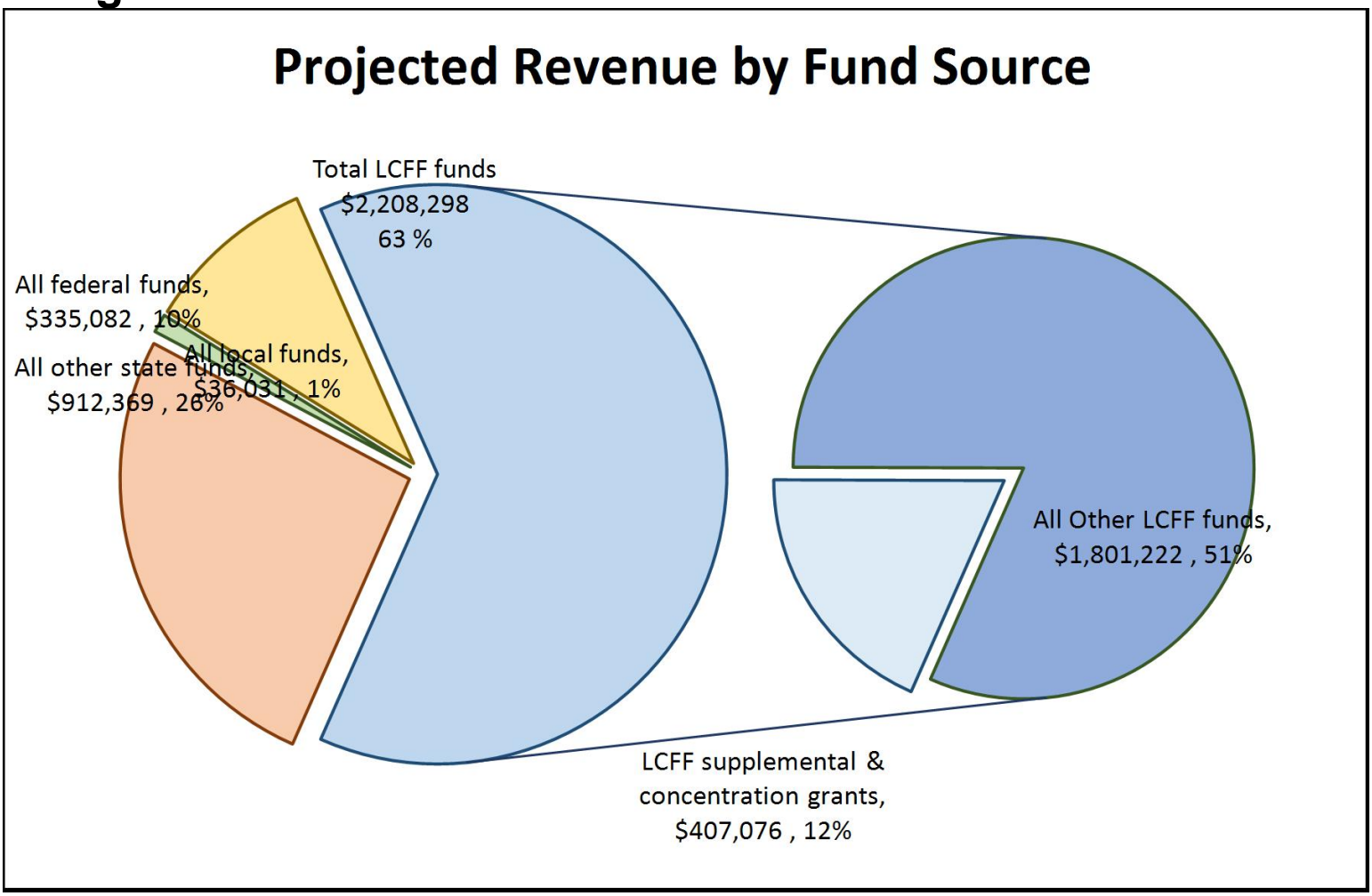
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: City Heights Preparatory Charter School
CDS Code: 37 68338 0124347
School Year: 2025-26
LEA contact information:
Elias Vargas
Director

(619) 795-3137

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

Budget Overview for the 2025-26 School Year

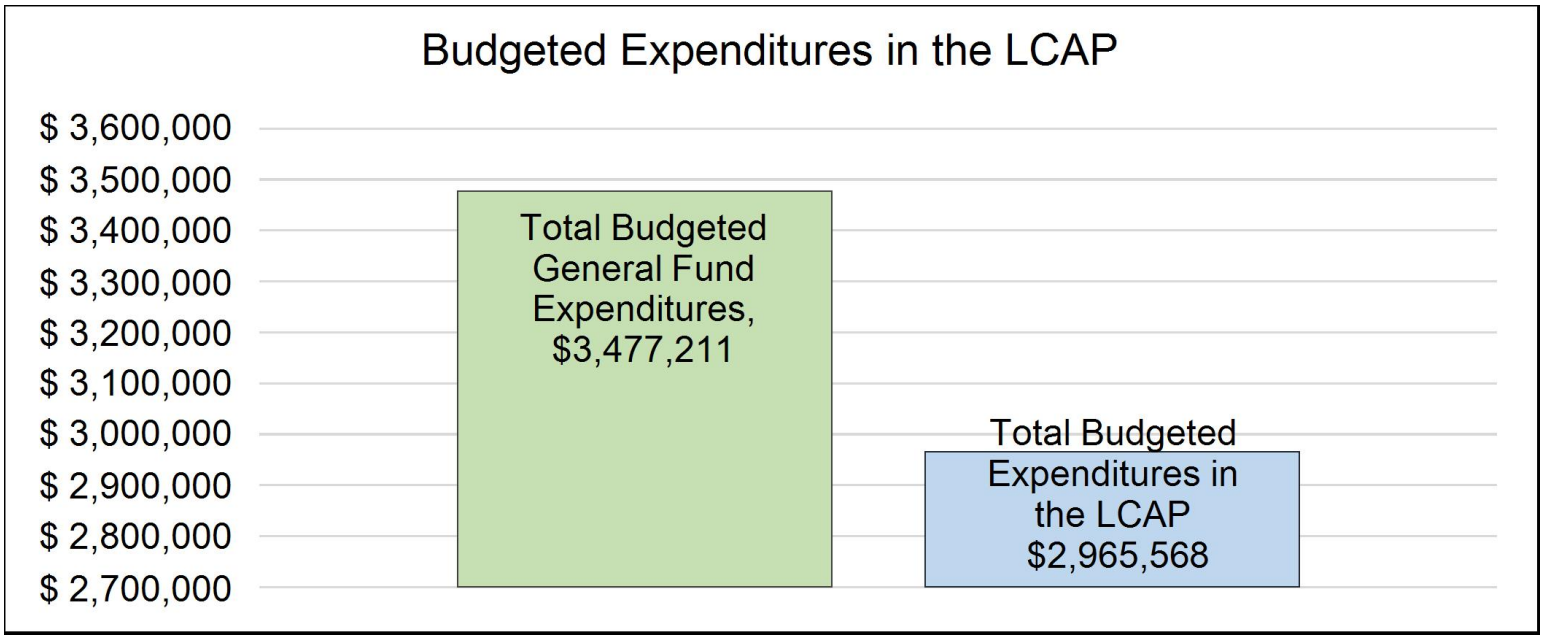


This chart shows the total general purpose revenue City Heights Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for City Heights Preparatory Charter School is $3,491,780, of which $2,208,298 is Local Control Funding Formula (LCFF), $912,369 is other state funds, $36,031 is local funds, and $335,082 is federal funds. Of the $2,208,298 in LCFF Funds, $407,076 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much City Heights Preparatory Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: City Heights Preparatory Charter School plans to spend $3,477,211 for the 2025-26 school year. Of that amount, $2,965,568 is tied to actions/services in the LCAP and $511,643 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

