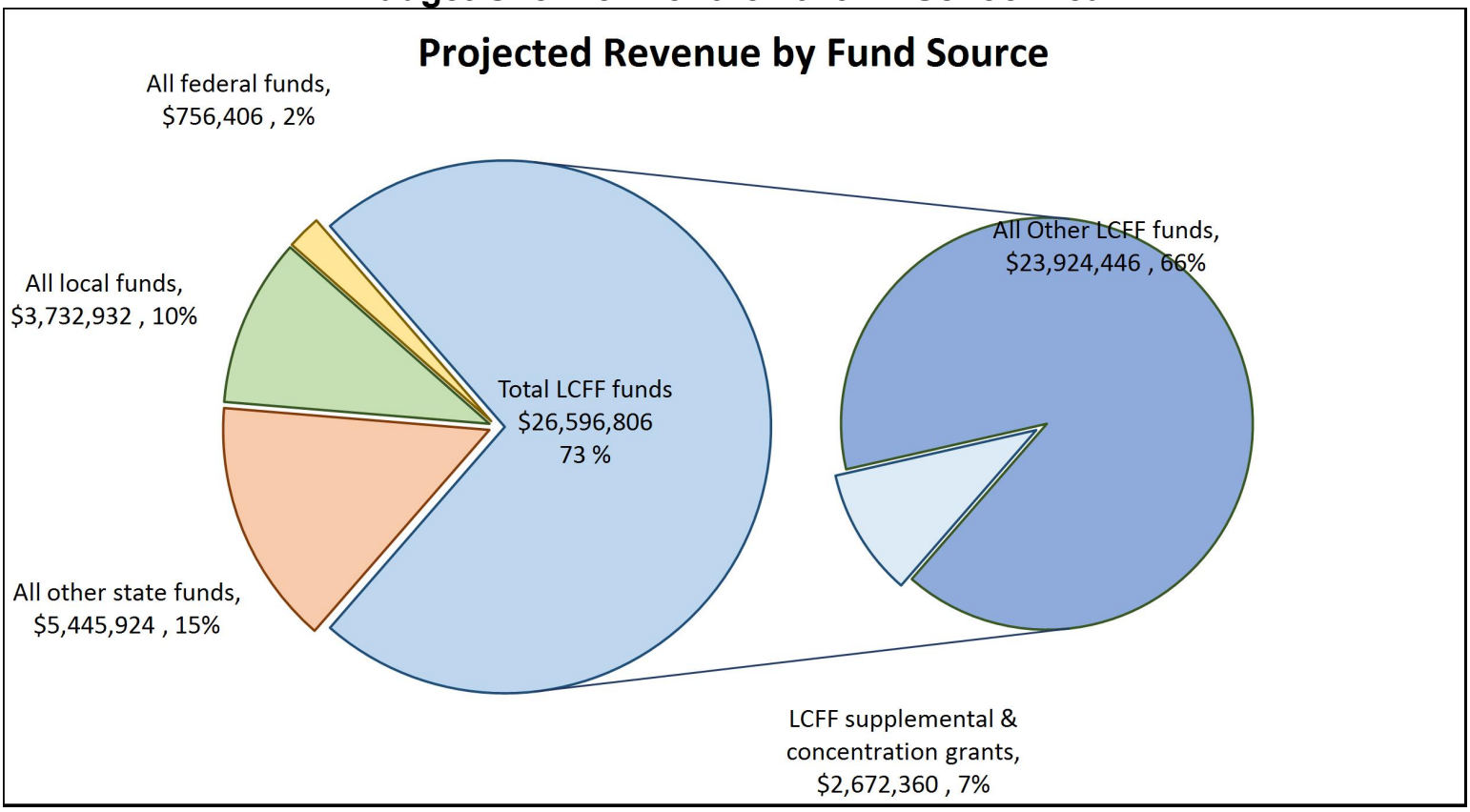
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Literacy First Charter Schools
CDS Code: 37103716119119
School Year: 2026-27
LEA contact information:
Debbie Beyer – Executive Director
debbie.beyer@lfcsinc.org
619-579-7232

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

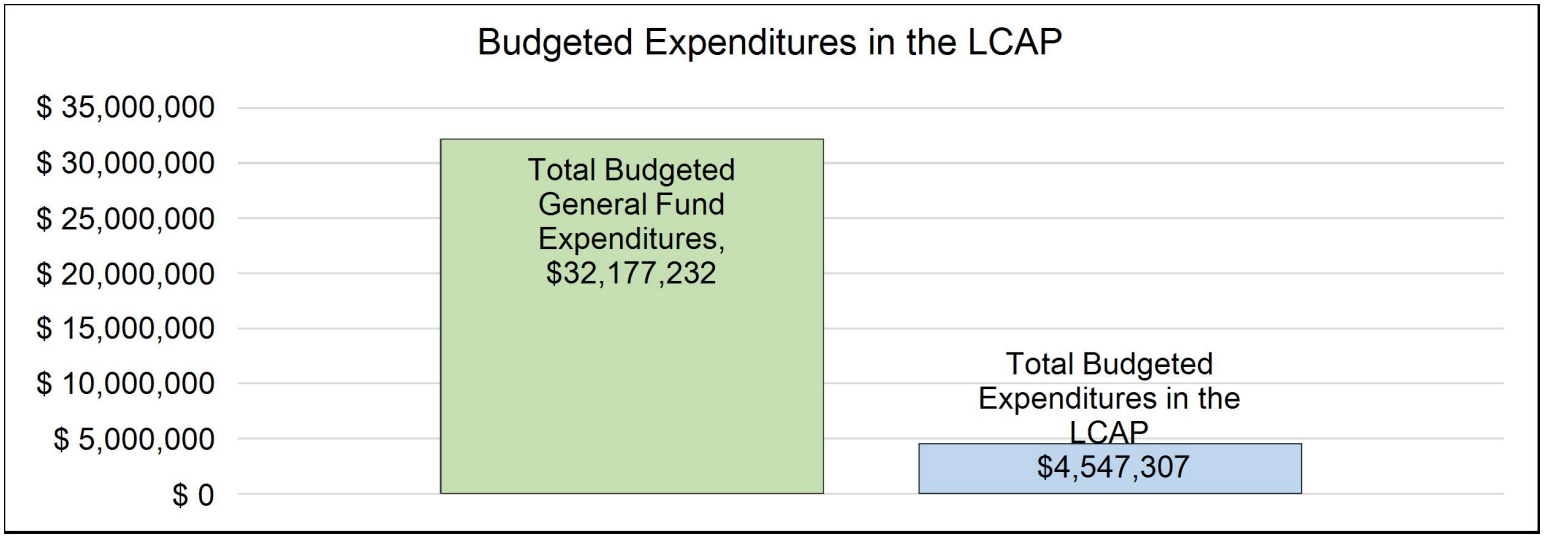


This chart shows the total general purpose revenue Literacy First Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Literacy First Charter Schools is $36,532,068, of which $26596806 is Local Control Funding Formula (LCFF), $5445924 is other state funds, $3732932 is local funds, and $756406 is federal funds. Of the $26596806 in LCFF Funds, $2672360 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 Literacy First Charter Schools 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: Literacy First Charter Schools plans to spend $32177232 for the 2026-27 school year. Of that amount, $4547307 is tied to actions/services in the LCAP and $27,629,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

