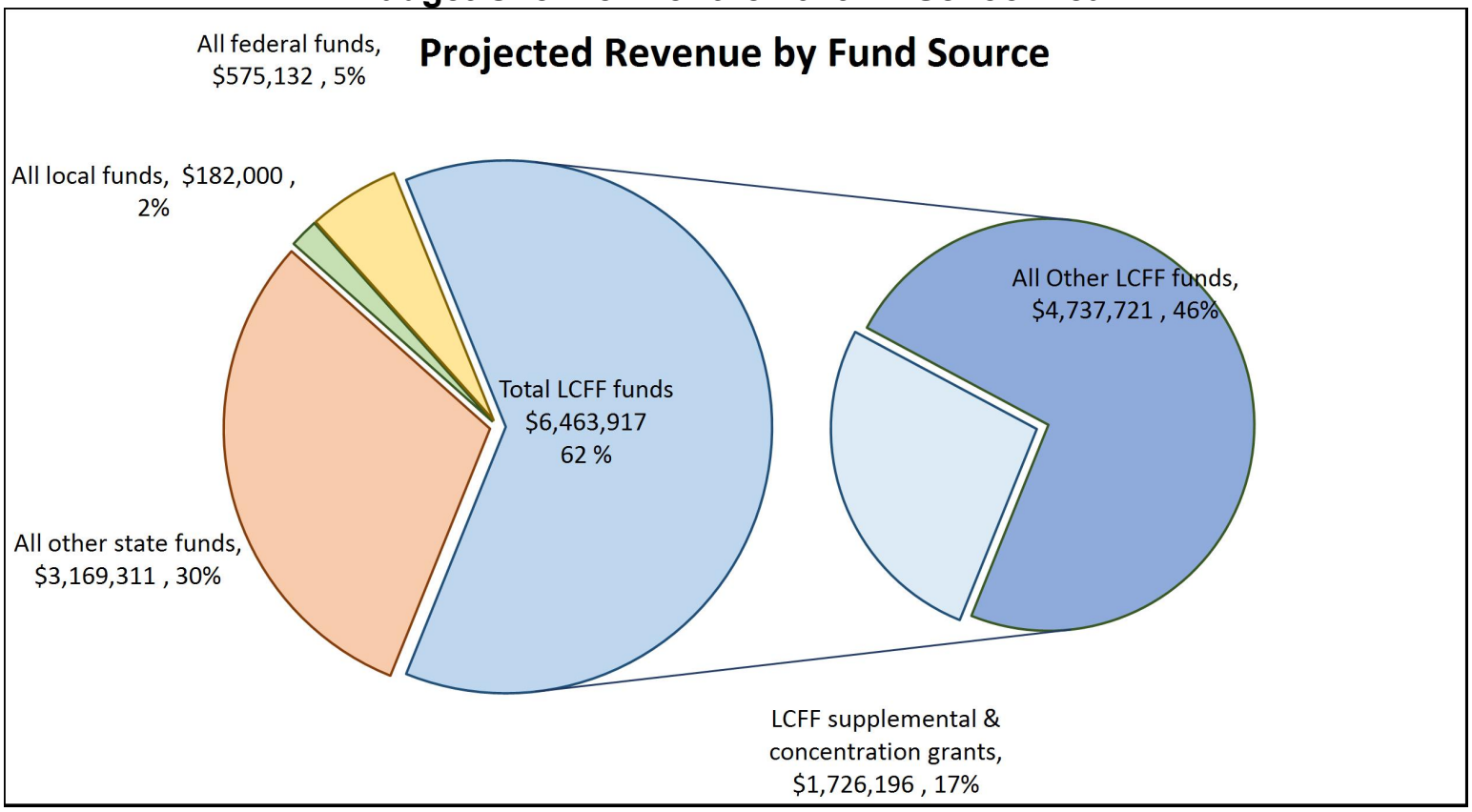
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arts in Action Community Charter School
CDS Code: 19 64733 0123158
School Year: 2026-27
LEA contact information:
Kalin Balcomb
Executive Director
kalinb@artsinactioncharter.org
323-266-4371

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

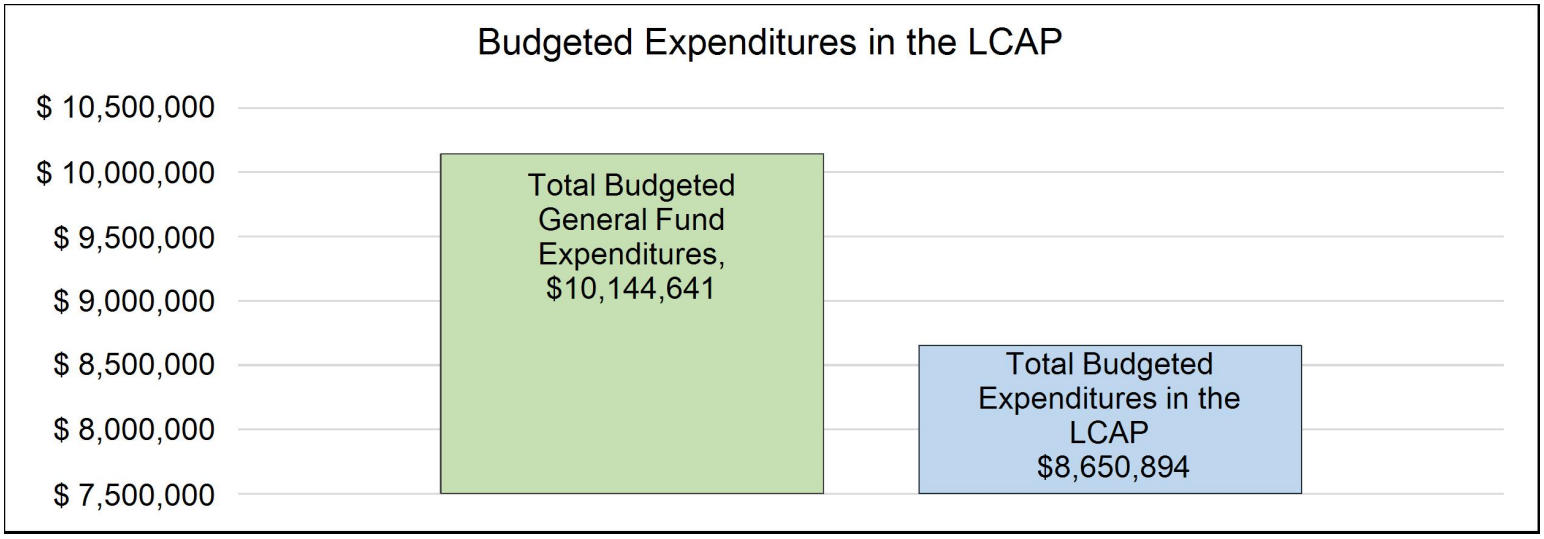


This chart shows the total general purpose revenue Arts in Action Community Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arts in Action Community Charter School is $10,390,360, of which $6,463,917 is Local Control Funding Formula (LCFF), $3,169,311 is other state funds, $182,000 is local funds, and $575,132 is federal funds. Of the $6,463,917 in LCFF Funds, $1,726,196 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 Arts in Action Community Charter School 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: Arts in Action Community Charter School plans to spend $10,144,641 for the 2026-27 school year. Of that amount, $8,650,894 is tied to actions/services in the LCAP and $1,493,747 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