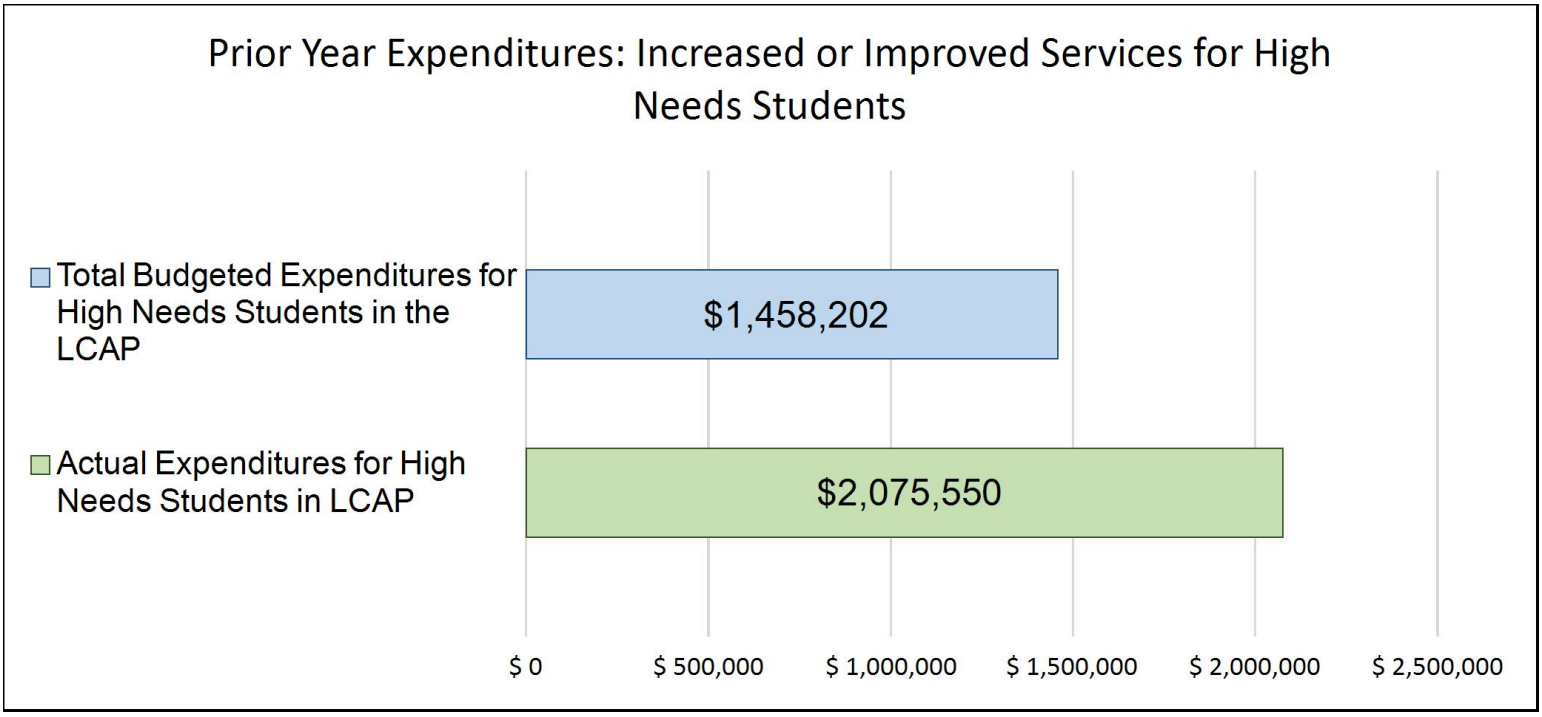
City Heights Prep does not include certain expenses within the LCAP such as costs for food service, legal services, audit services, banking/payroll fees, district oversight fees, SELPA admin fees and depreciation.

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

In 2025-26, City Heights Preparatory Charter School is projecting it will receive $407,076 based on the enrollment of foster youth, English learner, and low-income students. City Heights Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. City Heights Preparatory Charter School plans to spend $1,986,567 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 City Heights Preparatory Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what City Heights Preparatory Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, City Heights Preparatory Charter School's LCAP budgeted $1,458,202 for planned actions to increase or improve services for high needs students. City Heights Preparatory Charter School actually spent $2,075,550 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
City Heights Preparatory Charter School	Elias Vargas Director	evargas@cityheightsprep.org (619) 795-3137

Plan Summary [2025-26]

General Information

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

At City Heights Prep, our mission is to provide an exceptional education within a safe and nurturing community, ensuring that all students, regardless of their circumstances, can thrive. Achieving this goal requires a collective effort from the entire community. The majority of City Heights Prep students are refugees from conflict-ridden areas throughout the world. Many of our students have never participated in formal education prior to arriving in the U.S. or have had interrupted educational histories while living in overcrowded refugee camps. Our students in grades 6-12 speak 17 languages including:

Arabic	Anuak	Burmese	Dha-Anywaa
French	Karen	Kurdish	Kizigula
Pashto	Malay	Mai mai	Somali
Spanish	Swahili	Turkish	Thai
Urdu	Vietnamese		

Many City Heights Prep students began the school year speaking a language other than English, with some having experienced interrupted education, no education at all, or traumatic events, including war. Several of these students started the year without knowing a single word of English, not knowing the alphabet, and unable to read in any language. Upon last report City Heights Prep has enrolled forty two English Language Learners who are identified as "Long Term English Learning." This is due to an ELL classification for over 7 years. Despite facing unspeakable trauma, chaotic everyday surroundings, and significant upheaval, these students are eager to learn and aspire to attend college. Even without family members who have attended school in the United States or completed formal education in their home countries, they show up to school every day, work hard, and strive for success. Our students may face more challenges than students in affluent areas or those without language barriers and interrupted education, but they work diligently to meet academic standards and learn English to participate fully in their education.

The school staff is committed to understanding not only the students' academic experiences but also their personal experiences and cultures. We actively listen to families to create a supportive learning environment. The school collaborates with students and families to discuss and create student-centered LCAP (Local Control Accountability Plan) goals. These goals provide a blueprint for the school, ensuring alignment with our mission and vision while addressing the students' aspirations and academic success.

To support our students holistically, we have established the following practices as an integral part of the City Heights Prep culture:

AVID Teacher Support: Each student is assigned an AVID Teacher who regularly communicates with parents, keeping them informed about their child's progress. Additional calls are made to address concerns such as missing homework, academic or behavioral difficulties, or to celebrate achievements.

Extended Support: Our dedicated staff is available before and after school to provide additional assistance in small group or one-on-one settings. Students can receive extra help or utilize a quiet space to complete their school work.

After-School Enrichment: We offer a diverse range of after-school clubs that provide students with enriching activities and academic support. Additionally, the Volleyball club organizes schoolwide games at Colina Park, fostering a sense of school spirit and community.

Counseling Services: We offer various individual and small group counseling options to provide additional support to students in need. These services are designed to address their specific challenges and promote their well-being.

Reading Enrichment Program: To assist students struggling with the language demands of their content classes, we have implemented a language intervention program. This program provides remedial instruction in all subject areas.

Dedicated School Counselor: Our school employs a dedicated counselor who facilitates relationships with both students and families. They also establish partnerships with colleges and community-based organizations, aiming to expand opportunities for our students. In addition to the dedicated school counselor we have also added a part-time school counselor and a Student Services Coordinator to support students social-emotional needs.

Qualified Teachers: All our teachers possess the appropriate credentials required for their respective courses, ensuring a high-quality education for our students.

College Readiness Workshops: Our 12th-grade students attend workshops on FAFSA/Dream Act applications and UC/CSU/SDCCD applications, empowering them with the necessary information to pursue higher education.

Community-Wide Events: Each year, we organize community-wide events, such as the fall Open House and the Spring Showcase. Led by both staff and students, these events offer an opportunity for students to share their learning and showcase their skills. We also hold an annual Career Day that connects students to individuals from a variety of careers within their community.

Real-Life Experiences: City Heights Prep provides extensive field trips, coordinated by teachers, to expose students to real-life situations outside the classroom.

Special Education: The Special Education Department has reintroduced remedial reading instruction as part of the daily 30-minute Reading class.
Every year, the Special Education Department collaborates with the Department of Rehabilitation to offer a range of work experience opportunities to our students aged 16 and above.
The Special Education Department has expanded its team with the addition of two Education Specialists, as well as three full-time and one part-time Special Education Teaching Assistants (TA).

All the components incorporated into the LCAP are derived from the valuable insights provided by our WASC review, as well as the feedback received from students, families, and the collaborative discussions during our Strategic Planning meetings and all stakeholder family meetings and input sessions.

Reflections: Annual Performance

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

Based on SBAC scores, a majority of English Learners are maintaining their progress towards reaching state standards. 31.4% of English Learners are showing progress towards meeting state academic standards, and only 1.9% of English learner students showed a score decrease from previous years. To address this, we have expanded our intervention class offerings during the reading block. However, due to having fewer than 11 students in each group, we are unable to explore groups by performance level.

On the California Science Test, our students scored highest in Earth and Space Science, with 48.89% near standard and 2.22% above standard. Conversely, our Life Science scores were the lowest, with 26.67% near standard and 2.22% above standard. To mitigate this, we have updated our current Science Curriculum for the 2024-2025 school year, expanding upon our current Science education to provide more lab based activities and real-world experiences. This school year we have also introduced Chemistry into our course catalog, which will support Scientific Thinking and reinforce understanding of the other Sciences. Additionally, a new Project Lead the Way Bio-medical Sciences curriculum will be implemented during the 2025-2026 school year to encourage more development in the Sciences.

