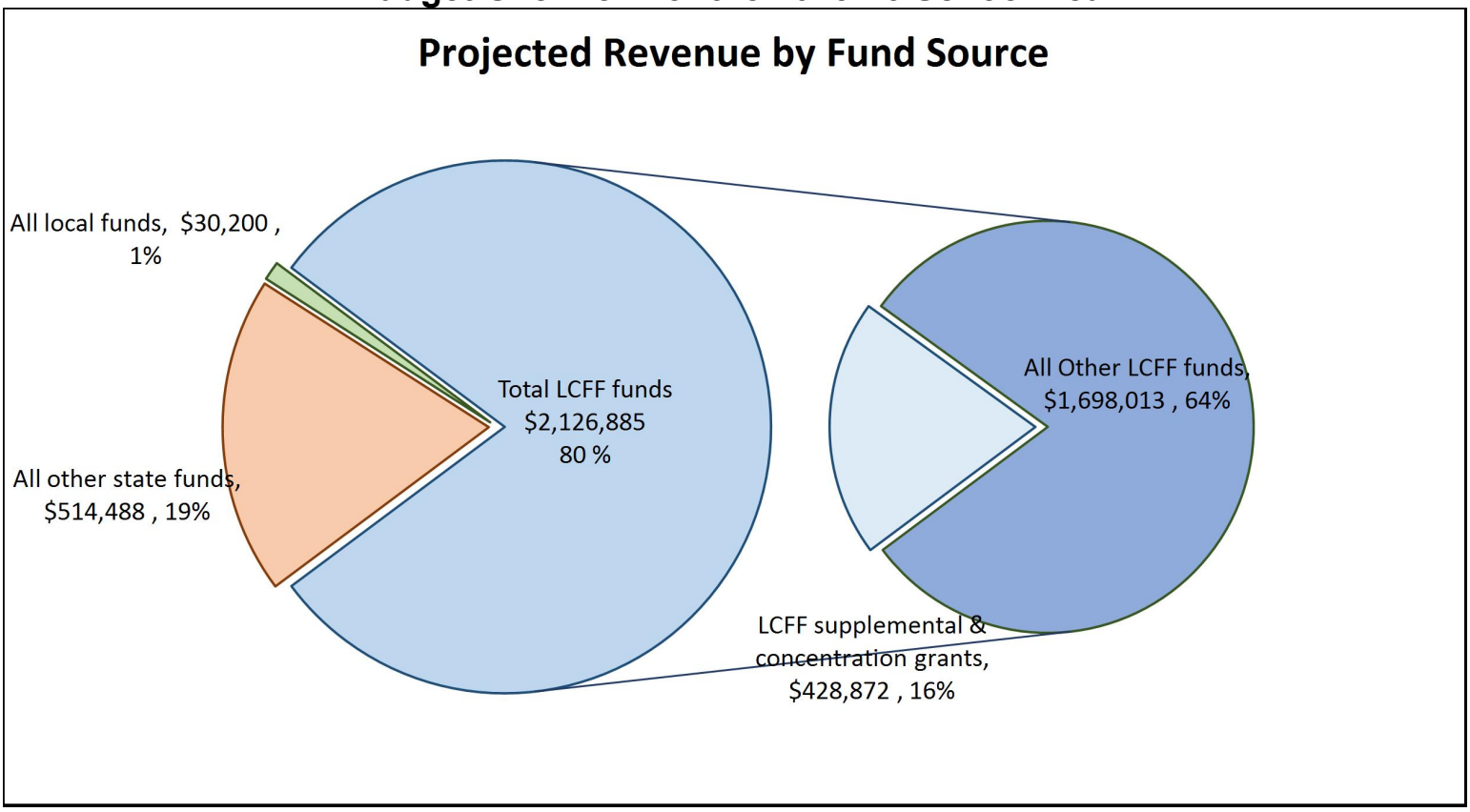
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: HomeTech Charter School
CDS Code: 04-61531-6112585
School Year: 2025-26
LEA contact information:
Julie Crandall
Principal/Superintendent
jcrandall@hometech.org
(530) 872-1171

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

Budget Overview for the 2025-26 School Year

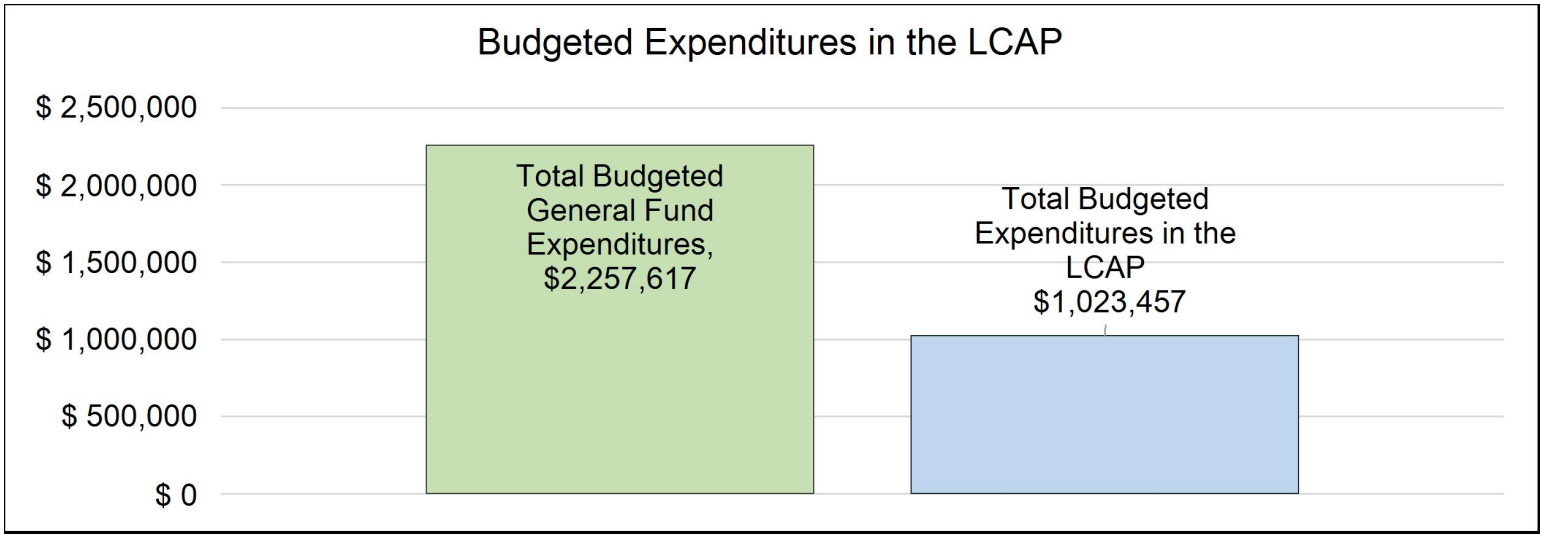


This chart shows the total general purpose revenue HomeTech Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for HomeTech Charter School is $2,671,573, of which $2,126,885 is Local Control Funding Formula (LCFF), $514,488 is other state funds, $30,200 is local funds, and $ is federal funds. Of the $2,126,885 in LCFF Funds, $428,872 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 HomeTech Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: HomeTech Charter School plans to spend $2,257,617 for the 2025-26 school year. Of that amount, $1,023,457 is tied to actions/services in the LCAP and $1,234,160 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

