LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Center for Advanced Learning
CDS code:	19 64733 0115139
LEA contact information:	fseedat@centeradvancedlearning.org
Coming School Year:	2026-2027
Current School Year:	2025-2026

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount**
Total LCFF funds	$ 3,689,708
LCFF supplemental & concentration grants	$ 1,009,926
All other state funds	$ 1,489,793
All local funds	$
All federal funds	$ 282,040
Total Projected Revenue	$ 5,461,541

Total Budgeted Expenditures for the 2025-26 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 5,336,661
Total Budgeted Expenditures in the LCAP	$ 1,187,065
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,009,926
Expenditures not in the LCAP	$ 3,963,054

Expenditures for High Needs Students in the 2024-25 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 969,963
Actual Expenditures for High Needs Students in LCAP	$ 969,963

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	School operations expenses not included in LCAP
No response required.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.	Due to declining enrollment and over projected expenses.

LCFF Budget Overview for Parents: Narrative Responses

The local educational agency must respond to the prompt.

LCFF Budget Overview for Parents

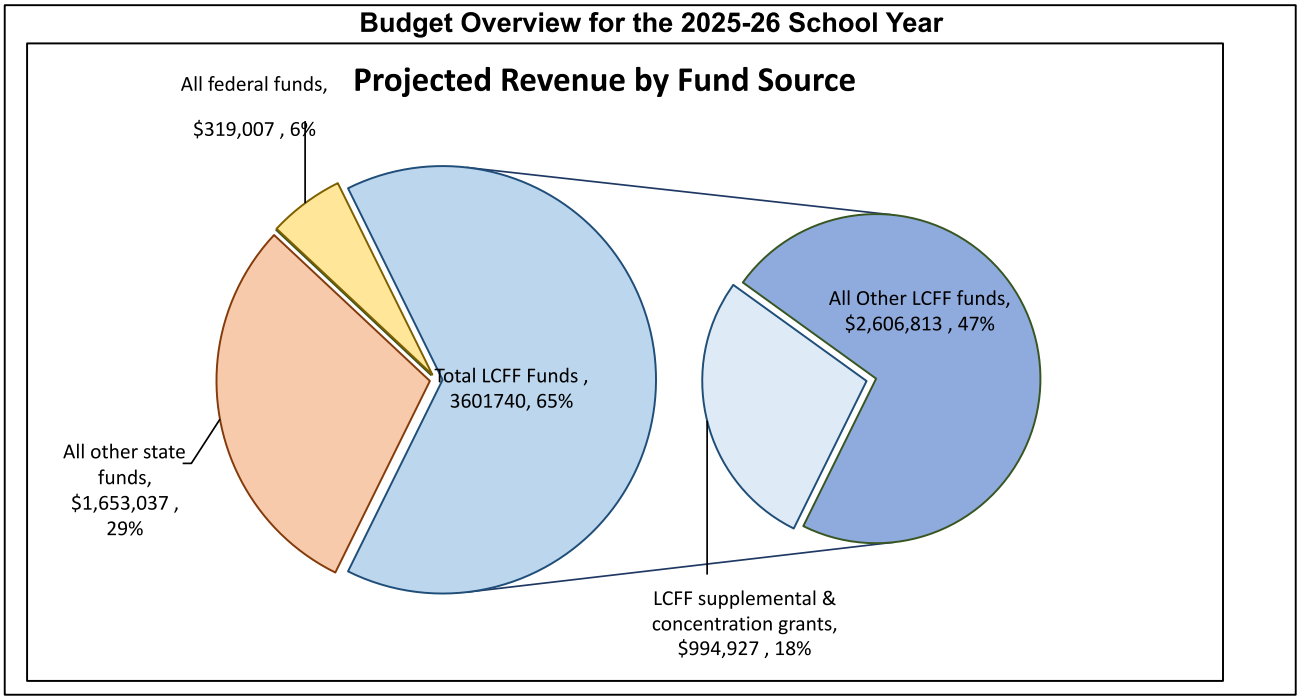
Local Educational Agency (LEA) Name: Center for Advanced Learning CDS

Code: 19 64733 0115139

School Year: 2026-2027

LEA contact information: fseedat@centeradvancedlearning.org

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).

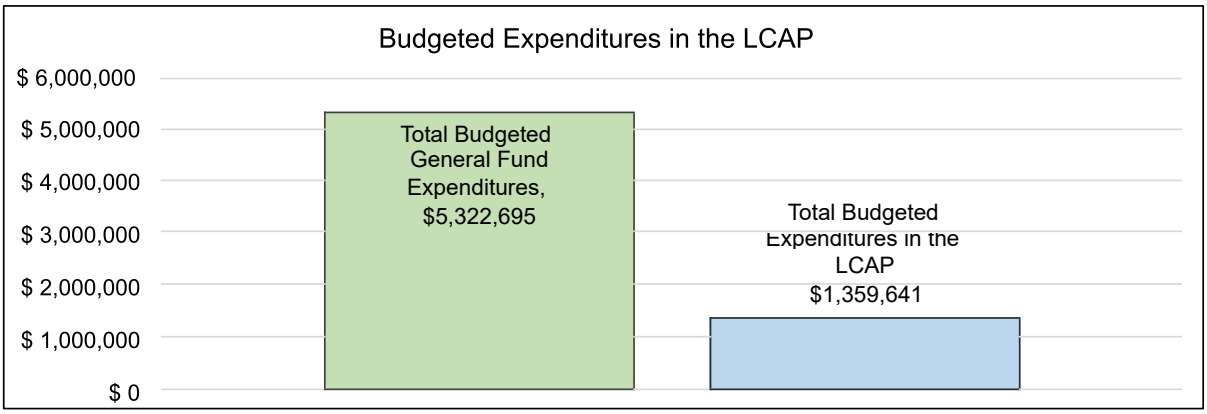


This chart shows the total general purpose revenue Center for Advanced Learning expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Center for Advanced Learning is $5,573,784.00, of which $3,601,740.00 is Local Control Funding Formula (LCFF), $1,653,037.00 is other state funds, $0.00 is local funds, and $319,007.00 is federal funds. Of the $3,601,740.00 in LCFF Funds, $994,927.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Center for Advanced Learning plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Center for Advanced Learning plans to spend $5,322,695.00 for the 2025-26 school year. Of that amount, $1,359,641.00 is tied to actions/services in the LCAP and $3,963,054.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