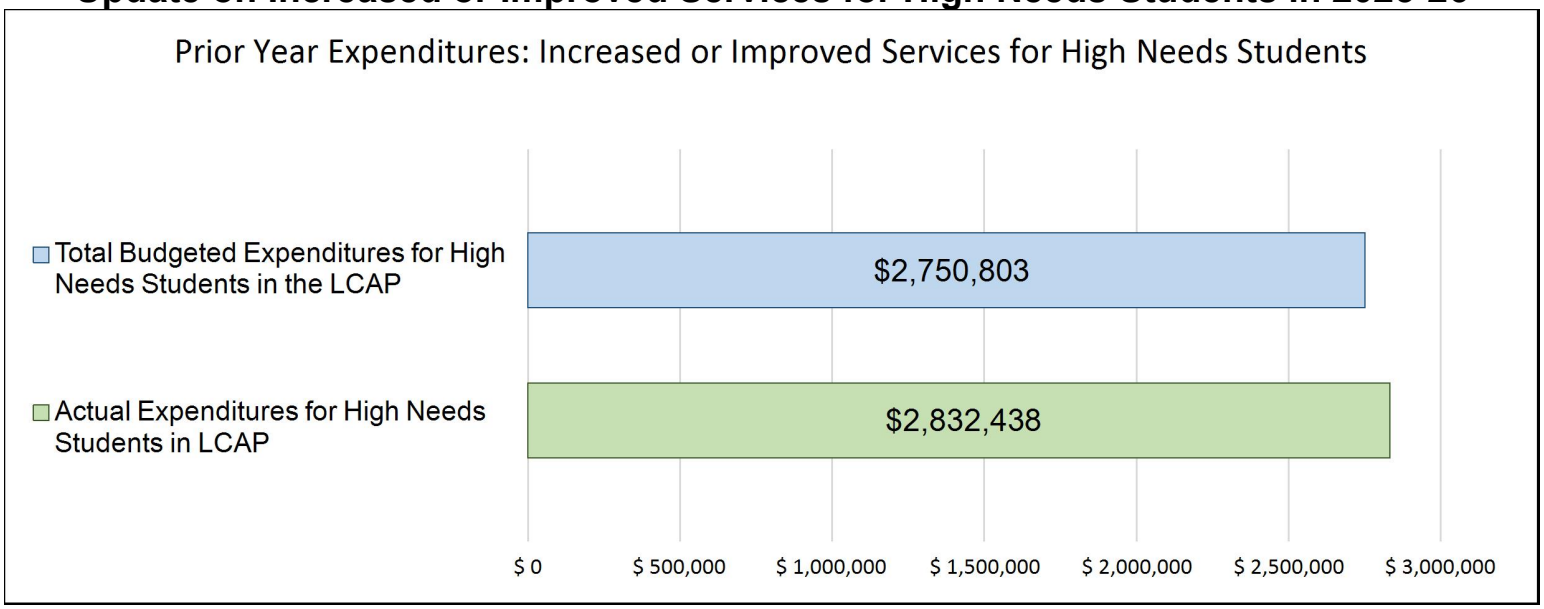
The general fund expenditures not in the LCAP are the majority of our staff's salaries and benefits, most of our curriculum, all of our lease payments, all of our utilities expenses, most of our services expenses, and all of our depreciation expense.

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

In 2026-27, Literacy First Charter Schools is projecting it will receive $2672360 based on the enrollment of Foster Youth, English learner, and low-income students. Literacy First Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Literacy First Charter Schools plans to spend $2858909 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 Literacy First Charter Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Literacy First Charter Schools 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, Literacy First Charter Schools's LCAP budgeted $2750803 for planned actions to increase or improve services for high needs students. Literacy First Charter Schools actually spent $2832438 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Literacy First Charter Schools	Debbie Beyer – Executive Director	debbie.beyer@lfcsinc.org 619-579-7232

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.

Literacy First Charter Schools is a located in East San Diego County. The school is located at four separate sites, serving a diverse population, reflective of the communities we serve, of students K-12th grade. Additionally, LFCS includes Freedom Academy, an independent study program for students TK-8.
The Literacy First Charter Schools' Mission states that:
We exist to nurture the whole child from kindergarten through high school graduation by igniting a passion for comprehensive L I T E R A C Y and equipping our students to wholeheartedly participate in their community.
OUR VISION is:
Literacy First views education as a process, not a product, which enables students to go from learning to read, to reading to learn.
LFCS desires to shape
L Literate, life-long learners
I Independent thinkers
T Technologically literate citizens
E Enthusiastic and highly qualified teachers
R Reliable assessments that provide students a productive educational experience
A Aspiring leaders who positively impact their community
C Community that understands and supports the mission of LFCS
Y Yearly fiscal sound budget
OUR VALUES are the following:

NURTURE
All children will be known, recognized for their unique and creative nature and be comfortable to take risks. All staff will be invested in the success of each student through continuous professional development All parents will be recognized as invaluable resources
IGNITE
All children will be cultured, and literate in a wide-range of subjects All staff will have an enthusiasm for teaching using research proven methods where student success is expected About Our School All parents will be enthusiastically drawn into the school environment
EQUIP
All children will be self-directed, life-long learners and innovative leaders All staff will encourage students to be productive, independent, values-conscious thinkers All families will serve as links to the community where students can become informed participants in the democratic process.

LFCS does have unexpended LREBG funds to spend in 2026-27.

Reflections: Annual Performance

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

The 2025 LFCS dashboard shows that, as a school, our students are thriving. Our English Language Arts scores maintained at 20.5 points above standard. Our overall academic performance in math increased seven points. EL Progress increased by 3.5% with 50.5% making progress. College and career ready also increased by 5.2%. Our graduation rate was 97.5% graduated and chronic absenteeism declined by almost one percent. As a school we are continually working to improve overall academic performance as well as school climate with absences and suspensions. We have met all of the local indicator standards as well. We will have unexpended LREBG funds for the 2026-27 fiscal year and will be spending those funds on summer school (Goal 4.2) and instructional minutes beyond the state requirements (Goal 1.8).

