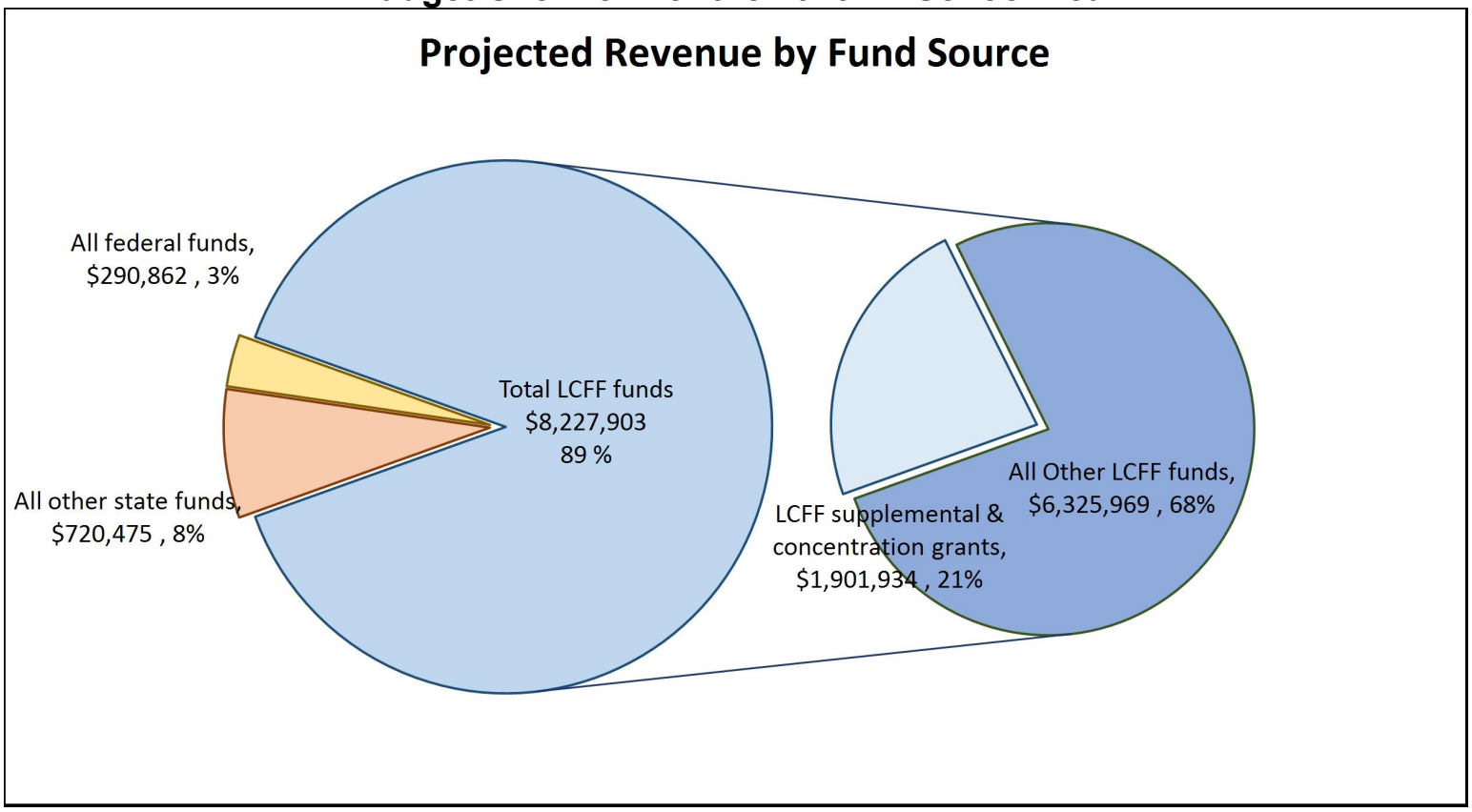
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southern California Flex Academy (SCFA)
CDS Code: 36 75051 0138107
School Year: 2026-27
LEA contact information:
Michelle Romaine, CEO
Kristen Mandell, Principal
mromaine@scfa.org 818-396-8818
kmandell@scfa.org 818-736-8682

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

Budget Overview for the 2026-27 School Year

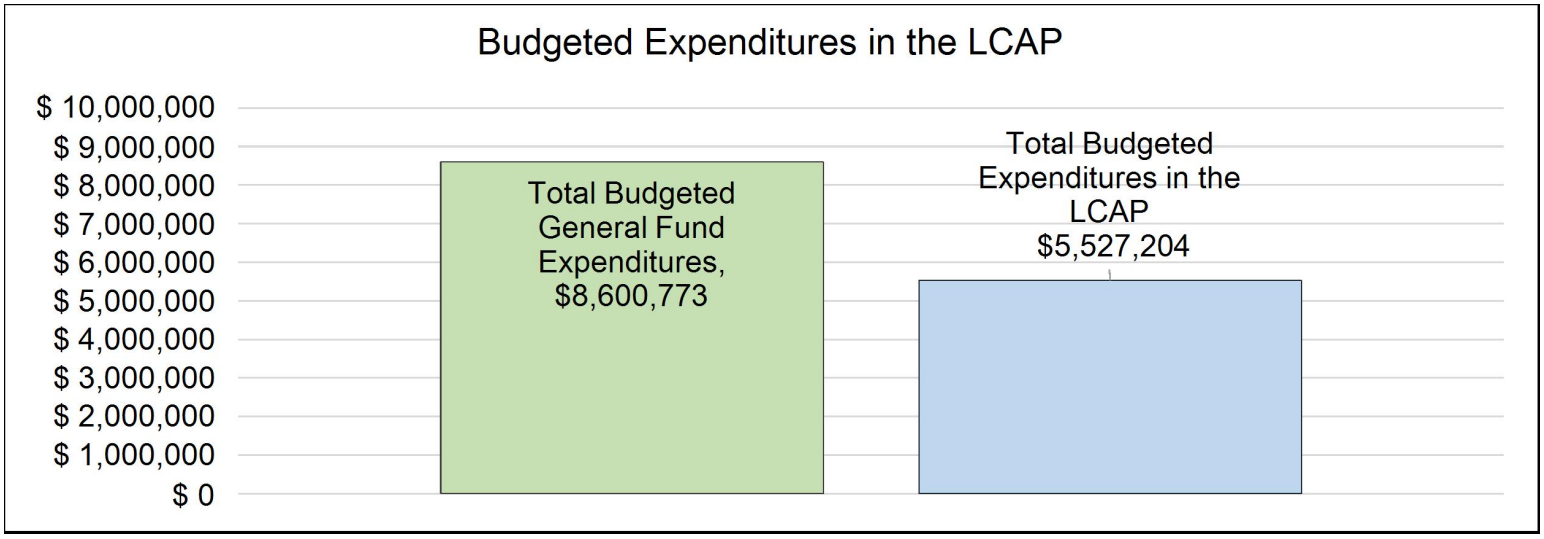


This chart shows the total general purpose revenue Southern California Flex Academy (SCFA) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Southern California Flex Academy (SCFA) is $9,239,240, of which $8227903 is Local Control Funding Formula (LCFF), $720475 is other state funds, $0 is local funds, and $290862 is federal funds. Of the $8227903 in LCFF Funds, $1901934 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 Southern California Flex Academy (SCFA) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Southern California Flex Academy (SCFA) plans to spend $8600773 for the 2026-27 school year. Of that amount, $5527204 is tied to actions/services in the LCAP and $3,073,569 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