According to the Summative ELPAC for English Learners, 31.4% are making progress towards English Language Proficiency. A comparison between 2023 and 2024 data reveals an increase from 30.7% to 31.4% of Emergent Bilingual's maintaining the ELPI level. Our Emergent Bilingual students are benefiting from reading intervention programs, after-school tutoring, a designated Academic English course and extracurricular activities focused on improving English language skills.

In addition to the intervention courses mentioned above, we have addressed concerns regarding English Learner scores through the continued implementation of the i-Ready curriculum and growth program. Additionally, this year a new Academic English course has been introduced to support newcomer students. All English Learners are placed into intervention courses according to their skill level, receiving individualized lessons to improve reading, writing, and comprehension skills.

During the 2023-2024 school year, City Heights Prep experienced a decrease in achievement levels as measured by the Smarter Balanced Summative Assessment in English-Language Arts. The Distance from Standard (DFS) performance measure for "All Students" in Grades 6-8 & 11 decreased by 44 points, reaching 119.5 points below the standard. To support student achievement, a new curriculum in grades 6-8 has been introduced which includes scaffolds and supports for skill building. In the 11th grade ELA class, the ERWC curriculum is in its second year of implementation. The ERWC curriculum is structured to provide students with the skills to develop in their English-language learning and support success in CSU schools.

In the 2023-2024 school year, City Heights Prep's school-wide MAP scores were as follows:

Math: The school-wide average achievement was in the 22nd percentile, with several of the grade levels testing at or above the 20th percentile.
Science: The school-wide average achievement was in the 27th percentile, with most students testing at or above the 20th percentile.
ELA: The school-wide average achievement was in the 18th percentile, with most students testing at or above the 12th percentile.
Reading: The school-wide average achievement was in the 24th percentile, with several grade levels testing at or above the 20th percentile.

In the fall of the 2024-2025 school year, City Heights Prep's school-wide MAP scores were as follows:

Math: The school-wide average achievement was in the 18th percentile, with all students testing at or above the 14th percentile.
Science: The school-wide average achievement was in the 26th percentile, with all students testing at or above the 20th percentile.
ELA: The school-wide average achievement was in the 19th percentile, with a majority of students testing at or above the 20th percentile.
Reading: The school-wide average achievement was in the 24th percentile, with all students testing at or above the 15th percentile.

Comparing test data between the 2022-2023 and 2023-2024 school years, there were significant achievement increases in all assessed areas. Math scores increased by 216%, Science scores by 238%, Language scores by 108%, and Reading scores by 440%.

Reflections: Technical Assistance

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

Not Applicable.

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.

City Heights Prep Charter School

Support for Identified Schools

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

We will continue to review, modify, and execute the school plan for student achievement while working collaboratively with all stakeholders in our educational community.

Monitoring and Evaluating Effectiveness

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

The LEA will continuously review all goals as laid out in the school improvement plan, while reviewing necessary data points and resource allocation to support those goals in order to continuously improve.

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

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

Families were generally in support of where money would be allocated and were provided with further discussion and statistics wherever needed. Primarily, stakeholders were invested in student safety, school supplies and resources and were incredibly encouraged at the new site acquisition. Its provision of safety, cleanliness and further opportunities for learning in both space and resources was precisely addressed by stakeholders feedback. The plan was also reviewed by the school staff, who were divided into different groups. They held discussions and then collaboratively brainstormed ideas regarding the LCAP and summaries. In our student profile list, eighty six students were identified as English Language learning, seventy four were identified as foreign born, and forty two students were identified as long term English learners (seven years or more classified as an English Language learner). As these indicators, and the ELPI, show that a majority of our students are progress in their English Language development we have provided not only two sections of Reading Intervention classes for the identified students, but have also added and Academic English course which implements the Summit K12 platform. This platform provides intensive English language lessons to engage students in reading, writing, speaking and listening.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Course of Study	

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The following goal and actions have been implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee. In addition, this goal encompasses the area of growth identified by our WASC team, which is to utilize coordinated data-informed decision-making processes to enhance student outcomes. By analyzing and utilizing data effectively, we aim to make informed decisions that lead to improved academic achievement and overall student success. This data-driven approach will enable us to identify areas for improvement, implement targeted interventions, and monitor progress to ensure continuous growth and positive outcomes for our students

To address the challenges faced by our student population, where 100% of students are categorized as economically disadvantaged and eligible for free meals, we aim to bridge any equity gaps that may arise. Our objective is to ensure that all students have equal access to instructional materials and computers during the school day. To achieve this, we have equipped every classroom with the necessary instructional materials and computers for individual student use.

In addition to meals and appropriate instructional materials, we have measures in place to utilize the Learning Recovery Grant. Actions taken to utilize funds includes:
-The hiring of teacher's assistants for the general education classrooms to provide one on one, or small group support (as referenced under action 1.16). This measure was determine based on student's scores on state-wide assessments, current IEP's, and general student need.
-Providing access to online learning support platforms (as referenced under action 1.7). This measure was determined based on the need for supplementary supports to academic instructions. Additionally, the online platforms are utilized for credit recovery, advancement, and online courses.

This goal was developed in response to our significant number of Emergent Bilinguals and refugee students. We strive to ensure that these students meet the same academic standards as their non-English learner peers. To accomplish this, our teaching practices are aligned with the common core standards, enabling us to provide rigorous courses while supporting students in meeting state standards. Additionally, we

have focused on identifying and addressing the specific needs of our Emergent Bilinguals, particularly in the area of English language support.

Furthermore, it is crucial that our teachers are well-prepared and equipped with the necessary curriculum and materials to effectively educate our students. Therefore, we have developed a goal to ensure that teachers are qualified and knowledgeable in their assigned content areas. We provide professional development opportunities that not only promote growth within their specialized fields but also allow them to gain expertise in other areas to better support our students.

By implementing these actions, we aim to create a supportive and inclusive learning environment where all students have access to necessary resources and receive high-quality instruction from qualified teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	• Commission on Teacher Credentialing (CTC) Teacher credential documentation, including EL Authorization • Professional Development (PD) calendar • Teacher training/ attendance records	• Credential: 100% compliance • PD: 100% participation	The teachers who have been working on intern credentials have made significant progress toward earning their preliminary credentials. One teacher has passed the CAL TPA cycle 1 and is currently working on completing the CAL TPA cycle 2. Once these are completed, she will be eligible to submit her application for a preliminary credential. The second teacher		We hope that the teachers who are currently holding a teacher credentials complete their programs and received their preliminary credentials by the 26-27 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			has finished her MA and CAL TPA, and she is expected to receive her preliminary credential by the end of the school year, potentially as early as March.			
1.2	• Curricular materials inventory, including software and subscription-based internet services • Digitally-aided learning materials inventory • Teachers have access to curriculum and materials to be able to teach	CCSS aligned curriculum for core classes: 100% access • 1:1 Student computers: 100% access	Our Instructional Coach has worked with teachers to identify curriculum that better supports the expansion of our Science department. The new Science curriculum, called Open Sci Ed, is being implemented through the Activate Learning platform. In addition to OpenSci Ed, a new Project Lead the Way Bio-medical Science will be introduced during the 2025-2026 school year. For 6-8 ELA classes, we are now using the		We plan to continue to ensure that curriculum is aligned with the Common Core standards. That all classrooms are equipped with working computers and access to school materials, as well as any other supplemental online platforms teachers would need to teach. And we plan to continue to find new curriculum that is engaging and supports both student learning and teachers.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Common Lit curriculum, which provides embedded scaffolds to support student learning. Additionally, Academic English and High School Reading Intervention 1 are utilizing Summit K12 Learning.			
1.3	• School-based diagnostic benchmarks (Math Diagnostic, Running Record, SBAC-type Performance Tasks, Spelling Measure) • NWEA Measure of Academic Progress (MAP) testing • SBAC testing (results not yet available for 2024-2025)	• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level	We have continued to see increased academic gains for students through the administration of both MAP and i-Ready testing. As a result of these improvements, we were able to move students out of intervention math and English support classes.		We hope that with the administration of the MAP and other school-based diagnostic benchmarks, the school will continue to see an increase in student performance. Additionally, that this is also the case with other state-mandated tests, the students are showing at least one year of academic growth.	
1.4	Transcript Audits	When applicable, students will be on track	This year, a few students have		For the 26-27 school year, the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to graduate with a state diploma.	been taking additional recovery classes to ensure they stay on track for graduation.		school counselor will continue to audit student transcripts to ensure that they are on track to graduate and received a high school diploma.	

Goal Analysis [2024-25]

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

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

Steps to ensure all outlined goals are met have been consistent and effective. To ensure that all intern teachers complete their programs in a timely fashion, the Instructional Coach provides access to relevant PDs and support to meet their outlined goals. In addition to supporting individual teachers, the process of evaluating the curriculum used in classrooms has merited shifts to more rigorous content that also provides necessary support for all learners. As a result of the curriculum changes, students show less of a need for intervention classes and are becoming more independent learners.
There has not been a significant shift away from the planned actions which ensured full implementation and that all goals were met. The most relevant success has been through the implementation of new curriculum. During the adoption process, all newly introduced platforms provided teachers with the necessary training for successful implementation. This has resulted in full adoption of the new curricula and we are beginning to see student growth in all subject areas.