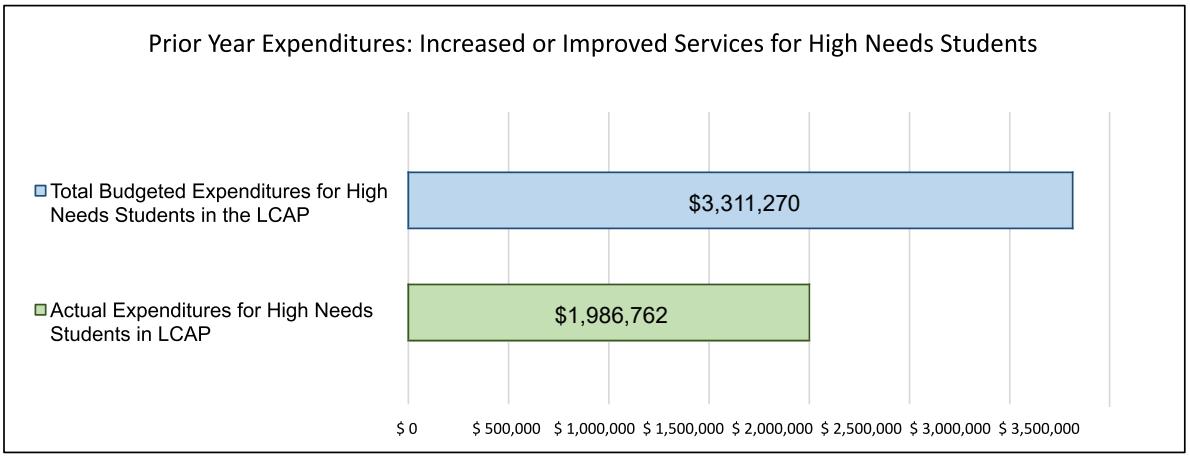
School operations expenses not included in LCAP

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

In 2025-26, Center for Advanced Learning is projecting it will receive $994,927.00 based on the enrollment of foster youth, English learner, and low-income students. Center for Advanced Learning must describe how it intends to increase or improve services for high needs students in the LCAP. Center for Advanced Learning plans to spend $1,116,816.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Center for Advanced Learning's LCAP budgeted $3,311,270.00 for planned actions to increase or improve services for high needs students. Center for Advanced Learning actually spent $1,986,762.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $1,324,508.00 had the following impact on Center for Advanced Learning's ability to increase or improve services for high needs students:

Due to declining enrollment and over projected in expenses.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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
Center for Advanced Learning	Faiza V. Seedat- Principal	fseedat@centeradvancedlearning.org (323)232-0245 x2017

Plan Summary 2026-2027

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.

Center for Advanced Learning - (CAL) provides a safe, innovative and challenging academic environment of continuous improvement for our students and community. CAL is a free, independent public charter school based in South Los Angeles. The area that surrounds our school is densely populated, with more than 43,000 people living within a 2.18 square mile neighborhood known as Central Alameda. Center For Advanced Learning was authorized as a charter school by the Los Angeles Unified School District in 2007.

CAL services a student population of up to 321 students with a current enrollment of 237 students, and has two classes per grade level in grades TK/K-5th grade. Most of CAL's students live within the surrounding neighborhood. 8 % of our students are African American and 92% are Hispanic. 10% of our students have identified disabilities, and 40% are English Language Learners. 9% of our students qualify for free or reduced lunch. Despite being situated in one of South Los Angeles' high-crime communities, our students and families are resilient and embody the spirit of community (review data with team).

We offer a rich and engaging high quality instructional program, where our students have opportunities to learn through experiences inside and outside the classroom. This is achieved through providing a high-quality, standards-based rigorous instructional program, latest benchmark assessment, Math, Reading and Phonics Fluency Assessments, progress monitoring tools, small group intervention lessons in addition to tier 1, field trips, one-to-one access to technology, extracurricular activities and cultural programs.

CAL staff members are passionate, enthusiastic, creative, and committed to providing an engaging and relevant education to students in underserved communities, that prepares them to adapt and thrive in a rapidly changing world. Our staff sets high standards, fosters an environment of individuality, encourages collaboration, and differentiates based on individual student needs. Parents are an integral part of our school community. They work collaboratively to support instruction, serve on school committees, participate in campus stewardship and are active partners in their child's education.

Center for Advanced Learning believes learning best occurs in a supportive, nurturing environment where collaboration among teachers, parents, and students provides a high-quality educational experience. Students have access to a Common Core State Standards curriculum, taught by committed and talented teachers. The CAL learning model blends educational experiences in a manner that is tailored to the needs and interests of all students. The intent is to engage each student in the learning process, making it productive, relevant, and meaningful. The

goal is to optimize the student's learning potential and success. Students at CAL receive instruction weekly that integrates Visual Arts, P.E.,

and technology, as well as have opportunities throughout the year to participate in many other enrichment opportunities. CAL offers after-school programs in intervention, enrichment, team building and athletics. We refer to our students as “CAL Explorers” and they learn to embody our Explorer Expectations through our Positive Behavior Intervention and Support (PBIS) school-wide rules ,which are “Be Safe, Be Respectful, Be Responsible. The implementation of our expectations helps to promote a positive, collaborative and safe environment where student success is supported, valued, and honored.

Reflections: Annual Performance

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

Areas of Demonstrated Strength and/or Progress

Dashboard Student Group ELA

All numerically significant student groups have “Status/DFS” scores above the statewide DFS

- The 2025 average DFS in ELA for the school’s Socioeconomically Disadvantaged students (-26.1 DFS) is above the state average (-40.9 DFS). The 2025 average DFS in ELA for the school’s Hispanic students (-23.9 DFS) is above the state average (-39.3 DFS)
- The 2025 average DFS in ELA for the school’s English Learner students (-37.9% DFS) is above the state average (-59-5 % DFS)

Dashboard Student Group Math

All numerically significant student groups have “Status/DFS” scores above the statewide DFS

- The 2025 average DFS in Math for the school’s Socioeconomically Disadvantaged students (-56.3 DFS) is above the state average (-78.2 DFS) o The 2024 average DFS in Math for the school’s Hispanic students (-55.4 DFS) is above the state average (-79.2 DFS)
- The 2025 average DFS in Math for the school’s English Learner students (-54.3 DFS) is above the state average (-86.1 DFS)

Dashboard Schoolwide Suspension Rate

The schoolwide Dashboard Suspension Rate Indicator color is yellow, as compared to the state’s color of Green. The school’s 2024 percentage of students suspended at least one day (0.8%) is lower than the state average (2.5%).

Areas Noted for Further Growth and/or Improvement

All Students English Language Arts (ELA) Indicator, (Grades 3-8 & 11)-

The schoolwide Dashboard ELA Indicator color is green compared to the state’s color yellow.. The school’s 2025 schoolwide Reading DFS (-3.1 DFS) is lower than the state average (-8.1 DFS).

All Students Math Indicator, (Grades 3-8 & 11)-

The schoolwide Dashboard Math Indicator color is yellow; the state’s color is also yellow. The school’s 2025 schoolwide Math DFS (-34.1 DFS) is lower than the state average (-42.4 DFS).

Dashboard Schoolwide English Learner Progress (ELPI)

The schoolwide Dashboard ELPI color is yellow, and the state’s color is also yellow. The school’s 2025 percentage of English Learner students making progress toward English language proficiency (44.2%) and the state average (46.2%).

Dashboard Schoolwide Chronic Absenteeism- (Grades K-8)- The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow, and the state's color is also yellow. The school's 2025 percentage of chronically absent students (27.1%) is higher than the state average (17.1%). The school leader reports the following factors contributing to absenteeism and reported the following to improve schoolwide chronic absenteeism:

1. Parents often schedule medical and other appointments for students within the school day.
2. Limited incentives were provided to encourage perfect attendance.