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/ Staff Members/ administration	Teachers/ staff members and administration were consulted on the LCAP by means of Surveys, Staff Meetings, Lead Teacher Meetings, Administration Meetings, Department Head Meetings, and via email.
Parents	Parents were consulted on the LCAP by means of Surveys, Email, Phone Calls, and in Person.
Board Members	LFCS board members were consulted on the LCAP by means of Surveys, Email, Phone Calls, and during Board Meetings.
Patriot Legacy Education Foundation (PLEF)	Our PLEF members were consulted on the LCAP by means of Surveys, Email, Phone Calls, and during Board Meetings
DELAC	Our DELAC team were consulted on the LCAP by means of Surveys, Email, Phone Calls and during Board Meetings.
Parent Teacher Leadership Council (PTLC)	Our PTLC members were consulted on the LCAP by means of Surveys, Email, Phone Calls, and during Board Meetings.
Students	Our students were consulted on the LCAP by means of Surveys, and in person Meetings.

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

This LCAP in it's entirety, just like our daily operations, was completely influenced by our educational partners. As a school, we review all of the feedback given to us by our stakeholders and use it to guide our decision making, and the writing and finalizing of our LCAP. The feedback that influenced this LCAP was in the areas of student intervention and support, ELL intervention and support and improving resources for our AP program. Our parents and staff have also showed concern regarding Social Emotional needs of students and staff, as well as ensuring we were responding to concerns parents and students may have. Taking all of these into consideration, from feedback from our educational partners, the LCAP was finalized and adopted.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To improve student achievement, students will receive instruction by teachers who participate in ongoing professional development, participate in professional learning communities and training that aligns with the mission, vision and values of LFCS over more than the minimum required instructional minutes.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In order to provide students with a quality education, we first have to provide our teachers with quality training and growth opportunities. We have built our school on the foundation of our mission, vision and values, and in order to have those come to fruition, we know how important it is to equip our teachers with the skills they need to therefore instill them into their daily teaching and interactions with their students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	All students will be instructed by teachers who engage in ongoing PD in 21st century learning including ELA/ELD, math, history, frameworks, and brain based, research proven strategies.	Our teachers engaged in twice-monthly PD by means of campus staff meetings, as well as an all staff conversation. Specific trainings for staff included Quantum learning, professional live coaching and	Our teachers engaged in twice-monthly professional development by means of campus staff meetings and an all staff conversation. Specific topics covered at professional	All students will be instructed by teachers who engage in ongoing PD in 21st century learning including ELA/ELD, math, history, frameworks, and brain based, research proven strategies.	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mental Health training, to name a few.	development included training on new ELA curriculum, Quantum learning, CAASPP Interim Assessments, mental health training, data driven instruction, to name a few.		
1.2	ELL's making progress on ELPAC	Kindergarten - third grade ELL students ELPAC oral language scores at LFCS will increase one level each year.	73% of students in grades K-3 increased their Oral language scale score.	64% of students in grades K-3 increased their oral language scale score.	Kindergarten - third grade ELL students ELPAC oral language scores at LFCS will increase one level each year.	The baseline was written to measure one ELPAC level, we found that measuring by percentages is more accurate.
1.3	ELL's making progress on ELPAC	Fourth- twelfth grade ELL and LTEL students ELPAC written language scores at LFCS & LCHS will increase one level each year.	66% of students in grades 4-8 increased their Written language scale scores.	79% of students in grades 4-12 increased their written language score.	Fourth- twelfth grade ELL students ELPAC written language scores at LFCS & LCHS will increase one level each year.	The baseline was written to measure one ELPAC level, we found that measuring by percentages is more accurate.
1.4	EL Reclassification Rate	LFCS will work to maintain ELL reclassification levels of active ELL students at 15%.	LFCS was able to maintain a 15% average for reclassification	LFCS was able to maintain a 15% average for reclassification.	LFCS will work to maintain ELL reclassification levels of active ELL students at 15%.	There is no difference from the baseline.
1.5	Every Student can Access Standards	Students with disabilities will meet 75% of their SAI, OT and SLP IEP goals.	This year we were able to meet 71% of our SAI goals, 60% of OT goals	This year we were able to meet 79% of our SAI goals, 76% of OT goals,	Students with disabilities will meet 75% of their	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and 82% of SLP goals. We will continue to work to meet all of the goals set for our students with disabilities.	and 78% of SLP goals. We have passed the 75% mark for all areas and will continue to work to meet all the goals set for our students with disabilities.	SAI, OT and SLP IEP goals.	
1.6	Statewide Standardized Assessments	Students with disabilities will improve their overall scaled score in ELA & Math on the CASSP by 1% as compared to their prior years score.	Overall, students with disabilities improved their overall scaled score in ELA & Math on the CASSP by 1% as compared to their prior years score.	This year our students with disabilities were not able to improve their scaled score by 1% as compared to their prior year's score. Overall as a subgroup their distance from standard went down in both ELA and math.	Students with disabilities will improve their overall scaled score in ELA & Math on the CASSP by 1% as compared to their prior years score.	The baseline was written to measure a percent improvement of their scaled score and we have found that using the overall distance from standard/proficient is a better way to measure growth.

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.

We continued to train our teachers and staff on the interim CAASPP assessments this year: training the team on utilizing the data received on CERS to drive instruction. Teachers were shown how to use the Tools for Teachers to then teach mini lessons on topics that their students needed extra support in. We also held Quantum learning trainings for our teachers. Monthly we held at least two staff training meetings where we discussed these items, along with other topics. We were successful in meeting this goal. Our education specialists are working diligently with our students with disabilities to meet 75% of their IEP goals, which they did. They are also developing plans on how to help students with disabilities have more success with the CAASPP assessment as this is still an area of need. We will be working to improve our distance from proficient for the upcoming years. With our EL population, we are working on a plan to create a target that looks at cohorts of students instead of grade level spans to have a more accurate indication of growth.

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.

We did not spend any funds on professional development for Language Support or Intervention Staff this year. All training was done by our staff without any extra expense. We did spend $43,375 more on overall professional development than planned due to a need for increased training in reading and brain compatible strategies for delivering instruction and assessing learning.

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

Our classroom teachers across 3rd through 11th grade have been working on utilizing the interim assessments and then using that data to drive mini-lessons. Our special education team is working diligently to accomplish as many of the student's IEP goals as possible. We have been ineffective in including students at really looking at their ELPAC and CAASPP scores and helping them understand what their scores mean. We are working on plans for this upcoming year for more goal setting in these two areas by the students and then celebrating successes as goals are accomplished. Our EL coordinator works with all our EL staff to make sure EL students are making progress and that they are being monitored for growth by their classroom teacher as well. To help ensure our new teachers are on track to meeting LFCS highly qualified teacher criterion, our executive director holds meetings with them multiple times a year. This is an effective tool in building their toolbox for teaching as well as building community.

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.

There are two changes we will be making this year after reflecting on our prior practice. The first will be how we look at our ELPAC scores. Instead of looking on grade level spans, we will look at cohorts of students to see if they are improving with their oral language and written language scores. The other change will be looking at our students with disabilities distance from standard/proficient score and seeing their growth with that instead of measuring percent improvements.