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.

The budgeted expenditures for inventory, online learning platforms, teacher assistants, and report card monitoring were less than actual. This change is due to an enrollment increase and a higher need for student resources and services.

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

The actions which have shown the greatest impact in goal progress are the updated curricula for English-Language Arts, Math, and Science. By changing the curricula, students are better able to access the content and show growth not only in content knowledge, but fundamental skills.

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

There have not been any changes made, however, in the coming year we will continue to update our curricula and actions to meet student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentials	Review teacher credential information and adjust assignments accordingly; hire staff as needed	$2,028,842.00	Yes
1.2	PD Opportunities	All teachers participate in annual PD prior to beginning of school year and a minimum of 15 times annually throughout school year	$0.00	No Yes
1.3	Teacher Evaluation Plan	Execute board-approved Teacher Evaluation Plan and added more opportunities for professional development to the master schedule.	$0.00	No Yes
1.4	Teacher Quality	CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs	$33,949.00	Yes
1.5	Instructional Materials and Classroom Curriculum	Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day.		Yes
1.6	Inventory Audit	Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed	$44,326.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Online Learning Platforms	Review digitally-aided learning materials inventory; purchase needed digitally-aided learning materials as needed	$62,020.00	Yes
1.8	Computers	Purchase student computers to meet goal	$10,000.00	Yes
1.9	English Language Arts, Math, Science and English Language Development (ELD)	CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS). CH Prep students will demonstrate proficiency in all written, reading, listening, and oral English language conventions for writing and speaking.		Yes
1.10	Supplemental Materials	Provide supplemental Literacy and Math Intervention course to all students who are two or more grade levels behind in reading (additional 30 minutes of English support weekly)		Yes
1.11	Reading	Provide extended time (120 min wk) for reading through Literacy Intervention course.		Yes
1.12	Literacy Programs	Implement Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)	$5,011.00	Yes
1.13	Math Intervention	Provide supplemental Individualized Math support for students who are two or more grade levels behind in math (additional 30 -60 minutes of Math support weekly)		Yes
1.14	Science	Provide hands-on science laboratory-based science curriculum	$4,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Testing Coordinator	A testing coordinator will help ensure all students are tested and appropriate testing data is shared with staff and families. This includes NWEA MAP Testing.		Yes
1.16	Teacher Assistants	Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8 and even in some of our high school classes.	$186,821.00	Yes
1.17	Student Schedule Audits	Monitor student course schedules to ensure enrollment in courses leading to a – g requirement completion		Yes
1.18	Report Card Monitoring	Monitor student report cards to ensure completion of courses leading to a – g requirement completion	$26,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement & School Climate CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The following goal and actions have been implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee. In addition, this goal encompasses the area of growth identified by our WASC team, which is to utilize coordinated data-informed decision-making processes to enhance student outcomes. By analyzing and utilizing data effectively, we aim to make informed decisions that lead to improved academic achievement and overall student success. This data-driven approach will enable us to identify areas for improvement, implement targeted interventions, and monitor progress to ensure continuous growth and positive outcomes for our students

This goal was established to foster a positive school climate that benefits both students and staff. By promoting a restorative school environment, students develop an understanding of their impact on the community and cultivate healthy relationships with their peers and staff members. The aim is to ensure that students not only achieve academic success but also grow socially and emotionally. Ultimately, our goal is for students to leave City Heights Prep Charter with a desire to make a positive difference in their community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	PowerSchool	To have at least a 93% attendance rate across all grade levels.	The school maintained a strong attendance rate across all grade levels, with the attendance rate at 92.26%.		For the 26-26 school year, the desired outcome is that the school continues to maintain a 93% attendance rate and continues with its initiative to promote school attendance and recognition for good attendance.	
2.2	Community Service Spreadsheet	100% of our high school students will participate in 15 hours of community service every school year.	Many students completed at least 15 hours of community service by the end of the school year.		For the 26-26 school year, the desired outcome is that the high school students continue to engage with outside community agencies for community service opportunities.	

Goal Analysis [2024-25]

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

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

Both goals were fully implemented by our school staff with supports in place to ensure student success. To encourage high rates of attendance, initiatives such as attendance raffles and monthly recognition were developed and implemented consistently. As a strategy to support students social & emotional well-being, a part-time counselor and student services coordinator have been added to the staff. To support students in completing community service, relationships with community organizations have been formed to help students locate volunteer placements. Additionally, field trips have been organized with volunteer organizations to ensure students can complete hours.

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.

The budgeted expenditures closely mirrored the estimated actual expenditures. A significant portion of the budget was used in part for salaries to those who oversee and support attendance tracking. Additionally, finds were used in attendance incentive programs and in the continued use of online platforms to collect data for attendance tracking purposes.

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

The actions taken to make progress towards goals have overall been effective. For overall student attendance, the attendance initiatives and additional support staff to track attendance were instrumental to support overall daily student attendance. The actions taken to support students in completing at least 15 hours of community service have been effective. Actions that can be taken to ensure future success would be establishing more partnerships with community organizations.

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.

Additional initiatives have been discussed to increase student attendance. Examples of such initiatives are monthly attendance competitions and individual counseling for truant students. No changes will be made in the actions taken for community service completion.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records	$109,627.00	No Yes
2.2	Truancy Follow-up	Implement truancy follow-up as outlined in CH Prep Attendance Policy	$0.00	Yes
2.3	Attendance Competitions	Publicly recognize excellent attendance/ high academic performance		No Yes
2.4	Classroom Sizes	Maintain low student/instructional staff ratio	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	PBIS	Maintain implementation of PBIS		No
2.6	Character and Social Development	CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework. Offer community service/leadership opportunities for every student.	$7,500.00	Yes
2.7	Course Enrollment	Ensure enrollment in World/US History courses for all students at appropriate grade level(s) and provide students with the opportunity to participate in dual-enrollment with local colleges		Yes
2.8	AVID	Ensure enrollment in AVID course for all students	$7,832.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parental Involvement and Community Engagement CH Prep will seek to involve parents in meaningful ways that promote student achievement	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The following goal and actions continue to be implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee.

We strongly believe that parental involvement plays a crucial role in fostering students' sense of connection, engagement, and growth within the school community. When parents actively participate in decision-making processes, including the allocation of school resources, and provide valuable feedback and ideas, the overall educational experience improves. Parents act as a vital bridge between the school and students, and their involvement makes a positive and meaningful contribution.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Family Meeting Participation	We would like to begin with at least 10 families attending our meetings and increase after each meeting. We would like for parents to take on roles	Parent participation has increased at our scheduled school meetings due to scheduling the meetings based on parent		We hope not only to maintain the participation of 10 families but to increase that number. We want to continue seeing parents on campus	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		during our family meetings.	preferences, and parents encouraging other parents to attend. On average, each parent meeting or event has had at least 10 or more families in attendance. The family engagement activities "Lunch with Your Panther" and "Coffee with the Principal," organized by the SSC, has proven to be the most effective in increasing parent involvement.		and collaborating with them to brainstorm additional ways they can participate in events—whether hosted by the school, planned by families, or opportunities for them to be on campus at various times.	

Goal Analysis [2024-25]

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

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

The parent engagement events and meetings have proven to be very effective. The Lunch with Your Panther and Coffee with the Director events have shown the most success in overall attendance by parents. The only challenge to implementation is in contacting underrepresented families. This is a challenge due to language barriers as well as access to our Parent Engagement app.

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.

The differences we are seeing between budgeted expenditures and the estimated actual is due to increases in student enrollment and need for more translation services.

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

The monthly events have been exceptionally effective in increasing parent engagement. At other school-wide events, we are seeing consistent attendance from many parents. The use of our school-wide parent engagement app has also proven effective as a means to communicate information about parent engagement events.

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.

We have not made any significant changes to the planned goal, metric, target outcomes, or actions. The only pending goal is to encourage parents to take on roles during our family meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Involvement	Retain Parental Involvement	$0.00	No Yes
3.2	Family Committees	Host triennial Family Committee Meetings/schoolwide events		Yes
3.3	Parent Engagement	Monitor Home Contact Logs/Reports , Parent Engagement App - Thrillshare	$10,000.00	No Yes
3.4	Parent Feedback	Administer Parent Survey to gather parent feedback		No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Facilities CH Prep will ensure that the school facilities are maintained in good repair	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The following goal and actions continue to be implemented based on feedback from various sources, including our WASC visiting team, SSC meetings, staff and family input, and our Strategic Planning Committee.