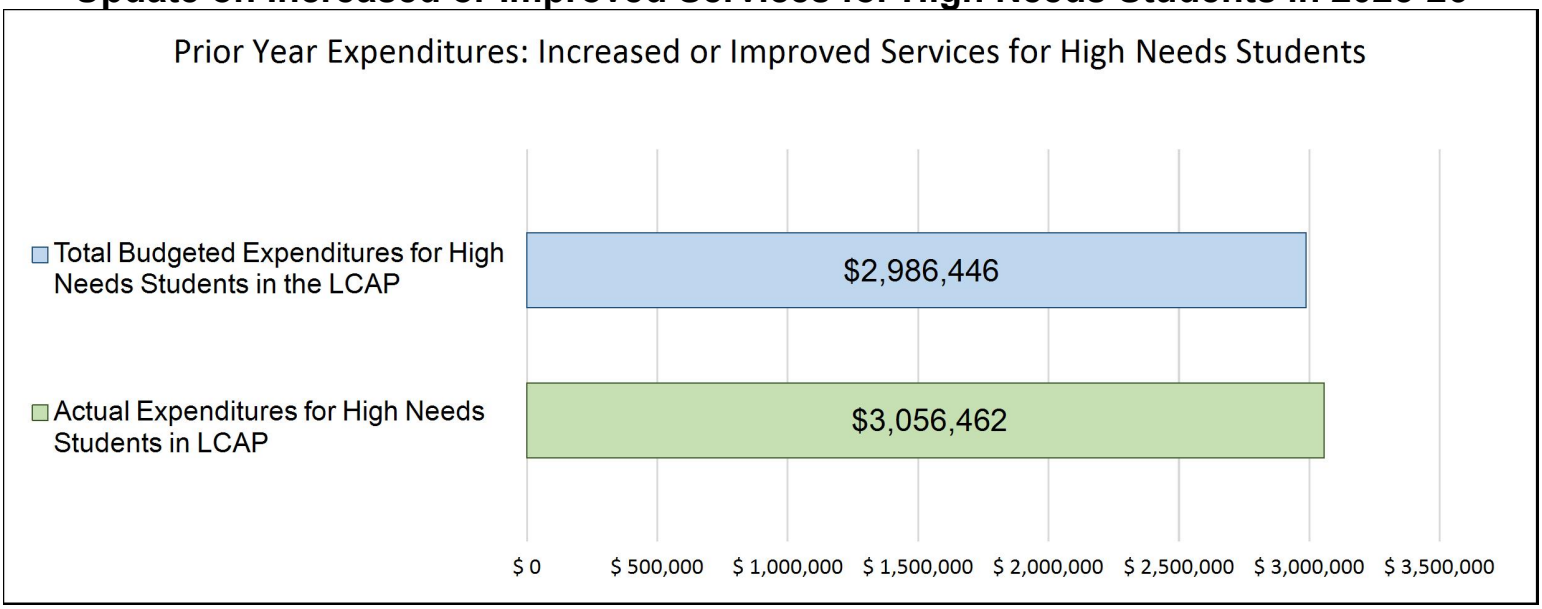
Costs not captured within the LCAP include a portion of the main office support, software for general purposes, insurance, depreciation, leases, property taxes, external IT support, consulting, oversight fees, and CMO management fee.

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

In 2026-27, Arts in Action Community Charter School is projecting it will receive $1,726,196 based on the enrollment of Foster Youth, English learner, and low-income students. Arts in Action Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Arts in Action Community Charter School plans to spend $2,549,775 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 Arts in Action Community Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Arts in Action Community Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Arts in Action Community Charter School's LCAP budgeted $2,986,446 for planned actions to increase or improve services for high needs students. Arts in Action Community Charter School actually spent $3,056,462 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arts in Action Community Charter School	Kalin Balcomb Executive Director	kalinb@artsinactioncharter.org 323-266-4371

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.

Arts in Action Community Charter School and Arts in Action Community Middle School are public schools located in East Los Angeles. Arts in Action serves a diverse community that is 95% low socioeconomic status, 45% of our students identify as English Language Learners, about 20% are students with disabilities, 98% of our students identify as Latinx, and 100% of our students are students of color. In addition, recent years have had up to 20% of students identify as homeless (as measured by McKinney Vento criteria). Our school enrollment is currently about 400 students at our elementary school, and 270 students at our middle school. While our schools are relatively small, we believe that we can make a big impact in East LA. We have many strengths in our community, and we also have needs borne from the impact of trauma-based poverty and the systemic inequities that exist in our community.

Arts in Action was founded based on the belief that the arts are essential. The arts are a method of human connection, communication, and self-expression. Arts in Action also believes in providing a social justice integrated educational experience, where our students are inspired, prepared, and empowered to think critically and form their own viewpoints and become activists for themselves, our community, and our world. Arts in Action combines arts and social justice integrated educational practices through a holistic approach that is focused on providing robust social-emotional learning to our students. We believe a meaningful education is built on a foundation where students receive the tools to identify their own emotions and learn the skills to build self-esteem and healthy relationships with others.

Arts in Action Community Charter School (AIAES) has worked to maintain a strong sense of identity around our mission to provide a, “democratic arts-enriched and nurturing school environment,” for our students.

Arts in Action Community Charter School's key instructional program components per the approved charter petition are the following:
-Purposeful action: Learners are engaged in activities that hold interest, personal meaning and/or greater social significance.
-Just-right challenge: Learners work at a level of "gentle challenge," often as a result of differentiated instruction. Students' work is not too hard or too easy; rather, students experience academic rigor in a way that helps them to learn more, not experience frustration.
-Student ownership of learning: Learners have many opportunities to make decisions in their academic work and in the management of their learning environment.
-Supportive learning environment: Learners feel respected and understood by adults and peers; the school culture, including instruction, is culturally relevant; all learners are expected to meet high standards; learners receive supports needed to meet academic and behavioral expectations; and all stakeholders are expected to contribute to creating a community of respect and mutual understanding.

Reflections: Annual Performance

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

Per CA dashboard data and internal schoolwide benchmark assessment and survey data, Arts in Action has significant areas of strength and has made consistent year to growth. However, there are also significant areas of need. Below is an overview of performance:

CAASPP Math Data: Per the preliminary CA School Dashboard results for 2026, the school's DFS in Math is projected to be -46.64, compared to -70 in the 2024-2025 school year and -53.7 points below standard in the 2023-2024 school year, which is lower than the state average overall, but higher than the state for significant subgroups.