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	Types of professional development	Professional Development for all teachers & administrators will be provided in the following areas: Brain Compatible Strategies, Interim Assessments, Developed Benchmark Assessments EL Strategies, including for LTEL's MTSS programs In addition to ongoing training listed above, teachers will be provided	$96,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with individual coaching in effective classroom instruction as well as updated information on the above.		
1.2	Payment for Professional Development	LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data, new state mandates and current legislation that may impact our educational programs.	$100,730.00	Yes
1.3	IEP Funds	LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.	$571,194.00	No
1.4	Feedback	A feedback process will inform staff on the effectiveness of the implementation of the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.	$24,946.00	Yes
1.5	ELL Expenditures	EL expenditures to include ELPAC Testing and training, Testing Coordinator salary, and resources needed to develop programs for EL Learners, including LTEL's, including benchmark assessments for writing and reading comprehension.	$602,072.00	Yes
1.6	LS and Intervention Professional Development	Professional Development for all teachers, especially language support teachers and intervention specialists, on academic frameworks and LFCS master plan will be provided to insure program goals are being met, including the needs of LTEL's.	$10,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	ELL Coordinator	EL Coordinator provides training for teachers, conducts classroom observations, monitors program quality and ensures goals of the master plan are being met and/ or implemented to support academic needs of EL students, including LTEL's.	$82,220.00	Yes
1.8	Extra Instructional Minutes	LFCS provides roughly 12% more instructional minutes for grades 1-8 than the minimum state requirement. This extra instructional and learning time directly addresses learning loss by giving teachers more time to teach and students more time to learn than in a typical school year especially the 40% of students who did not meet standard on the ELA CAASPP and the 49% of students who did not meet standard on the Mathematics CAASPP This is funded using the LREBG.	$551,686.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continued use of a school-wide standards aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is imperative to not only have an assessment system that is aligned with state standards, but to implement new assessment systems as they become available to staff and students. This helps teachers and the school at large prepare students for the CAASP test, as well as gage how effective teachers are teaching and students are learning. We use assessments to guide instruction, and language support programs, and to develop special education services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately assigned and fully credentialed teachers	All teachers will meet highly qualified LFCS criteria.	98% of teachers are meeting the LFCS criteria. The 2% of teachers that struggled this year are working with admin, team leads and coaches to meet their goals.	This year we have 99% of our teaching staff meeting the LFCS criteria. The one percent of teachers that have struggled meeting the LFCS criteria are working with site admin, team	All teachers will meet highly qualified LFCS criteria.	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				leads and coaches to meet their goals.		
2.2	Sufficiency of instructional materials	All students will have access to curriculum & instructional materials in ELA & math that are aligned to common core standards.	All students have access to curriculum & instructional materials in ELA & math that are aligned to common core standards.	New curriculum was purchased last year for multiple subjects and grade levels. All students have access to instructional materials both online as well as physical textbooks. All curriculum is aligned to CCSS and NGSS.	All students will have access to curriculum & instructional materials in ELA & math that are aligned to common core standards.	There is no difference from the baseline.
2.3	Student performance and achievement	All students, K-8 are assessed in ELA & math benchmark assessments 3 times per year. High school students are benchmark tested in content areas quarterly.	All students, K-8 were assessed in ELA & math benchmark assessments 3 times per year. High school students were benchmark tested in content areas quarterly.	All students, K-8 were assessed in ELA & math benchmark assessments 3 times per year. High school students were benchmark tested in content areas quarterly.	All students, K-8 are assessed in ELA & math benchmark assessments 3 times per year. High school students are benchmark tested in content areas quarterly.	There is no difference from the baseline.
2.4	Statewide standardized assessments	Each Cohort of students will show at least 1% growth in meeting or exceeding standards on the CAASPP from the prior year.	Three out of five cohorts met this goal for ELA and one out of five cohorts met this goal for math.	For ELA, three of the five cohorts met this goal with gains of 4% to 10%. For math, four out of the five cohorts met this goal with gains ranging 1% to 12%.	Each Cohort of students will show at least 1% growth in meeting or exceeding standards on the CAASPP from the prior year.	The baseline states all cohorts will meet this goal, but we haven't met that goal just yet.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Statewide standardized assessments	Overall CAASPP participation rates will maintain 95%, or higher, including all subgroups.	CAASPP Participation rates maintained 95% for all subgroups.	In both ELA and math, overall participation rates were at 98%. All subgroups were 95% or higher with their participation rates.	Overall CAASPP participation rates will maintain 95%, or higher, including all subgroups.	There is no difference from the baseline.
2.6	Student achievement	The intervention team will assess students below 30% performance based on AIMS Web testing and teacher referral and support them in the area specific to the area of need.	The intervention team assessed students below 30% performance based on AIMS Web testing and teacher referral and supported them in the area specific to the area of need.	We test all students in grades 2-8 with Aims Web and provide a system of support through MTSS for those students scoring below 30%. This year we supported 219 students in reading and 115 students in math at the 1st - 8th grade levels.	The intervention team will assess students below 30% performance based on AIMS Web testing and teacher referral and support them in the area specific to the area of need.	There is no difference from the 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.

Overall we were successful in implementing our plan to test all students. With the new implementation of the Reading Difficulties Risk Screener we were able to use a universal test in our K-2 and determine needs from there. We have been using AIMs Web for many years so we have had continued success with that. Our team had to learn the new reading screener and how to deliver the assessment as well as interpret the results. We continued utilizing the interim assessments to help improve our overall CAASPP scores.

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.

This was a new curriculum adoption year so we spent $97,851 more on ELA curriculum and $126,272 on web-based curriculum than budgeted.

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

Last year we started utilizing the CAASPP interim assessments to prepare students for the summative. We were able to expand our implementation of the interims this year with more focused training and implementation of mini-lessons. Our intervention staff is purposeful and has been able to graduate students out of pull-out support.

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.