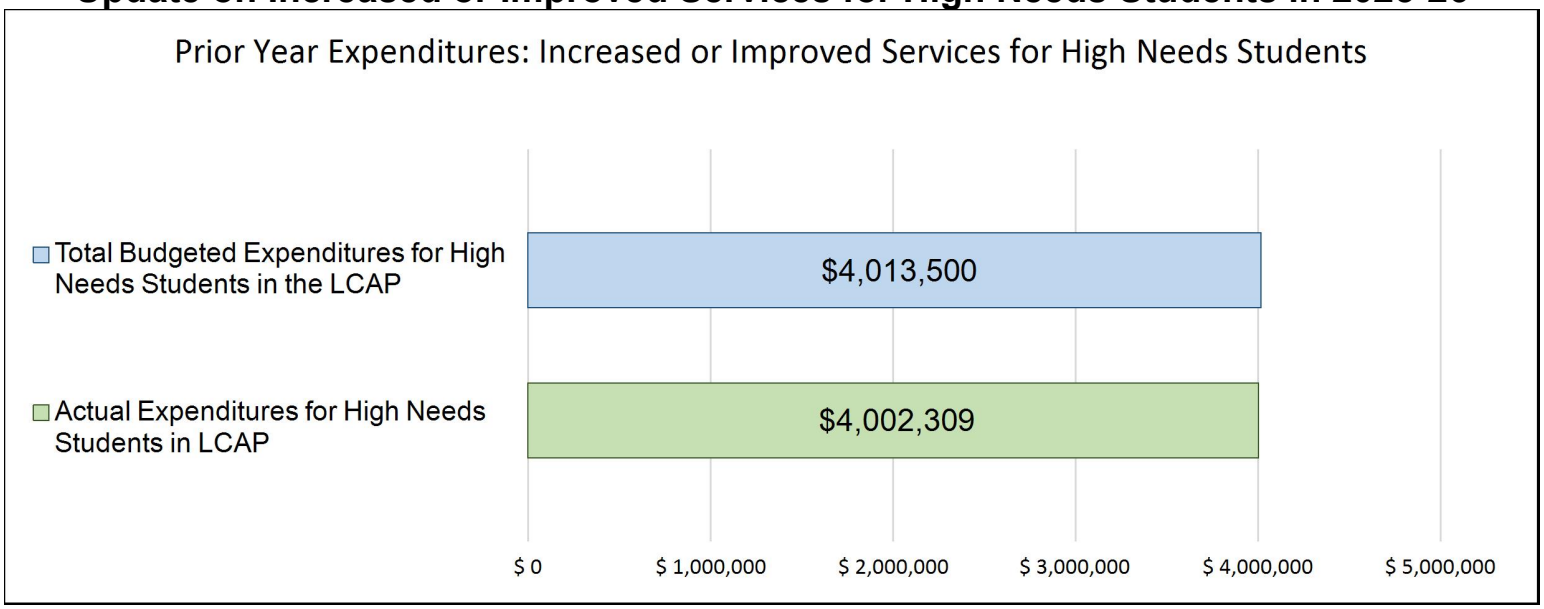
Expenditures for school operations and services such as facilities/utilities, communications, equipment, consultants, activities are not included.

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

In 2026-27, Southern California Flex Academy (SCFA) is projecting it will receive $1901934 based on the enrollment of foster youth, English learner, and low-income students. Southern California Flex Academy (SCFA) must describe how it intends to increase or improve services for high needs students in the LCAP. Southern California Flex Academy (SCFA) plans to spend $4013500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Southern California Flex Academy (SCFA) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Southern California Flex Academy (SCFA) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Southern California Flex Academy (SCFA)'s LCAP budgeted $4013500 for planned actions to increase or improve services for high needs students. Southern California Flex Academy (SCFA) actually spent $4002309 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $11,191 had the following impact on Southern California Flex Academy (SCFA)’s ability to increase or improve services for high needs students:

The increase in expenditures reflects SCFA’s commitment to meeting the diverse needs of its students. Additional costs were primarily driven by year over year salary increases for staff providing student support services, as well as the purchase of instructional materials and resources necessary to enhance student learning and engagement.

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
Southern California Flex Academy (SCFA)	Michelle Romaine, CEO Kristen Mandell, Principal	mromaine@scfa.org 818-396-8818 kmandell@scfa.org 818-736-8682

Plan Summary [2026-27]

General Information

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

SCFA is an online, tuition-free, public, independent study charter school serving the California counties of Kern, Los Angeles, San Bernardino, Orange, Riverside, and Inyo. The school opened for enrollment in 2018 and has since grown to serve students in grades K through 12. Our program leverages innovative technology to help students thrive in their schoolwork and life. At SCFA, we empower students to be their best by enabling them to learn in ways that are right for them, at home, at their proper level, and at their own pace. The independent study model benefits students and parents who want to be more engaged in their child's education, ensure continuity, and ensure their child is learning in a safe environment. SCFA's format also works well for students/families dealing with health and medical needs, and for families involved in the entertainment industry. With this wide variety of appeal for families, SCFA strives to deliver a rigorous, college/career preparatory educational program to all students.

Courses in grades K-8 focus on laying a solid educational foundation for students. Through both rigorous and engaging standards-aligned curriculum, students develop skills that create a solid foundation for success.
The high school course of study, building upon the middle school foundation, expands for more in-depth study in courses that meet the A-G requirements and seeks to have students explore potential careers in fields of study in which they have an interest.

Serving several counties, SCFA enrollment is quite diverse. The 494 student enrollment for 2025-26 was 59% Hispanic, 14% African-American, 14% White, 1% Filipino, and 1% Asian. Our specific student groups represented included 81% Socioeconomically disadvantaged, 13% Students with Disabilities, 8.5% English learners, 8.5% Homeless, and 1% Foster youth. (Source: 2025 CA Dashboard) Regardless of the circumstances, SCFA seeks to support families by removing concerns about high-quality schooling for their child.

Local enrollment data projections for 2026-27 demonstrate strong demand for the program, with 89% of families having re-enrolled. We understand that, as the needs of a family may change, their choice of the educational program may also change. As an online independent study program, our challenge is retaining students through grade 12.

Southern California Flex Academy (SCFA) conducted a comprehensive review of student performance data to identify learning recovery needs and ongoing academic gaps. Multiple data sources were analyzed, including NWEA benchmark assessments, English Language Proficiency Assessments (ELPAC), course completion rates, credit attainment, and student engagement indicators.

The data indicates that a significant group of students continue to perform below grade-level standards in both English Language Arts and Mathematics. English Learners demonstrate slower progress toward proficiency, and some high school students show credit deficiencies due to prior gaps in instructional access and inconsistent engagement. Additionally, engagement data, including attendance in synchronous sessions, assignment completion rates, and participation in academic interventions suggests that some students require more structured and individualized academic support to remain on track.

As a nonclassroom-based, independent study program, SCFA recognizes that students benefit from personalized learning environments; however, this model also requires intentional systems of support to ensure students receive timely intervention when academic challenges arise. The data supports the need for targeted, supplemental instruction designed to accelerate learning recovery and close identified achievement gaps.

To address these needs, LREBG funds are allocated to support an Academic Intervention Specialist who provides focused, data-driven academic support. This role is responsible for identifying students in need of intervention through ongoing analysis of assessment and engagement data, and delivering targeted instruction through small group sessions, one-on-one support, and individualized learning plans. The Intervention Specialist collaborates with teachers, the Student Success Team, and families to ensure interventions are aligned with core instruction and responsive to each student's needs.

The use of LREBG funds for this role is supplemental in nature and specifically designed to address learning loss and accelerate student progress. Services are delivered through flexible scheduling, including virtual intervention sessions, to meet the needs of students within the independent study model.

Through this targeted approach, SCFA aims to improve student achievement in core subject areas, increase engagement, support English Learner progress, and reduce credit deficiencies. The effectiveness of these efforts will be monitored through ongoing review of assessment data, progress toward grade-level standards, and student engagement metrics.