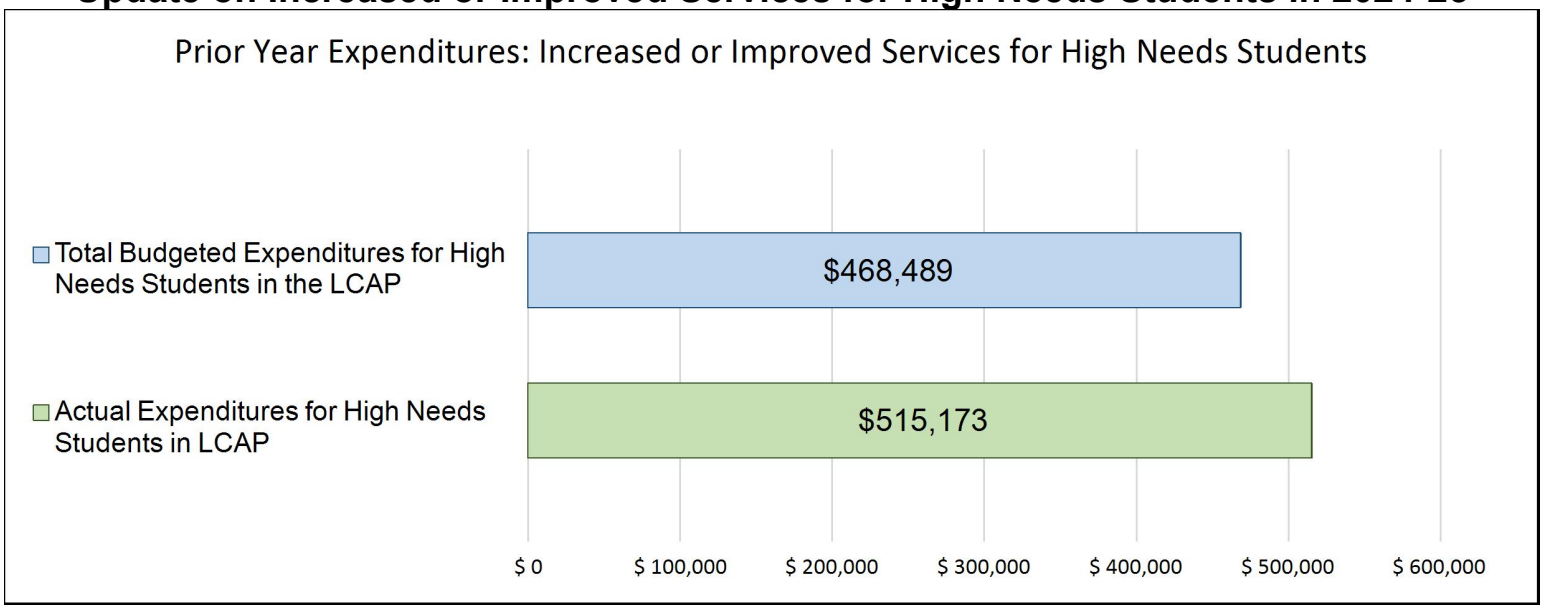
Expenditures not in the LCAP include administrative costs, routine operating costs and special education costs.

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

In 2025-26, HomeTech Charter School is projecting it will receive $428,872 based on the enrollment of foster youth, English learner, and low-income students. HomeTech Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. HomeTech Charter School plans to spend $576,119 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, HomeTech Charter School's LCAP budgeted $468,489 for planned actions to increase or improve services for high needs students. HomeTech Charter School actually spent $515,173 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
HomeTech Charter School	Julie Crandall Principal/Superintendent	jcrandall@hometech.org (530) 872-1171

Plan Summary [2025-26]

General Information

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

HomeTech Charter School is a DASS-qualified personalized-learning, WASC-accredited public charter school serving students of Paradise, Magalia, and neighboring communities. HomeTech opened in 1994 as a home school model, providing all families with a curriculum and a computer for use at home. HomeTech has evolved into a unique school offering two distinct instructional programs: hybrid and home study. Our hybrid instructional program provides direct instruction in a classroom setting combined with independent study. Our home study program allows students to work independently and meet weekly with a Home Study Teacher to assess and monitor progress.

Enrollment continues to increase incrementally each year, with a current enrollment of more than 140 students. HomeTech's reported racial demographic is approximately 70% White and 17% Hispanic. The student group demographic is comprised of approximately 70% low-income families and 30% students with disabilities. 11% of HomeTech's population remains homeless. Traditionally, approximately three-fourths of HomeTech's students participate in the hybrid model, where they receive onsite instruction and support.

Looking ahead, HomeTech is focused on its bright future and the continued resilience of its students, staff, and families. Despite the challenges experienced in recent years, the community has emerged stronger. Families forced to move to surrounding areas continue to make the effort to send their children to HomeTech, drawn by the school's commitment to recovery and growth.

Staff have worked diligently to rebuild and enhance the school program, expanding both academic and elective course offerings in response to students' evolving needs. This proactive approach ensures that HomeTech remains a place of opportunity and support, fostering a nurturing environment where students can thrive.

Reflections: Annual Performance

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

ANNUAL PERFORMANCE AND NEEDS ASSESSMENT
HomeTech Charter School's annual performance reflection is based on a comprehensive review of the 2023 California School Dashboard and other relevant local data, including educational partner input. It highlights our successes and challenges over the past year and outlines how we are addressing the identified needs of our student groups, particularly those flagged for low performance, in alignment with our Local Control and Accountability Plan (LCAP). HomeTech maintains detailed backup documentation to support these findings.

SUCCESSES
HomeTech has several accomplishments to celebrate. We maintain a six-year accreditation through 2030, a testament to our commitment to high educational standards. Our 4/5-year graduation rate increased significantly by 13% to 76%, with low-income students reaching 77% and White students achieving 79%, reflecting our success in supporting students toward high school completion. Our suspension rate remains exceptionally low at 1%, indicating a positive and supportive school climate. The 2024-25 climate survey results further reinforce this, exceeding expectations across all areas—staff appreciates leadership and school culture, parents lauded special education services and academic support, and students reported strong feelings of safety (93%), connectedness (85%), and access to supportive adults (93%). These outcomes affirm the effectiveness of our efforts to foster a welcoming and inclusive environment.

CHALLENGES
HomeTech faces notable challenges despite its successes, particularly in academic achievement and attendance. The impact of COVID-19 on students is finally beginning to realize itself. Students assessed in 11th grade in Spring 2023 and 2024 were only beginning their high school journey at the onset of the pandemic. On the 2023 California School Dashboard, we received a red performance level in English Language Arts (ELA) and Mathematics overall, with a decline of 19 points in ELA to 114 points below standard and 8 points in math to 187 points below standard in 2024. Notably, White and low-income students performed similarly. Students with disabilities lagged further behind, averaging 173 points below standard in ELA and 228 points below standard in math. Local assessments paint a mixed picture: in Fall 2024, 66% of students were proficient in reading (with 83% participation) and 48% in math (with 81% participation), with White and low-income students showing comparable results. By Winter 2024, participation had dropped below 70%. However, for those students assessed, proficiency rose to 81% in reading and 60% in math, although White students' math proficiency was slightly lower at 53%.

Another significant challenge is chronic absenteeism. Our K-8 chronic absenteeism rate is 24%, a 16% increase from the prior year. Low-income students are chronically absent at 29% (red level), and White students at 27% (red level), while Hispanic students (19%) and students with disabilities (16%) fare better but still require attention. These attendance issues likely contribute to our academic struggles, particularly for the identified student groups.