Improvements needed:

1. Establish prizes and raffle drawings for perfect attendance.
2. Improve on the established field trip incentive for perfect attendance.
3. Educate parents on the importance of having their child at school daily. This can be done during Coffee with the Principal sessions, SSC and ELAC meetings, and in the CAL bulletin.

Based on the data from the California Dashboard, Center for Advanced Learning has demonstrated strong progress in supporting subgroups, particularly disadvantaged students, in both ELA and Math. While student achievement in these areas is commendable, the school continues to strive toward meeting and exceeding state standards. To sustain and accelerate this growth, CAL has implemented a multi-faceted approach that includes small group instruction, differentiated learning, and targeted data dives to inform instruction. The school will also be introducing needs-based intervention groups for math and writing and continue with needs-based reading groups that were previously established. The commitment to high-quality education is further supported by highly qualified staff, ongoing professional learning opportunities, and a structured mentorship program. These strategic efforts reflect CAL's dedication to equity, academic excellence, and continuous improvement for all learners.

Reflections: Technical Assistance

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

N/A

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
School Staff	Stakeholder input and feedback are an integral part of our school culture at Center for Advanced Learning. We value our stakeholders' input, as it is a major component of our decision making. CAL believes that with the involvement of all stakeholders (students, parents, and teachers/staff) working together toward shared goals, we can ensure that students make progress each year and who promote from elementary to middle school with foundational skills to succeed in college, career, and life. During staff professional development sessions, the principal provides regular updates on our LCAP progress. Staff members have an opportunity to ask questions, receive clarifications, and provide critical feedback, both informally and in the form of the staff survey. Leadership meetings are held weekly to discuss LCAP and academic progress. The leadership team includes the principal, literacy coach, reading specialist, ELD coordinator, and instructional leadership team. All stakeholders: parents, students, staff and community are solicited throughout the year through various parent and staff surveys, classroom observations, monthly staff meetings, monthly parent advisory meetings (School Site Council and English Learner Advisory Committee), and CAL Board meetings. In addition, the draft of the goals and actions for the LCAP are posted on the CAL website for public comment and viewing.

Parents/Guardians	School Site Council (SSC) - The SSC meets monthly throughout the school year with an established SSC Committee and other parents. The meetings focus on discussion of student academic achievement and progress towards overall school goals. Feedback was provided from parents around the implementation of programs and actions to support student progress. The agendas for the SSC meetings included review of student assessment data and academic achievement, review of overall school data such as enrollment and attendance rates, monitoring of school services for students such as Special Education and English Learners/English Language Development, discussion of upcoming school events and important dates, invitation to the monthly CAL Board meetings, and opportunities for parental involvement. In addition, parents used our LCAP Survey as another way to provide input. The SSC Committee receives and approves recommendations from ELAC which were incorporated into the drafting of the LCAP. English Learner Advisory Committee (ELAC) - The ELAC also meets monthly throughout the school year. The agendas for the ELAC meetings include review of student assessment data and academic achievement, review of overall school data such as enrollment and attendance rates, monitoring of school services for students such as Special Education and English Learners/English Language Development, discussion of upcoming school events and important dates, invitation to the monthly CAL Board meetings, opportunities for parental involvement, and also strategies and tips for parents of English Learners to use at home. The ELAC Committee makes recommendations to SSC which are incorporated into the drafting of the LCAP. In addition, parents use our LCAP Survey as another way to provide input. At our May ELAC meeting, parents were provided the opportunity to review the draft of the LCAP and make further suggestions to it.
Students	Students provide regular input through in-class polls and conversations with teachers.

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

Key themes that emerged as significant needs of our school community include:

- Improve attendance by supporting families with attendance contracts, resources, and supports as needed
- ensure adequate maintenance of the school grounds to ensure a clean and safe environment
- provide more opportunities for parent engagement and feedback, collaboration, decision-making, and training

- provide supplemental materials and resources for parents to use with their child at-home
- continue to provide activities to increase overall positive school culture and climate for the entire school community; continue to acknowledge and incorporate cultural backgrounds of students and families within the school program
- continue to promote student academic achievement and provide enrichment activities and materials to support overall student achievement
- maintain a school counselor to provide targeted counseling and social/emotional support to students and families with trauma and mental health needs
- PBIS, continue to improve the implementation of restorative practices, student behavior expectations, and school-wide incentive system to ensure positive student behavior and lower suspension rates

Goals and Actions

Goal 1

Goal #1	Description	Type of Goal
Goal 1	Goal 1: High-Quality Classroom Instruction and Curriculum CAL will ensure that basic services are met by ensuring facilities are safe and in good repair, appropriately hiring fully credentialed teachers and mentors, providing High Quality Instruction and Curriculum standards-aligned instructional curriculum to promote college, career and life readiness.	Broad

State Priorities addressed by this goal.

(Priority 1) Basic Conditions

Fully credentialed and appropriately assigned teachers

Knowledgeable instructional adies for all levels

Access to standards-aligned instructional materials,

Facilities in good repair

(Priority 2) Implementation of State Standards

Implementation of all CA standards, including how ELs will access academic content standards (

(Priority 3) Student Achievement

Regularly analyze data to evaluate the effectiveness of instruction and support given to dats

Provide ongoing coaching support to teachers who need it

Schedule PD sessions for data analysis and plan for next steps to ensure ongoing student growth for all students.

An explanation of why the LEA has developed this goal.

CAL recognizes that high quality instruction and standards-aligned curriculum are vital to student achievement; therefore we will continue to support high-quality classroom instruction by providing ongoing professional development, curriculum support, mentoring, and grade level collaboration.

Measuring and Reporting Results

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

1.0	Teacher Assignment: Percentage of teachers appropriately assigned and fully credentialed/certified in subject areas in which they teach. Data Source: SARC, CalSAAS, TAMO, CTC	2023-2024 SY 100% Percentage of fully credentialed teachers: 100%	2024-2025 SY 100% Percentage of fully credentialed teachers: 100%	2025-2026 SY 100% fully credentialed teachers	2026-2027 SY 100% fully credentialed teachers	0.8%
1.1	Instructional Materials: Percentage of students with access to standards-aligned instructional materials Data Source: Cal purchase order & internal textbook Inventory and LACOE Williams Act Instructional Material Report.	Provide 100% Instructional material to all students	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students have access to instructional materials	0%
2.0	i-Ready Benchmark Assessments - ELA and Math for trimester I, II and III. Data Source: Local Data	T3-50% above or on grade level 33% one grade level below 18% three or more grade levels below	T3-50% above or on grade level 33% one grade level below 18% three or more grade levels below	T3-51% above or on grade level 33% one grade level below 16% three or more grade levels below	T3-55% above or on grade level 35% one grade level below 15% three or more grade levels below	[Insert current difference from baseline here]