Additionally, the school's 2026 Performance Level is projected to be Yellow, compared to the 2025 Performance Level (Orange) and the 2024 Performance Level (Yellow).

CAASPP ELA Data: Per the preliminary CA School Dashboard results for 2026, the school's DFS in ELA is projected to be -31.31, compared to -562 in the 2024-2025 school year and -58.8 below standard in the 2023-2024 school year, which is lower than the state average.

Additionally, the school's 2026 Performance Level is projected to be Yellow, compared to the 2025 Performance Level (Orange) and the 2024 Performance Level (Yellow). The school has shown year to year growth in ELA.

English Learner Progress Indicator (ELPI) Per the CA School Dashboard, the school's performance on the English Learner Progress Indicator shows that the school's Performance Level outperforms the state consistently, and is predicted to do so for the 2025-2026 school year.

For science, as per the 2026 California Science Test (CAST) preliminary results, the school is 53.1 points above the standard, compared to the 2024-2025 school year, which was 46.1 points above the standard, and the 2023-2024 school year which was 44.1 points above the standard.

Chronic Absenteeism: Per the 2025 and 2024 CA School Dashboard, the school has 18-19% chronic absenteeism. Chronic absenteeism is an area of growth for the school. 2026 CA Dashboard data is not available, however internal chronic absenteeism data reflects decreased chronic absenteeism rates with an internally projected 17.48% chronic absenteeism rate.

Suspension: Per projected 2026 Suspension rate data, the school has a suspension rate of 0%.

Internal School-wide Benchmark Assessments: I-Ready ELA and math school-wide benchmark assessments are administered three times a year. Per the 2025-2026 school year, all students and significant subgroups made the i-Ready Publisher's targeted annual growth in ELA and math:

In ELA Overall: 135% median growth
In Math Overall: 119% median growth

Additional subgroup data for i-Ready is outlined in the goals section below.

Reflections: Technical Assistance

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

N/A. At this time, Arts in Action does not qualify for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	School Site Council, 1 public LCAP hearing, 1 informal LCAP feedback event, LCAP feedback link on the website, United Parent Committee and English Language Learner Advisory Committee feedback, parent surveys administered twice yearly in areas that pertain to the LCAP priorities.
Teachers	School Site Council, 1 public LCAP hearing, 1 informal LCAP feedback event, LCAP feedback link on the website, Instructional Leadership Teams, twice yearly staff surveys in areas that pertain to the LCAP priorities.
Students	School Site Council, 1 public LCAP hearing, 1 informal LCAP feedback event, LCAP feedback link on the website, twice yearly student surveys in areas that pertain to the LCAP and SPSA priorities
Administrators, Principals, and Other School Staff	School Director meetings, Executive Leadership Team Meetings, twice yearly staff surveys,School Site Council, 1 public LCAP hearing, 1 informal LCAP feedback event, LCAP feedback link on the website, school board meetings

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

The LCAP process included but was not limited to the following forms of stakeholder input:
School Site Council collaborated on and provided feedback on the LCAP
The English Language Learner Advisory Committee (ELAC) collaborated on and provided feedback on the LCAP
A formal LCAP public hearing for families, students, staff and community members was conducted on June 12th, 2026.
Informal LCAP feedback was collected on April 18th, 2026 during the community and school Unity Through the Arts event
An LCAP feedback link was posted on the website and has been accessible to the public throughout the school year.

LCAP updates and progress have been provided during each school board meeting
Collaboration also occurred through the school Instructional Leadership Team (ILT) meetings and executive leadership team meetings
Stakeholder input was also collected through twice yearly staff, parent and student surveys
The LCAP was influenced in the following ways:
The creation of the draft LCAP goals was led by School Site Council
The assessment of progress on current LCAP priorities and goals was conducted by the stakeholder groups above.
The expenditures and services are based on the feedback and collaboration of the stakeholder groups above.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Arts in Action will provide educational justice for all learners through rigorous, culturally responsive, multi-tiered academic instruction with integrated arts opportunities	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 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal # 1:Arts in Action will provide educational justice for all learners through rigorous, culturally responsive, multi-tiered academics with integrated arts opportunities
Explanation: This goal was drafted by aligning the LCAP state priorities with the mission of the school and through an assessment of students' needs and school focus areas. This goal highlights key areas of the school's mission and the key educational practices set forth in the charter petition.

School Mission: To empower, prepare, and inspire students in Los Angeles to achieve their highest potential and become active citizens who work toward building a more just, humane, and sustainable world by providing a democratic arts-enriched and nurturing school environment

Charter Petition Educational Practices:

Rigorous. AIA believes in providing a 'just right' challenge in the zone of proximal development. The goal is for all students to receive the support needed to receive a challenging and supportive education.
Culturally Responsive Instruction. The LCAP goal emphasizes culturally responsive instruction, which is a core principle of social-emotional learning and social justice in education. Culturally responsive instruction aligns with holistic education principles and an inclusive community based approach to education.
Multi-Tiered Academic Instruction. The LCAP goal is aligned with the need for multi-tiered academic, social-emotional and behavioral systems of instruction and support. All students deserve an education that is scaffolded and aligned to their unique learning needs.