2023 RED INDICATOR REQUIREMENT (REMAINS UNCHANGED FOR THREE-YEAR CYCLE)
As required, we identify the following based on the 2023 Dashboard, which will remain unchanged during the three-year LCAP cycle:

-HomeTech Charter School received the lowest performance level (red) on ELA and Math state indicators.
-Student Group within the LEA: White students received the lowest performance level (red) on ELA and Math state indicators.

ADDRESSING IDENTIFIED NEED
HomeTech is proactively addressing these challenges through strategies outlined in our LCAP, particularly in Goal 1: Create engaging, consistent, and rigorous learning environments that support increases in student achievement. To tackle the academic declines in ELA and math, especially for the White student group, we are:

- Using Data to Drive Instruction: Action 1.1 emphasizes consistent administration of local benchmark assessments (e.g., STAR Reading and Math) three times per year, with 83% participation in reading and 81% in math in Fall 2024. HomeTech needs to address the decline in student participation in the second administration. We collaborate with the Butte County Office of Education (BCOE) to maintain a local data tracking system. This enables Professional Learning Communities (PLCs) to analyze data, monitor growth, adjust instruction, and identify students who need targeted support.

- Expanding a Tiered System of Support: Action 1.3 focuses on enhancing schoolwide literacy and closing achievement gaps. We maintain onsite credit recovery, advisory and packet classes, weekly 1:1 and small group tutoring, and on-site math support classes. These efforts aim to address the low proficiency rates in ELA (20% overall, 20% for White students) and math (10% overall, 5% for White students) seen in Spring 2024 CAASPP results. We are also hiring staff to develop a schoolwide literacy plan, directly targeting the needs of struggling groups.

-Supporting Implementation: Action 1.4 ensures sustainability by maintaining small student-teacher ratios and providing professional development on state standards, enabling personalized support for students, including those in the White and low-income groups.

-To address chronic absenteeism, which disproportionately affects low-income (29%) and White (27%) students, we draw on Goal 2 (Provide a safe and supportive school environment) actions implemented partially or fully in 2024-25:

-Engaging Students and Families: Action 2.1 integrates social-emotional learning (SEL) lessons, boosts family communication, and offers extracurricular opportunities to re-engage students. By making school more appealing and supportive, HomeTech aims to reduce absenteeism.

-Fostering a Positive Culture: Action 2.2 builds a growth mindset, provides SEL and mental health supports, and recognizes positive behavior, all of which contribute to a climate that encourages attendance. The high climate survey scores (e.g., 93% of students feel safe) suggest these efforts are resonating.

These strategies align with parent feedback from the climate survey, which requested continued academic and engagement supports like advisory classes and college/career opportunities—areas we are actively strengthening.

COMMITMENT TO IMPROVEMENT
HomeTech remains dedicated to continuous improvement. We will monitor progress through ongoing data analysis (e.g., local assessments,

Dashboard updates) and adjust our strategies to ensure all students, especially the White and low-income student groups (and others identified as low-performing), receive the support needed to succeed academically and thrive in a supportive school environment.

NEXT STEPS: 2025-2026
1. Continue Academic Interventions for ELA and Math: HomeTech's red performance level in English Language Arts (ELA) and Mathematics highlights the need for intensified academic support. White,low-income, and students with disabilities require particular focus.

Actions:
-Analyze assessment data, identify students needing intensive support, and align interventions with identified needs.

- Leverage small class sizes to increase the frequency and/or intensity of interventions such as 1:1 and small group tutoring, onsite credit recovery, and ELA/math support classes.
- Implement the literacy plan supporting all core content areas to increase achievement schoolwide.

2. Implement Specific Strategies to Reduce Chronic Absenteeism: Chronic absenteeism remains a significant challenge in K-8, particularly among low-income students and White students. This likely contributes to academic struggles and should be addressed.

Action:

- Launch a 'pre' tiered re-engagement strategy, including early identification of at-risk students, personalized family outreach, individualized attendance plans, home visits, and collaboration with community partners to tackle barriers and maintain extracurricular offerings (e.g., Boys and Girls Club) to make school more appealing.

3. Increase Participation in Benchmark Assessments: Drops in local assessment participation limit the data available to guide instruction. Accurate data is critical for monitoring progress and targeting support, especially for struggling student groups.

Actions:

- Improve communication with families about the importance of assessments, schedule assessments strategically to minimize absences, provide incentives to boost participation, and assess those who tend not to complete assessments first.
- Refine Professional Learning Community (PLC) processes to use data to identify specific learning gaps and collaborate on instructional strategies.

-Increase student participation in the annual climate survey by administering the survey in conjunction with the winter STAR assessment.

4. Continue to Foster a Positive School Climate and Family Engagement: HomeTech's successes—a 1% suspension rate, a 13% increase in graduation rate to 76%, and high climate survey scores (e.g., 93% of students feel safe)—demonstrate a strong foundation. Maintaining and enhancing this climate supports both attendance and academic goals.

Actions:

- Sustain social-emotional learning (SEL), mental health supports, and positive behavior recognition programs under Goal 2.
- Strengthen family engagement, especially for low-income, White, and student with disabilities families, by offering timely updates on student progress, hosting inclusive events, and ensuring the charter advisory council's composition is diverse.

These steps build on last year's priorities—strengthening relationships, increasing achievement through engagement, using data effectively, supporting transitions, focusing on specific student groups, and maintaining parent involvement—while adapting them to current needs.

5. Implement the next steps for special education services under the El Dorado SELPA.

Actions:

- Hire staff
- Develop local procedures (e.g., IEP process, service minutes, contracting with outside entities, etc.)
- Provide instructional and assessment materials
- Provide special education staff with professional development

Reflections: Technical Assistance

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

TECHNICAL ASSISTANCE
HomeTech Charter School has not been identified for technical assistance under Education Code sections 47607.3, 52071, 52071.5, 52072, or 52072.5, nor have we requested such assistance from our County Office of Education.

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.

HomeTech Charter School has not been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
ADMINISTRATOR AND BOARD OF DIRECTORS	1. The Principal/Superintendent gathers and reports data annually to the Advisory Council and the Board, including, at a minimum, A CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Principal/Superintendent prepares monthly board updates before each meeting. These updates include continuous improvement, professional development efforts, and data and survey results. 3. The Advisory Council and Board receive a Mid-Year Update on LCAP implementation and effectiveness each winter. 4. Each spring, the HomeTech Principal/Superintendent, Advisory Council, and Board of Directors review existing LCAP goals and educational partner input and provide input on proposed goals and actions. Input is collected. 5. A public hearing on the proposed LCAP and budget is held during the regularly scheduled June Board meeting. The public is allowed to comment. The LCAP and budget are adopted at a subsequent June Board meeting.
TEACHERS	1. Data is reviewed, and input is elicited during weekly staff meetings. 2. HomeTech administers a Staff Climate Survey each winter.