Reflections: Annual Performance

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

ACADEMIC PERFORMANCE:

2025 ENGLISH/LANGUAGE ARTS INDICATOR: "Yellow" schoolwide -48.5 DFS "Increased" by 26.4 points.
“Red” student groups: Students with Disabilities (-97.4 DFS)
“Orange” student group(s): African American (-84.8 DFS)
"Yellow" student group(s): White (-32.3 DFS DFS), Socioeconomically Disadvantaged (-54.5 DFS), and Hispanic (-42.2 DFS)
"No Color" group(s): English learners (-68.5 DFS), Homeless (-82.3 DFS), Long-Term English Learners (-74.7 DFS), Asian (Fewer than 11 students - data not displayed for privacy), Filipino (Fewer than 11 students - data not displayed for privacy), Foster Youth (Fewer than 11 students - data not displayed for privacy), Two or More Races (Fewer than 11 students - data not displayed for privacy), Pacific Islander (Fewer than 11 students - data not displayed for privacy)

2024 ENGLISH/LANGUAGE ARTS INDICATOR: "Red" schoolwide -74.9 DFS "maintained"
“Red” student groups: African American (-104.7 DFS), Hispanic (-73.5 DFS), Socioeconomically disadvantaged (-80.2 DFS); all of these student groups were in the "maintained" measurement
“Orange” student group(s): Students with Disabilities (-87.7 DFS) which was an improvement of 26.6 points
"Yellow" student group(s): White (-41.4 DFS) which was an improvement of 7.8 points
"No Color" group(s): English learners (-115.6 DFS), Homeless (-81.3 DFS), Long-Term English Learners (-142.3 DFS)

2023 English /Language Arts Indicator “Red” with schoolwide -72.1 DFS which was a decline of 20.9 points from 2022
“Red” student groups: African-American (-106.6 DFS), Hispanic (-75.4 DFS) and Socioeconomically Disadvantaged (-78.5 DFS)
“Orange” student group(s): White (-49.2 DFS)
Student group(s) without color: English learner (-101.8 DFS), Two or more races (-34.2 DFS), Students with Disabilities (-114.3 DFS), American Indian, Asian, Filipino, Foster youth, Homeless and Pacific Islander.

2025 MATHEMATICS INDICATOR: "Yellow" schoolwide -70.1 DFS, Increased by 48.5 points
“Red” student group(s): No Student Groups
"Orange” student group(s): African American (-99 DFS), Students with Disabilities (-116.7 DFS)
"Yellow" student group(s): White (-62.9 DFS), Socioeconomically Disadvantaged (-75.3 DFS), Hispanic (-63 DFS)
"No Color" group(s): English learners (-68.4 DFS), Homeless (-106.5 DFS), Long-Term English Learners (-85 DFS), Asian (Fewer than 11 students - data not displayed for privacy), Filipino (Fewer than 11 students - data not displayed for privacy), Foster Youth (Fewer than 11 students - data not displayed for privacy), Two or More Races (Fewer than 11 students - data not displayed for privacy), Pacific Islander (Fewer than 11 students - data not displayed for privacy)

2024 MATHEMATICS INDICATOR: "Red" schoolwide -118.6 DFS, declined 7.3 points
“Red” student group(s): Hispanic (-116.8 DFS), Socioeconomically Disadvantaged (-122.9 DFS)
"Orange” student group(s): African American (-137.4 DFS) improved 4.5 points, Students with Disabilities (-125.3 DFS) improved 22.3 points
"Yellow" student group(s): White (-94 DFS) improved 12.3 points
"No Color" group(s): English Learners (-155.3 DFS), Homeless (-144.1 DFS), Long-Term English Learners (-178.3 DFS)

2023 Mathematics Indicator “Red’ schoolwide -111.3 DFS which was a decline of 22.5 points from 2022
“Red” student group(s): African American (-141.0 DFS), Hispanic (-107.7 DFS), Socioeconomically disadvantaged (-122.8 DFS), and White (-106.3 DFS).

Student group(s) without color: English learner (-133.2 DFS), Two or more races (-83.6 DFS), Students with Disabilities (-147.7 DFS), American Indian, Asian, Filipino, Foster youth, Homeless, and Pacific Islander.

2025 COLLEGE/CAREER INDICATOR: "No Color" 21.9% Prepared
Hispanic 22.7%, Socioeconomically disadvantaged 20%

2024 COLLEGE/CAREER INDICATOR: "No Color" 12.5% Prepared
Hispanic 20%, Socioeconomically disadvantaged 13.6%

2025 ENGLISH LEARNER PROGRESS INDICATOR: "No Color" 37.9% making progress

2024 ENGLISH LEARNER PROGRESS INDICATOR: "Red" 33.3% making progress

2023 English Learner Progress Indicator (No Performance Color)
39.1% making progress towards English language proficiency. This was a decline of 4.3% compared to the 2022 Dashboard.
Implementation of Academic Standards - Local Indicator “Standard Met”

ACADEMIC ENGAGEMENT:

2025 Chronic Absenteeism Indicator “Orange” schoolwide 7.1% chronically absent
“Orange” student group(s): African American (11.4%), Hispanic (5.8%), White (5.6%), and Socioeconomically disadvantaged (8%)
"Yellow" student group(s): Students with Disabilities (3.6%)
“Green” student group(s): No Student Groups
“Blue” student group(s): No Student Groups
“No color” student group(s): Homeless (5.4%), English Learners (15.4%), Two or More Races (16.7%)

2024 CHRONIC ABSENTEEISM INDICATOR: 0% (improved 7.2%)
All significant groups were "Blue" with 0% chronic absent

2023 Chronic Absenteeism Indicator “Orange” schoolwide 7.2% chronically absent; increased 1.6% from 2022.
“Orange” student group(s): African American (8.5%), Hispanic (7.1%), Two or more races (12.5%), and Socioeconomically disadvantaged (9.4%)
“Green” student group(s): Students with Disabilities (6.3%), White (3.5%)- both groups improved from the prior year
“Blue” student group(s): English Learners (2.2%) marking an impressive improvement for the student group by decreasing by nearly 5% compared to 2022.
“No color” student group(s): Homeless (19.4%), Filipino (0%)

2025 GRADUATION RATE INDICATOR: "No Color" 72.5% graduated
Hispanic 74.1%, Socioeconomically disadvantaged 70.3%

2024 GRADUATION RATE INDICATOR: "No Color" 66.7% graduated
Hispanic 58.8%, Socioeconomically disadvantaged 68%
[2023: SCFA did not have a graduation indicator]

2025 Access to a Broad Course of Study - Local Indicator “Standard Met”
2024 Access to a Broad Course of Study - Local Indicator “Standard Met”
2023 Access to a Broad Course of Study - Local Indicator “Standard Met”

CONDITIONS & CLIMATE:

2025 SUSPENSION RATE INDICATOR: 0%; All student groups were blue for this indicator
2024 SUSPENSION RATE INDICATOR: 0%; All student groups were blue for this indicator
2023 Suspension Rate Indicator “Blue” schoolwide 0% suspended at least one day; All student groups were blue for this indicator

2025 BASICS LOCAL INDICATOR: "Standard Met"
2024 BASICS LOCAL INDICATOR: "Standard Met"
2023 Basics: Teachers, Instructional Materials, Facilities - Local Indicator “Standard Met”

2025 PARENT & FAMILY ENGAGEMENT LOCAL INDICATOR: "Standard Met"
2024 PARENT & FAMILY ENGAGEMENT LOCAL INDICATOR: "Standard Met"
2023 Parent and Family Engagement - Local Indicator “Standard Met”

2025 LOCAL CLIMATE SURVEY INDICATOR: "Standard Met"
2024 LOCAL CLIMATE SURVEY INDICATOR: "Standard Met"
2023 Local Climate Survey - Local Indicator “Standard Met”

Reflections: Technical Assistance

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

Southern California Flex Academy was not identified for the California System of Support.

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.

Southern California Flex Academy has not been identified for Comprehensive Support and Improvement; therefore, this requirement does not apply at this time.

Support for Identified Schools

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

Southern California Flex Academy has not been identified for Comprehensive Support and Improvement; therefore, this requirement does not apply at this time.