2.1	2.1 Summer Professional Development.	Agendas and sign ins	Agendas and sign ins	Agendas and sign ins Teacher feedback through anonymous survey	Agendas and sign ins Teacher feedback through anonymous survey	
2.2	2.2 CAASPP ELA: Improved Distance From Standard (DFS) in ELA Source: ELA CAASPP Summative Assessment	Maintain a DFS below state on ELA CAASPP Summative Assessment	The school's 2024 schoolwide ELA DFS (-23.5 DFS) is lower than the state average (-13.2 DFS).	The school's 2025 schoolwide ELA DFS (-3.1 DFS) is lower than the state average (-8.1 DFS).	Maintain a DFS lower than the state	
2.3	2.3 CAASPP Math: Improved Distance From Standard (DFS) Source: Math CAASPP Summative Assessment	Maintain a DFS below state on ELA CAASPP Summative Assessment	2024 schoolwide Math DFS (-55.5 DFS) is lower than the state average (-47.6 DFS).	2025 schoolwide Math DFS (-34.1 DFS) is lower than the state average (-42.4 DFS).	Maintain a DFS lower than the state	
2.4	2.4 Weekly Grade-Level Schedule/Data Analysis Data Source: GLP Notes & PD Agendas	100% participation of grade level meetings using sign ins	100% participation of grade level meetings using sign ins	100% participation of grade level meetings using sign ins	100% participation of grade level meetings using sign ins	

3.0 3.1	Cleaning Personnel and Schedule aligned to CAL's Internal Cleaning and Maintenance Protocol requirements Data Source: Maintenance Logs	Weekly and Monthly Maintenance Logs	Daily, weekly and monthly maintenance logs are completed	Daily, weekly and monthly maintenance logs are completed	Daily, weekly and monthly maintenance logs to be completed	
3.2	3.2 School Safety/Well Maintained facilities: Completion of Facility Data Source: Work Order Completion Data	LACOE Williams Act Inspection 100% Good Condition	LACOE Williams Act Inspection 100% Good Condition	LACOE Williams Act Inspection 100% Good Condition	LACOE Williams Act Inspection 100% Good Condition maintained	0%
3.3	3.3 School Safety/Materials Storage Data Sources: Purchase Orders, Safe School Plan, Material storage inventory	Instructional materials were properly stored in designated facilities with 100% completion	Instructional materials were properly stored in designated facilities with 100% completion	Instructional materials were properly stored in designated facilities with 100% completion	Instructional materials were properly stored in designated facilities with 100% completion maintained	0%

4.0	4.0 Professional Development/ Technology Resources and programs Integration Increase the number of opportunities for training in the use of small group instruction, differentiation, and data dives. Data Sources: PD Staff Agendas Parent Surveys Staff Surveys	Monthly staff professional development trainings with 100% participation and completion	Monthly staff professional development trainings with 100% participation and completion	Biweekly staff professional development trainings with 100% participation and completion	Biweekly staff professional development trainings with 100% participation and completion maintained	0%

Goal Analysis for 2025-2026 Year

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.

CAL has made significant progress toward ensuring that basic services are met. The school has maintained safe and well-kept facilities, employed fully credentialed teachers, and implemented a high-quality, standards-aligned instructional curriculum. The 0.8% of teachers not fully credentialed are working towards clearing their credential. These efforts have supported the development of student leaders and contributed to narrow the achievement gap. Notably, CAL has successfully provided both intervention and enrichment opportunities that address diverse student needs. While these supports have been effective, CAL recognizes the need for continued growth in college readiness initiatives and is actively working to strengthen programs that promote post-secondary preparedness for all students.

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

No Material Differences

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

The actions implemented by CAL have proven effective in supporting progress toward the stated goal. Ongoing professional development has equipped teachers with the tools and strategies needed to deliver high-quality, standards-aligned instruction, while access to updated instructional materials has ensured students are engaged in rigorous and relevant learning. Additionally, the hiring and retention of well-qualified, fully credentialed staff has created a

stable and supportive learning environment. Together, these efforts have contributed to improved student outcomes, helping to close the achievement gap and foster readiness for college, career, and life.

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.

Collaboration and community engagement will be implemented next year to prepare our students for college. Students need exposure to experiences and access to resources to prepare them to be lifelong learners. CAL will also implement more community based events to ensure enrichment opportunities.

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	Highly Qualified Staff	Attract, train, and retain high quality teachers and staff.	$482,530	Y
2.	Professional Development	Provide ongoing Professional Development in the areas of new Curriculum, Programs, Instructional Practices, Data Analysis and any additional areas of need in Academic Instruction. CAL's high-performing academic instructional teachers will conduct PD's in pacing guides, curriculum and instruction in Math and ELA. In addition, CAL leadership will support teachers in mentorships for new and struggling teachers.	$25,800	N
3	Assessments and Analysis	Utilize i-Ready Benchmark Assessment, BPST, and LTRS in the Fall, Winter and Spring as a 'Verified Data' source. In addition teachers meet weekly with the literacy coach, every two weeks during professional development and once a month with the principal to analyze data.	$ 69,605	Y

Goal 2

Goal #	Description	Type of Goal
Goal 2	Goal 2: Assessment, Data Analysis, & Action All CAL students will demonstrate growth toward proficiency in ELA and Math Common Core State Standards through verified data and summative CAASPP assessment and other 21st century skills by engaging in rigorous instructional programs that include opportunities for intervention and enrichment which are guided by assessment results and continuous programmatic evaluation. In addition, CAL will enhance teacher capacity and effectiveness in supporting English Language Development (ELD) by providing comprehensive support in data analysis, differentiation strategies, coaching, and professional development. (Priority 1, 2, 4, 7 & 8)	Maintenance of Progress

State Priorities addressed by this goal.

(Priority 1) Basic Conditions

- Fully credentialed and appropriately assigned teachers
- Access to standards-aligned instructional materials,
- Facilities in good repair

(Priority 2) Implementation of State Standards

- Implementation of all CA standards, including how ELs will access academic content standards

(Priority 4) Student Achievement

- Statewide Assessments
- % English Learners making Progress toward Proficiency
- Reclassification Rate

(Priority 6) School Climate

- Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

(Priority 7) Access to a Broad Course of Study

- Extent to which pupils have access to, and are enrolled in, a broad course of study

(Priority 8) Other Pupil Outcomes

- Pupil outcomes, if available, in the subjects areas listed in Course Access

An explanation of why the LEA has developed this goal.

The schoolwide Dashboard ELA Indicator color is green compared to the state's color, yellow. The school's 2025 schoolwide ELA DFS (-3.1 DFS) is lower than the state average (-8.1DFS).