Educational Partner(s)	Process for Engagement
	3. Staff provide input per grant RFA requirements (e.g., Community Schools' Grant) as opportunities become available. 4. Mid-year LCAP data is shared with staff, and input is solicited on goals and actions. 5. Implementation and effectiveness of the school action plan are discussed during regularly scheduled and protected staff professional development and workdays.
OTHER SCHOOL PERSONNEL	Due to small staffing, other personnel attend the staff meetings as teachers. All of the same input is elicited as in the teacher section above.
PARENTS/GUARDIANS	1. Parent input is solicited via winter surveys, with links distributed electronically to encourage greater participation. Teachers also provide access to the survey at first-semester conferences. 2. Parents provide input per grant RFA requirements (e.g., Community Schools' Grant) as opportunities become available. 3. Parents provide input to HomeTech staff during regularly scheduled independent study meetings, semester conferences, and email/text communication. 4. Parents provide input through the Charter Advisory Council.
STUDENTS	Student input is solicited via electronic surveys administered each winter. Surveys are administered during class time or Home Study weekly meetings. Students provide input through the Charter Advisory Council.
CHARTER ADVISORY COUNCIL	HomeTech implemented a Charter Advisory Council in 24-25. Two meetings were held in this first year of operation (February 24, 2025, and April 25, 2025). Priorities included onboarding and training council members, reviewing site plans and mid-year data, and providing input for the 25-26 LCAP.

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

The feedback from HomeTech educational partners directly informs goals, metrics, actions, and budgeted expenditures. Below is a description of how the engagement process influenced the LCAP.

GOALS INFLUENCED BY FEEDBACK
Goal 1
Enhance Academic Achievement: Parents across all groups rated academic success highly (3.94 average out of 4) and prioritized continued workshops (TK-6) and academic courses (7-12). Suggestions for reading interventions and tutoring reflect a desire for targeted support. The LCAP will focus on literacy interventions (K-6) and college/career preparation (7-12), and HomeTech will continue weekly workshops (TK-6), academic courses, and tutoring (7-12) and will offer reading intervention classes (K-6). At the April 2025 advisory council meeting, members discussed the potential use of volunteers to support on-site instruction, and the use of additional support tools such as cover overlays and a focus on supporting the transition of 6th graders to 7th grade would enhance the implementation of existing actions.

Goal 2
Foster a Positive School Climate: Culture/climate scores (3.91–3.97 out of 4) and comments about safety and caring staff indicate strong satisfaction, but extracurricular requests suggest a need for broader engagement. Small staff capacity may be prohibitive. The LCAP will include actions to maintain student connectedness through extracurriculars and will continue to provide sports programs (9-12 grades), career exploration opportunities, and additional extracurricular offerings as funding and staff capacity allow. At the April 2025 advisory council meeting, members discussed the staff's capacity to expand the existing sports program to lower grades to enhance the implementation of existing actions to maintain a positive school climate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create engaging, consistent, and rigorous learning environments that support increases in student achievement.	Broad Goal

State Priorities addressed by this goal.

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

WHAT HOMETECH PLANS TO ACHIEVE
HomeTech staff agrees students need positive reasons to come to school and work toward academic achievement (e.g., extracurricular options that provide engagement and connectedness).

Students need to be met at their academic level without sacrificing academic rigor and accountability. Staff must use data to inform instruction and decision-making and continue to use support classes such as Advisory to match students with caring adults who will ensure they receive academic interventions (ELA and math) and social-emotional support. Staff are committed to having ongoing honest conversations with families to address learning loss and the need for intervention, goal setting, and conducting data chats with students so they become aware of their own needs. Low-income students are trailing behind their peers significantly in math proficiency and should be an area of focus for data discussion/decisions.

HomeTech staff agree there is a significant need for transition support. This support begins with identifying and removing barriers that preclude all students from graduating being college and/or career-ready. This work might start with outreach to parents, asking them to help staff identify barriers and follow up with a robust tiered system of support, including academic interventions, K-6 ELA and math workshops, and placing high school students on an a-g track for graduation, providing trade/skill-based education, and ensuring early identification of students potentially on a college track so all students are exposed to a variety of post-secondary options.

EXPECTED OUTCOMES
As a result of effective implementation and ensuring basic conditions are met, HomeTech will see continued increases in local assessments, which will impact overall achievement on state assessments over time. Additionally, HomeTech anticipates continued positive feedback from parents and guardians and, by engaging students in their learning, strives for increases in attendance and grad rates and decreases in