There were no changes to the planned goals, metrics, target outcomes or actions for this year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Direct Coaching	Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations. Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications New curriculum training in ELA and Math Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and coaches and mentors for new Teacher training, induction programs, internship programing & mentoring	$97,834.00	Yes
2.2	Language Arts, mathematics and science curriculum	We have purchased new New Open Court language arts curriculum for grades K-5, and are in a transition period for language arts curriculum in grades 6-12.	$25,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Tech Support for CAASPP	IT Tech Support and infrastructure upgrades will be maintained to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation. Additional notebooks are purchased to meet the demand of technology use.	$164,545.00	Yes
2.4	Tech Updates	LFCS will update as needed new technology and software for student use with assessments, academic support, instruction, and conducting academic research. This may include classroom technology like Smart boards and Promethean boards.	$117,145.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents through education, communication, and collaboration to promote student academic success & engagement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We rely heavily on our parents at LFCS as they are the direct connection to their students. We communicate with parents through email, phone calls, newsletters and social media and we collaborate with them by offering volunteer opportunities in the classroom and at school events, as well as through our Parent teacher leadership council (PTLC), DELAC team and Patriot Legacy Education Foundation (PLEF).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Family engagement	Implement strategic plan to assess if parent involvement has increased.	We are analyzing logged parent hours, event attendance, as well as social media engagement to determine if parent involvement is increasing each year, and then to continually make a plan to increase engagement.	We have looked at current logged parent volunteer hours, attendance at special events like B2S night and Open House, as well as social media engagement to determine if parent involvement increased. We have seen the percentage of parents attending special events	Implement strategic plan to assess if parent involvement has increased.	We are still forming a plan to assess if parent involvement has increased. We are currently looking for a better system to track all volunteer hours.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				increase at three of our campuses.		
3.2	Promoting parental participation	Host parent workshops & share LFCS produced parent educational films & podcasts and monitor yearly for a 3% increase in attendance, downloads and viewership.	We shared LFCS produced parent educational films & podcasts and monitored the downloads and views this year for more than a 3% increase in downloads and viewership.	We continued to share all of our online resources as well as hosting an in-person parent workshop on social media concerns and what parents need to know. We also had over 925 podcast downloads and YouTube received 1,271 views this year. We maintained the gain of 3%.	Host parent workshops & share LFCS produced parent educational films & podcasts and monitor yearly for a 3% increase in attendance, downloads and viewership.	There is no difference from the baseline.
3.3	Promoting parental participation	Expand school wide volunteer opportunities by 3%, based on parent hours logged, in coordination with PTLC & PLEF.	We partially met this goal this year. Our parents volunteered on campus and the DELAC committee increased volunteer opportunities and increased logged hours, however, the PTLC hours decreased.	We worked on growing our opportunities for parents to volunteer in a multitude of ways. Our special education team engaged in an active push to increase parent involvement by discussing ways parents could support classroom and school activities at all their IEP meetings. This	Expand school wide volunteer opportunities by 3% in coordination with PTLC.	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				resulted in an increase of involvement from these families that in prior years had been unsure of how to be involved. There were more consistent PTLC volunteers at events and monthly activities.		
3.4	Promoting parental participation	Use and monitor social media as an important tool in connecting with parents and maintain 80% engagement.	We have maintained 80% engagement between the LFCS Facebook page, LFCS produced parent educational films & podcasts listens and downloads on Spotify, Apple Music and YouTube as well as Instagram posts.	We continue to maintain 80% engagement between the LFCS Facebook page, Instagram page, LFCS produced parent educational films and podcast listens and downloads on Spotify, Apple Music and YouTube.	Use and monitor social media as an important tool in connecting with parents and to maintain engagement.	There is no difference from the 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.

At the beginning of the year for Back to School nights, teachers were very intentional in inviting families and encouraging them to come. All campuses saw an increase in parent attendance. There were also deliberate emails with the parent educational videos as well as asking teachers to include them in their weekly emails to parents. There was a special evening parent workshop hosted by SDCOE that highlighted

the pitfalls of social media and teens and what to watch for as a parent. Our Parent Teacher Leadership Council hosts many special events for our families and staff which include a Father/Daughter dance, Mother/Son event, multiple Family Movie nights, teacher appreciation breakfasts, and multiple uniform exchanges.

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.

None

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

We have been successful in bringing parents onto campus to volunteer in lower grade classrooms, attend important special events and be engaged with social media sites for school information. Our podcasts have slowed down this year in terms of their production so we are not producing them as frequently although all the ones that had been created are still accessible.

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.

This upcoming year we will need to continue to promote our online resources to all families as well as encourage more parent participation at the older grades.

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	Parent connection funds	Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents.	$200.00	Yes
3.2	ELL Parent Workshop, podcasts and educational videos Funds	Costs associated with hosting parent workshop & trainings that are relevant to the time and their students. In addition to other tools to engage and promote student success from home, especially for LTEL's.	$200.00	Yes
3.3	Translation Services	Ongoing translation services will be provided to students and their	$96,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families where English is not the first language per needs basis. We will contract with an outside vendor to make a more consistent turnaround		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, social, emotional and physical needs of students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students and staff deserve a safe place to learn and teach. A safe well-maintained facility is at the utmost importance for all LFCS campuses. This creates a positive learning climate so students feel safe to learn and grow at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School facilities in good repair	Maintain that 100% of facilities are safe, secure, clean and well maintained.	We maintained that 100% of facilities are safe, secure and clean.	We maintain that 100% of facilities are safe, secure, and clean. Our maintenance staff, cleaning staff, and site admin routinely monitor anything that arises	Maintain that 100% of facilities are safe, secure, clean and well maintained.	There is no difference from the baseline.
4.2	School connectedness	Grades K-8 will participate in 3 community service projects per year.	Grades K-8 participated in 3 community service projects this year.	Students in grades K-8 all participated in multiple community service projects, one per	All grades will participate in 2 community service projects per year.	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				trimester. Activities included organizing donations for Christmas families, writing letters to veterans and senior care centers, and canned food drive, to name a few.		
4.3	School connectedness	95% of LCHS 9-12 students will participate in a schoolwide community service project.	95% of LCHS 9-12 students participated in a schoolwide community service project.	On average, with the multiple community service opportunities made available, 95% of students participated in grades 9-12 in one of them.	95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.	There is no difference from the baseline.
4.4	School connectedness	95% of LCHS seniors will participate in a service learning project & assessed by a clearly defined rubric.	95% of LCHS seniors participated in a service learning project & assessed by a clearly defined rubric.	In the 25-26 school year 98.5% of LCHS seniors participated in a service learning project and were assessed on their overall project by a clearly defined rubric.	95% of LCHS seniors will participate in a service learning project & assessed by a clearly defined rubric.	There is no difference from the baseline.
4.5	School attendance rates	LFCS will assess attendance rates K-12 and aim to maintain 93% attendance.	LFCS attendance rates K-12 were maintained at 93%.	LFCS attendance rate averaged to 95% for all grades K-12 for the 25-26 school year from the first day to current date.	LFCS will assess attendance rates K-12 and aim to maintain 93% attendance.	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Student achievement	Assess students K-8 in reading and/or math for academic intervention & provide a support system through MTSS for students scoring below 30%.	We tested 173 students in reading and 114 students in math and provided support to 287 students total this year.	We test all students in grades 2-8 with Aims Web and provide a system of support through MTSS for those students scoring below 30%. This year we supported 219 students in reading and 115 students in math at the 1st - 8th grade levels.	Assess students in reading and/or math for academic intervention & provide a support system through MTSS for students scoring below 30%.	There is no difference from the baseline.
4.7	Student achievement	Identify students scoring below 30% in grades 9-12 for academic intervention & provide a support system through MTSS through the LCHS academy program.	LCHS identified 45 students this year and placed them on an RTI. About 10 of those students scored below a 30% .	LCHS identified 30 students this year and placed them on an RTI. 10 students were added based on failing 1 or more academic classes between the beginning of the year and Semester 1.	Identify students scoring below 30% in grades 9-12 for academic intervention & provide a support system through MTSS through the LCHS academy program.	There is no difference from the baseline.
4.8	School connectedness	Counselors, school psychologists and behavior therapists will meet with and educate 100% of students K-12 in the area of social/ emotional health & learning.	Counselors, school psychologists and behavior therapists met with and educated 100% of students K-12 in the area of social/ emotional health & learning.	All 1st - 3rd graders receive a lesson on the zones of regulation. We have assemblies for students in grades K - 12 that covers topics resiliency, character	Counselors, school psychologists and behavior therapists will meet with and educate 100% of students K-12 in the area of social/ emotional health & learning.	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				education, social media, friendship, and bullying. There is leadership time in grades 9 - 12 where grade level specific groups meet weekly to teach character education, develop leadership, and build community. There are community circles at grades K - 8 that build school connectedness and teach mini-lessons of SEL by the classroom teacher with pop-ins by our school counselors and psychologists as needed.		