The schoolwide Dashboard Math Indicator color is yellow, the state's color is also yellow. The school's 2025 schoolwide Math DFS (-34.1 DFS) is lower than the state average (-42.4 DFS)

The schoolwide Dashboard ELPI color is yellow, as compared to the state's color is also yellow. The school's 2024 percentage of English Learner students making progress toward English language proficiency (44.2 %) is above the state average (46.4%)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0	1.0 Fully Credentialed and Appropriately Assigned Teachers Maintain the percentage of teachers who are fully credentialed and appropriately assigned. Data Source: SARC	100%	Percentage of fully credentialed teachers: 100%	100% fully credentialed teachers	100% credentialed teachers	0.8% difference from baseline here]

2.0	2.0 Appropriately Trained and Assigned Instructional Assistants Increase the number of Appropriately Trained and Assigned Instructional Assistants for grades TK-5th Data Source: Personnel Reports	100%	Grade level Instructional Assistants were hired for grades 3-5	Grade level instructional aides were hired for K-4	Maintain grade level instructional aides for K-4	Hire instructional aides for K-5

3.0	3.0 The percentage of Met/Exceeded scores in Summative and Subgroup ELA Benchmark will increase each year by 4%. Subgroups: 1.English Learners (ELs) 2. Economically Disadvantaged		EL-23% Met/Exceeded ELA Benchmark T3 ED- 48% Met/Exceeded ELA Benchmark T3 Overall Met/Exceeded-47%	EL-23% Met/Exceeded ELA Benchmark T3 ED- 48% Met/Exceeded ELA Benchmark T3 Overall Met/Exceeded-47%	EL-27% Met/Exceeded ELA Benchmark T3 ED- 52% Met/Exceeded ELA Benchmark T3 Overall Met/Exceeded-51%	[Insert current difference from baseline here]
3.1	3.1 The percentage of Met/Exceeded scores in Summative Math Benchmark will increase each year by 4%. Subgroups: All subgroups will increase by 4% 1.English Learners (ELs) will increase from 2. Economically Disadvantaged		EL-21% Met/Exceeded Math Benchmark T3 ED- 40% Met/Exceeded Math Benchmark T3 Overall Met/Exceeded-36%	EL-21% Met/Exceeded Math Benchmark T3 ED- 40% Met/Exceeded Math Benchmark T3 Overall Met/Exceeded-36%	EL-25% Met/Exceeded Math Benchmark T3 ED- 44% Met/Exceeded Math Benchmark T3 Overall Met/Exceeded-40%	

	Data Source: Local Verified Data (i-Ready benchmark assessment data)					
4.0	4.0 CAASPP ELA Summative Assessments: Scores will improved by 4% in meeting or exceeding standards Data Source: CA School Dashboard or caaspp-elpac.cde.ca.gov		38.71% Met/ Exceeded	2025-2026 CAASPP data is still outstanding		
4.1	4.1 CAASPP Math Summative Assessments: Scores will improve by 4% in meeting or exceeding standards Data Source: CA School Dashboard or caaspp-elpac.cde.ca.gov		25% Met/Exceeded	2025-2026 CAASPP data is still outstanding		
5.0	5.0 Implementation of State Standards Increase the level to which implementation of state standards are delivered Maintain 100% of EL students being provided access to CCSS Data Source: CA School Dashboard Local Indicators rating scale of 1-5	100% of EL students being provided access to CCSS	100% of EL students being provided access to CCSS	100% of EL students being provided access to CCSS	100% of EL students being provided access to CCSS	0%

6.0	6.0 EL Reclassification Attain a reclassification improvement of 2% each year Data Source: Data Quest/Ed-Data.org	7% Reclassification Rate (23-24)		33% Reclassification Rate (25-26)	35% Reclassification Rate for 26-27	

Goal #2 Analysis for 2025-2026

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.

To strengthen instructional quality, CAL has enhanced teacher capacity through targeted support in data analysis, differentiation strategies, instructional coaching, and professional development—particularly in the area of English Language Development (ELD). The addition of a reading specialist and literacy coach has significantly increased the school's ability to monitor student data and provide timely, responsive instruction.However, due to changes in leadership, CAL faced challenges in fully implementing its ELD program at full capacity during the past year. Despite this setback, the school has proactively addressed these gaps and has already made structural and staffing changes to ensure the upcoming year provides robust ELD support and improved academic outcomes for all students.This forward-looking approach positions CAL to build on its strong instructional foundation while addressing past limitations and ensuring continuous improvement.

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

No Material Differences

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

Actions to support student growth toward proficiency in ELA and Math has been successful. CAL effectively utilizes i-Ready as a tool for collecting verified data, identifying student needs, and monitoring progress. i-Ready data guides the implementation of targeted interventions and informs both teacher and teacher assistant coaching, ensuring instructional practices are aligned with individual student needs. This data-driven approach supports the delivery of rigorous instruction and enables timely support, contributing to continuous academic growth. Additionally, the insights gained from i-Ready play a critical role in the school’s ongoing program evaluation and instructional planning.

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

A continuation of data analysis, intervention and coaching will continue for the coming year to continue with desired results.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Staff	Provide an Intervention teacher, Enrichment Activities Teachers including but not limited to Art teacher, Physical Education Teacher to support release time for teachers to collaborate on CSTP 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	Repeat Goal 1 Action1	Y
2	Instructional Aides	Provide and mentor Instructional Aides.	$ 45,000	Y
3	Professional Development	Provide ongoing Professional Development in the areas of new Curriculum, CCSS Programs, Instructional Practices, Data Analysis, High Quality Instruction, Differentiated Instruction, Intervention, ELD Strategies and Best Practices and any additional areas of need in Academics or Social Emotional needs on Campus.	$ 10,000	N

4	Professional Teacher Leaders/Coaches	Provide Teacher leaders and coaches for teacher mentorship, peer observations and instruction coaching on topics including Classroom Management, Data Talks, Centers, Modeling Strategies and Best Practices.	$32,000	Y
5	Professional Learning Communities	Provide opportunities for grade levels to articulate and provide strategies and ideas across each grade level.	$37,025	N
6	Summer School Intervention	Provide a summer school intervention program to address learning gaps for Tier II and Tier III students and provide social emotional learning opportunities for students as well.	$120,000	N
7	ELD Teacher /Coordinator	Provide a highly qualified EL Teacher/Coordinator to support the ELD program, assessment, EL parent engagement and instruction. In addition, provide EL students with push-in support to target ELPAC domains during integrated ELD time to increase overall ELPAC scores, reclassification rates and overall English Learner progress.	$85,000	Y
8	Instructional Materials	Provide supplemental materials to support ELD instruction.	$74,051	Y
9	Teacher ELD Input	Conduct a comprehensive needs assessment survey among 100% of teachers to identify current challenges, skill gaps, and areas for improvement related to ELD instruction. Collect 100 %feedback from teachers through surveys, focus groups, and individual interviews to assess the effectiveness of the support provided.	$75,000	Y

10	ELD Coordinator Coaching and PD	Support teachers in implementing changes in classroom instruction that reflect the shifts within the CCSS and ELD standards. [% of classrooms where students are engaged in speaking, small group discussions, problems, etc. at least 50% of the class time.] Develop a series of targeted professional development workshops focused on: Data analysis techniques for ELD data. Differentiation strategies for diverse learners, including English learners (ELs) and best practices in ELD instruction.	$15,000	Y

Goal 3

Goal #	Description	Type of Goal
Goal 3	Goal 3: Family and Community Engagement CAL will engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive positive learning environment. (Priority 3 & 6)	Maintenance of Progress

State Priorities addressed by this goal.