Integrated Arts. As a school with Arts in the name, Arts in Action is committed to providing high-quality integrated arts opportunities that support cross-curricular and inquiry based learning opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of instructional teaching staff will be appropriately credentialed and at least 90% of teachers will meet the highly qualified criteria and hold either a preliminary or clear credential as measured by state of CA credentialing requirements.	100% of instructional teaching staff have appropriate teaching credentials. However, there are teachers with intern credentials and short-term permits. Throughout the year the percentage of teachers on either a short term or intern credential has been upwards of 20%.	100% of instructional teaching staff have appropriate teaching credentials. However, there are teachers with intern credentials and short-term permits. Throughout the year the percentage of teachers on either a short term or intern credential has been 20%, however, high teacher retention is projected, which will mean that the teachers with intern credentials will become highly qualified shortly.	100% of instructional teaching staff have appropriate teaching credentials. However, there are teachers with intern credentials and short-term permits. Throughout the year the percentage of teachers on either a short term or intern credential has remained consistent (about 21%) due to internal staffing needs. However, high teacher retention is projected, and several of the teachers that were interns in the 25-26 school year are going to obtain their preliminary credentials for the	100% of instructional teaching staff will be appropriately credentialed and at least 90% of teachers will meet the highly qualified criteria for the state of CA and hold either a preliminary or clear credential.	There is no consistent difference from the baseline in overall percentage of staff with an intern or short term permit. The percentage has stayed consistent year to year due to internal staffing needs and some transitions on the team.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				upcoming 26-27 school year, which will mean that the teachers with intern or short term credentials will become highly qualified shortly. The school has prioritized hiring teachers with clear credentials and who have at least some years of teaching experience, but it remains difficult to staff certain positions, such as special education positions.		
1.2	100% of students will have high-quality designated and integrated arts opportunities that are culturally responsive, common core and VAPA standards aligned, integrated with English Learner Development teaching strategies, and aligned to social justice principles throughout each school year as measured by walkthrough audit rubric	Currently 100% of students have access to designated and integrated arts opportunities. However the school is working on improving arts integration by developing clear teaching and planning org-wide guidelines and expectations for both designated and integrated arts that is VAPA and common core aligned, integrated	Currently 100% of students have access to designated and integrated arts opportunities. The school continues to work on building out arts integration by developing clear teaching and planning org-wide guidelines and expectations for both designated and integrated arts	Currently 100% of students have access to designated and integrated arts opportunities. The school continues to work on building out arts integration by developing clear teaching and planning org-wide guidelines and expectations for both designated and integrated arts	100% of students will have high-quality designated and integrated arts opportunities that are culturally responsive, common core and VAPA aligned, integrated with English Learner Development teaching strategies, and aligned to social justice principles	No difference between current outcomes and the baseline as far as overall access, which remains 100%. However, the quality of arts programming and arts integration initiatives have improved year to year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	scores and student, staff, parent survey results.	with ELD teaching strategies, culturally responsive and aligned to social justice principles.	that is VAPA and common core aligned, integrated with ELD teaching strategies, culturally responsive and aligned to social justice principles.	that is VAPA and common core aligned, integrated with ELD teaching strategies, culturally responsive and aligned to social justice principles. During the 25-26 school year, the school focused on Visual Thinking Strategies as a unifying arts integration technique that was implemented and assessed across classes, and the Arts Leadership team is developing the arts integration strategy that will be the area of focus for the 26-27 school year.	throughout each school year as measured by walkthrough audit rubric scores and student, staff, parent survey results.	
1.3	100% of teachers will receive meaningful and effective training on culturally responsive teaching practices each school year as measured by teacher survey results and culturally responsive	Currently, teachers receive training on culturally responsive teaching practices periodically during the beginning of the year professional development and sometimes receive additional training on	Teachers receive training on culturally responsive teaching practices periodically during the beginning of the year professional development and	Teachers receive training on culturally responsive teaching practices periodically during the beginning of the year professional development and	100% of teachers will receive meaningful and effective training on culturally responsive teaching practices each school year as measured by teacher survey	More culturally responsive professional development was provided to teachers compared to the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching practices audits.	culturally responsive teaching practices during the school year. While culturally responsive teaching is emphasized, formalized audits and survey questions have not been implemented.	sometimes receive additional training on culturally responsive teaching practices during the school year. While culturally responsive teaching is emphasized, formalized audits and survey questions have not been implemented.	received an additional training on culturally responsive teaching practices during a pupil free day at the mid-point of the year (after winter break). While culturally responsive teaching is emphasized, formalized audits and survey questions are currently being planned for implementation in the upcoming school year.	results: with 100% of teachers reporting that they receive culturally responsive teaching professional development and at least 90% of teachers reporting that they find the culturally responsive PD meaningful and at least 95% of teachers reporting that they implement culturally responsive teaching practices. In addition, at least 95% of teachers will show evidence of culturally responsive teaching practices during culturally responsive walkthrough audits.	
1.4	100% of students will have access to all required courses and 100% of students will have access to required curriculum and	100% of students have access to all required courses and 100% of students have access to required curriculum and instructional materials.	100% of students have access to all required courses and 100% of students have access to required	100% of students have access to all required courses and 100% of students have access to required	100% of students will have access to all required courses and 100% of students will have access to	No difference between current outcomes and the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials as measured by curriculum and schedule audits.	However, because this is a core requisite for meeting the needs of all learners it will continue to be assessed moving forward.	curriculum and instructional materials. The school has procured new materials and consistently reflects and adjusts curriculum as necessary.	curriculum and instructional materials. The school has procured new materials and consistently reflects and adjusts curriculum as necessary.	required curriculum and instructional materials as measured by curriculum and schedule audits.	
1.5	100% of students will have access to rigorous education as measured by year-to-year CAASPP math and ELA distance from the standard growth data of at least 5 points (significant growth) for students overall and for the school's significant subgroups. 100% of students will have access to rigorous education as measured ELA and Math i-Ready schoolwide benchmark assessment data that reflects at least 75% of students make at least 100% typical growth both overall and for each significant subgroup and/or that AIA increases the percentage of students performing above or on grade level by at least 5	Currently, the most recent and available CAASPP growth from the 22-23 school year (23-24 results not available yet) minimal growth for ELA and significant growth for math. CAASPP ELA Data: Per the 2023 CA School Dashboard the school's Distance From Standard (DFS) in ELA is -62.9 below standard, which is lower than the state average (-13.6 DFS). The school's 2023 Performance Level (color) is Orange, as compared to the state's Performance Level which is also Orange. The school's numerically significant student groups,	Per CA dashboard data and internal schoolwide benchmark assessment and survey data, Arts in Action has significant areas of strength and has made consistent year to growth. However, there are also significant areas of need. Below is an overview of performance for the 2023-2024 school year, and the 2024 CA Dashboard. The 2024-2025 CA Dashboard is not available. CAASPP Math Data: Per the 2024	Per CA dashboard data and internal schoolwide benchmark assessment and survey data, Arts in Action has significant areas of strength and has made consistent year to growth. In ELA, based on preliminary 2026 CAASPP data AIA is now -31.3 points DFS overall, which meets the final LCAP goal. Based on 2025 Dashboard Data in ELA, the DFS for significant subgroups is as follows: Latino: -55.8 points	By year 3, Arts in Action will showcase significant growth of at least five points annual year-to-year growth as measured by the distance from the standard (DFS) for both CAASPP ELA and Math. In ELA, AIA will be no more than 45 points DFS overall, 45 points DFS for Latino and low SE students, 80 points DFS for students with disabilities, and and 50 points DFS for students who are English Learners.	