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.

Overall this goal covered a broad spectrum of items we worked to accomplish in order to create and maintain a safe and positive learning environment that supports all students. We have a set protocol in place to ensure all facilities are well-maintained which was followed this year. Each grade level completed two or more community service projects as well as one whole school project, and at the high school students completed a variety of service projects during unity days and their senior exhibition project. Our intervention staff was able to assess and identify all students in grades K-8. They provided support through MTSS for those scoring below thirty percent. Through this intervention support, students were graduated out and new ones identified in both math and reading.

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.

We spent $33,693 more on summer school than budgeted due to the need of more staffing than anticipated. While we conduct service projects, there has not been any cost to them. We did not outsource social and emotional learning professional development this year. We spent $195,198 more on building upkeep than anticipated due to some property renovation necessary to better meet the needs of some of our highest need students.

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

Overall the programs we have in place are highly effective. Our community service program is very effective each year, giving our students the opportunity to engage in helping the community which benefits our students and the community at large. The intervention program has been highly effective at assessing all students and providing support through MTSS. Our maintenance team works with site admin to ensure that all campuses are in the best working order throughout each year.

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

There weren't any changes to the planned goals, metrics, target outcomes or actions for this 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
4.1	Attendance	A school wide Attendance review policy is established and our administrative staff report the findings. Funds are used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance	$416,097.00	Yes
4.2	Summer Intervention Programs	LFCS provides targeted academic intervention at no cost to families over the summer, to include: Summer Intervention programs (Camp Catch-Up) for students in grades 2 - 6 whose reading, writing, and/or mathematical skills are below grade level according to AimsWeb, CAASPP, and/or teacher formal and informal assessments.	$164,082.00	No

Action #	Title	Description	Total Funds	Contributing
		Summer EL Programs for 2- 6 grades (LTEL's included) to improve ELA knowledge and skills. Summer High School Math Classes and credit recovery classes Clearing credits for resource students. This four weeks of instruction and student learning helps students recover learning loss. This is funded using the LREBG.		
4.3	Streamlined intervention and testing	Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504	$131,815.00	Yes
4.4	Celebration Assemblies	LFCS hosts celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement	$8,344.00	Yes
4.5	Service Projects	Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics to ensure 90% of students meet or exceed the goal or participating in community based service projects.	$100.00	Yes
4.6	Support Staff for students	In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (MTSS) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	$322,552.00	Yes
4.7	Social emotional learning	Funds will be used to provide training and assistance to staff and students in the area or social emotional learning.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Building Upkeep	We routinely clean, maintain, update, and repair each campus, including in the summer if needed. This may include painting, carpet, flooring, or any other items that need repair.	$959,148.00	Yes

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
$2672360	$30363

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
11.672%	0.000%	$0.00	11.672%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Types of professional development **Need:** To train teachers so they can meet the needs of students **Scope:** LEA-wide	EL, foster youth, and EL students disproportionately perform below grade level. Professional development in the areas of EL strategies, Visible Learning, Interim Assessments, and Brain Compatible Strategies will improve the efficacy of teacher instruction and support for English Learners, foster youth, and other general education students so that all students improve their academic achievement.	Conditions of Learning

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Payment for Professional Development **Need:** Assurance that professional development occurs **Scope:** LEA-wide	Payment for the professional development described in Goal 1: Action 1 ensures the professional development occurs; and the EL, foster youth, low income, and other general education students will improve their academic achievement due to the improved efficacy of their teachers.	Implementation of State Standards
1.4	**Action:** Feedback **Need:** To assess how effectively teachers are delivering content based instruction to all **Scope:** LEA-wide	The feedback process assesses the degree to which teachers are effectively delivering content based instruction to all students, including EL, foster youth, and low income students, so that all students improve their academic achievement. EL, foster youth, and low income students need effective content standard aligned curriculum and instruction to improve their academic achievement. This action helps hold teachers accountable for delivering such instruction.	Student Achievement
1.5	**Action:** ELL Expenditures **Need:** To identify ELL students **Scope:** LEA-wide	Expending funds on ELPAC testing and the EL support program helps identify EL students and determine and deliver the reading fluency, reading comprehension, and writing supports and interventions they need to improve their academic achievement. We do have students who are not EL who read and write below grade level so our reading and writing intervention program includes services to all students who need the reading fluency, reading comprehension, and writing supports and interventions for them to also improve their	Student Achievement

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
		academic achievement.	
1.6	**Action:** LS and Intervention Professional Development **Need:** Training for teachers to meet the needs of students. **Scope:** LEA-wide	Providing professional development opportunities for LS and intervention teachers assures that they are prepared to meet the needs of all students, including EL, foster youth, and low income students. They require training in ELPAC testing, as well as ELL strategies, standards and curriculum.	Student Achievement
1.7	**Action:** ELL Coordinator **Need:** To improve the efficacy of teachers. **Scope:** LEA-wide	The ELL coordinator is responsible for training staff as well as observing teachers to make sure ELL standards are being met. The coordinator also plans and facilitates multiple meetings to inform parents of school policies and procedures. When there is a conference that needs translation, the coordinator manages and ensures a translator will be present at the conference.	Student Achievement
1.8	**Action:** Extra Instructional Minutes **Need:** Learning loss and below grade level academic understanding and performance. **Scope:**	More instructional and learning time is required to address learning loss and allow students the opportunity to make gains toward grade level academic proficiency.	CAASPP scores, AimsWEB scores, Teacher generated formative and summative assessments
2.1	**Action:** Direct Coaching	Our direct coaching program improves the efficacy of our teachers with the goal of closing the achievement gap of EL,	Conditions of Learning