(Priority 3) Parental Involvement

- Efforts to seek parental input in decision making
- Promotion of parent participation

(Priority 6) School Climate

- Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

An explanation of why the LEA has developed this goal.

According to the 25-26 Parent Survey 9.3 % of parents indicated that they would like to see an increase in parent involvement. Therefore, CAL has selected to prioritize this goal. CAL will focus on increasing Family and Community Engagement by researching and collaborating with community partners to provide parent education workshops in the areas of Parenting, Social Emotional Support, Social Media regulations, Reading, ELA, Math, Social Studies, Science, Parenting, Health, and wellness and any other areas of need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0	1.0 Parent Participation Maintain the percentage of parents/respondents who indicate they have participated in school sponsored events/activities to 80% or higher Data Source: Local Surveys	90% agree	81% agree	91.7 % agree	91.7% or higher agree	1.7 % above baseline
2.0	2.0 Parent Input in Decision Maintain the percentage of parents/respondents who indicate they believe CAL seeks their input as a part of the decision-making process all or most of the time to 80% or higher Data Source: Local Surveys	90% agree	81 % agree	91.7 % agree	91.7% or higher agree	1.7 % above baseline
3.0	3.0 Parent Communication Maintain the percentage of parents/respondents who indicate the school provides adequate communication strategies to 80% or higher Data Source: Local Surveys	90% agree	98%	99% agree	99% or higher agree	9 % above baseline

Goal #3 Analysis for 2024-2025

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.

This year, CAL made meaningful progress in expanding parent support, creating stronger lines of communication and offering more opportunities for families to feel connected to the school community. However, despite this success, there was limited implementation of structured parent participation and training opportunities due to lack of attendance in several scheduled parent meetings which impacted the depth of engagement. Recognizing this gap, CAL will publish dates for parent meeting well in advance to allow parents to plan accordingly. CAL also surveyed parents at ts most recent ELAC and SSt meetings and discovered that Friday mornings work best for most parents. An additional survey will be sent to all parents at the beginning of the 26-27 school year. This will help ensure more robust and open communciation between parents.

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

No Material Differences

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

Parent input and communication at CAL have been strong, with families actively sharing feedback and engaging in meaningful dialogue with staff to support student success and school improvement. The school has maintained open lines of communication through regular updates, surveys, and meetings, fostering a sense of trust and collaboration. However, while communication has been effective, the actionable participation of parents in school activities and decision-making can be strengthened. To address this, CAL will introduce workshops and training opportunities next year, empowering parents with the tools and knowledge to be more actively involved in their child's education and the broader school community.

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

Parent Participation action next year will include workshops, trainings, and volunteer opportunities to best support parents.

Goal #3 Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	Increase school-wide Family and Community Engagement programs and communication such as: Parent/Teacher conferences Back to School Night, Open House, Ensure home/school communications through the use of multiple tools, including ClassDojo, phone calls to personally invite families to events. Establish & communicate current events in print, website, social media. Encourage teachers to provide positive communications to families. Support home-to-school communication through Communication ClassDojo and School-wide organization systems with grade-level resources and supplies.	$20,000	N
2	Advisory Committees	Facilitate and or create School Site Council (SSC), English Learner Advisory Committee (ELAC), and other school wide meetings, home/school outreach communication and events to ensure parent input in decision-making and goal setting for the school. CAL will provide funding for Parent Meetings with (light refreshments).	$10,000	N
3	Supplemental Materials	Purchase supplemental instructional materials (such as culturally relevant literature books to promote daily reading) for parents to use with their child at-home.	$25,000	Y
4	Communication	Provide funding to maintain our current parent communication systems to regularly communicate messages, school alerts, student progress and other events to parents, e.g. school website, OneCall, Class Dojo, GoGuardian, etc.	$10,000	N
5	Parent Education	Work with community partners and organization vendors to provide parent workshops and training that support parents with strategies to use with children at home.	$10,000	N

Goal 4

Goal #	Description	Type of Goal
Goal 4	Goal 4: Wellness CAL will promote a positive, safe, school culture and climate that supports student learning outcomes, engagement and celebrates student success. (Priority 5, 6,7,8)	**Broad**

State Priorities addressed by this goal.

(Priority 5) Pupil Engagement

Addresses school attendance, chronic absenteeism, middle school dropout, high school dropout and, high school graduation rates.

(Priority 6) School Climate

Addresses student suspension rates and other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.

(Priority 7) Course Access

Addresses a course of study where programs and services are developed and provided to English learners, students with special needs, foster youth and individuals with exceptional needs.

(Priority 8) Student Outcomes

Addresses other indicators of student performance in required areas of study.

An explanation of why the LEA has developed this goal.

The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow, and the state's color is also yellow. The school's 2025 percentage of chronically absent students (27.1%) is higher than the state average (17.1%).

The school leader reports the following factors contributing to absenteeism and reported the following to improve schoolwide chronic absenteeism:

Economic necessity: Families facing financial hardship may prioritize work or familial responsibilities over school attendance, especially in households where both parents work long hours.

Language and cultural barriers: Some immigrant families may not be fully aware of California's attendance policies or the academic impact of absences, especially when those absences feel unavoidable.

Limited access to support services: Families dealing with health, housing, or transportation issues may lack the resources or knowledge to find help

Limited Incentives: CAL needs to improve incentives for students to attend school daily.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0	1.0 Improve attendance rate by 1% Data Source: Local Data Local Cal Pads		96-98% (May/June)	92% average for the 25-26 school year	94% average for the 25-26 school year	[Insert current difference from baseline here]
2.0	2.0 Chronic Absenteeism will improve by 1 % each year Data Source: CA School Dashboard Local: CALPADS	32.2%, per CA Dashboard	33.1% chronic absenteeism	27.1 %	28.1 % or higher	7.1 % from baseline
3.0	3.0 Suspension/Expulsion Rates Maintain a suspension rate of less than 1% and an expulsion rate of 0% Data Source: CA School Dashboard	0%, per CA Dashboard	0.4% suspension rate	0.8 % suspension rate	0.8 % or lower suspension rate	[Insert current difference from baseline here]
4.0	4.0 Student Culture Survey Maintain the percentage of students who participate in the CAL Student Culture Survey that indicate they feel safe or very safe when on campus to 90% or higher Data Source: CAL Student Culture Survey Data	95%, per 2023-24 Student Culture Survey	No survey for 24-25	25-26 parent survey completed with 85% of parents who feel their child is safe on campus	25-26 parent survey completed with 90% of parents who feel their child is safe on campus	

5.0	5.0 Other Local Measures - Maintain 80% overall satisfaction rating from parents on the access of resources for physical and emotional well- being as measured on the annual parent survey Data Source: Annual Parent Survey	96% satisfaction	94% sattisfaction rating	92.8% satisfaction rating	96% or higher Satisfaction rate	

Goal #4 Analysis for 2025-2026

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.

CAL aimed to promote a positive, safe school culture and climate that supports student learning, engagement, and celebrates student success. While this remains a core priority, progress toward fully achieving this goal was limited due to unclear protocols and inconsistent implementation across the school. Recognizing this challenge, CAL is committed to establishing and communicating clear, consistent behavior and SEL protocols in the upcoming year to create a more structured and supportive environment that fosters student success and well-being.