This goal was established based on our belief in the importance of creating a safe and conducive learning environment for both students and staff. A well-maintained facility is essential to ensure that students have access to classrooms that are free from structural issues, with functioning air conditioning and heating systems, clean and secure bathrooms, and designated areas for eating and playing. It also encompasses the school's preparedness in case of a fire, with the installation of fire systems and alarm systems to ensure the safety of the school grounds and classrooms even when there are no occupants present. Additionally, we have implemented double-fencing with a gated entrance door for added security.

To maintain the facility, we have an onsite facilities manager who regularly inspects and addresses any repairs or maintenance needs as they arise. By ensuring that the school facility is well-maintained, we create an environment where the staff can more effectively provide a safe and optimal learning and teaching experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	• Annual School Facility Inspection	• School Facility Inspection: Achieved passing status	The school passed all safety and security inspections and collaborated with		The school staff and families believe that a safe and clean environment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Annual Fire Inspection • Comprehensive School Safety Plan	• Fire Inspection: Achieved passing status	local agencies to ensure everything is up to date for creating a safe environment. The school facilities manager continually assesses the campus, repairs any issues, and renovates areas that require additional support.		significantly enhances the educational experience for both students and staff, fostering a sense of security that supports effective teaching and learning. Therefore, the school will continue to collaborate with staff, students, and families to brainstorm ways to enhance safety measures and maintain a secure and well-maintained campus. Our goal is for the school to always be a safe and welcoming place for everyone who steps onto campus.	

Goal Analysis [2024-25]

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

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

To ensure that facilities are kept in safe working order, our facilities manager provides consistent and timely assessments to determine when repairs are needed. Our school staff provides immediate communications with our facilities manager when they notice areas where repairs or replacements are needed. These actions align with the originally developed goals and plans for implementation.

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

The budgeted expenditures versus actual expenditures show no deviation. Our plans align with the developed budget and are showing full implementation.

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

The steps taken to make the goal progress have been effective. The most effective steps are the assessments completed by the facilities manager to ensure all safety regulations are met. Developing a system of open communications between staff and the facilities manager has also proven to be effective.

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 have been made to the planned goal, metrics, target outcomes, and actions. The developed action plan has proven to be effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Annual Facility Inspection	Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed	$428,590.00	No Yes
4.2	Annual Fire Inspection	Facilitate annual Fire Inspection		No Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Communication with Landlords	Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection		No
4.4	School Safety Plan	Update Comprehensive School Safety Plan Annually		Yes
4.5	Installation of Security Cameras	The installation of security cameras to ensure the staff is aware of who gets on and off campus. This safety measured has been put into place to help ensure the school continues to provide a safe learning environment.		No Yes
4.6	Installation of Halo Sensors	The installation of Halo sensors have also been put into place for a safety measure and has become one way of alerting admin of the possibilities of any drugs on campus.		Yes
4.7	School Safety Renovations	The installation of a new fence in the parking lot, student ramp to one of the classroom buildings, a local access control door, a front office security window, and removal of potentially hazardous oversized trees has all be done to make sure that the students and staff continue to have a safe school.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$407,076	$10,807