Overall there is academic growth overall and for each significant subgroup as measured by the CA Dashboard and internal i-Ready school-wide benchmark assessment results. The school continues to reflect on and improve instructional practices based on state and schoolwide data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points each year overall and for each significant subgroup.	Students with Disabilities (-100.5 DFS), Hispanic (-63.2 DFS), Socioeconomically Disadvantaged (-64.1 DFS) are performing below the state average in their respective student groups. The school's English Learners (-67.4 DFS) is on par with the state's average (-67.7 DFS) Year to year growth was less than a point overall. Per the 2023 CA School Dashboard, the school's DFS in Math is -68.2 points below standard, which is lower than the state average of -49.1 points below DFS. Additionally, the school's 2023 Performance Level is Yellow, as compared to the state's Performance Level of Orange. The school's numerically significant student groups, Students with Disabilities (-78.2 DFS), Hispanic (-68.9 DFS),	CA School Dashboard, the school's DFS in Math is -53.7 points below standard, which is an improvement from the 2023-2024 school year, in which the school was -68.2 points below standard. All subgroups showed significant growth compared to the 2023-2024 school year. Arts in Action is performing lower than the state, the state has an overall average of 47.6 points below DFS. The school's 2024 Performance Level is Yellow, as compared to the state's Performance Level of Orange. The school's numerically significant student groups, Students with Disabilities (-73 DFS compared to 2023-2024 school year-78.2	Students with Disabilities: -117 points Students with McKinney Vento eligibility: -82.3 points Students who are Low Income: -56.7 points Students who are English Learners: -68.9 points In math, based on preliminary 2026 CAASPP data, AIA is now -46.64 points DFS overall, which meets the final LCAP goal. Based on 2025 Dashboard Data in Math, the DFS for significant subgroups is as follows: Latino: -69.1 points Students with Disabilities: -131.6 points Students with McKinney Vento eligibility: -94 points	In math, AIA will be no more than 50 points DFS overall, 50 points DFS for Latino and low SE students, 60 points DFS for students with disabilities, and and 50 points DFS for students who are English Learners. Note, the metric for Year 3 internal i-Ready growth data changed to be aligned to the publisher's recommendation and the new state guidelines. In ELA, Arts in Action will have 100% median growth overall and for each significant subgroup. In math, Arts in Action will have 100% median growth overall and for each significant subgroup.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (-69.5 DFS), and English Learners (-67.4 DFS) CAASPP math data shows AIA outperformed both the district and state for AIA's significant subgroups: Students with disabilities, students who are Latino, students who are low SE, students who are English Learners. Currently, based on end of year late spring diagnostic i-Ready data (round 4 of 4): In ELA, about 51% of students are performing on grade level (either early, mid or above grade level). In ELA, about 66% of students made at least 100% of typical growth In Math, about 48% of students are performing on grade level (either early, mid or above grade level).	DFS), Hispanic (-52.5 DFS compared to the 2023-2024 school year -68.9 DFS), Socioeconomically Disadvantaged (-54.2 DFS compared to the 2023-2024 school year -69.5 DFS), and English Learners (-55 DFS compared to the 2023-2024 school year -67.4 DFS) CAASPP math data shows AIA outperformed both the district and state for AIA's significant subgroups: Students with disabilities, students who are Latino, students who are low SE, students who are English Learners. As referenced above 100% of our students are in significant subgroups, and thus it is significant	Students who are Low Income: -71 points Students who are English Learners: -74.5 points Per end of year 2025-2026 i-Ready data (the school's internal schoolwide benchmark assessment/verified data) below is the median growth: ELA: Overall: 135% English Learners: 136% Students with Disabilities: 160% McKinney Vento eligible students: 163% Low Income: 135% Latino: 135% Math: Overall: 119% English Learners: 133% Students with Disabilities: 156% McKinney Vento eligible students: 117% Low Income: 120%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In Math, about 59% of students made at least 100% of typical growth	that AIA is outperforming the state in math CAASPP performance for significant subgroups. CAASPP ELA Data: Per the 2024 CA School Dashboard the school's Distance From Standard (DFS) in ELA is -58.8 points below standard, compared to the 2023-2024 school year, in which the school was -62.9 below standard, which is lower than the state average (-13.2DFS). The school's 2024 Performance Level (color) is Orange, as compared to the state's Performance Level which is also Orange. The school's numerically significant student groups, Students	Latino: 119%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with Disabilities (-87.1 DFS compared to the 2023-2024 school year -100.5 DFS), Hispanic (-58.1 DFS compared to the 2023-2024 school year -63.2 DFS), Socioeconomically Disadvantaged (-59.2 DFS compared to the 2023-2024 school year -64.1 DFS) are performing below the state average in their respective student groups. The school's English Learners (-67.9 DFS is on par with the state's average. While our ELA CAASPP data is not as strong as our math CAASPP data, we are still showing year to year growth and our English Learners outperformed both			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the district and the state in reading. The school has added a comprehensive three-year LETRS (Language Essentials for Teachers of Reading and Spelling) professional development and coaching cycle for the 2023-2024 school year, which continues to be implemented in the 2024-2025 school year, and internal data is yielding positive results. Per 2024-2025 End of Year i-Ready data, the median progress of all students in math is 106% and the median progress of all students in ELA is 122%. See below for median progress results for			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			significant subgroups. Math: English Learners: 109% Latino: 104% Students with Disabilities: 104% Low Income: 106% Students who are Homeless: 110% ELA: English Learners: 105% Latino: 122% Students with Disabilities: 111% Low Income: 122% Students who are Homeless: 120%			
1.6	100% of students will have access to a well-maintained facility with comprehensive school safety systems in place and a highly trained maintenance and operations team.	Students have access to a well-maintained facility and highly trained maintenance and operations team members. Additional work can be done in creating socially just systems, such as improving recycling and energy conservation on campus.	Students have access to a well-maintained facility and highly trained maintenance and operations team members. Recycling is in place, and energy conservation and sustainable energy sources are the next steps.	Students have access to a well-maintained facility and highly trained maintenance and operations team members. Recycling is in place, and continuing to improve and expand energy conservation and sustainable energy	By year 3, the school will have built additional supports for recycling and conservation, in addition to maintaining facilities and a highly trained team.	Additional recycling has been implemented at the school, which differs from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				sources are the next steps. The school is reviewing options for solar energy, and determining other areas of conversation that can be targeted.		
1.7	The school will provide high quality instructional support staff that receive training on social justice, instructional practices, and how to support the social-emotional and academic developmental needs of all students.	Currently, the school has not formally measured how instructional staff perceive training on social justice, instructional practices, and how to support the social-emotional and academic developmental needs of all students.	Currently, the school has not formally measured how instructional staff perceive training on social justice, instructional practices, and how to support the social-emotional and academic developmental needs of all students.	The school has conducted a formal instructional staff training on social justice and culturally responsive teaching, and continues to plan ways to expand this work for the upcoming school year. The school received formal feedback from instructional staff on culturally responsive professional development, and the results showed that staff are appreciative of social justice/culturally responsive training, and are	100% of instructional staff will state that they receive training on social justice, instructional practices, and how to support the social-emotional and academic developmental needs of all students.	The school has increased the number/quality of professional development in Social Justice, culturally responsive instructional practices, and meeting the social-emotional and academic needs of all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				eager to receive more training in this area.		
1.8	The school will have a strong leadership team that is aligned to the school's vision and mission and that receives comprehensive professional development, coaching and support.	The school has an emerging leadership team that is aligned to the school's vision and mission and that receives some professional development, coaching and support.	The school has an emerging leadership team that is aligned to the school's vision and mission and that receives some professional development, coaching and support.	The school has a developing leadership team that is aligned to the school's vision and mission and that receives some professional development, coaching and support. An assistant director was hired for the upcoming school year, which will continue to strengthen the team. Coaching and support for teachers was provided this school year, but improvements in the frequency and quality are planned for the upcoming 26-27 school year.	The school will have a strong leadership team that is aligned to the school's vision and mission and that reports receiving comprehensive professional development, coaching and support.	The school has built leadership capacity compared to the baseline year.