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

No Material Differences

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

Beginning January 2026, goals were more effective when protocols and actions began to be set in place.

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

No changes will be made, however CAL will ensure that actions are followed.

Goal #4 Actions

Action #	Title	Description	Total Funds	Contributing
1	School Culture	Provide a School Culture Committee (SCC) to plan school events and promote positive school culture: including annual Multicultural Festival, Hispanic Heritage Month, 5th Grade Culminating Activities, Black History Month, Winter Festivals, School Dance, etc.	$2,000	Y
2	School Culture	CAL will employ sufficient supervision staff to maintain effective safety systems and protocols for the campus.	$12,054	Y
3	School Culture and Achievement	Continue to encourage children to achieve academic success and attendance through Honor Roll Award Assemblies/Activities, Family Reading Celebrations (three times per academic year), Explorer Expectations Principal Rewards, and other school-wide incentives programs. (2020-2021)	$10,000	Y
4	Attendance and Achievement	Provide class and individual incentives and materials to support student achievement and promote attendance. In addition, provide attendance contracts, support, and resources to students and families who are chronically absent.	$2,000	Y
5	Social and Emotional Health	Provide ongoing targeted counseling and social/emotional support to students, and increase mental health services, staff and resources to support students and families with trauma and mental health needs.	$5,000	Y
6	Social and Emotional Health	Provide professional development and training for staff to develop strong social and emotional implementation in their classrooms.	$5,000	Y
8	School-wide discipline	Provide PBIS Training opportunities for staff in addition to Restorative Discipline Process, CAL's Explorer Expectations and school-wide incentive system to ensure positive student behavior and a low rate of suspension/expulsion and absences	$5,000	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$100,992.6	$120,358

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
37.69	0%	$0	37.69

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 #(s)	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
Goal 1 and Action #2	Based on our ELA Benchmark data demonstrates that 50% of our low-income students are Tier 2 and Tier 3 struggle with reading foundational skills and reading comprehension.	CAL will provide professional development to K-5 teachers on UFLI to ensure all teachers are able to assess students in reading foundational skills, identify the need and provide differentiated instruction to Tier 2 and Tier 3 students in the areas of reading foundational and reading comprehension.	On going Phonemic Awareness, BPST tracking for Tier II & Tier III students in Reading Foundational Skills
Goal 2 and Action #2	According to Benchmark Math Scores low-income students scored below average.	Data shows small group instruction benefits students who need additional attention. Instructional aides and teachers will tailor small group instruction to students based on their classroom performance and benchmark assessment data.	Growth on Benchmark assessments.
Goal 3 and Action #5	Through communication with low-income parents, students and their teachers, we determined that many of our low income students and families need additional support with homework help, parenting tips and social emotional aid.	Partner with a parent-support organization to respond to the needs of low income students, by providing parent workshops and training to increase parent capacity to engage in their child's education and strengthen the parent-teacher- school partnership. In addition, add in more counseling days.	Parent surveys and decrease in student behavior

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
Goal 2 and Action #13	Dashboard data for EL Reclassification Rate is on Red.	Develop a series of targeted professional development workshops focused on: Data analysis techniques for ELD data. Differentiation strategies for diverse learners, including English learners (ELs) and best practices in ELD instruction. In addition, provide funding for ELD Coordinator, Administration and Teachers to attend Professional Development training that benefits ELs, Newcomers, LTELS, and RFEP students. Examples include the EL Road Map. As well as ELD materials purchased, as needed.	Reclassification rate.

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.

N/A

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	Not Applicable as we're a Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Not Applicable as we're a Single School LEA

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 2,606,813	$ 994,927	38.166%	0.000%	38.166%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,359,641	$ -	$ -	$ -	$ 1,359,641.00	$ 1,041,110	$ 318,531

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	Highly Qualified Staff	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 482,053	$ -	$ 482,053	$ -	$ -	$ -	$ 482,053	0.000%
1	2	Professional Development	All	No	LEA-wide	All	Schoolwide	Annual	$ 25,800	$ -	$ 25,800	$ -	$ -	$ -	$ 25,800	0.000%
1	3	Assessments and Analysis	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 69,605	$ 69,605	$ -	$ -	$ -	$ 69,605	0.000%
2	1	Highly Qualified Staff	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 109,232	$ 72,821	$ 182,053	$ -	$ -	$ -	$ 182,053	0.000%
2	2	Instructional Aides	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 45,000	$ -	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	3	Professional Development	All	No	LEA-wide	All	Schoolwide	Annual	$ 10,000	$ -	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	4	Professional Teacher Leaders/Coaches	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 32,000	$ -	$ 32,000	$ -	$ -	$ -	$ 32,000	0.000%
2	5	Professional Learning Communities	All	No	LEA-wide	All	Schoolwide	Annual	$ 37,025	$ -	$ 37,025	$ -	$ -	$ -	$ 37,025	0.000%
2	6	Summer School Intervention	All	No	LEA-wide	All	Schoolwide	Annual	$ 120,000	$ -	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
2	7	ELD Teacher /Coordinator	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 85,000	$ -	$ 85,000	$ -	$ -	$ -	$ 85,000	0.000%
2	8	Instructional Materials	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 74,051	$ 74,051	$ -	$ -	$ -	$ 74,051	0.000%
2	9	Teacher ELD Input	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 75,000	$ -	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
2	10	ELD Coordinator Coaching and PD	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 15,000	$ -	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
3	1	Parent Engagement	All	No	LEA-wide	All	Schoolwide	Annual	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
3	2	Advisory Committees	All	No	LEA-wide	All	Schoolwide	Annual	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	3	Supplemental Materials	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
3	4	Communication	All	No	LEA-wide	All	Schoolwide	Annual	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	5	Parent Education	All	No	LEA-wide	All	Schoolwide	Annual	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
4	1	School Culture	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
4	2	School Culture	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 12,054	$ 12,054	$ -	$ -	$ -	$ 12,054	0.000%
4	3	School Culture and Achievement	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
4	4	Attendance and Achievement	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
4	5	Social and Emotional Health	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	6	Social and Emotional Health	All	Yes	LEA-wide	All	Schoolwide	Annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	8	School-wide Discipline	All	Yes	LEA-wide	All	Schoolwide	Annual	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
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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
$ 2,606,813	$ 994,927	38.166%	0.000%	38.166%	$ 1,116,816	0.000%	42.842%	**Total:**	$ 1,116,816
								LEA-wide Total:	$ 1,116,816
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Highly Qualified Staff	Yes	LEA-wide	All	Schoolwide	$ 482,053	0.000%
1	2	Professional Development	No	LEA-wide		Schoolwide	$ -	0.000%
1	3	Assessments and Analysis	Yes	LEA-wide	All	Schoolwide	$ 69,605	0.000%
2	1	Highly Qualified Staff	Yes	LEA-wide	All	Schoolwide	$ 182,053	0.000%
2	2	Instructional Aides	Yes	LEA-wide	All	Schoolwide	$ 45,000	0.000%
2	3	Professional Development	No	LEA-wide		Schoolwide	$ -	0.000%
2	4	Professional Teacher Leaders/Coaches	Yes	LEA-wide	All	Schoolwide	$ 32,000	0.000%
2	5	Professional Learning Communities	No	LEA-wide		Schoolwide	$ -	0.000%
2	6	Summer School Intervention	No	LEA-wide		Schoolwide	$ -	0.000%
2	7	ELD Teacher /Coordinator	Yes	LEA-wide	All	Schoolwide	$ 85,000	0.000%
2	8	Instructional Materials	Yes	LEA-wide	All	Schoolwide	$ 74,051	0.000%
2	9	Teacher ELD Input	Yes	LEA-wide	All	Schoolwide	$ 75,000	0.000%
2	10	ELD Coordinator Coaching and PD	Yes	LEA-wide	All	Schoolwide	$ 15,000	0.000%
3	1	Parent Engagement	No	LEA-wide		Schoolwide	$ -	0.000%
3	2	Advisory Committees	No	LEA-wide		Schoolwide	$ -	0.000%
3	3	Supplemental Materials	Yes	LEA-wide	All	Schoolwide	$ 25,000	0.000%
3	4	Communication	No	LEA-wide		Schoolwide	$ -	0.000%
3	5	Parent Education	No	LEA-wide		Schoolwide	$ -	0.000%
4	1	School Culture	Yes	LEA-wide	All	Schoolwide	$ 2,000	0.000%
4	2	School Culture	Yes	LEA-wide	All	Schoolwide	$ 12,054	0.000%
4	3	School Culture and Achievement	Yes	LEA-wide	All	Schoolwide	$ 1,000	0.000%
4	4	Attendance and Achievement	Yes	LEA-wide	All	Schoolwide	$ 2,000	0.000%
4	5	Social and Emotional Health	Yes	LEA-wide	All	Schoolwide	$ 5,000	0.000%
4	6	Social and Emotional Health	Yes	LEA-wide	All	Schoolwide	$ 5,000	0.000%
4	8	School-wide Discipline	Yes	LEA-wide	All	Schoolwide	$ 5,000	0.000%
							$ -	0.000%
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2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,359,641.00	$ 1,359,641.00