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
22.600%	0.000%	$0.00	22.600%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teacher Credentials **Need:** Teachers who are appropriately credentialed in their areas of expertise so they can teach all students who are categorized as emergent bilinguals, foster youth, homeless students, or students with interrupted education	The reason is that our student population primarily consists of emergent bilinguals or newly arrived students. It is important that we have teachers who have undergone schooling, received their credentials, and as of now, 7 out of 9 of our teachers hold clear credentials. We need them to not only teach to the Common Core Standards but can also address the unique academic and social-emotional needs of our students, considering the interrupted education and trauma they have	Continue to hire credentialed teachers or ensure they are in programs where they are obtaining credentials. Our teacher mentor can continue to help and provide feedback to our teachers as they continue in their programs to get clear credentials.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	experienced, to help with any equity gaps they may encounter.	
1.2	**Action:** PD Opportunities **Need:** Teachers attend school-wide and subject or area-focused professional development sessions of their interest. **Scope:** LEA-wide	It is important that teachers and staff continue to attend professional development opportunities as the learning needs, supports, and great additional educational resources out there differ and can bring in new ideas to their classrooms and schools to support their students' needs	Monitor the number of PD opportunities they have attended, what they have implemented, and how that has supported them and their students.
1.3	**Action:** Teacher Evaluation Plan **Need:** Help teachers to continue to improve their teaching practice and keep their 'why' at the forefront, aiding them in reaching their students." **Scope:** LEA-wide	It is important for teachers to obtain valuable feedback that can continue to help them with their teaching, ensuring that any student needs or gaps they may not have seen can be addressed. They should work with administration on feedback and plans on how they can help address the student needs they see in their classrooms	Continue to have formal and informal conversations and analyze any plans that were put in place for progress
1.4	**Action:** Teacher Quality **Need:** Teachers who can effectively teach students.	We want to ensure that students receive quality education, which starts from teachers who are qualified and provide quality teaching	Teacher observations, student feedback, and observations from teacher mentor.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Instructional Materials and Classroom Curriculum **Need:** Ensure that teachers have access to what they need to teach. **Scope:** LEA-wide	In order to help close the equity gaps and increase student participation in their learning, it is important that students have access to free instructional materials provided by the school. This way, families are not struggling to obtain the supplies that their children would need. Additionally, it is important that teachers have access to curriculum and the ability to purchase supplies, supplemental materials, online educational platforms, and other resources they believe would not only support their teaching but also aid students in their learning.	Monitor student participation and engagement in their learning as well as monitor student academic growth.
1.6	**Action:** Inventory Audit **Need:** Continue to monitor what the school has on hand. **Scope:** LEA-wide	This is important so that the school can continue to monitor what resources are already available on campus, what needs to be purchased, or what items need to be replaced.	Continue to monitor and update inventory spreadsheet.
1.7	**Action:** Online Learning Platforms **Need:** Our students come to us with large academic grade-level gaps and language barriers, so it is important that we provide them with additional support resources. **Scope:**	100% of our student population has experienced some kind of challenge that makes their learning more difficult compared to students in affluent areas. Our students have either experienced interrupted education, speak another or multiple languages, may be performing up to 5 grade levels below their grade level, or have encountered some other kind of learning barrier. Therefore, supplemental online learning platforms have been found to support our students' learning	Student academic progress reports, teacher internal data tracking, progress from the platforms being utilized, student grades, and other internal or external assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	experiences and help address some of the educational challenges they face	
1.8	**Action:** Computers **Need:** All classrooms equipped with 1:1 to computers and computer access at home for students as well. **Scope:** LEA-wide	A large percentage of the schools' instructional materials, curriculum, learning videos, and supplemental support services are accessed online. Therefore, it is important that all students have access to their own computer in the classroom and access to one at home so that they are able to complete homework assignments or unfinished classwork assignments	Student work completion, which would also affect students' academic grades.
1.9	**Action:** English Language Arts, Math, Science and English Language Development (ELD) **Need:** The school needs to ensure that supports are in place so that students are able to learn and meet the academic standards within those core classes. **Scope:** LEA-wide	Our student population is primarily made up of Emergent Bilinguals and/or students who are the first in their families to have access to an education, the first to complete middle school, or even graduate from high school and attend higher education. Most of our students do not have access to academic support at home and/or have experienced interrupted education. Therefore, it is important that we provide them with extra support to help them learn the content and meet the standards in these areas. This will allow them to perform well in those classes and also apply themselves to their future educational goals.	Academic progress - learning growth.
1.10	**Action:** Supplemental Materials **Need:** Students and staff have access to supplemental materials to support teachers in	Because our students are performing anywhere from 2 to 5 grade levels below, it is important that students have access to additional supports to help address the learning gaps that exist. It is also important that teachers have the resources they need in order to help address our students' needs	Student Grades, Student and Staff Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their instruction and to aid students in their academic learning. **Scope:** LEA-wide	and to help close the equity gaps and existing learning gaps.	
1.11	**Action:** Reading **Need:** Access to reading is important as our students are not fluent in English. **Scope:** LEA-wide	Providing students with access to reading and books at school will support them in learning across all their courses. Not only will they learn how to read, but it will also aid in learning the English language and enhance their ability to engage with academic material. Due to the language barrier, it is extremely important that we provide them with access to books and reading time built into their school day.	Assessments.
1.12	**Action:** Literacy Programs **Need:** Access to literacy support programs is needed because our students are not fluent in English and some have also experienced interrupted education. **Scope:** LEA-wide	The 30-minute literacy support programs will enable us to meet our students at their current levels and provide assistance to enhance their academic progress, aiding their learning in all classes, and easing the challenges they face in academics. There is a clear need for these classes among our students, as evidenced by both state and internal assessments highlighting areas for growth.	Assessments (MAP and SBAC). Grades, and Teacher Feedback.
1.13	**Action:** Math Intervention **Need:**	The 30-minute math intervention classes will enable the school to offer targeted support to students, meeting them at their current math level. This support will assist them in their regular math classes by reinforcing basic fundamentals, teaching formulas and expressions, and improving	Assessments (MAP and SBAC). Grades, and Teacher Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students are performing below grade level, indicating a need for math support for our students. **Scope:** LEA-wide	their counting skills. There is a clear need for these classes among our students, as evidenced by both state and internal assessments highlighting areas for growth.	
1.14	**Action:** Science **Need:** Students in middle school should also be exposed to science content as the content and language is used in testing. **Scope:** LEA-wide	All middle school students will take science classes and will also have access to various science classes in high school. This exposure is essential not only to help them develop scientific language and content knowledge to support them with testing but also provides valuable exposure for students interested in pursuing careers in the science field.	Assessments and Feedback from Students and Staff.
1.15	**Action:** Testing Coordinator **Need:** We need dedicated testing coordinators who can not only assist in scheduling and administering tests but also gather and present testing data effectively **Scope:** LEA-wide	This will enable the school staff not only to ensure accurate scheduling of assessments but also to collect and present data to staff and administrators. This data will support decision-making regarding students' academic needs and the identification of educational equity gaps. As a collective, the school staff can brainstorm ways to address these learning needs	Data Review.
1.16	**Action:** Teacher Assistants **Need:**	Due to our unique student population, which includes individuals with various academic gaps and those with limited English proficiency requiring additional support, it is crucial that we offer	Assessments and Grades.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	With various learning gaps, additional staff is needed in the classrooms to provide more student support. **Scope:** LEA-wide	students access to multiple staff members. This is why we have found that the addition of a Teacher Assistant is beneficial. It enables students to seek support from another staff member in the class, allows the teacher to conduct small group work, and facilitates the provision of more individualized support. This fosters increased academic engagement among students and ensures they have access to multiple sources of assistance.	
1.17	**Action:** Student Schedule Audits **Need:** Ongoing assessment of student grades and schedules to ensure they are on track to graduate. **Scope:** LEA-wide	For many of our students, this is their first experience attending a U.S. school, while others are the first in their families to pursue higher education. It is crucial that we assist our students and their families in achieving their academic aspirations. Therefore, our school counselor diligently meets with each student to discuss their academic and career goals. They also consistently review transcripts and student academic trackers to ensure they are on track to graduate.	High School Completion Data.
1.18	**Action:** Report Card Monitoring **Need:** It is important for the school staff to be aware of students who are experiencing academic difficulties and to ensure they are on track for graduation. **Scope:** LEA-wide	This will enable us to ensure that students receive support in their classes where they are struggling and to find ways to assist them. Additionally, it ensures that high school students are enrolled in any necessary credit recovery classes to keep them on track for graduation.	High School Completion Data.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teacher Credentials **Need:** Teachers who are appropriately credentialed in their areas of expertise so they can teach all students who are categorized as emergent bilinguals, foster youth, homeless students, or students with interrupted education **Scope:** Limited to Unduplicated Student Group(s)	This will ensure that students have access to teachers who are knowledgeable in their teaching content and have the right credentials certifying their ability to teach that content.	CTC monitoring and student academic achievement.
1.2	**Action:** PD Opportunities **Need:** Ongoing access to outside learning to support student learning. **Scope:** Limited to Unduplicated Student Group(s)	Staff members who continue their learning, expanding their knowledge, building their professional networks, and exposing themselves to additional learning support programs and curricula, will be better equipped to support students in their academic and social needs. This enables teachers to access supports that help them reach all students and address their academic learning needs effectively.	Assessments and Teacher and Student Feedback.
1.4	**Action:** Teacher Quality **Need:** Teachers who specialize in their area of content teaching. **Scope:**	In order to effectively reach students at their academic levels, considering the academic challenges they have faced and are currently facing, teachers must be able to identify those learning needs. They should create learning assignments that not only address those gaps but also help close them, enabling students to perform at or above grade level. This approach facilitates	Teacher Mentor Feedback and Teacher Evaluations.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	academic growth and increases student engagement.	
1.5	**Action:** Instructional Materials and Classroom Curriculum **Need:** Student access to materials to fully engage with their learning. **Scope:** Limited to Unduplicated Student Group(s)	It is important that teachers have access to curriculum that not only meets the Common Core standards but also includes supports and resources to address the academic gaps and challenges that their students experience. Instructional materials should be provided by the school, relieving families of the burden of purchasing materials. This ensures that students can fully engage in their learning without the challenge of having to buy the materials needed to participate in their classes.	Student Grades and Teacher Feedback.
1.6	**Action:** Inventory Audit **Need:** Accurate inventory of materials and tech at school. **Scope:** Limited to Unduplicated Student Group(s)	The school should conduct frequent inventory audits to ensure all classrooms are equipped with properly functioning materials, allowing students to fully engage in their academic learning.	Inventory Tracker.