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.

Over, this goal was implemented successfully. Comprehensive supports were provided to students. Students had credentialed certificated teachers, high quality instructional materials, safe facilities, and a robust academic program. However, more work could be done to bolster the professional development offered to staff, as well as increasing formalized methods of assessing efficacy of professional development in culturally responsive teaching, social justice, and arts integration strategies.

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.

Overall, the biggest differences were minor, and were linked to some internal hiring, transitions, leaves, and other case specific factors that impacted final spending (such as employees selecting new health care plans, etc.)

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

Overall, the actions were effective in making progress towards the goal.

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

Changes include adding LRBEG funds and SPSA funds.

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	Highly Qualified Educators	100% of students will have access to highly qualified educators who are appropriately credentialed and AIA will have a robust human resources and administrative team to ensure compliance.	$2,957,122.00	No Yes
1.2	Additional Saturday and Summer School Opportunities for	100% of students will have additional After-School, Saturday and Summer School, and during the day opportunities for arts integrated core content rigorous instruction.	$1,484,272.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	Enrichment and Academic Intervention Robust After-School Program Enrichment Classes during the day			
1.3	Highly Developed Educators	Educators will receive high-quality professional development, Professional Learning Communities and access to external professional development in the areas of arts integration, Universal Design for Learning teaching practices, Culturally Responsive teaching practices, meeting the needs of all learners	$66,578.00	No Yes
1.4	Curriculum and Instructional Supplies	100% of students will have access to high quality curriculum and instructional supplies.	$405,860.00	No Yes
1.5	Rigorous Education	Students with disabilities will receive high levels of support from RSP teachers, service providers and special education support staff, additional English Learner Development staffing will work with students who are English Learners, a math and literacy coach will support the teaching and instructional team with providing MTSS supports and services.	$1,806,496.00	No Yes
1.6	School Facilities in Good Repair and Highly Trained Operations and Maintenance Team	The school will have school facilities that are kept in good repair and highly trained operations and maintenance staff who keep the school safe.	$1,214,473.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To foster an inclusive and affirming school community that supports the academic, social-emotional, and physical needs of the whole child through meaningful collaboration with staff, students and families	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 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Explanation: This goal was drafted by aligning the LCAP state priorities with the mission of the school and through an assessment of students' needs and school focus areas. This goal highlights key areas of the school's mission: To empower, prepare, and inspire students in Los Angeles to achieve their highest potential and become active citizens who work toward building a more just, humane, and sustainable world by providing a democratic arts-enriched and nurturing school environment.

Below is how Goal #2 connects to Arts in Action's charter and school mission.