Monitoring and Evaluating Effectiveness

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

Southern California Flex Academy is not currently participating in Comprehensive Support and Improvement; therefore, CSI monitoring and evaluation processes are not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	General overview was provided during the staff meeting on the goals and metrics on May 6, 2026. As a follow up, a survey was provided to garner input on the actions in the plan. Teachers as members of the public were encouraged to attend the Board Meeting to provide public comment.
School Personnel	General overview was provided during the staff meeting on the goals and metrics May 6, 2026. As a follow up, a survey was provided to garner input on the actions in the plan. As members of the public, our support personnel were encouraged to attend the Board Meeting to provide public comment.
Students	High school and middle school students were engaged through homeroom/advisory for input on actions relating to positive school climate and culture, as well as feedback on what additional learning supports are needed to support their academic success.
Parents	A general overview was provided during the Parent Advisory Committee meeting on the goals and metrics on May 8, 2026. As a follow-up, a survey was provided to garner input on the actions in the plan. Parents/guardians, as members of the public, were encouraged to attend the Board Meeting to provide public comment.
Principal, Special Education Director, Coordinators & Student Success Coaches	Meetings were held to review/discuss the implementation of the 2025-26 plan as the Mid-Year Update was developed for presentation to the Board of Directors. May 11th and 12th the Instructional Leadership Team held a two-day summit to reflect on the outcomes for the 2025 metrics against the implementation of the actions. This

Educational Partner(s)	Process for Engagement
	work guided the development of the schoolwide action plan for improvement, which aligns with the three-year LCAP.
SELPA Administrator	Our Program Specialist at Desert Mountain Charter SELPA was contacted and provided a "draft" of the LCAP in April for review and input on actions for our SpEd students.

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

Based on educational partner input:

- Monthly workshops conducted by the Mental Health Counselor will continue (Goal 1, Action 4)
- Monthly college and career readiness workshops conducted by the High School Academic Counselor will continue. CCGI will be utilized to help students explore pathways for career and college readiness (Goal 1, Action 5)
- Parents/Guardians and Learning Coaches will be provided opportunities to participate in trainings and workshops around instructional program support (Goal 1, Action 8)
- Students will have the opportunity to engage with the IXL platform on a daily basis during instructional time for ELA support (Goal 2, Action 2)
- Students identified as being one year behind in ELA will meet with their homeroom teacher for tier 2 academic intervention and will continue to have access to an online tutor (Goal 2, Action 3)
- The Academic Intervention Team will continue to work with students who are 2-3 years behind in ELA through small groups and/or one-on-one meetings (Goal 2, Action 4)
- Students identified as English Language Learners will continue to receive designated instruction in English language development by the ELD Coordinator (Goal 2, Action 5)
- Learning Coaches and parents/guardians will have access to the Learning Coach Corner for ELA and Math support at home (Goal 2, Action 6)
- Students will have the opportunity to engage with the IXL platform on a daily basis during instructional time for Math support (Goal 3, Action 3)
- Students identified as being one year behind in Math will meet with their homeroom teacher for tier 2 academic intervention and will continue to have access to an online tutor (Goal 3, Action 4)
- The Academic Intervention Team will continue to work with students who are 2-3 years behind in Math through small groups and/or one-on-one meetings (Goal 3, Action 5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase schoolwide engagement through various involvement opportunities for educational partners in order to support a positive school climate/culture and academic growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This LCAP goal was created to consolidate multiple goals from the prior plan which addressed conditions of learning, state standards, engagement, and climate. As an independent study public school, we view these areas as foundational to the success of the school. Since the pandemic, we have many families stating their reason for enrolling was due to student safety and/or lack of resources of their local public school to address the specific needs of their child. This holistic goal was developed to ensure SCFA keeps its commitment to families at the center of all we do for students to support them being successful in all facets of their lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credentialed Teachers/properly assigned (1 Basics: Teachers)	62.9% “Clear” teaching FTE (Source: CA Dashboard 2021-22 TAMO)	77.2% of FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teaching Assignment	84% FTE appropriately credentialed and assigned for 2023-24 (Source: CDE, CA Dashboard Local indicator 1 - Basics: Teachers)	80%	+ 21.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Monitoring Outcomes)			
1.2	Student access to Standards-Aligned Instructional Materials (1 Basics: Instructional Materials)	100% of students and teachers have access to Standards-aligned Instructional materials in grades K-12	100% of students and teachers have access to Standards-aligned instructional materials	"Standard Met" 100% students and teachers have access to standards-aligned instructional materials (Source: CDE, CA Dashboard 2024-25 Local indicator 1)	Maintain 100% of students and teachers have access to Standards-aligned Instructional materials in grades K-12	No difference
1.3	Student measurement of connectedness and safety (5 Student Engagement)	Culture: 83% Relationships: 82% Engagement: 80% Belonging: 81% Safety: 82% *70% of students responded to Student Climate Survey (Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Student Climate Survey administered for 2023-2024)	Culture: 94% Relationships: 87% Engagement: 89% Belonging: 86% Safety: 85% 91% of students responded to Fall Semester Student Climate Survey (Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree”)	Culture: 90% Relationships: 90% Engagement: 89% Belonging: 70% Safety: 88% 67% of students responded to Fall Semester Student Climate Survey (Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree”)	Participation: 80% Rating/Area: 85% “3 - Agree” and “4 - Strongly Agree”	Culture +7% Relationships +8% Engagement +9% Belonging +11% Safety +6% Student Participation decreased 3%
1.4	Access to broad course of study (7 Access to Broad Course of Study)	100% of students have access to, and are enrolled in, a broad course of study in grades K-12	100% of students have access to, and are enrolled in, a	100% of students have access to, and are enrolled in, a	Maintain 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			broad course of study	broad course of study		
1.5	A-G Completion (4 Pupil Achievement) METRIC REVISED TO BE ONLY A-G COMPLETION; PREVIOUSLY REPORTED IN 2024-25 AS: A-G Completion; CTE Completion (4 Pupil Achievement)	To be determined with 2023-24 data	18.5% A-G Completion (Source: 2024 CA Dashboard Additional Reports - "Met UC/CSU Requirements")	52.5% A-G Completion (Source: 2025 CA Dashboard Additional Reports - "Met UC/CSU Requirements")	20% A-G Completion	+34%
1.6	Dashboard College/Career-Readiness Indicator (4 Pupil Achievement)	To be determined with 2024 Dashboard	2024 Dashboard "No color" 12.5% Prepared	2025 Dashboard "No color" 21.9% Prepared	“Green” Dashboard College/Career Readiness Indicator	+9.4%
1.7	Graduation Rate Indicator (5 Student Engagement)	To be determined with 2024 Dashboard	2024 Dashboard "No color" 66.7% graduated	2025 Dashboard "No color" 72.5% graduated	85%	+5.8%
1.8	High School Dropout Rate (5 Student Engagement)	To be determined with 2023-24 data	0% Cohort Dropout Rate (Source: Ed-Data 2023-24 "Cohort Dropouts")	3.2% Cohort Dropout Rate (Source: Ed-Data 2024-25 "Cohort Dropouts")	<1% Dropout Rate	+3.2%
1.9	Dashboard Chronic Absenteeism Indicator (5 Student Engagement)	2023 Dashboard "Orange" 7.2% All students 8.5% Af-American 7.1% Hispanic 9.4% SED 19.4% Homeless	2024 Dashboard "Blue" 0% Chronically absent 0% Af-American 0% Hispanic 0% SED	2025 Dashboard "Orange" 7.1% Chronically absent 11.4% Af-American 5.8% Hispanic	“Green” Dashboard Chronic Absenteeism Indicator	School -.1% Af-American +2.9% Hispanic -1.3% SED -1.4% Homeless -14%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.5% Two+ races	0% English Learners 0% White 0% SED 0% Homeless 0% LTEL	8% SED 15.4% English Learners 5.6% White 3.6% SED 5.4% Homeless		
1.10	Dashboard Suspension Indicator (6 School Climate & Culture)	"Blue" 0% Suspensions	2024 Dashboard "Blue" 0% Suspended 0% Af-American 0% English Learners 0% Hispanic 0% Homeless 0% LTEL 0% SED 0% SWD 0% White (Source: 2024 CA Dashboard)	2025 Dashboard "Blue" 0% Suspended 0% Af-American 0% English Learners 0% Hispanic 0% Homeless 0% LTEL 0% SED 0% SWD 0% White (Source: 2025 CA Dashboard)	Maintain “Green” or “Blue” Dashboard Suspension Indicator	No difference
1.11	Expulsion Rate (6 School Climate & Culture)	0% Expulsion Rate (Source: DataQuest 2022-23 Expulsion Rate report)	0% Expulsion Rate (Source: CDE DataQuest 2023-24 Expulsion Rate Report)	0% Expulsion Rate (Source: CDE DataQuest 2024-25 Expulsion Rate Report)	Maintain Suspension Rate <1%	No difference
1.12	Parent measurement of welcoming environment and input in decision-making (3 Parent Involvement)	Culture: 72% Communication/ Feedback: 71% Safety: 72% *16% of parents participated in the Parent Climate Survey	Culture: 97% Communication/ Feedback: 96% Safety: 99% *33% of parents participated in the Fall Semester	Culture: 92% Communication/ Feedback: 94% Safety: 97% *20% of parents participated in the Fall Semester	Participation: 25% Rating/Area: 75% “3 - Agree” and “4 - Strongly Agree”	Culture: increased 20% Comm/Feedback: increased 23% Safety: increased 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Parent Climate Survey administered for 2023-2024)	Parent Climate Survey (Source: 2024-25 Climate & Connectedness Survey Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Parent Climate Survey administered)	Parent Climate Survey (Source: 2025-26 Climate & Connectedness Survey Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Parent Climate Survey administered)		Parent Participation INCREASED 4%
1.13	Teacher measurement of professional development & support resources (2 State Standards Implementation)	Professional Development: 79% Support: 84% Resources: 82% *88% of staff participated in the Staff Climate Survey (Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Staff Climate Survey administered for 2023-2024)	Professional Development: 70% Support: 85% Resources: 85% *90% of staff participated in the Fall Semester Staff Climate Survey (Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Staff Climate Survey administered)	Professional Development: 81% Support: 95% Resources: 84% *83% of staff participated in the Staff Climate Survey (Source: Avg. rating on scale of “1 - Strongly Disagree” - “4 - Strongly Agree” Staff Climate Survey administered)	Participation: 95% Rating/Area: 85%	-Professional Development: increased 2% -Support: increased 11% -Resources: increased 2% Teacher Participation decreased 5%