1.7	**Action:** Online Learning Platforms **Need:** Additional Resources to support Academic needs. **Scope:** Limited to Unduplicated Student Group(s)	There are several online learning platforms that have been found to be supplemental supports. These platforms teach students English, provide additional support for those enrolled in remedial support classes, or offer other engaging learning experiences. Online platforms also allow teachers to be creative with their teaching methods and supplement students with content teaching. This fosters increased student engagement and supports them with their academic learning needs.	Student Academic Performance.
1.8	**Action:** Computers	To ensure that all students can participate in their learning without falling behind, it is important that	Student Academic Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 1:1 student to computer ratios. **Scope:** Limited to Unduplicated Student Group(s)	all classrooms are equipped with a 1:1 student-to-Chromebook ratio. This ensures that students do not need to share computers and can learn effectively as a whole. Additionally, providing access for students to take computers home enables them to continue engaging with their learning and complete homework assignments.	
1.9	**Action:** English Language Arts, Math, Science and English Language Development (ELD) **Need:** Student supports in content classes. **Scope:** Limited to Unduplicated Student Group(s)	Students have access to participation in core classes and are supported by their teachers to help them meet and be at grade level, despite the challenges they may experience.	Student Grades.
1.10	**Action:** Supplemental Materials **Need:** Access to resources to support their learning provided **Scope:** Limited to Unduplicated Student Group(s)	All students should have access to supplemental materials to support them in fully engaging in their learning, especially when facing challenges such as language barriers.	Student Grades.
1.11	**Action:** Reading **Need:** Exposure to reading built into their schedule.	It is important that students have access to enrolling in a 30-minute reading class to help them build their vocabulary and develop effective reading skills, supporting them in all of their academic classes.	Student Grades and Assessment Data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.12	**Action:** Literacy Programs **Need:** Remedial support classes that are built into their schedule. **Scope:** Limited to Unduplicated Student Group(s)	It is important that students have access to enrolling in a 30-minute remedial literacy support class to help them achieve their true literacy academic performance. This allows them to practice and learn the skills necessary to successfully participate in their classes.	Student Grades and Assessment Data.
1.13	**Action:** Math Intervention **Need:** Remedial support classes that are built into their schedule. **Scope:** Limited to Unduplicated Student Group(s)	It is important that students have access to enrolling in a 30-minute remedial math support class to help them achieve their true math academic performance. This allows them to practice and learn the skills necessary to successfully participate in their state-mandated grade-level math class.	Student Grades and Assessment Data.
1.14	**Action:** Science **Need:** Exposure to science content across all grade levels. **Scope:** Limited to Unduplicated Student Group(s)	It is important that students in all grade levels have exposure to science content. This exposure helps them learn vocabulary and content knowledge necessary for success on state-mandated tests that include science content. Additionally, it builds their academic knowledge and helps close any access equity gaps, ensuring they have the same access to science curriculum as students in more affluent areas	ELPAC scores and student grades.
1.15	**Action:** Testing Coordinator	It is important to have a staff member who specializes in the various assessments that	Assessment Data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Specialized staff members to manage the scheduling of tests and handle data. **Scope:** Limited to Unduplicated Student Group(s)	students must take and the collection of assessment data. They can generate data reports on student performance from current and previous years, facilitating discussions and brainstorming sessions on how to support students in their academic learning progress.	
1.16	**Action:** Teacher Assistants **Need:** Lower student to staff ratios. **Scope:** Limited to Unduplicated Student Group(s)	Teacher assistants serve as additional staff members both inside and outside of the classrooms, providing students with additional support. Their presence in the classrooms contributes to smaller teacher-to-student ratios and allows students access to multiple staff members. Outside of the classrooms, they serve as additional staff members whom students can confide in for areas of need beyond academic support. This ensures that students have access to multiple support channels.	Assessments and Grades.
1.17	**Action:** Student Schedule Audits **Need:** Ensure students are on track to graduate. **Scope:** Limited to Unduplicated Student Group(s)	The ongoing audits of schedules will ensure that students are enrolled in the necessary courses required for graduation and in courses that align with their areas of interest for college.	High School Completion
1.18	**Action:** Report Card Monitoring **Need:** Ensure students are on track to graduate. **Scope:**	Monitoring student report cards enables school staff to identify students' learning needs and discuss which classes could provide support for them. This ensures that students do not fall behind and are able to pass their classes.	High School Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.1	**Action:** Attendance **Need:** Ensuring students attend school daily. **Scope:** Limited to Unduplicated Student Group(s)	For students to succeed in their academic learning and avoid falling behind, it is crucial that they attend school every day. Therefore, the school needs to emphasize the importance of regular attendance and being on time so that students can fully engage with their learning and stay on track in their classes.	Attendance Trackers and ADA.
2.2	**Action:** Truancy Follow-up **Need:** Decrease number of students who are labeled as truant. **Scope:** Limited to Unduplicated Student Group(s)	To help students maintain good attendance and prevent falling behind in their learning, it's important to monitor and identify students who are becoming chronically truant. Follow-up meetings with families and students should be conducted to discuss the attendance issues, identify underlying reasons, and collaboratively explore strategies to address them. This collaborative approach helps implement measures to ensure students attend school regularly, thereby preventing academic setbacks.	Truancy Tracker/
2.3	**Action:** Attendance Competitions **Need:** Increase student attendance. **Scope:** Limited to Unduplicated Student Group(s)	School-wide attendance competitions can create incentives to encourage students to arrive on time, thus addressing attendance issues and increasing student participation in their learning. This initiative helps prevent students from falling behind in their classes and ensures they remain on track for graduation.	Attendance Trackers.
2.4	**Action:** Classroom Sizes **Need:**	Because the academic gaps and needs vary greatly from student to student, we believe that our students can excel with access to learning environments featuring small class sizes (no larger	Assessments, Grades, and Feedback from students and staff.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Smaller teacher and student ratios. **Scope:** Limited to Unduplicated Student Group(s)	than 30-32 students per class) and additional teacher assistants. With smaller teacher-to-student ratios, such as 15 to 1, students have more personalized and effective learning opportunities and access to teacher support for their academic needs. This allows teachers to effectively identify learning gaps and be creative in addressing them on both an individual and collective basis.	
2.6	**Action:** Character and Social Development **Need:** Supporting our students socially and emotionally as well, not just academically. **Scope:** Limited to Unduplicated Student Group(s)	In order for students to effectively engage in their academic learning, it is essential that their social and emotional needs are also met. This includes addressing any trauma they have experienced, teaching coping skills and stress management strategies, addressing grief and loss, assisting with assimilation into a new country, school, or learning a new language. Additionally, it is crucial that we teach and expose them to skills that help build their character and socialization aspects, enabling them to become active leaders in their communities.	Community Service Hours.
2.7	**Action:** Course Enrollment **Need:** Students are enrolled in the necessary courses. **Scope:** Limited to Unduplicated Student Group(s)	With the various career and college pathways that each student has chosen for themselves, it is important that we not only offer a broad range of courses for students to choose from but also enroll them in classes aligned with their interests. Additionally, we must support them in their courses to ensure they are on track for graduation.	School Completion and Feedback.
2.8	**Action:** AVID **Need:**	With many of our students being the first in their families to attend and complete schooling, it is important to provide them with access to curriculum that teaches the resources and skills necessary to achieve their career and college	Feedback forms and Student College and Career tracker.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Student access to college and career readiness curriculum. **Scope:** Limited to Unduplicated Student Group(s)	goals. Therefore, all students from grades 6 to 12 are enrolled in our AVID program, providing them with the skills and knowledge needed to attain those goals.	
3.1	**Action:** Parent Involvement **Need:** Increase parent and staff collaboration. **Scope:** Limited to Unduplicated Student Group(s)	Parental involvement will facilitate better collaboration with staff, allowing for discussions about budget allocations and ideas for additional supports, and resources to better enhance the learning experience of their children.	Family Attendance at School Events.
3.2	**Action:** Family Committees **Need:** Increase parent and staff collaboration. **Scope:** Limited to Unduplicated Student Group(s)	The participation of families in family committees will help build and increase family involvement in school-sponsored events, their attendance at their children's events, and the sharing of ideas with school staff to create a better learning experience for students.	Family Meeting Attendance.
3.3	**Action:** Parent Engagement **Need:** Increase parent and staff collaboration. **Scope:** Limited to Unduplicated Student Group(s)	Parent engagement will foster increased parental participation in their students' schooling and facilitate the discovery of ways to better support their children. It will also promote more effective collaboration among parents, students, and school staff. This collective effort will support students and establish a robust network where students feel empowered to voice their concerns, needs, or areas requiring support with their learning.	Family Meeting Attendance.
3.4	**Action:** Parent Feedback	In order to provide a great learning environment that addresses student needs and support,	Family Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Increase parent and staff collaboration. **Scope:** Limited to Unduplicated Student Group(s)	feedback from parents is vital. This will allow for increased collaboration between parents and school staff to brainstorm ways to create better learning opportunities. It can provide school staff with valuable feedback on the allocation of resources and monies, areas requiring support for students, and the sharing of ideas.	
4.1	**Action:** Annual Facility Inspection **Need:** Ensure the school facility remains in good repair. **Scope:** Limited to Unduplicated Student Group(s)	The school staff must consistently check that the school facility is in good repair. Should there be any areas of need, they are promptly addressed and corrected to ensure students have a safe learning environment and can fully engage in their academic studies and extracurricular activities.	Inspection Reports.
4.2	**Action:** Annual Fire Inspection **Need:** Ensure the proper installation and working of equipment in the event of a fire **Scope:** Limited to Unduplicated Student Group(s)	Another aspect of maintaining a safe learning environment involves ensuring that the school is equipped with properly functioning equipment in the event of a fire on campus, and that it is connected effectively with the fire department. This ensures that students and staff have a safe learning space and that proper resources are in place in the event of a fire.	Inspection Reports.
4.4	**Action:** School Safety Plan **Need:** Outlined protocols to assist with potential safety risks. **Scope:**	In addition to ensuring the school is safe and clean, it's crucial to have a comprehensive school safety plan in place that addresses potential risks, events, or concerns. This plan should be shared, created, and regularly reviewed by all stakeholders, particularly teachers and students, to ensure they know how to respond in the event of a safety emergency. Conducting drills is	Monthly Drills Data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	essential to provide practice for students and staff on how to react to various emergency scenarios.	
4.5	**Action:** Installation of Security Cameras **Need:** This would allow for the school to provide a safe learning environment. **Scope:** Limited to Unduplicated Student Group(s)	School should be a safe learning space free of violence, ensuring the safety of both students and staff. Therefore, to minimize the risk of dangerous individuals accessing campus, security cameras will provide ongoing surveillance of those entering or attempting to access school grounds. This allows students to engage in their academic learning with the assurance that the school is actively monitoring and working towards maintaining a safe campus environment.	Student, Staff and Family Feedback, as well as incident monitoring.
4.6	**Action:** Installation of Halo Sensors **Need:** Decrease drugs on campus. **Scope:** Limited to Unduplicated Student Group(s)	The school aims to cultivate a learning environment free from distractions, including dangerous ones such as drugs, to allow students to focus on their education. The installation of Halo Sensors would help detect if drugs, including vapes, are brought onto campus and assist staff in removing them from the school. This ensures that students are not exposed to such substances and can fully engage in their learning.	Suspensions
4.7	**Action:** School Safety Renovations **Need:** This would allow for the school to provide a safe learning environment. **Scope:** Limited to Unduplicated Student Group(s)	The school needs to remain in good condition to provide teachers with a safe and clean environment for teaching students. In return, a safe and clean campus allows students to feel protected and provides them with a calm environment conducive to learning.	Inspections and Feedback.