Inclusive and Affirming: Arts in Action believes all students need a space that celebrates their unique identities and our collective community. Students need to feel like they belong. A sense of belonging can increase student engagement and reduce chronic absenteeism, suspension, and expulsions.
Meaningful Collaboration: A social justice school is based on the community working together for and with each other. It is important to foster leadership within the community. Meaningful collaboration between staff, students, and families will ensure that Arts in Action is a school created by and for the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Arts in Action will have a comprehensive social-emotional team that meets the social-emotional and behavioral needs of all students as assessed by caseload audits, CA dashboard suspension and expulsion data, and parent, student and staff survey data.	Arts in Action has two counselors, a Dean of Positive Behavior supports and two behavior assistants. Arts in Action shares a school psychologist. Arts in Action does not have a Board Certified Behavior Analyst (BCBA) onsite and contracts out to a private company. Arts in Action does not have a social worker. Per round 2 parent survey data results: Currently, 81% of parents state that when they have a social-emotional concern that they are able to reach out to and talk to a member of the counseling team. Currently, 76% of parents state that if they have a concern with bullying they know who to report the concern too. Per round 2 staff survey data, staff rate the	Arts in Action had two counselors, a Dean of Positive Behavior Supports, and two behavior supports. Arts in Action shared a BCBA and school psychologist with the middle school. Per round 2 parent survey data results: 97.28% of parents state that the school has been supportive of their child's academic and social-emotional needs. The school has decided not to use the metric of the percentage of parents who know how to access bullying supports, as this number has reduced based on an overall reduction in bullying.	Arts in Action had one counselor, an intern counselor, a Dean of Positive Behavior Supports, and two behavior support assistants. Arts in Action shared a BCBA and school psychologist with the middle school, as well as a part-time school psychologist. Per round 2 parent survey data results: 98.3% of parents state that the school has been supportive of their child's academic and social-emotional needs. The school has decided not to use the metric of the percentage of parents who know how to access bullying supports, as this number has reduced based on an overall	In addition to the current staff, Arts in Action will have a social worker and BCBA who will work closely with the team. At least 85% of parents, students, and staff survey results will rate social-emotional services as effective or highly effective. At least 90% of parents will state that they know how to access bullying supports. Staff will rate the school at least 4.3 out of 5 on providing comprehensive Positive Behavior Support, and Restorative justice-aligned supports. No more than 1% of students will be suspended or expelled both	The school has had to reduce the number of credentialed counselors due to budgeting and an internal assessment of school priorities and needs. However, the school was able to provide an intern counselor, and expand the school psychologist team from one full-time school psychologist to one full-time and one part-time school psychologist. The school still has the same 0% suspension rate as the Year 1 baseline. Parent feedback has improved over the years, and the data from the 25-26 school year was very positive.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school's behavioral supports as comprehensive and meeting the needs of students as 3/5 (1 strongly disagree and 5 strongly agree) Per 2023 CA Dashboard data and estimated 2024 CA Dashboard data, 0% of students were expelled or suspended.		reduction in bullying. 92% of parents state that their child is doing well in social-emotional development (including motivation, confidence and emotional regulation) and 93% of parents state that the school provides parents with guidance and resources to support their child's social and emotional needs.	overall and for each significant subgroup.	
2.2	Arts in Action will create an inclusive and affirming schoolwide culture through community and family engagement opportunities as measured by the number of workshop and collaboration opportunities for families, as well as an assessment of the United Parent	Per round 2 parent staff survey results, 72% of parents and families have reported that they attend parent workshops and meetings. The school has a School Site Council and a United Parent Committee. The United Parent Committee has	Per round 2 parent staff survey results, 66% of parents and families have reported that they attend parent workshops and meetings and 92.5% have shared that they find the meetings effective and useful. However, based on internal	Per round 2 parent staff survey results, 66.1% of parents and families have reported that they attend parent workshops and meetings. However, based on internal data, this number is inaccurate, and a much higher percentage of	As measured by self-reported parent survey results, 95% of parents will attend at least one parent workshop or meeting each school year. The United Parent Committee will have fully functioning leadership	The percentage of families who report having attended parent workshops and meetings has decreased, however, the school is assessing how the question is asked, because internal data shows that the percentage parents report is less than school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Committee and/or school site council.	provided support with various school events, but does not have a leadership structure or positions. Participation in school events and initiatives is still limited and the UPC is very small. Currently the school has a parent/community engagement coordinator who works primarily on after-school duties.	data, this number is inaccurate, and a much higher percentage of families have attended parent workshops and meetings. The school has a School Site Council and a United Parent Committee. The United Parent Committee has provided support with various school events. Participation in school events and initiatives has increased and the UPC's capacity to support the school and engage with the school has grown. Currently the school has a parent/community engagement coordinator that is shared with the middle school.	families have attended parent workshops and meetings. The school has a School Site Council and a United Parent Committee. The United Parent Committee has provided support with various school events. Participation in school events and initiatives has increased and the UPC's capacity to support the school and engage with the school has grown. Currently the school has a parent/community engagement coordinator that is shared with the middle school.	structures and at least a 3-5 actively involved parents in each grade level. The school will have a fully dedicated Community Engagement Coordinator who works with the community and with families.	collected participation records. The capacity of School Site Council has grown, and the team has also strengthened the United Parent Committee and has increased and improved parent volunteer opportunities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Arts in Action will create an inclusive and affirming schoolwide culture through school culture and attendance initiatives. Success will be measured by decreases in chronic absenteeism rates and increases in average daily attendance rates.	The chronic absenteeism rate most recently available on the CA dashboard is 22.7% of students are chronically absent, and the rates are comparable both overall and for each significant subgroup. Per internal 2023-2024 chronic absenteeism data, chronic absenteeism increased to 30%. In the 2023-2024 school year, average ADA was 91.3%. Average daily attendance has ranged from 88-93%.	The chronic absenteeism rate is projected at 19.3% (compared to 31.1% as per the CA dashboard last year) and the average ADA has increased to 93.45%.	The chronic absenteeism rate for the 2025-2026 school year is projected to improve, and is predicted to be 17.48%. Average daily attendance is 94.08%.	The chronic absenteeism rate will be no higher than 10% as measured by the CA dashboard. Average daily attendance will be 95%.	Chronic absenteeism and ADA have both significantly improved compared to the baseline.
2.4	The school will develop a dedicated community engagement and parent space to provide parents with an inclusive and welcoming space that is conducive to providing comprehensive supports, engagement opportunities and fellowship.	The school does not have a dedicated community engagement and parent space.	The school does not have a dedicated community engagement and parent space.	The school has a brand new dedicated community engagement and parent space that opened this school year. Numerous events and activities have taken place in the new facilities. Examples include: early childhood art classes for families and infants/toddlers,	The school will have a dedicated community engagement and parent space to provide parents with an inclusive and welcoming space that is conducive to providing comprehensive supports, engagement opportunities and fellowship.	The school now has a dedicated community engagement and parent space.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				immigration safety plan support, tech literacy and financial literacy classes.		
2.5	The school will develop the structures necessary to become a community school, inclusive of providing comprehensive holistic supports to students and families.	The school was awarded the Community Schools Planning grant, and used the funds to develop a comprehensive plan for how to formalize sustainable and comprehensive family supports	The school was awarded the Community Schools Implementation grant and is in Year 1 of the implementation process.	The school was awarded the Community Schools Implementation grant and is in Year 2 of the implementation process. Significant outreach was conducted to share AIA's community school status with various stakeholders, including the local community, and school families, staff and students.	The school will be a community school, as measured by parent survey results (at least 90% of parents confirming that they understand that Arts in Action is a Community School, and that they are aware of the services and programs offered)	The school has increased Community School initiatives and is currently in the implementation stage of Community Schools work.
2.6	The school will provide high quality instructional and non-instructional support staff that receive training on social justice and how to support the creation of a safe and welcoming learning environment for students.	Currently, the school has not formally measured how instructional and non-instructional staff perceive training on social justice, instructional practices, and how to support the creation of a safe and welcoming learning	Currently, the school has not formally measured how instructional and non-instructional staff perceive training on social justice, instructional practices, and how to support the creation of a safe	The school has increased formal professional development on social justice and culturally responsive instructional practices, and is developing ways to capture comprehensive	100% of instructional and non-instructional staff will state that they receive training social justice and how to support the creation of a safe and welcoming learning	The school has provided more professional development and coaching in the areas of social justice, culturally responsive teaching and creating a safe and welcoming environment for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		environment for students.	and welcoming learning environment for students.	data in this area. Based on the staff survey results, staff believe the school is welcoming to students.	environment for students.	students and families.

Goal Analysis [2025-26]

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

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

Overall, there were significant successes, particularly in chronic absenteeism and ADA, and parent engagement.

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.

Major differences are due to including additional revenue sources to ensure that the LCAP is a comprehensive document.

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

The specific actions were effective in making progress towards the goal.

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

Changes included adding LRBEG funding and also incorporating the SPSA funding and requirements into the LCAP.

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	Additional Social-Emotional Staffing and Services	Arts in Action will hire a BCBA and School Psychologist, and will continue staffing the counseling and Dean of PBIS/Restorative Justice, and support staff positions.	$304,984.00	No Yes
2.2	CommunityEngagement Coordinator, Support Staff and Family Workshops/Trainings	The Community Engagement Coordinator will partner with school staff, community members and families to help procure high quality family workshops, services and supports.	$340,241.00	No Yes
2.3	Attendance Team and Support Staff	The school will have a robust office and administration team to support the SART process and attendance initiatives at school.	$70,868.00	No 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
$$1,726,196	$211,581

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
36.435%	0.000%	$0.00	36.435%

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:** Highly Qualified Educators **Need:** The school needs highly qualified educators to meet the needs of all students. **Scope:**	A dedicated human resources team will help support teachers with obtaining credentialing through supporting with course and test registration, conducting compliance reviews, and verifying correct placements and credentialing information on the CTC.	Internal Credentialing and Compliance Monitoring tracker, CTC credential audit, SARC school report card.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	**Action:** Additional Saturday and Summer School Opportunities for Enrichment and Academic Intervention Robust After-School Program Enrichment Classes during the day **Need:** Students are performing below grade level. In order to address learning loss mitigation, students need high- quality free enrichment and intervention opportunities in ELA and math, access to high-quality arts opportunities **Scope:** LEA-wide Schoolwide	The action addresses the needs of unduplicated pupils because additional instructional time can provide accelerated learning opportunities and help narrow the distance to the standard.	After-School Attendance and Participation Rates, Student, Staff and Parent Surveys on after-school programming and supports
1.3	**Action:** Highly Developed Educators **Need:** Students need teachers who are highly trained and have the skills and experience necessary to meet the academic and social-emotional needs of each child. **Scope:**	Students with the highest needs also need the highest levels of support. Providing highly qualified educators will ensure that learning opportunities are rigorous and meet the needs of each child.	Human Resources credential audits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.4	**Action:** Curriculum and Instructional Supplies **Need:** All students at AIA are part of an unduplicated subgroup, effective professional development that increases the capacity of teachers to use high leverage teaching practices is important. **Scope:** LEA-wide Schoolwide	The actions address the needs of unduplicated pupils because students need highly effective teachers who are cognizant of culturally responsive and arts-integrated teaching strategies.	Professional development calendar audit, teacher survey results, administrator led walkthrough audits
1.5	**Action:** Rigorous Education **Need:** Students with disabilities need targeted support that meets their academic and social-emotional needs **Scope:** LEA-wide Schoolwide	Providing high-quality special education services will ensure that the needs of students with disabilities are met.	RSP caseloads, service provider to services ratio, Director of Accessible Education led special education audits.
1.6	**Action:** School Facilities in Good Repair and Highly Trained Operations and Maintenance Team **Need:**	Studies have shown that providing a safe and clean learning environment helps students learn and feel safe and welcome in the school setting.	Operations walkthrough assessments, student survey results, staff survey results, parent survey results.