dropout rates. Finally, HomeTech will support college career preparedness by supporting students with enrollment in a-g and college courses. HomeTech is monitoring its capacity to implement a CTE Pathway.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students proficient on the CAASPP ELA % of students proficient on the CAASPP math % of students proficient on the CAST Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 Overall ELA: 20% Student Groups Low income:21% Disabilities: Too few to report Hispanic: Too few to report White: 21% Overall math: 5% Student Groups Low income: 5% Disabilities: Too few to report Hispanic: Too few to report White: 5% Overall CAST: 17% Student Groups Low income: 16% Disabilities: Too few to report	Spring 2024 Overall ELA: 20% (no change) Student Groups Low income: 22% (+1%) Disabilities: 7% Hispanic: 18% White: 20% (-1%) Overall math: 10% (+5%) Student Groups Low income: 10% (+5%) Disabilities: 7% Hispanic: 18% White: 5% (no change) Overall CAST: 13% (-4%) Student Groups Low income: 11% (-5%) Disabilities: 8% Hispanic: Too few to report White: 14% (-5%)		30% of students will be at or above standards-SBAC ELA 15% of students will be at or above standards-SBAC math 23% of students will be at or above standards on CAST Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	ELA: maintained overall and student groups Math: increased 5% overall; maintained-5% increase in student groups CAST: Decreased by 4% overall and similar for student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: Too few to report White: 19%				
1.2	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to high-quality instructional materials	Fall 2024 100% of students have access to high-quality instructional materials Spring 2025 100% of students have access to high-quality instructional materials		100% of students will have access to high-quality instructional materials	No Change- Met Goal
1.3	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of staff are appropriately assigned and credentialed.	Fall 2024 100% of staff are appropriately assigned and credentialed.		100% of staff will be appropriately assigned and credentialed.	No Change- Met Goal
1.4	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as measured by the UCP.	Fall 2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled HomeTech students as		100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled HomeTech students as measured by the UCP.	No Change- Met Goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			measured by the UCP.			
1.5	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: Dashboard ELPI & DataQuest	2023-2024 No students enrolled as EL	Fall 2024 Too few to publicly report		100% of ELs will make at least one year's progress toward English proficiency. There are too few students in this student group to report publicly.	No Data
1.6	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th grade test results	Spring 2023 ELA 30% Conditionally Prepared/Prepared Math 0 Conditionally Prepared/Prepared	Spring 2024 ELA 19% Conditionally Prepared/Prepared Math 4% Conditionally Prepared/Prepared		>35% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College assessments are not applicable to DASS schools	ELA decreased by 11% Math increased by 4%
1.7	Annual parent input satisfaction/participation Priority 3a-3c	2023-2024 93% of parents/guardians responding to the annual survey are	2024-2025 98% of parents/guardians responding to the annual survey are		Maintain >85% of students/parents/ guardians indicating they are	Increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Survey Results & Committee Rosters	satisfied with HomeTech.	satisfied with HomeTech (Very high participation).		satisfied with HomeTech.	
1.8	% completion a-g requirements Priority 4b-4d Source: CA Dashboard Additional Reports	Spring 2023 0% completion rate	Spring 2024 3% completion rate (+3%)		>5% will complete a-g requirements Student Groups Low income: within 2% of overall Disabilities: within 2% of overall Hispanic: within 2% of overall White: within 2% of overall	Increased by 3%
1.9	Attendance % K-12 Chronic absentee % Priority 5a/5b Source: SIS/DataQuest	2022-2023 Attendance Overall: 93% (+9%) Student Groups Low income: 91% (+9%) Disabilities: 95% (+3%) Hispanic: 89% (+8%) White: 94% (+9%) Chronic Absenteeism Overall: 14% (-9%) Student Groups Low income: 16% (-13%) Disabilities: 21% (-9%)	Spring 2024 Attendance Overall: 88% (-5%) Student Groups Low income: 86% (-5%) Disabilities: 87% (-8%) Hispanic: 91% (+2%) White: 87% (-7%) Homeless: 69% (-20%) Spring 2024 Chronic Absenteeism Overall: 23% (+9%)		At least 95% attendance rate <10% chronic absenteeism rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Decreased by 5% overall; student groups on average decreased by 5-20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 27% (no change) White: 9% (-18%)	Student Groups Low income: 27% (+11%) Disabilities: 17% (-4%) Hispanic: 19% (-8%) White: 23% (+14%)			
1.10	4/5-year graduation rate Priority 5e Source: CA Dashboard	Spring 2023 Overall: 63% (new 4/5 year baseline) Student Groups Low-income: 64% Disabilities: Too few to report Hispanic: Too few to report White: 75%	Spring 2024 Overall:76% (+13%) Student Groups Low-income: 77% (+13%) Disabilities: Too few to report Hispanic: Too few to report White: 79% (+4%)		Maintain a target 4/5 year graduation rate of >80% Student Groups Low-income: close the gap by the same % as overall. Disabilities: Close the gap by the same % as overall. Hispanic: Close the gap by the same % as overall. White: Close the gap by the same % as overall.	Increased 13% overall; student groups increased 4-13%
1.11	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	Spring 2023 Middle School: 0 High School Overall: 8% (-3%)	Spring 2024 Middle School: 7% (+7%) High School Overall: 5% (-3%)		Middle school dropout 0% High school dropout <5 % Student Groups	MS: Increased by 7% overall HS Decreased by 3% overall and student groups 1-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Groups Low income: 10% (-2%) Disabilities: 0% (-5%) Hispanic: 12% (-6%) White: 6% (-5%)	Student Groups Low income: 6% (-4%) Disabilities: 0% (no change) Hispanic: 11% (-1%) White: 3% (-3%)		Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	
1.12	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of students have access to a broad course of study.	Fall 2024 100% of students have access to a broad course of study. Spring 2025 100% of students have access to a broad course of study.		100% of enrolled students will have access to a broad course of study. Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	No Change- Met Goal
1.13	# of Fs on S1/S2 Report Cards ELA Math Priority 8 Source: SIS	Fall 2023 32% of students earned one or more Fs on their report card.	Fall 2024 35% of students earned one or more Fs on their report card.		Students receiving one or more ‘Fs’ will be reduced to <20%	Increased by 3%
1.14	Local assessment measures Reading	Fall 2023 STAR Reading Overall: 44%	Fall 2024 Meeting/Exceeding Standard		At least 55% of students will be at or above standard-	Reading increased 7%; student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math Source: Tracked Locally	Low Income: 42% White: 46% STAR Math Fall 2023 Overall: 33% Low Income: 33% White: 37% Annual Growth: TBD Spring 2024	STAR Reading Participation Rate: 74% Overall: 49% Low Income: 55% White: 47% Disabilities: 35% Hispanic: 61% STAR Math Fall 2024 Participation Rate: 77% Overall: 40% Low Income: 40% White: 36% Disabilities: 39% Hispanic: 36% Most Recent Annual Growth (Spring 2024) +.2 grade equivalency growth		Local STAR reading assessment. At least 40% of students will be at or above standard-Local STAR math assessment. HomeTech's annual growth measure will be >.9.	groups increased 1-13% Math increased 7% overall; student groups increased 3-7% Annual Growth: Fall 204 is the baseline.
1.15	Local early literacy measure used K-8 (DIBELS) Priority 8 Source: Tracked Locally	Winter 2023 21% of students administered DIBELS were at or above benchmark.	Winter 2024 32% of students administered DIBELS were at or above benchmark Fall 2024 29% of students administered		At least 35% of students will be at or above benchmark on DIBELS gr K-6	Increased 11% Winter 23 to Winter 24 Increased 3% Fall 24 to Winter 24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DIBELS were at or above benchmark.			
1.16	1-Year Grad Rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 77% (no change)	Spring 2024 Overall 87% (no change) Low Income: 87% (+4%) White 93% (+5%)		The 1-year graduation rate for all students will increase to >85% on the CA Dashboard	Increased 10% overall over a two-year period 22-24.
1.17	# / % of Students Completing College Credit Courses Priority 8 Source: CA Dashboard Additional Reports	Spring 2023 1 student	Spring 2024 1 student Spring 2023 Reporting Error 0 students		Annually increase students completing college credit from 2022 baseline of 3 students (12%).	No Change
1.18	Dropout Rate Students with IEPs Priority 8 Source: DataQuest	2022-2023 0 students with IEPs were reported as dropouts.	2023-2024 0 students with IEPs were reported as dropouts.		The dropout rate for students with IEPs will be maintained at <3%	No Change- Met Goal
1.19						
1.20						

Goal Analysis [2024-25]

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

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

Goal 1: Create Engaging, Consistent, and Rigorous Learning Environments that Support Increases in Student Achievement
Goal 1 comprises five actions aimed at enhancing academic proficiency, engagement, and graduation rates: Systems to Increase Achievement (1.1), Systems to Increase Academic Engagement (1.2), Tiered System of Support (1.3), Implementation and Sustainability (1.4), and Special Education (1.5). With all actions now fully implemented, implementation reflects a concerted effort to address low CAASPP scores, attendance, and college/career readiness for low-income and White students.

Overall Implementation:
Action 1.1 HomeTech consistently administers local benchmarks three times annually, collaborates with BCOE for data tracking, and is beginning to use PLCs to monitor growth and adjust instruction. Action 1.2 maintains IS/hybrid options, fully supports transitions with open houses and FAFSA assistance, offers college/career exposure via field trips and speakers, and has filled a full FTE counselor position. Action 1.3 sustains credit recovery, advisory classes, tutoring, CAASPP preparation, enhanced communication, math support classes, a schoolwide literacy plan, and IEP monitoring. Action 1.4 maintains small student-teacher ratios and supplemental vendor contracts and defines rigor across subjects for implementation beginning in Fall 2026 to align and improve instructional practices. Action 1.5 reorganized special education services to meet IEP students' needs.

Challenges:
Early challenges included partial implementation due to staffing and resource constraints. Action 1.1 faced delays in PD (no BCOE ELA support initially) and math curriculum exploration, which were resolved by securing alternative PD providers and expediting alignment. Action 1.2 struggled to fill the counselor position (temporarily using an academic advisor), which was overcome by hiring a PPS-credentialed counselor mid-year. Actions being discussed but not implemented include mirror and interim assessments, professional development (PD) on State Anchor Standards, and aligned math/science courses with local districts, piloting a math curriculum in 25-26. These hurdles delayed full effectiveness, but all planned actions will be executed with some rolled to 25-26 for full implementation.