Goal Analysis [2025-26]

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

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

Southern California Flex Academy has implemented all nine of the actions listed in Goal 1 for the 2025-26 academic year.

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.

Professional development expenditures were less than budgeted due to lower than anticipated training costs and the utilization of internal staff to facilitate and lead portions of the professional development program. Professional development activities were substantially implemented as intended, and staff continued to receive training aligned with the goals and actions outlined in the LCAP.

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

This year, we increased the percentage of FTE who met the state standard for credentialing and teaching assignments by supporting their completion of induction programs to clear credentials. (Action 1.1 Staffing) We continue to provide technology (Chromebooks, hotspots) to students and licenses for accessing digital curriculum resources that are CCSS-aligned (Action 1.2, 1.3). Our SEL programming has been effective by creating dedicated time during homeroom to support student mental health, as well as monthly workshops geared toward students. (Action1.4) The Mental Health Counselor also provides 1:1 mental health support in times of crisis.

The high school Academic Counselor conducts monthly college/career-readiness workshops for grades 6-12. This has been highly effective in providing students with information to engage in future goal planning and equip them with tools to achieve both short- and long-term goals. We are seeing an improvement in the number of students graduating, an increase in 4-year college acceptance rates, and an increase in students enrolling and completing dual enrollment (Action 1.5).

We are continuing to provide parents and guardians support through our "Learning Coach Corner", which has allowed parents and guardians to become more involved in decision-making, receive information, and engage in webinars to support the child at home (Action 1.6). This action has demonstrated its effectiveness through the increased participation by parents (Action 1.8) and increased student attendance in synchronous instruction. Internally, we continue to provide more professional development to staff who support families in addressing the unique needs of at-home learners (Action 1.7). Instructional staff continue to receive additional PD to enable them to engage more effectively with families to promote student academic and social-emotional success. We are continuing to implement a mandatory daily 10-minute IXL for ELA/math, which has directly translated into increased growth on NWEA assessments (Action 1.9).

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 the planned goals, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice. The school will continue implementing the current plan as designed.

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	Staffing (Administrators, Certificated, and Classified)	Maintain certificated as well as classified staffing levels to deliver standards-based instruction across all content areas to address the needs of the student enrollment (~70% UDP for 2023-24). Certificated staff will be supported by the administration for improving pedagogy and implementing data-driven interventions to support students in meeting standards.	$3,956,604.00	Yes
1.2	Core Standards-aligned curricula	Digital core curricula aligned to CCSS and other state-adopted standards for content areas. All students will access the course of study described in the approved charter petition. SCFA-led training for facilitators will be made available to all families.	$280,000.00	No
1.3	Technology & Licenses	SCFA will provide each student a Chromebook to access the LMS; hotspots will be available upon request at no charge to the family; all students will have licenses for the digital standards-based curricula. For students in grades K-5 headsets will be provided to allow for the use of audio, and promote student engagement with online material.	$175,000.00	Yes
1.4	SEL Support	Monthly workshops conducted by the Mental Health Counselor for all students. The goal of these workshops is to provide mental health support to all students in an age-appropriate manner. Students may also log in to the Counselor's Corner to look for resources anonymously to deal with an issue they are facing. Students have access to the MH Counselor for individual instances of crisis.	$100,000.00	Yes
1.5	Academic Guidance Program	High School Academic Counselor holds monthly college and career readiness workshops (in Spanish and English) designed around the specific interests of current students. Naviance is used in grades 6-12 to	$95,000.00	No