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: To improve efficacy of teachers **Scope:** LEA-wide	foster youth, and low income students and ensuring all students meet or exceed state standards.	
2.2	**Action:** Language Arts, mathematics and science curriculum **Need:** To update curriculum for teachers and students. **Scope:** LEA-wide	We have purchased new language arts curriculum for k-12. We are looking to update our social studies curriculum in grades 1-3 as 4-8 has new social studies curriculum.	Student Achievement
2.3	**Action:** Tech Support for CAASPP **Need:** To enable the school to deliver and analyze assessments. **Scope:** LEA-wide	We regularly invest in additional computers to better enable the school to deliver assessments-CAASPP, AIMS Web, Interim) so the school can measure the achievement of EL, foster youth, low income, and all other students. The additional computers better enables the school to deliver and analyze formative assessments such as AIMS Web and the CASSPP Interim assessments to better enable staff to identify EL foster youth, low income, and all other students who are reading below grade level and performing mathematically below grade level so targeted interventions and supports can be provided or adjusted with the goal of closing the achievement gap of EL, foster youth, and low income students and ensure that all students are meeting or exceeding state standards.	Student Achievement

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
2.4	**Action:** Tech Updates **Need:** To assure each classroom has sufficient technology for instruction and assessment. **Scope:** LEA-wide	We regularly invest in updated technology such as Smartboards, Chromebooks, classroom amplification systems and online assessment programs to enhance the delivery of instruction and the analysis of assessments. Our math and language arts curriculum all have online pieces which teachers utilize for our students to have that access at home. We use Achieve 3000 with our high school academy students to improve their reading level. The visual instructional components enabled with the Smartboards helps visual learners such as EL students. Illuminate by Renaissance allows teachers to analyze assessment results to better align instruction. The purpose of these technology investments is to help close the achievement gap of EL, foster youth, and low income students by making instruction more engaging, assessments more informative for driving instruction, and technology for academic research more accessible. These technology investments should also help all students meet or exceed state standards.	Student Achievement
3.1	**Action:** Parent connection funds **Need:** To connect parents and students with LFCS and each other. **Scope:** LEA-wide	Using funds to connect parents and students, including EL, foster youth, and low income students, to the school by way of various activities, and education and community building, to the school ensures that all parents are aware of the goings on of the school, therefore assuring all students are included and their needs are met.	Family Engagement
3.2	**Action:**	Hosting ELL parent workshops and producing podcasts and parent education videos assists	Family Engagement

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
	ELL Parent Workshop, podcasts and educational videos Funds **Need:** To assist parents in helping their child be successful. **Scope:** LEA-wide	parents, including parents of EL, foster youth, and low income students, in helping their student become successful in school by knowing how to help them with their academics from home, as well as enabling them with the tools to help students engage, in class and at home, with their education	
3.3	**Action:** Translation Services **Need:** Assistance for second language parents **Scope:** LEA-wide	Using funds to allow for translators to assist our parents of EL, foster youth, and low income students, if applicable, ensures the success of not only our parents, but our students. Students who have parents who understand what is happening in school can therefore assist them with school related items, and the school can help parents with the success of their student by knowing what their needs might be.	Family Engagement
4.1	**Action:** Attendance **Need:** To assess student attendance rates **Scope:** LEA-wide	Attendance is extremely important. All students, including EL, foster youth, and low income students, need to be in school to learn. By using funds to train staff, review implementation and develop policies and/ or strategies to increase student attendance, we are ensuring student success and increasing and/or sustaining attendance. Our foster and homeless youth liaison works with unhoused families to connect them with resources provided through the school as well as the community.	Conditions of Learning
4.2	**Action:** Summer Intervention	We have worked hard to develop summer programs to meet the needs of all of our students,	Student Achievement

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
	Programs **Need:** To bridge the learning gap of all students, including underrepresented and unduplicated **Scope:**	including EL, foster youth, and low income students. These funds are used for intervention programs to bring students up to or closer to grade level, our EL program is specifically designed to meet the needs of our EL students, The high school math program and credit recovery programs assist students at our high school, including EL, foster youth, and low income students. These funds are specifically used to aid the teachers in gaining the needed materials and curriculum to assist all of these student groups.	
4.3	**Action:** Streamlined intervention and testing **Need:** To assist students in order to offer services to those in need **Scope:** LEA-wide	We continue to invest and grow our intervention programs. Through these programs, students, including EL, foster youth, and low income students, are assessed for academic, behavioral and/ or social intervention. Individualized Learning plans are then developed based on these assessments, and our students educational experience is that much more robust due to the individual care given to help them succeed.	Student Achievement
4.4	**Action:** Celebration Assemblies **Need:** To celebrate students accomplishments, as well as teach character education **Scope:** LEA-wide	Celebration assemblies are an opportunity to celebrate student accomplishments. They are also a time for students to speak publicly, build leadership skills and share academic accomplishments. This time is also used to teach character education. The funds associated with these assemblies are to purchase the needed items for awards, as well as for the teachers, classes and administration to purchase items to lead the lessons and instruct on various topics.	Climate

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
4.5	**Action:** Service Projects **Need:** Educate students and assist families in need. **Scope:** LEA-wide	We invest in community based service projects and project based lessons to educate our students and also assist families in our community that are in need, including EL, foster youth, and low income students. This ensures student success by educating them in ways to participate in their community as well as receive from their community in times of need. All of our students, including EL, foster youth, and low income students, participate in projects and learning opportunities, both in our community at large, as well as our LFCS community.	Pupil Engagement
4.6	**Action:** Support Staff for students **Need:** To provide behavior and/ or academic intervention for all students. **Scope:** LEA-wide	Providing support staff for students is an expense that is of utmost importance. These funds allow for academic intervention for all students, including EL, foster youth, and low income students. Additionally, Individualized Learning Plans are written for students found in need of such assistance. Programs provided for all students, including EL, foster youth, and low income students include counselors, advisors, and/ or mental health professionals to help students meet their academic, emotional, mental and social goals.	Student Achievement
4.7	**Action:** Social emotional learning **Need:** To train and assist students, staff and parents in social emotional learning. **Scope:** LEA-wide	We have seen a greater need for attention to social-emotional needs of students in the past few years, including EL, foster youth, and low income students. Using funds to train and assist staff and students in this area will help students to be successful and staff to be well trained and prepared to assist students successfully.	Student Achievement

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
4.8	**Action:** Building Upkeep **Need:** To provide a safe school facility for staff and students. **Scope:** LEA-wide	The funds used in upkeep for the school are very important for us to keep them in good, safe standing. These might include funds for paint, drywall, flooring and any other items needed to fix things around campus.	Climate

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

LFCS plans to use the additional concentration grant add-on funding to provide staff to work directly with students who are performing below grade level to improve their reading, writing, and mathematics skills.