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	Highly Qualified Staff	Yes	$ 482,053	$ 482,053
1	2	Professional Development	No	$ 25,800	$ 25,800
1	3	Assessments and Analysis	Yes	$ 69,605	$ 69,605
2	1	Highly Qualified Staff	Yes	$ 182,053	$ 182,053
2	2	Instructional Aides	Yes	$ 45,000	$ 45,000
2	3	Professional Development	No	$ 10,000	$ 10,000
2	4	Professional Teacher Leaders/Coaches	Yes	$ 32,000	$ 32,000
2	5	Professional Learning Communities	No	$ 37,025	$ 37,025
2	6	Summer School Intervention	No	$ 120,000	$ 120,000
2	7	ELD Teacher /Coordinator	Yes	$ 85,000	$ 85,000
2	8	Instructional Materials	Yes	$ 74,051	$ 74,051
2	9	Teacher ELD Input	Yes	$ 75,000	$ 75,000
2	10	ELD Coordinator Coaching and PD	Yes	$ 15,000	$ 15,000
3	1	Parent Engagement	No	$ 20,000	$ 20,000
3	2	Advisory Committees	No	$ 10,000	$ 10,000
3	3	Supplemental Materials	Yes	$ 25,000	$ 25,000
3	4	Communication	No	$ 10,000	$ 10,000
3	5	Parent Education	No	$ 10,000	$ 10,000
4	1	School Culture	Yes	$ 2,000	$ 2,000
4	2	School Culture	Yes	$ 12,054	$ 12,054
4	3	School Culture and Achievement	Yes	$ 1,000	$ 1,000
4	4	Attendance and Achievement	Yes	$ 2,000	$ 2,000

4	5	Social and Emotional Health	Yes	$ 5,000	$ 5,000
4	6	Social and Emotional Health	Yes	$ 5,000	$ 5,000
4	8	School-wide Discipline	Yes	$ 5,000	$ 5,000
				$ -	$ -
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2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 994,927	$ 1,116,816	$ 1,116,816	$0.00 - No Difference	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Highly Qualified Staff	Yes	$ 482,053	$ 482,053.00	0.000%	0.000%
1	2	Professional Development	No	$ -	$ -	0.000%	0.000%
1	3	Assessments and Analysis	Yes	$ 69,605	$ 69,605.00	0.000%	0.000%
2	1	Highly Qualified Staff	Yes	$ 182,053	$ 182,053.00	0.000%	0.000%
2	2	Instructional Aides	Yes	$ 45,000	$ 45,000.00	0.000%	0.000%
2	3	Professional Development	No	$ -	$ -	0.000%	0.000%
2	4	Professional Teacher Leaders/Coaches	Yes	$ 32,000	$ 32,000.00	0.000%	0.000%
2	5	Professional Learning Communities	No	$ -	$ -	0.000%	0.000%
2	6	Summer School Intervention	No	$ -	$ -	0.000%	0.000%
2	7	ELD Teacher /Coordinator	Yes	$ 85,000	$ 85,000.00	0.000%	0.000%
2	8	Instructional Materials	Yes	$ 74,051	$ 74,051.00	0.000%	0.000%
2	9	Teacher ELD Input	Yes	$ 75,000	$ 75,000.00	0.000%	0.000%
2	10	ELD Coordinator Coaching and PD	Yes	$ 15,000	$ 15,000.00	0.000%	0.000%
3	1	Parent Engagement	No	$ -	$ -	0.000%	0.000%
3	2	Advisory Committees	No	$ -	$ -	0.000%	0.000%
3	3	Supplemental Materials	Yes	$ 25,000	$ 25,000.00	0.000%	0.000%
3	4	Communication	No	$ -	$ -	0.000%	0.000%
3	5	Parent Education	No	$ -	$ -	0.000%	0.000%
4	1	School Culture	Yes	$ 2,000	$ 2,000.00	0.000%	0.000%
4	2	School Culture	Yes	$ 12,054	$ 12,054.00	0.000%	0.000%
4	3	School Culture and Achievement	Yes	$ 1,000	$ 1,000.00	0.000%	0.000%
4	4	Attendance and Achievement	Yes	$ 2,000	$ 2,000.00	0.000%	0.000%
4	5	Social and Emotional Health	Yes	$ 5,000	$ 5,000.00	0.000%	0.000%
4	6	Social and Emotional Health	Yes	$ 5,000	$ 5,000.00	0.000%	0.000%
4	8	School-wide Discipline	Yes	$ 5,000	$ 5,000.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
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				$ -	$ -	0.000%	0.000%

2026-27 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)
$ 2,606,813	$ 994,927	0.000%	38.166%	$ 1,116,816	0.000%	42.842%	$0.00 - No Carryover	0.00% - No Carryover

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 memorializ e 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 kin dergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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 approac h 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 ki nds 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 ra nge 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 respons e to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compar ed 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 hir ing 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).