Action #	Title	Description	Total Funds	Contributing
		explore careers and pathways for post-secondary college/career-readiness. The online platform begins in grade 6 with exploration and build each year to students preparing to apply for vocational, as well as college programs. It also helps students with career-readiness and college-prep.		
1.6	Student Success Program	The Student Success Team will monitor and identify students who are in crisis and marshal appropriate resources to support to child. Resources may include individual sessions with the Mental Health Counselor, temporary housing (shelter) for family, connection to food resources for those who are food insecure, etc. The SSP members maintain a caseload of students by grade span.	$413,900.00	Yes
1.7	Professional Development	Administrators and teachers will have opportunities for professional development through conference attendance which address specific needs of SCFA (i.e., CCSA, CA Assessment Conference) Internal professional development is held regularly to increase the understanding and capacity of staff to support students instructionally and SEL. SCFA conducts on-going systems trainings to learn of changes/updates to the various systems used at the school (i.e., PowerSchool, Canvas, NWEA, Clever, IXL, etc.)	$50,000.00	No
1.8	Parent Engagement	Parents will be provided opportunities for involvement through virtual meetings for trainings, instructional program supports, and partner meetings for review of the LCAP, tracking school/student progress, analysis of data, and input for decision-making. The school also uses "Language Line" which is live translation and written translation program so barriers to language understanding are removed when communicating with parents/families.	$200.00	Yes
1.9	Supplemental instructional materials	As needed, teachers and students will have access to supplemental resources to support students in accessing grade-level content/skills.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve academic achievement for all students in English/Language Arts including English Language Development, through strong student/teacher engagement utilizing daily and weekly touchpoints.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to provide an explicit focus on English language arts that was not present in the prior LCAP. With a wide range of grade-levels being assessed each year using SBAC and ELPAC, it is necessary for the instructional program to remain focused on closing the gaps. The 2023 CAASPP ELA results were 23% met/exceeded, 23.51% nearly met, and 53.49% not met. The CA Dashboard ELA Indicator was "Red" (-72.1 DFS) with the African-American (-106.6 DFS), Hispanic (-75.4 DFS) and Socioeconomically Disadvantaged (-78.5 DFS) student groups also demonstrating the same level of performance. The White student group was "Orange" with -49.2 DFS. Other student groups were below the threshold of 36 students to receive a color, but the performance definitely demonstrates a need for improvement: English learners (-101.8 DFS), Students with Disabilities (-114.3 DFS).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	NWEA Assessments in Reading & Language Assessment BOY to EOY Growth (8 Other Outcomes)	Students Meeting Growth Projections BOY to EOY 2023-24 NWEA Reading: Grades 3-5: 39% Grades 6-8: 36% Grades 9-12: 50% Language: Grades 3-5: 36%	Students Meeting Growth Projections BOY to EOY NWEA 2024-25 Reading: Grades 3-5: 27% Grades 6-8: 49.51% Grades 9-12: 51.79%	Students Meeting Growth Projections BOY to EOY NWEA 2025-26 Reading: Grades 3-5: 30% Grades 6-8: 56% Grades 9-12: 57% Language:	Meeting Growth Projections BOY to EOY NWEA Reading: Grades 3-5: 45% Grades 6-8: 40% Grades 9-12: 55% Language: Grades 3-5: 40% Grades 6-8: 50%	Reading: Grades 3-5: -9% Grades 6-8: +20% Grades 9-12: +7% Language: Grades 3-5: -3% Grades 6-8: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 6-8: 45%	Language: Grades 3-5: 36.84% Grades 6-8: 47.31%	Grades 3-5: 33% Grades 6-8: 47%		
2.2	Dashboard English/Language Arts Indicator (4 Pupil Achievement)	2023 Dashboard All students -72.1 DFS “Red” Afr-Am -106.6 DFS “Red” Hispanic -75.4 DFS “Red” SED -78.5 DFS “Red” White -49.2 DFS "Orange" EL -101.8 DFS Two+ races -34.2 DFS SwD -114.3 DFS	2024 Dashboard "Red" All students -74.9 DFS Af-Am -104.7 DFS Hispanic -73.5 DFS SED -80.2 DFS "Orange" SWD -87.7 DFS "Yellow" White -41.4DFS "No Color" EL -115.6 DFS LTEL -142.3 DFS Homeless -81.3 DFS	2025 Dashboard "Yellow" All students -48.5 DFS "Yellow" Hispanic - 42.2 DFS SED -54.5 DFS White -32.3 DFS "Orange" Af-Am -84.8 DFS "Red" SWD -97.4 DFS "No Color" EL -68.5 DFS LTEL -74.7 DFS Homeless -82.3 DFS	“Yellow” Dashboard ELA Indicator	All Students +23.6 Af-Am. +21.8 Hispanic +33.2 SED +24 White +16.9 EL +33.3 SWD +16.9
2.3	METRIC REMOVED FOR 2025-26 EAP “Prepared” in ELA (4 Pupil Achievement)	METRIC REMOVED FOR 2025-26 To be determined with 2023-24 data	METRIC REMOVED FOR 2025-26 12.5% Prepared (Source: 2024 CA Dashboard	METRIC REMOVED FOR 2025-26	METRIC REMOVED FOR 2025-26	METRIC REMOVED FOR 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Additional Reports "College/Career Levels and Measures Report & Data 2024 - Percentage of Students by CCI Level)			
2.4	Dashboard English Language Progress Indicator (4 Pupil Achievement)	39.1% English learners making progress in English language mastery	2024 Dashboard "Red" 33.3% making progress in English language mastery (Source: 2024 Dashboard ELPI Indicator)	2025 Dashboard "No Color" 37.9% making progress in English language mastery (Source: 2025 Dashboard ELPI Indicator)	45% English learners making progress	-1.2%
2.5	English Learner Reclassification Rate (4 Pupil Achievement)	10.4% Reclassification Rate (Source: 2022-23 Local Data)	14.29% Reclassification Rate (Source: 2023-24 Local Data)	20% Reclassification Rate (Source: 2024-25 Local Data)	15% Reclassification Rate	+9.6%

Goal Analysis [2025-26]

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

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

All actions were implemented as planned except for Action 2.6. as implemented, Action 2.6 was more general with regard to the professional development provided to learning coaches.

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.

There were no material differences between budgeted and actual expenditures or planned and actual services provided.

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

Actions 2.1 and 2.2 have led to a significant increase in students meeting/exceeding on NWEA Diagnostic ("ready" or "exceeding") and therefore are very effective. Comparing 2024 and 2025 SBAC, students increased 5% in meeting/exceeding state standards in ELA.
Our Tier III ELA interventions and Designated ELD (Action 2.4, 6) led to a significant decrease in below/far below categories on NWEA Reading, and an increase in reclassification.
Coupled with actions discussed in Goal 1, Action 2.6 has proved effective through the increased participation by parents and increased student attendance in synchronous instruction.

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

Action 2.5 has been expanded to include the addition of a dedicated certificated teacher to conduct courses directed at preparing LTELs for redesignation.
Action 2.6 has been edited to include on-going pd support and include ELA/ELD curriculum.

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	Standards-Aligned ELA Curriculum	Each student grade K-12 has access to an SCFA-designated curriculum for English/language arts. The curriculum is CCSS-aligned focusing on literature, writing, and language. For students who have a home language other than English, have the ability to switch the instructional delivery language to their home language.		No
2.2	Tier 1 Intervention	Students access the IXL platform daily to practice and close minor gaps students may have in their skills. The use of the program throughout the instructional day allows students to see their own growth through practice, and builds student confidence.		No
2.3	Tier 2 Intervention	Students identified as being one year behind are assigned to an online tutor to support students with study skills and homework through consistent standing tutoring sessions. All students have access to this on-demand, online tutoring for support. This program is of benefit to students who do	$98,000.00	No

Action #	Title	Description	Total Funds	Contributing
		not speak English in the home by working with a tutor who speaks the home language.		
2.4	Tier 3 Interventions for ELA	SCFA Intervention Team works with students 2-3 years behind in English/language arts (Tier 3 Intervention) in small groups or one-on-one meetings to provide directed instruction to close gaps in ELA. Students are identified using NWEA assessment to identify gaps, and conduct 8-week intervention cycles to work on the skills students need to access grade-level standards. Students may exit when they reach grade level proficiency on NWEA assessment. The SCFA Intervention Specialist will work with students requiring this level of intervention as described in the individual learning plan to use Read 180.	$88,000.00	Yes
2.5	Designated English Language Development (dELD)	Students identified as English learners, receive designated instruction in English language development by the ELD Coordinator. Depending on the student level, the ELD teacher conducts either daily or weekly instruction to these students. For 2025-26, increasing number of credentialed staff dedicated to addressing the needs of Long-Term English Learners who have yet to reclassify.	$130,000.00	No
2.6	Training of Student Learning Coaches	SFCA will provide families a program of ELA professional development to support them as Learning Coaches in the home on an on-going basis. Training will include understanding state-verified data assessment platform, understanding state-mandated assessment, and understanding the ELA/ELD curriculum.	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve academic achievement for all students in Mathematics and Science including through strong student/teacher engagement utilizing daily and weekly touchpoints.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to provide an explicit focus on mathematics, and drawing connections to science, that were not present in the prior LCAP. With a wide range of grade-levels being assessed each year using SBAC and CAST, it is necessary for the instructional program to remain focused on closing the gaps.
The 2023 CAASPP Mathematics results were 14.5% met/exceeded, 20.73% nearly met, and 64.77% not met. The CA Dashboard Mathematics Indicator was "Red" (-111.3 DFS) with all four student groups demonstrating the same level of performance [African-American (-141.9 DFS), Hispanic (-107.7 DFS), Socioeconomically Disadvantaged (-122.8 DFS), White (-106.3 DFS)]. Other student groups were below the threshold of 36 students to receive a color, but the performance definitely demonstrates a need for improvement: English learners (-133.2 DFS), Students with Disabilities (-147.7 DFS).
The 2023 CAST was administered to students in grades 5, 8 and 11. The results were 10.12% met/exceeded,52.98% nearly met, and 36.9% not met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Verified Data - NWEA MAP Diagnostic Math Assessment (8 Other Outcomes)	Students Meeting Growth Projections BOY to EOY Reading: Grades 3-5: 32% Grades 6-8: 50% Grades 9-12: 54%	Students Meeting Growth Projections BOY to EOY NWEA 2024-25 Grades 3-5: 40.78% Grades 6-8: 59.22%	Students Meeting Growth Projections BOY to EOY NWEA 2025-26 Grades 3-5: 25% Grades 6-8: 45% Grades 9-12: 49%	% Students Meeting Growth Projections BOY to EOY Grades 3-5: 37% Grades 6-8: 55% Grades 9-12: 59%	Grades 3-5: -7% Grades 6-8: -5% Grades 9-12: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grades 9-12: 55.39%			
3.2	Dashboard Mathematics Indicator (4 Pupil Achievement)	2023 Dashboard “Red” All students -111.3 DFS Afr-Am. -141.9 DFS “Red” Hispanic -107.7 DFS “Red” SED -122.8 DFS “Red” White -106.3 DFS “Red” EL -133.2 DFS Two+ races -83.6 DFS SwD -147.7 DFS	2024 Dashboard "Red" All Students -118.6 DFS Hispanic -116.8 DFS SED -122.9 DFS "Orange" Af-Am. -137.4 DFS SWD -125.3 DFS "Yellow" White -94 DFS "No Color" EL -155.3 DFS Homeless -144.1 DFS LTEL -178.3 DFS	2025 Dashboard "Yellow" All Students - 70.1DFS "Yellow" White - 62.9 DFS Hispanic - 63 DFS SED - 75.3 DFS "Orange" Af-Am. - 99 DFS SWD - 116.7 DFS "No Color" EL - 68.4 DFS Homeless - 106.5 DFS LTEL - 85 DFS	“Yellow” Dashboard Math Indicator	All Students +41.2 Af-Am. +42.9 Hispanic +44.7 SED +47.5 White +43.4 EL +64.8 SWD +31
3.3	METRIC REMOVED FOR 2025-26 ; PREVIOUSLY REPORTED AS "EAP 'Prepared' in Math" (4 Pupil Achievement)	METRIC REMOVED FOR 2025-26; PREVIOUSLY REPORTED AS: To be determined with 2023-24 data	METRIC REMOVED FOR 2025-26; PREVIOUSLY REPORTED AS: 12.5% Prepared (Source: 2024 CA Dashboard Additional Reports "College/Career Levels and	METRIC REMOVED FOR 2025-26	METRIC REMOVED FOR 2025-26; PREVIOUSLY REPORTED AS "TBD"	METRIC REMOVED FOR 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Measures Report & Data 2024 - Percentage of Students by CCI Level)			
3.4	CAST Science (4 Pupil Achievement)	2023 CAST % Met/Exceeded 25.61% All students 15.38% Af.-Amer. 0% EL 31.94% Hispanic 20.48% SED 10.52% SwD 23.07% White	2024 CAST % Met/Exceeded 18% All students 11% Af-American 0% English Learners 13% Hispanic 16% SED 12% SWD 33% White	2025 CAST % Met/Exceeded "Green" 28.3% All students 27.8% Af.-Amer. 15.4% EL 26.2% Hispanic 27.6% SED 22.2% SwD 41.2% White	35% Meet/exceeds	All students +2.7% Af.-Amer. +12.42% EL +15.4% Hispanic -5.74% SED +7.12% SwD +11.68 White +18.13%