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	20:1196	
Staff-to-student ratio of certificated staff providing direct services to students	23:1196	

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	22895026	2672360	11.672%	0.000%	11.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,430,103.00	$1,044,783.00	$70,394.00	$279.00	$4,545,559.00	$3,618,624.00	$926,935.00

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	Types of professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$27,933.00	$69,062.00	$47,312.00	$31,065.00	$18,618.00		$96,995.00	
1	1.2	Payment for Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,730.00	$56,877.00	$15,877.00	$27,976.00		$100,730.00	
1	1.3	IEP Funds	Students with Disabilities	No			All Schools	Ongoing	$571,194.00	$0.00	$571,194.00				$571,194.00	
1	1.4	Feedback	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$24,946.00	$24,946.00				$24,946.00	
1	1.5	ELL Expenditures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$588,747.00	$13,325.00	$602,072.00				$602,072.00	
1	1.6	LS and Intervention Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,300.00	$10,300.00				$10,300.00	
1	1.7	ELL Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$82,220.00	$0.00	$82,220.00				$82,220.00	
1	1.8	Extra Instructional Minutes	All	No			All Schools	Ongoing	$551,686.00	$0.00		$551,686.00			$551,686.00	
2	2.1	Direct Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,772.00	$69,062.00	$47,312.00	$31,904.00	$18,618.00		$97,834.00	
2	2.2	Language Arts, mathematics and science curriculum	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$25,750.00	$25,750.00				$25,750.00	

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			Low Income										
2	2.3	Tech Support for CAASPP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$164,545.00	$164,545.00				$164,545.00	
2	2.4	Tech Updates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$117,145.00	$102,188.00	$13,727.00	$951.00	$279.00	$117,145.00	
3	3.1	Parent connection funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.2	ELL Parent Workshop, podcasts and educational videos Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.3	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,604.00	$0.00	$96,604.00				$96,604.00	
4	4.1	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$416,097.00	$0.00	$416,097.00				$416,097.00	
4	4.2	Summer Intervention Programs	All	No			All Schools	Ongoing	$132,775.00	$31,307.00		$164,082.00			$164,082.00	
4	4.3	Streamlined intervention and testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$131,815.00	$0.00	$85,259.00	$46,556.00			$131,815.00	
4	4.4	Celebration Assemblies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,344.00	$4,113.00		$4,231.00		$8,344.00	
4	4.5	Service Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100.00	$100.00				$100.00	
4	4.6	Support Staff for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$322,552.00	$0.00	$132,666.00	$189,886.00			$322,552.00	
4	4.7	Social emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.8	Building Upkeep	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$668,229.00	$290,919.00	$959,148.00				$959,148.00	

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
22895026	2672360	11.672%	0.000%	11.672%	$2,858,909.00	0.000%	12.487 %	**Total:**	$2,858,909.00
								LEA-wide Total:	$2,858,909.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Types of professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,312.00	
1	**1.2**	Payment for Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,877.00	
1	**1.3**	IEP Funds				All Schools	$571,194.00	
1	**1.4**	Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,946.00	
1	**1.5**	ELL Expenditures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$602,072.00	
1	**1.6**	LS and Intervention Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,300.00	
1	**1.7**	ELL Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,220.00	
1	**1.8**	Extra Instructional Minutes				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Direct Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,312.00	
2	2.2	Language Arts, mathematics and science curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,750.00	
2	2.3	Tech Support for CAASPP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,545.00	
2	2.4	Tech Updates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,188.00	
3	3.1	Parent connection funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
3	3.2	ELL Parent Workshop, podcasts and educational videos Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
3	3.3	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,604.00	
4	4.1	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$416,097.00	
4	4.2	Summer Intervention Programs				All Schools		
4	4.3	Streamlined intervention and testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,259.00	
4	4.4	Celebration Assemblies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,113.00	
4	4.5	Service Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100.00	
4	4.6	Support Staff for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,666.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Social emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.8	Building Upkeep	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$959,148.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,382,141.00	$4,874,535.00

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**	Types of professional development	Yes	$94,171.00	99707
1	**1.2**	Payment for Professional Development	Yes	$97,797.00	141172
1	**1.3**	IEP Funds	No	$554,557.00	554557
1	**1.4**	Feedback	Yes	$24,219.00	24219
1	**1.5**	ELL Expenditures	Yes	$584,536.00	584536
1	**1.6**	LS and Intervention Professional Development	Yes	$10,000.00	0
1	**1.7**	ELL Coordinator	Yes	$79,825.00	79825
1	**1.8**	Extra Instructional Minutes	Yes	$535,617.00	535617
2	**2.1**	Direct Coaching	Yes	$94,985.00	99707
2	**2.2**	Language Arts Curriculum	Yes	$25,000.00	122851
2	**2.3**	Tech Support for CAASPP	Yes	$159,752.00	159752

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Tech Updates	Yes	$113,733.00	240005
3	**3.1**	Parent connection funds	Yes	$200.00	198
3	**3.2**	ELL Parent Workshop, podcasts and educational videos Funds	Yes	$200.00	198
3	**3.3**	Translation Services	Yes	$93,790.00	93790
4	**4.1**	Attendance	Yes	$403,978.00	403978
4	**4.2**	Summer Intervention Programs	Yes	$127,992.00	161685
4	**4.3**	Streamlined intervention and testing	Yes	$127,976.00	127976
4	**4.4**	Celebration Assemblies	Yes	$8,344.00	5195
4	**4.5**	Service Projects	Yes	$100.00	0
4	**4.6**	Support Staff for students	Yes	$313,157.00	313157
4	**4.7**	Social emotional learning	Yes	$1,000.00	0
4	**4.8**	Building Upkeep	Yes	$931,212.00	1126410

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)
2703509	$3,439,412.00	$3,554,740.00	($115,328.00)	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	1.1	Types of professional development	Yes	$45,934.00	63319		
1	1.2	Payment for Professional Development	Yes	$55,220.00	84195		
1	1.4	Feedback	Yes	$24,219.00	24219		
1	1.5	ELL Expenditures	Yes	$584,536.00	584536		
1	1.6	LS and Intervention Professional Development	Yes	$10,000.00	0		
1	1.7	ELL Coordinator	Yes	$79,825.00	79825		
1	1.8	Extra Instructional Minutes	Yes	535617	535617		
2	2.1	Direct Coaching	Yes	$45,934.00	63319		
2	2.2	Language Arts Curriculum	Yes	25000	25000		
2	2.3	Tech Support for CAASPP	Yes	$159,752.00	159752		
2	2.4	Tech Updates	Yes	$99,212.00	127824		
3	3.1	Parent connection funds	Yes	$200.00	198		

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)
3	3.2	ELL Parent Workshop, podcasts and educational videos Funds	Yes	$200.00	198		
3	3.3	Translation Services	Yes	$93,790.00	93790		
4	4.1	Attendance	Yes	$403,978.00	403978		
4	4.2	Summer Intervention Programs	Yes	127992	161685		
4	4.3	Streamlined intervention and testing	Yes	$82,776.00	82776		
4	4.4	Celebration Assemblies	Yes	$4,113.00	4495		
4	4.5	Service Projects	Yes	$100.00	0		
4	4.6	Support Staff for students	Yes	$128,802.00	128802		
4	4.7	Social emotional learning	Yes	$1,000.00	0		
4	4.8	Building Upkeep	Yes	$931,212.00	931212		

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)
21793988	2703509	0	12.405%	$3,554,740.00	0.000%	16.311%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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