Successes:
Full implementation yielded notable successes. Action 1.4's small ratios and resources supported a 4/5-year graduation rate increase to 76% (Spring 2024, target >80%). Action 1.3's tutoring and literacy plan boosted STAR Reading to 49% (target 55%) and STAR Math to 40% (target 40%), with DIBELS at 37% (target 35%). Action 1.2's engagement efforts raised parent satisfaction to 98% (target >85%). No substantive differences from the adopted LCAP emerged, as all actions aligned with initial plans once fully implemented.

There are no substantive differences from 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.

Goal 1.5 was not fully expended as planned. The school anticipated needing more SELPA transition consulting support than was required.

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

GOAL 1: OVERALL EFFECTIVENESS
Goal 1 actions show mixed effectiveness. Action 1.4 excels in sustainability and staffing (100%), Action 1.5 supports IEP retention (0% dropout), and Actions 1.2 and 1.3 drive graduation (76%) and parent satisfaction (98%). However, Actions 1.1 and 1.3 are less effective for CAASPP (ELA 20%, CAST 13%), and Action 1.2 fails on attendance (88%, 23% absenteeism).

Local assessments (49% reading, 40% math) and early literacy (37%) show progress but a lag in growth (+0.2). If there is no improvement, associated actions may need to be adjusted next year.

Action 1.1: Systems to Increase Achievement
Applicable Metrics: 1.1 (CAASPP ELA/Math/CAST), 1.14 (STAR Reading/Math), 1.15 (DIBELS)

This action involves administering local benchmark assessments, collaborating with BCOE for data tracking, using PLCs to adjust instruction, providing professional development (PD), and aligning math/science courses (exploration delayed to 25-26). It targets academic proficiency. Spring 2024 data shows ELA stagnant at 20% (target 30%), math improved from 5% to 10% (target 15%), and CAST declined from 17% to 13% (target 23%). Despite 100% benchmark implementation, limited PD (no BCOE ELA support) and delayed math alignment may hinder CAASPP progress. Action 1.1 is effective for early literacy, moderately effective for local assessments, and ineffective for CAASPP ELA/CAST, with partial math progress.

Action 1.2: Systems to Increase Academic Engagement
Applicable Metrics: 1.7 (Parent Satisfaction), 1.9 (Attendance/Chronic Absenteeism), 1.10 (4/5-Year Graduation Rate), 1.16 (1-Year Graduation Rate)

This action maintains IS/hybrid options, supports transitions (e.g., open house, FAFSA), provides college/career exposure, and aims to fill a counselor position (currently an advisor). It targets engagement and retention. Action 1.2 is highly effective for parent satisfaction and moderately effective for graduation but ineffective for attendance/absenteeism. Partial implementation (e.g., unfilled counselor role) necessitates adjustments to meet attendance targets.

Action 1.3: Tiered System of Support
Applicable Metrics: 1.1 (CAASPP), 1.10 (4/5-Year Graduation Rate), 1.13 (Failing Grades), 1.14 (STAR Reading/Math), 1.18 (IEP Dropout Rate)

This action includes credit recovery, tutoring, math support, and a literacy plan that targets low-income and White students' achievement gaps. Despite tutoring and support, this action is adequate for graduation and retention, moderately effective for local assessments, but ineffective for CAASPP achievement. CAASPP achievement must be addressed to avoid the required changes to LCAP actions.

Action 1.4: Implementation and Sustainability
Applicable Metrics: 1.2 (Materials Access), 1.3 (Credentialed Teachers), 1.10 (4/5-Year Graduation Rate), 1.12 (Broad Course Access)

This action sustains staffing, small ratios, and supplemental resources to support Goal 1. Action 1.4 is highly effective across all metrics, providing a strong foundation for Goal 1 success.

Action 1.5: Special Education
Applicable Metric: 1.18 (IEP Dropout Rate)

This action reorganizes special education services. Based on a pending application, no implementation level was specified; however, HomeTech Charter School was accepted to the El Dorado SELPA and will implement changes effective for the 25-26 school year.

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

No changes were made to goals, metrics or outcomes. Without changing the intent, actions were reworded for clarity and concision.

1.1 was updated to add charter advisory council feedback loops to assess action implementation and effectiveness. CAC was implemented in February 2025. This action was also adjusted to better address standards work that did not occur in 24-25 and address local assessment participation rates. This action also increased contracted services to collaborate on and support administrative planning for increases in achievement.

1.3 was updated to include a more precise description of the schoolwide literacy plan implementation beginning with K-6, which also addresses parent requests for additional reading support.

1.4 was updated to reflect the implementation of the word rigor in the coming year's work.

1.5 Special education actions had to be updated to reflect locally identified needs and next steps in the transition to El Dorado SELPA.

No actions were required to change.

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	Systems to Increase Achievement	To enhance student achievement through continuous improvement, implement systems that: a. Administer local benchmark assessments three times yearly with at least 85% participation, using strategic scheduling, incentives, student prioritization, and family communication. b. Maintain a local data tracking system, monitored by the Charter Advisory Council for implementation and effectiveness. c. In PLCs: -Analyze assessment data to monitor growth, adjust instruction, and identify students needing support. -Review stability, graduation, college/career, and dropout data for trends and groups of =10 students to guide planning. d. Adopt 25-26 ELA/history State Anchor Standards (math/science to follow in 26-27). e. Grades 9-12: Align math/science courses with local districts for 25-26 and pilot a math curriculum for 26-27. Grades K-6: Expand math curriculum to match state standards rigor and prepare for middle school. f. Utilize contracted services for administrative collaboration, achievement planning, and professional development.	$36,645.00	Yes
1.2	Systems to Increase Academic Engagement	To address low ELA and math achievement among low-income, White, and special education students and improve CA Dashboard scores, HomeTech will enhance student engagement and stabilize enrollment by: a. Offering independent study and hybrid learning options to provide flexible instructional choices. b. Supporting transitions through: -Grade-level transitions and a high school open house covering course placement, graduation requirements, expectations, and timelines. -Assisting with FAFSA/Dream Act applications. -Facilitating Butte College Reg to Go program participation. c. Providing college and career readiness exposure through field trips and guest speakers. d. Employing a part-time- to full-time school counselor to support academic planning, transitions, and coordinate interventions.	$111,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Tiered System of Support	To improve ELA and math achievement for low-income and White students and close CA Dashboard gaps, HomeTech will enhance its Tiered System of Support to improve schoolwide literacy and narrow achievement gaps for successful grade-level, college, and career transitions. Actions include: a. Sustaining on-site credit recovery programs. b. Continuing Advisory and Packet Classes to support independent learning. c. Using academic data to provide weekly 1:1 and small-group tutoring, adjusting interventions (e.g., cover overlays, frequency, intensity) as needed. d. Preparing students for state assessments with in-class practice using released test questions and increased rigor. e. Improve communication with students and parents via goal setting, progress monitoring, and data chats. f. Maintaining on-site math support classes to enhance first instruction and close math achievement gaps (overall/ low-income). g. Implementing a K-6 literacy plan with evidence-based interventions (e.g., UFLI for K-6, Lexia Power Up for 6-8). h. Monitoring IEP work modifications and assignment completion in general education. *This action aligns with WASC VC Action Step 2.	$207,356.00	Yes
1.4	Implementation and Sustainability	Support the successful implementation and sustainability of Goal 1 actions by a. Maintaining sufficient staffing for a small student-teacher ratio to support Goal 1 actions (small ratios, qualified math teacher additional math support and caseload, etc.) b. Maintain supplemental vendor contracts and monitor staff/student use of online platforms, assistive tools, and supplemental standards-aligned materials to support increases in achievement.	$67,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Professional development is addressed in 1.1. d. Use the HomeTech definition of rigor to align/improve instructional practices. * This Action (rigor) addresses WASC VC Action Step 1.		
1.5	Special Education Implementation	Implement the HomeTech special education program. a. Hire staff b. Develop local procedures (e.g., IEP process, service minutes, contracting with outside entities, etc.) c. Provide instructional and assessment materials d. Provide special education staff with professional development	$297,442.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide students with a safe and supportive school environment that addresses and builds social, emotional, and mental wellness skills so students can successfully make grade-level, college, and career transitions.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

WHAT HOMETECH WILL ACHIEVE
HomeTech needs to stabilize enrollment by increasing communication that builds strong relationships among staff and with families and ensures students feel engaged, safe, and connected.