Goal Analysis [2025-26]

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

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

All actions were implemented as planned except for a portion of Action 3.5. Instead of purchasing the Math 180 program, the school hired additional Intervention Specialists to address students' needs in the area of mathematics.

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.

There were no material differences between budgeted and actual expenditures or planned and actual services provided.

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

Actions 3.1, 3, 4 have led to a significant increase in students meeting/exceeding on NWEA Diagnostic ("ready" or "exceeding") and therefore are very effective. Comparing 2024 and 2025 SBAC, students increased 11% in meeting/exceeding.
Our Tier III Math interventions (Action 3.5) led to a significant decrease in below/far below categories on NWEA Math.
Comparing 2024 and 2025 CAST, action 3.2 has led to 10.3% increase in students meeting/exceeding.

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.

The only change will be to Action 3.5 - Removing purchase of Math 180 for Math Intervention; instead we will continue funding for the Intervention Specialists.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Standards-Aligned Mathematics Curriculum	Each student grade K-12 has access to an SCFA-designated CCSS-aligned online curriculum for Mathematics. For students who have a home language other than English, have the ability to switch the instructional delivery language to their home language.		No
3.2	Standards-Aligned Science Curriculum	Each student grade K-12 has access to an SCFA-designated NGSS-aligned online curriculum for Science. For students who have a home language other than English, have the ability to switch the instructional delivery language to their home language.		No
3.3	Tier 1 Intervention for Math	Students access the IXL platform daily to practice and close minor gaps students may have in their skills. The use of the program throughout the instructional day allows students to see their own growth through practice, and builds student confidence.		No
3.4	Tier 2 Intervention for Math	Students identified as being one year behind are assigned to an online tutor to support students with study skills and homework through consistent standing tutoring sessions. All students have access to this on-demand, online tutoring for support. This program is of benefit to students who do not speak English in the home by working with a tutor who speaks the home language.		No

Action #	Title	Description	Total Funds	Contributing
3.5	Tier 3 Intervention for Math	SCFA Intervention Team works with students 2-3 years behind in Mathematics (Tier 3 Intervention) in small groups or one-on-one meetings to provide directed instruction to close gaps in Mathematics. Students are identified using NWEA assessment to identify gaps, and conduct 8-week intervention cycles to work on the skills students need to access grade-level standards. Students may exit when they reach grade level proficiency on NWEA assessment. The SCFA Intervention Specialist will work with students requiring this level of intervention as described in the individual learning plan to use Math 180.	$87,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1901934	$141304

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
30.065%	0.000%	$0.00	30.065%

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:** Staffing (Administrators, Certificated, and Classified) **Need:** The format of the SCFA educational program requires intensive supports to maintain the engagement of our ~70% UDP. The small class sizes are designed to provide more engagement, however students participating from home with little adult support requires	This action consists of roster carrying teachers and the Academic Intervention Specialists. AIS work with teachers to identify students who are in need of "pull-out support" to close skill gaps to move achievement toward grade-level standards.	Teacher retention,

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
	additional personnel dedicated to supporting their academic growth. **Scope:** Schoolwide		
1.3	**Action:** Technology & Licenses **Need:** The format of instructional delivery is online. We have many families with multiple children enrolled in the program. Learning devices are offered to all families to ensure students will have access to the learning platform. Additionally, access to a stable internet connect poses a challenge to families. To address this, families may submit a request for hotspots to ensure student access. **Scope:** LEA-wide	Our low income families are provided hotspots, but we also have families with multiple children enrolled making the need to access even more crucial.	Chronic absenteeism, student survey of climate and connectedness, college/career indicator, a-g completion
1.4	**Action:** SEL Support **Need:** While SCFA offers SEL support to all students, there are a significant number of students who are coming from underserved and under supported communities. Over 70% of our students are unduplicated and may not have the resources available to them to get the mental health support that they need from their home or community.	Many families choose SCFA in response to unsafe conditions at their local public schools. While we do provide a more safe environment, students can also feel isolated being at home for independent study. The SEL supports are provided to all students as we have seen how important the program has been for our LCFF populations to focus on mental health and wellness.	Student survey of connectedness, high school dropout rate, chronic absenteeism, suspension, expulsion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Student Success Program **Need:** The student success team serves all SCFA students. Of these students, there is a significant number who require additional support beyond the traditional guidance of the teacher. Many students are in need of resources due to their socio-economic status, status as a foster youth, or status as unhoused. The student success team provides additional resources, support, and guidance for these students to ensure that they have an equitable opportunity for success in our school. **Scope:** LEA-wide	These services support students in maintaining a connection to school and addressing stressors in the home which may be barrier to school success.	Student survey of connectedness survey, parent/guardian survey of connectedness, NWEA diagnostic testing results for unduplicated student groups, chronic absenteeism, high school dropout rate, suspension, expulsion
1.8	**Action:** Parent Engagement **Need:** We provide engagement opportunities for every parent at our school. A large percentage of our parent population work multiple jobs and require additional support to be able to join in on our engagement opportunities. This could include additional reminders about events, event recordings, in-person events, etc...	Our student enrolling in secondary grades may have had negative experiences in their traditional district school— parents have challenges becoming and remaining engaged in their child's education. The SCFA engagement events will connect parents to the mission/vision and become more knowledgeable about their child's education.	Parent/guardian workshop feedback survey, parent/guardian survey of connectedness, NWEA diagnostic testing results for unduplicated student groups, chronic absenteeism, high school dropout rate, suspension, expulsion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.9	**Action:** Supplemental instructional materials **Need:** While SCFA offers an independent study program to all students, many of these students have left traditional school programs during the transitional grade levels (e.g., grade 5, 8, and all high school grade levels. Access to supplemental instructional materials is provided to students who have demonstrated skill gaps on the state-verified assessment platform (e.g., NWEA "far below", "below","close") Teachers deliver core content instruction and will supplement as needed depending on individual student need. **Scope:** Schoolwide	Based the disaggregated student performance data, the LCFF targeted student groups would be included; and students who are not in the three targeted groups would be identified based on the assessment administered three times per year.	NWEA assessment data for reading, language, mathematics and science will be monitored to determine the impact of supplemental instruction on closing skill gaps.
2.4	**Action:** Tier 3 Interventions for ELA **Need:** The analysis of assessment data for unhoused, foster youth, African-American, and Hispanic students demonstrate the largest gaps when examining CAASPP and NWEA results.	The interventions are offered to all students based on the results of NWEA assessments. This is due to the large numbers of students affected by the pandemic learning loss. However, our unduplicated students benefit most as many already had learning gaps prior to the pandemic which were exacerbated by COVID learning disruptions.	CAASPP ELA, CA Dashboard, NWEA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.5	**Action:** Tier 3 Intervention for Math **Need:** The analysis of assessment data for unhoused, foster youth, African-American, and Hispanic students demonstrate the largest gaps when examining CAASPP and NWEA results. **Scope:** Schoolwide	The interventions are offered to all students based on the results of NWEA assessments. This is due to the large numbers of students affected by the pandemic learning loss. However, our unduplicated students benefit most as many already had learning gaps prior to the pandemic which were exacerbated by COVID learning disruptions.	CAASPP Math, CA Dashboard, NWEA