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.

The ongoing collaboration among staff, students, and families determined this. We discussed what's been helpful and aim to maintain the support in place for addressing and providing effective learning environment for students.

Additional Concentration Grant Funding

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

This will help us maintain more individualized support to students by hiring and placing teaching assistants in the classroom to help lower the staff/student ratio and to provide more support inside of the classrooms. This will also provide students access to additional staff support in order to support their academic needs.

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		25 to 1
Staff-to-student ratio of certificated staff providing direct services to students		23 to 1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,801,222	407,076	22.600%	0.000%	22.600%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,986,567.00	$827,162.00	$0.00	$151,839.00	$2,965,568.00	$2,283,474.00	$682,094.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Credentials	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$1,922,031.00	$106,811.00	$1,610,778.00	$329,768.00		$88,296.00	$2,028,842.00	
1	1.2	PD Opportunities	All English Learners Foster Youth Low Income	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	
1	1.3	Teacher Evaluation Plan	All	No Yes	LEA-wide		All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Teacher Quality	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$33,949.00	$8,454.00	$18,172.00		$7,323.00	$33,949.00	
1	1.5	Instructional Materials and Classroom Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.6	Inventory Audit	All English Learners Foster Youth Low Income	No Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$44,326.00	$42,631.00		$0.00	$1,695.00	$44,326.00	
1	1.7	Online Learning Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$62,020.00	$1,134.00	$54,846.00		$6,040.00	$62,020.00	
1	1.8	Computers	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.9	English Language Arts, Math, Science and English Language Development (ELD)	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.10	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.11	Reading	English Learners Foster Youth	Yes	LEA-wide Limited	English Learners Foster Youth	All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		to Unduplicated Student Group(s)	Low Income										
1	**1.12**	Literacy Programs	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$5,011.00		$5,011.00			$5,011.00	
1	**1.13**	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	**1.14**	Science	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$4,150.00				$4,150.00	$4,150.00	
1	**1.15**	Testing Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	**1.16**	Teacher Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$186,821.00	$0.00	$28,861.00	$157,960.00			$186,821.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Student Schedule Audits	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
1	1.18	Report Card Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$26,900.00		$26,900.00			$26,900.00	
2	2.1	Attendance	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$78,896.00	$30,731.00	$109,627.00				$109,627.00	
2	2.2	Truancy Follow-up	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Attendance Competitions	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools									
2	2.4	Classroom Sizes	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	PBIS	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.6**	Character and Social Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$7,500.00	$7,500.00				$7,500.00	
2	**2.7**	Course Enrollment	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
2	**2.8**	AVID	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$7,832.00				$7,832.00	$7,832.00	
3	**3.1**	Parent Involvement	All English Learners Foster Youth	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.2**	Family Committees	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
3	**3.3**	Parent Engagement	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	0
3	**3.4**	Parent Feedback	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Annual Facility Inspection	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$95,726.00	$332,864.00	$167,582.00	$224,505.00		$36,503.00	$428,590.00	
4	4.2	Annual Fire Inspection	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
4	4.3	Communication with Landlords	All	No			All Schools									
4	4.4	School Safety Plan	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
4	4.5	Installation of Security Cameras	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools									
4	4.6	Installation of Halo Sensors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
4	4.7	School Safety Renovations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,801,222	407,076	22.600%	0.000%	22.600%	$1,986,567.00	0.000%	110.290 %	**Total:**	$1,986,567.00
								LEA-wide Total:	$1,701,858.00
								Limited Total:	$1,986,567.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teacher Credentials	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,610,778.00	
1	**1.2**	PD Opportunities	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.3**	Teacher Evaluation Plan	Yes	LEA-wide		All Schools	$0.00	
1	**1.4**	Teacher Quality	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$8,454.00	
1	**1.5**	Instructional Materials and Classroom Curriculum	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	Inventory Audit	Yes	LEA-wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools	$42,631.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
1	1.7	Online Learning Platforms	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,134.00	
1	1.8	Computers	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.9	English Language Arts, Math, Science and English Language Development (ELD)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.10	Supplemental Materials	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.11	Reading	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.12	Literacy Programs	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.13	Math Intervention	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.14	Science	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.15	Testing Coordinator	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.16	Teacher Assistants	Yes	LEA-wide Limited to	English Learners Foster Youth	All Schools	$28,861.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Unduplicated Student Group(s)	Low Income			
1	1.17	Student Schedule Audits	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.18	Report Card Monitoring	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	2.1	Attendance	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$109,627.00	
2	2.2	Truancy Follow-up	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.3	Attendance Competitions	Yes	Limited to Unduplicated Student Group(s)		All Schools		
2	2.4	Classroom Sizes	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.5	PBIS				All Schools		
2	2.6	Character and Social Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$7,500.00	
2	2.7	Course Enrollment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	2.8	AVID	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.1	Parent Involvement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools	$0.00	
3	3.2	Family Committees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	0
3	3.4	Parent Feedback	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.1	Annual Facility Inspection	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$167,582.00	
4	4.2	Annual Fire Inspection	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.3	Communication with Landlords				All Schools		
4	4.4	School Safety Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.5	Installation of Security Cameras	Yes	Limited to Unduplicated Student Group(s)		All Schools		
4	4.6	Installation of Halo Sensors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
4	4.7	School Safety Renovations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,632,221.00	$3,172,522.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Credentials	Yes	$1,734,417.00	2,120,472
1	**1.2**	PD Opportunities	No Yes	$0.00	
1	**1.3**	Teacher Evaluation Plan	No Yes	$0.00	
1	**1.4**	Teacher Quality	Yes	$33,901.00	25,711
1	**1.5**	Instructional Materials and Classroom Curriculum	Yes		
1	**1.6**	Inventory Audit	No Yes	$50,779.00	74,943
1	**1.7**	Online Learning Platforms	Yes	$40,680.00	65,606
1	**1.8**	Computers	Yes	$15,000.00	31,000

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	1.9	English Language Arts, Math, Science and English Language Development (ELD)	Yes		
1	1.10	Supplemental Materials	Yes		
1	1.11	Reading	Yes		
1	1.12	Literacy Programs	Yes	$5,011.00	3,850
1	1.13	Math Intervention	Yes		
1	1.14	Science	Yes	$4,150.00	4,150
1	1.15	Testing Coordinator	Yes		
1	1.16	Teacher Assistants	Yes	$207,973.00	206,262
1	1.17	Student Schedule Audits	Yes		
1	1.18	Report Card Monitoring	Yes	$15,000.00	26,900
2	2.1	Attendance	No Yes	$78,338.00	98,376
2	2.2	Truancy Follow-up	Yes	$0.00	
2	2.3	Attendance Competitions	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
2	**2.4**	Classroom Sizes	Yes	$0.00	
2	**2.5**	PBIS	No		
2	**2.6**	Character and Social Development	Yes	$25,000.00	31,454
2	**2.7**	Course Enrollment	Yes		
2	**2.8**	AVID	Yes	$7,500.00	5,184
3	**3.1**	Parent Involvement	No Yes	$500.00	
3	**3.2**	Family Committees	Yes		
3	**3.3**	Parent Engagement	No Yes	$10,000.00	9,975
3	**3.4**	Parent Feedback	No Yes		
4	**4.1**	Annual Facility Inspection	No Yes	$403,972.00	468,639

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)
4	4.2	Annual Fire Inspection	No Yes		
4	4.3	Communication with Landlords	No		
4	4.4	School Safety Plan	Yes		
4	4.5	Installation of Security Cameras	No Yes		
4	4.6	Installation of Halo Sensors	Yes		
4	4.7	School Safety Renovations	Yes		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
381,761	$1,458,202.00	$2,075,550.00	($617,348.00)	114.009%	113.970%	-0.039%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Credentials	Yes	$1,213,070.00	1,617,115	94.86%	94.86
1	1.2	PD Opportunities	Yes	$0.00			
1	1.3	Teacher Evaluation Plan	Yes	$0.00			
1	1.4	Teacher Quality	Yes	$9,780.00	13,624	.76%	.76
1	1.5	Instructional Materials and Classroom Curriculum	Yes				
1	1.6	Inventory Audit	Yes	$50,779.00	52,012	3.97%	3.97
1	1.7	Online Learning Platforms	Yes	$20,185.00	67,944	1.57%	1.57
1	1.8	Computers	Yes				
1	1.9	English Language Arts, Math, Science and English Language Development (ELD)	Yes				
1	1.10	Supplemental Materials	Yes				
1	1.11	Reading	Yes				
1	1.12	Literacy Programs	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Math Intervention	Yes				
1	1.14	Science	Yes				
1	1.15	Testing Coordinator	Yes				
1	1.16	Teacher Assistants	Yes				
1	1.17	Student Schedule Audits	Yes				
1	1.18	Report Card Monitoring	Yes				
2	2.1	Attendance	Yes	$26,613.00	96,920	2.08%	2.08
2	2.2	Truancy Follow-up	Yes	$0.00			
2	2.3	Attendance Competitions	Yes				
2	2.4	Classroom Sizes	Yes	$0.00			
2	2.6	Character and Social Development	Yes	$15,000.00	20,079	1.17%	1.17
2	2.7	Course Enrollment	Yes				
2	2.8	AVID	Yes				
3	3.1	Parent Involvement	Yes	$500.00		.039%	
3	3.2	Family Committees	Yes				
3	3.3	Parent Engagement	Yes	$0.00		0	
3	3.4	Parent Feedback	Yes				
4	4.1	Annual Facility Inspection	Yes	$122,275.00	207,856	9.56%	9.56
4	4.2	Annual Fire Inspection	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	School Safety Plan	Yes				
4	4.5	Installation of Security Cameras	Yes				
4	4.6	Installation of Halo Sensors	Yes				
4	4.7	School Safety Renovations	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,689,207	381,761	0	22.600%	$2,075,550.00	113.970%	236.841%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024