HomeTech staff and families agree students need refuge from the traditional school system as much as they need clear and consistent structures and expectations that support and meet them where they are social-emotionally (e.g., onsite classes, Advisory, tiered re-engagement, engaging elective options, counseling). Staff want to help students build trusting relationships and experience love, patience, and connectedness within the HomeTech learning community. With the right learning environment, students should build self-esteem, succeed more in difficult content areas where they might not usually persevere, and be better equipped to handle challenging situations.

EXPECTED OUTCOMES
As a result, HomeTech will see increases in favorable responses to the school climate surveys, increases to the stability rate and decreases in chronic absenteeism and suspension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate priority 6a Source: DataQuest	2022-2023 0 suspensions	2023-2024 1% suspensions Groups		The suspension rate will remain <3%	Met Goal Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income 1% White 1.6%		Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	
2.2	Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 expulsions	2023-2024 0 expulsions		The expulsion rate will remain <1%	No Change- Met Goal
2.3	Annual Facility Inspection (FIT) Priority 1c	2023-2024 Facilities in 'good' repair	Fall 2024 Facilities in 'exemplary' repair		School facilities will remain in ‘Good’ or ‘Excellent’ Repair	No Change- Met Goal
2.4	Safety and connectedness Priority 6c Source: Local surveys	2023-2024 78% (no change) of students feel like they fit in at HomeTech. 90% (+5%) of students indicate they feel safe at HomeTech. 85% (+3%) of students know an adult they can ask for help.	2024-2025 85% (+7%) of students feel like they fit in at HomeTech. 93% (+3%) of students indicate they feel safe at HomeTech. 93% (+8%) of students know an adult they can ask for help.		Maintain >85% of students feel safe and connected as measured by the annual survey	Met Goal Fitting in: Increased 7% Feeling safe: Increased 3% Asking for help: Increased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Stability Rate Priority 8 Source: DataQuest	2022-2023 Overall stability: 42% (-2%)	2023-2024 Overall stability: 48% (+6%) Hispanic students (39%) and homeless students (35%) remain the least stable student groups; however, the stability rate of each group improved significantly from the previous year: Hispanic +16% and homeless +25%.		Maintain an annual positive increase in stability rate.	Met Goal Increased 6% overall

Goal Analysis [2024-25]

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

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

Overall Implementation:
Action 2.1 HomeTech integrates Tier 1 SEL lessons into on-site classes, enhances staff-student/parent communication, provides social/extracurricular opportunities, sets clear expectations, offers individual counseling, and maintains diverse electives/ enrichment. Action 2.2 HomeTech builds a growth mindset, provides SEL/mental health supports and implements refined student success supports (e.g., proactive behavior recognition). Action 2.3 HomeTech delivers staff training on proactive behavior responses and has installed security cameras alongside custodial services. All actions align with the adopted LCAP's intent to support ELA/math achievement and low-income students' needs.

Challenges:
Action 2.1 HomeTech faced a significant challenge with the unfilled SEL support position, initially relying on informal small-group lessons. This was resolved by reallocating funds and hiring staff mid-year. Action 2.2's recognition efforts initially showed uneven impact (77% of grades 7-8 students felt recognized vs. 85% of grades 3-6, and 87% of grades 9-12), prompting Spring 2025 refinements that are now fully

integrated. Action 2.3's security camera installation was delayed due to quote gathering, but it was completed after budget adjustments. These challenges tested early implementation but were overcome.

Successes:
Full implementation delivered strong outcomes. Action 2.1 and 2.2 drove safety/connectedness to 85% belonging, 93% safety, and 93% adult support (target >85%), with stability rising to 48% (+6%, target annual increase), including Hispanic (+16%) and homeless (+25%) gains. Action 2.3's facility upgrades achieved "exemplary" repair (target "Good" or "Excellent"). Suspension rates remain low at 1% (target <3%) and expulsions at 0% (target <1%), reflecting a supportive culture. The BCOE counseling grant offset costs, allowing fund reallocation to enhance White and low-income support as planned.

Substantive Differences:
No substantive deviations occurred. The adopted LCAP's action descriptions match implementation, with initial delays (e.g., SEL staffing) addressed without altering the plan.

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.

2.2 Positive school culture included a stipend for a teacher to lead the work. The teacher resigned in March 2025 leaving the action under expended. This funding was reallocated to Goal 1.2 Academic Engagement.
2.3 included a security camera system upgrade that was estimated at $15k but only cost $5800.

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

GOAL 2: OVERALL EFFECTIVENESS
Goal 2 actions are highly effective, meeting or exceeding targets for suspensions (85%). Stability shows annual growth, though Hispanic and homeless students lag. Action 2.1's partial implementation limits its full potential, but Actions 2.2 and 2.3 drive robust progress. No major changes are needed, though filling the SEL position and refining recognition could improve results by 2026-27.

Applicable Metrics: 2.1 (Suspension Rate), 2.2 (Expulsion Rate), 2.3 (Facility Inspection), 2.4 (Safety/Connectedness), 2.5 (Stability Rate)

Action 2.1: Engaging Students/Families
Suspension rates rose from 0% (2022-2023) to 1% (2023-2024), below the 85% target. Stability improved from 42% to 48% (+6%), with Hispanic (+16% to 39%) and homeless (+25% to 35%) students showing significant gains. SEL integration lags due to an unfilled support position, but informal lessons and other support strategies are effective.

Action 2.2: Positive Culture
Expulsions remain at 0% (<1% target), suspensions are low (1%), and student safety/connectedness metrics exceed targets. Stability gains align with the annual increase goal. However, only 77% of grades 7-8 students feel recognized for good behavior (vs. 85% for grades 3-6,

87% for grades 9-12), indicating uneven effectiveness. Plans to refine recognition in Spring 2025 and reallocate funds to support White and Low-Income students show responsiveness. This action is highly effective overall, with minor adjustments needed for consistency.

Action 2.3: Safe/Supportive Environment
Facilities improved from "good" (2023-2024) to "exemplary" (Fall 2024), meeting the target, and safety perceptions rose to 93%. Training supports low discipline rates and high connectedness. Security camera installation is pending, but current efforts are effective for facility and safety outcomes.

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

No changes were made to goals, metrics or outcomes. Without changing the intent, actions were reworded for clarity and concision.

2.1 HomeTech identified the need to proactively address chronic absenteeism before students absences trigger the mandatory re-engagement procedures in order to reduce chronic absenteeism rates.

No actions were required to change.