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.

There were no limited actions. All actions and services were implemented as planned during the year.

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.

Additional Concentration Grant Funding supports Student Success Coaches, targeted academic interventions, counseling services, and family engagement activities designed to increase and improve services for unduplicated pupils. Additional Concentration Grant Add-On funding will be used to increase and maintain direct services for students by supporting appropriately credentialed and assigned teachers and providing Tier 3 ELA intervention services for students with the greatest academic needs. These staff members deliver targeted instruction, individualized support, progress monitoring, and intensive reading interventions to foster youth, English learners, and low-income students. These services are designed to improve academic achievement and address identified learning gaps in English Language Arts.

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		0
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6325969	1901934	30.065%	0.000%	30.065%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,540,726.00	$562,467.00	$0.00	$424,011.00	$5,527,204.00	$4,872,004.00	$655,200.00

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	Staffing (Administrators, Certificated, and Classified)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$3,956,604.00	$0.00	$3,232,400.00	$562,467.00		$161,737.00	$3,956,604.00	
1	1.2	Core Standards-aligned curricula	All	No			Specific Schools: SCFASCFA		$0.00	$280,000.00	$280,000.00				$280,000.00	
1	1.3	Technology & Licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$175,000.00	$164,246.00			$10,754.00	$175,000.00	
1	1.4	SEL Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.5	Academic Guidance Program	All	No			All Schools Grades 9-12		$95,000.00	$0.00	$95,000.00				$95,000.00	
1	1.6	Student Success Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SCFA		$413,900.00	$0.00	$280,400.00			$133,500.00	$413,900.00	
1	1.7	Professional Development	All K-12	No			Specific Schools: SCFA		$0.00	$50,000.00	$29,980.00			$20,020.00	$50,000.00	
1	1.8	Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$200.00	$200.00				$200.00	
1	1.9	Supplemental instructional materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.1	Standards-Aligned ELA Curriculum	All	No			Specific Schools:									

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
							SCFA									
2	**2.2**	Tier 1 Intervention	All	No			Specific Schools: SCFA									
2	**2.3**	Tier 2 Intervention	All	No			Specific Schools: SCFA		$98,000.00	$0.00				$98,000.00	$98,000.00	
2	**2.4**	Tier 3 Interventions for ELA	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$88,000.00	$0.00	$88,000.00				$88,000.00	
2	**2.5**	Designated English Language Development (dELD)	Students with Disabilities English Learners	No			Specific Schools: SCFA		$130,000.00	$0.00	$130,000.00				$130,000.00	
2	**2.6**	Training of Student Learning Coaches	All	No			Specific Schools: SCFA		$3,000.00	$0.00	$3,000.00				$3,000.00	
3	**3.1**	Standards-Aligned Mathematics Curriculum	All	No			Specific Schools: SCFA									
3	**3.2**	Standards-Aligned Science Curriculum	All	No			Specific Schools: SCFA									
3	**3.3**	Tier 1 Intervention for Math	All	No			Specific Schools: SCFA									
3	**3.4**	Tier 2 Intervention for Math	All	No			Specific Schools: SCFA									
3	**3.5**	Tier 3 Intervention for Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$87,500.00	$0.00	$87,500.00				$87,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6325969	1901934	30.065%	0.000%	30.065%	$4,002,746.00	0.000%	63.275 %	**Total:**	$4,002,746.00
								LEA-wide Total:	$544,646.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,458,100.00

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**	Staffing (Administrators, Certificated, and Classified)	Yes	Schoolwide	English Learners Low Income		$3,232,400.00	
1	**1.2**	Core Standards-aligned curricula				Specific Schools: SCFA	$280,000.00	
1	**1.3**	Technology & Licenses	Yes	LEA-wide	English Learners Foster Youth Low Income		$164,246.00	
1	**1.4**	SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	
1	**1.6**	Student Success Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SCFA	$280,400.00	
1	**1.8**	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$200.00	
1	**1.9**	Supplemental instructional materials	Yes	Schoolwide	English Learners Foster Youth Low Income		$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Tier 3 Interventions for ELA	Yes	Schoolwide	English Learners Foster Youth Low Income		$88,000.00	
3	3.5	Tier 3 Intervention for Math	Yes	Schoolwide	English Learners Foster Youth Low Income		$87,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,527,204.00	$5,726,602.39

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**	Staffing (Administrators, Certificated, and Classified)	Yes	$3,956,604.00	3964705.92
1	**1.2**	Core Standards-aligned curricula	No	$280,000.00	279591.35
1	**1.3**	Technology & Licenses	Yes	$175,000.00	200047.84
1	**1.4**	SEL Support	Yes	$100,000.00	101568
1	**1.5**	Academic Guidance Program	No	$95,000.00	95593.51
1	**1.6**	Student Success Program	Yes	$413,900.00	415372.73
1	**1.7**	Professional Development	No	$50,000.00	39552.26
1	**1.8**	Parent Engagement	Yes	$200.00	200
1	**1.9**	Supplemental instructional materials	Yes	$50,000.00	42899.77
2	**2.1**	Standards-Aligned ELA Curriculum	No		
2	**2.2**	Tier 1 Intervention	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Tier 2 Intervention	No	$98,000.00	95672.57
2	**2.4**	Tier 3 Interventions for ELA	Yes	$88,000.00	279222.57
2	**2.5**	Designated English Language Development (dELD)	No	$130,000.00	118641.01
2	**2.6**	Training of Student Learning Coaches	No	$3,000.00	3000
3	**3.1**	Standards-Aligned Mathematics Curriculum	No		
3	**3.2**	Standards-Aligned Science Curriculum	No		
3	**3.3**	Tier 1 Intervention for Math	No		
3	**3.4**	Tier 2 Intervention for Math	No		
3	**3.5**	Tier 3 Intervention for Math	Yes	$87,500.00	90534.86

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1408831	$4,013,500.00	$4,032,309.00	($18,809.00)	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	Staffing (Administrators, Certificated, and Classified)	Yes	$3,232,400.00	3240550		
1	1.3	Technology & Licenses	Yes	$175,000.00	194585		
1	1.4	SEL Support	Yes	$100,000.00	88450		
1	1.6	Student Success Program	Yes	$280,400.00	291550		
1	1.8	Parent Engagement	Yes	$200.00	200		
1	1.9	Supplemental instructional materials	Yes	$50,000.00	20533		
2	2.4	Tier 3 Interventions for ELA	Yes	$88,000.00	106881		
3	3.5	Tier 3 Intervention for Math	Yes	$87,500.00	89560		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5025850	1408831	6.342	34.374%	$4,032,309.00	0.000%	80.231%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024