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
	Students need access to clean facilities and comprehensive maintenance and operations services. **Scope:** LEA-wide Schoolwide		
2.1	**Action:** Additional Social-Emotional Staffing and Services **Need:** **Scope:** LEA-wide Schoolwide		
2.2	**Action:** CommunityEngagement Coordinator, Support Staff and Family Workshops/Trainings **Need:** **Scope:** LEA-wide Schoolwide		
2.3	**Action:** Attendance Team and Support Staff **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		

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.

N/A.

Additional Concentration Grant Funding

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

Arts in Action Community Charter School is about 95% students who are low-income. 100% of students currently qualify for unduplicated counts. Additional funding has helped the school obtain dedicated assistant teachers for each classroom. In addition, funding has been used to increase certificated positions, including counselors, school psychologist, speech pathologist, RSP and Accessible Education teachers, and intervention and support teachers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	10 students to 1 classified staff member
Staff-to-student ratio of certificated staff providing direct services to students	N/A	10 students to 1 certificated staff member

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	4,737,721	$1,726,196	36.435%	0.000%	36.435%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,674,319.00	$3,261,800.00	$138,242.00	$576,533.00	$8,650,894.00	$6,166,124.00	$2,484,770.00

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	Highly Qualified Educators	All English Learners, students who are low SE.	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$2,956,527.00	$595.00	$2,549,775.00	$244,915.00		$162,432.00	$2,957,122.00	
1	1.2	Additional Saturday and Summer School Opportunities for Enrichment and Academic Intervention Robust After-School Program Enrichment Classes during the day	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$936,354.00	$547,918.00		$1,210,472.00		$273,800.00	$1,484,272.00	
1	1.3	Highly Developed Educators	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year.	$3,778.00	$62,800.00	$34,800.00		$13,778.00	$18,000.00	$66,578.00	
1	1.4	Curriculum and Instructional Supplies	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$0.00	$405,860.00	$298,624.00	$107,236.00	$0.00	$0.00	$405,860.00	
1	1.5	Rigorous Education	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$1,384,315.00	$422,181.00	$914,573.00	$733,009.00	$49,052.00	$109,862.00	$1,806,496.00	
1	1.6	School Facilities in Good Repair and Highly Trained Operations and Maintenance Team	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$176,957.00	$1,037,516.00	$670,171.00	$544,302.00			$1,214,473.00	
2	2.1	Additional Social-Emotional Staffing and Services	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$304,984.00	$0.00	$120,267.00	$96,866.00	$75,412.00	$12,439.00	$304,984.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	CommunityEngagement Coordinator, Support Staff and Family Workshops/Trainings	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the school year	$332,341.00	$7,900.00	$15,241.00	$325,000.00			$340,241.00	
2	2.3	Attendance Team and Support Staff	All	No Yes	LEA-wide Schoolwide		All Schools	Throughout the School Year	$70,868.00	$0.00	$70,868.00				$70,868.00	

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
4,737,721	$1,726,196	36.435%	0.000%	36.435%	$4,674,319.00	0.000%	98.662 %	**Total:**	$4,674,319.00
								LEA-wide Total:	$4,674,319.00
								Limited Total:	$0.00
								Schoolwide Total:	$4,674,319.00

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**	Highly Qualified Educators	Yes	LEA-wide Schoolwide		All Schools	$2,549,775.00	
1	**1.2**	Additional Saturday and Summer School Opportunities for Enrichment and Academic Intervention Robust After-School Program Enrichment Classes during the day	Yes	LEA-wide Schoolwide		All Schools		
1	**1.3**	Highly Developed Educators	Yes	LEA-wide Schoolwide		All Schools	$34,800.00	
1	**1.4**	Curriculum and Instructional Supplies	Yes	LEA-wide Schoolwide		All Schools	$298,624.00	
1	**1.5**	Rigorous Education	Yes	LEA-wide Schoolwide		All Schools	$914,573.00	
1	**1.6**	School Facilities in Good Repair and Highly Trained	Yes	LEA-wide Schoolwide		All Schools	$670,171.00	

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 (%)
		Operations and Maintenance Team						
2	**2.1**	Additional Social-Emotional Staffing and Services	Yes	LEA-wide Schoolwide		All Schools	$120,267.00	
2	**2.2**	CommunityEngagement Coordinator, Support Staff and Family Workshops/Trainings	Yes	LEA-wide Schoolwide		All Schools	$15,241.00	
2	**2.3**	Attendance Team and Support Staff	Yes	LEA-wide Schoolwide		All Schools	$70,868.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,963,340.00	$8,096,917.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Educators	No Yes	$2,113,069.00	$2,203,285
1	**1.2**	Additional Saturday and Summer School Opportunities for Enrichment and Academic Intervention Robust After-School Program Enrichment Classes during the day	No	$1,443,550.00	$1,353,328
1	**1.3**	Highly Developed Educators	No	$135,565.00	$103,067
1	**1.4**	Curriculum and Instructional Supplies	No Yes	$223,635.00	$314,040
1	**1.5**	Rigorous Education	No Yes	$2,091,132.00	$2,036,327
1	**1.6**	School Facilities in Good Repair and Highly Trained Operations and Maintenance Team	No Yes	$1,178,956.00	$1,292,830
2	**2.1**	Additional Social-Emotional Staffing and Services	No	$399,331.00	$413,141

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	**2.2**	CommunityEngagement Coordinator, Support Staff and Family Workshops/Trainings	No	$325,000.00	$325,376
2	**2.3**	Attendance Team and Support Staff	No	$53,102.00	$55,523

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)
$1,602,411	$2,986,446.00	$3,056,462.00	($70,016.00)	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	Highly Qualified Educators	Yes	$1,778,093.00	$1,834,193		
1	1.4	Curriculum and Instructional Supplies	Yes	$47,905.00	$194,942		
1	1.5	Rigorous Education	Yes	$512,291.00	$302,705		
1	1.6	School Facilities in Good Repair and Highly Trained Operations and Maintenance Team	Yes	$648,157.00	$724,622		

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)
4,347,167	$1,602,411	0	36.861%	$3,056,462.00	0.000%	70.309%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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