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	Engaging Students/Families	To boost ELA and math achievement on the CA Dashboard and address the needs of low-income students, HomeTech will enhance engagement within its learning community by: a. Embedding Tier 1 SEL lessons in on-site classes. b. Improving staff-student-parent communication, including tackling chronic absenteeism with early identification, family outreach, and individualized re-engagement plans. c. Offering social and extracurricular opportunities outside of class. d. Setting clear, consistent expectations for students, parents, and guardians, including design and planning of an orientation process, as funding allows. e. Providing individual counseling.	$209,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
		f. Sustaining diverse electives for grades 7-12 and enrichment activities for K-6. g. Using contracted compliance support allowing site administration more time to engage with students and families.		
2.2	Positive Culture	Maintain a positive school culture by a. building a growth mindset in students and staff b. providing opportunities for SEL and mental health and wellness supports c. implementing student success supports (e.g., positive behavior/attendance recognition, awards night, student of the month) d. contract compliance technical assistance to free up site administration to maintain a positive school culture. e. providing a sports program	$39,804.00	Yes
2.3	Implementation and Sustainability	Support the successful implementation and sustainability of Goal 2 actions by a. Providing staff training/professional development, including adult response to student behaviors (proactive and supportive) b. Providing additional necessary staff and resources to create a safe and supportive school environment (e.g., custodial services, security cameras) c. Contract compliance technical assistance to free up site administration to facilitate professional development and maintain a safe and supporting environment.	$54,606.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$428872	$

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
25.257%	0.000%	$0.00	25.257%

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:** Systems to Increase Achievement **Need:** Systems to support increased academic achievement/continuous improvement **Scope:** LEA-wide	Based on the school's DASS status, students served traditionally work below grade level. In addition, HomeTech serves >70% low-income students. HomeTech must maintain internal data systems as a small LEA to support staff PLCs focused on identifying and addressing areas of academic need.	

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
		Additionally, HomeTech is committed to implementing instructional practices that support the individual needs of the student population served in an independent study model.	
1.2	**Action:** Systems to Increase Academic Engagement **Need:** >70% of HomeTech students are classified as low-income and need additional structured support to participate in independent study and prepare for college/career opportunities. **Scope:** LEA-wide	These actions provide students with the structured support needed to successfully access and participate in the independent study model and for exposure to options that prepare students for college/career.	Graduation rate and relevant CCI measures
1.3	**Action:** Tiered System of Support **Need:** Students classified as low-income need a tiered system of support, including high-quality first instruction, to graduate within four years. **Scope:** LEA-wide	HomeTech must provide students served with a tiered support system to recover credits, address learning gaps, and prepare them for successful post-secondary transitions. HomeTech serves a predominantly White, low-income population. This set of focused supports will provide students with more opportunities for high-quality first instruction, increase achievement for both student groups, and raise overall performance scores. This is identified in the Reflection section, 'Next Steps' items 1, 4 and 5.	Graduation rate, attendance rate and assessment scores
1.4	**Action:** Implementation and Sustainability	The population served has unique barriers to education and specific instructional needs. To best serve the predominantly low-income	Graduation rate; CCI rate; Fs on report cards

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: Supplemental and individualized supports **Scope:** LEA-wide	population and meet the needs of all students, HomeTech will maintain additional staffing to reduce the teacher/ student ratio and allow for personalized support. Additionally, HomeTech will increase rigor and provide supplemental materials that support students in graduation and college/career readiness.	
2.1	**Action:** Engaging Students/Families **Need:** There is a consistent need to engage students and families classified as low-income in a positive school climate with a sense of connectedness to the learning community. **Scope:** LEA-wide	As a DASS school serving a predominately White, low-income population in an independent study setting, staff must maintain a positive school but rigorous school climate and a sense of connectedness through various co-curricular and family engagement activities. This is identified in the Reflection section, 'Next Steps' item 1.	Stability rate, local surveys, suspension rate
2.2	**Action:** Positive Culture **Need:** Students need a supportive school culture to be successful in their academic and post-secondary endeavors. **Scope:** LEA-wide	As a DASS school serving a predominately White, low-income population in an independent study setting, staff must maintain a strong and supportive school culture.	Stability and suspension rates; survey data

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.

This prompt is not applicable to HomeTech Charter School.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1698013	428872	25.257%	0.000%	25.257%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$630,725.00	$387,732.00	$5,000.00	$0.00	$1,023,457.00	$871,091.00	$152,366.00

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	Systems to Increase Achievement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$17,795.00	$18,850.00	$33,645.00	$3,000.00			$36,645.00	
1	1.2	Systems to Increase Academic Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$106,106.00	$5,000.00	$106,106.00		$5,000.00		$111,106.00	
1	1.3	Tiered System of Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$205,356.00	$2,000.00	$120,166.00	$87,190.00			$207,356.00	
1	1.4	Implementation and Sustainability	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$66,853.00	$330.00	$67,083.00	$100.00			$67,183.00	
1	1.5	Special Education Implementation	Students with Disabilities	No			All Schools TK-12	25-26 with reevaluation of need	$211,242.00	$86,200.00		$297,442.00			$297,442.00	
2	2.1	Engaging Students/Families	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$191,729.00	$17,586.00	$209,315.00				$209,315.00	
2	2.2	Positive Culture	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$28,804.00	$11,000.00	$39,804.00				$39,804.00	
2	2.3	Implementation and Sustainability	All	No			All Schools	Ongoing	$43,206.00	$11,400.00	$54,606.00				$54,606.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1698013	428872	25.257%	0.000%	25.257%	$576,119.00	0.000%	33.929 %	**Total:**	$576,119.00
								LEA-wide Total:	$576,119.00
								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**	Systems to Increase Achievement	Yes	LEA-wide	Low Income	All Schools	$33,645.00	
1	**1.2**	Systems to Increase Academic Engagement	Yes	LEA-wide	Low Income	All Schools	$106,106.00	
1	**1.3**	Tiered System of Support	Yes	LEA-wide	Low Income	All Schools	$120,166.00	
1	**1.4**	Implementation and Sustainability	Yes	LEA-wide	Low Income	All Schools	$67,083.00	
2	**2.1**	Engaging Students/Families	Yes	LEA-wide	Low Income	All Schools	$209,315.00	
2	**2.2**	Positive Culture	Yes	LEA-wide	Low Income	All Schools	$39,804.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$631,372.00	$654,619.00

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**	Systems to Increase Achievement	Yes	30,450.00	27099
1	**1.2**	Systems to Increase Academic Engagement	Yes	87,069.00	88520
1	**1.3**	Tiered System of Support	Yes	140,768.00	179648
1	**1.4**	Implementation and Sustainability	Yes	152,210.00	164645
1	**1.5**	Special Education	No	21,876.00	14446
2	**2.1**	Engaging Students/Families	Yes	157,314.00	148928
2	**2.2**	Positive Culture	Yes	16,621.00	19986
2	**2.3**	Implementation and Sustainability	No	25,064.00	11347

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
369079	$468,489.00	$515,173.00	($46,684.00)	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	Systems to Increase Achievement	Yes	30,450.00	27099		
1	1.2	Systems to Increase Academic Engagement	Yes	77,069.00	88520		
1	1.3	Tiered System of Support	Yes	$44036	90119		
1	1.4	Implementation and Sustainability	Yes	142,999.00	152213		
2	2.1	Engaging Students/Families	Yes	157,314.00	148928		
2	2.2	Positive Culture	Yes	16,621.00	8294		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1451266	369079	0	25.432%	$515,173.00	0.000%	35.498%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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