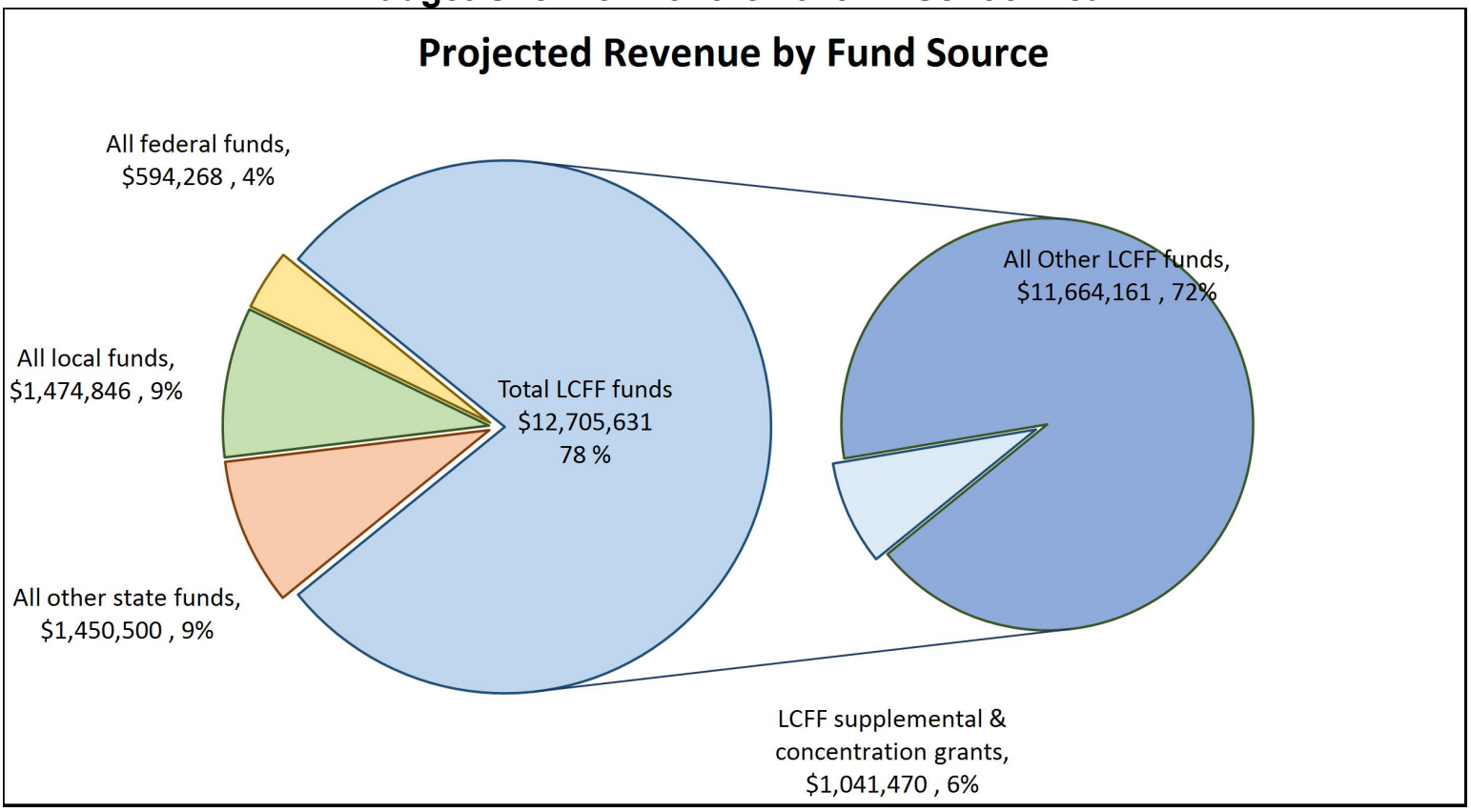
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy
CDS Code: 50-10504-0117457
School Year: 2026-27
LEA contact information:
Thomas Anderson
Superintendent/CEO
t.anderson@greatvalleyacademy.com
209-576-2283

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

## Budget Overview for the 2026-27 School Year

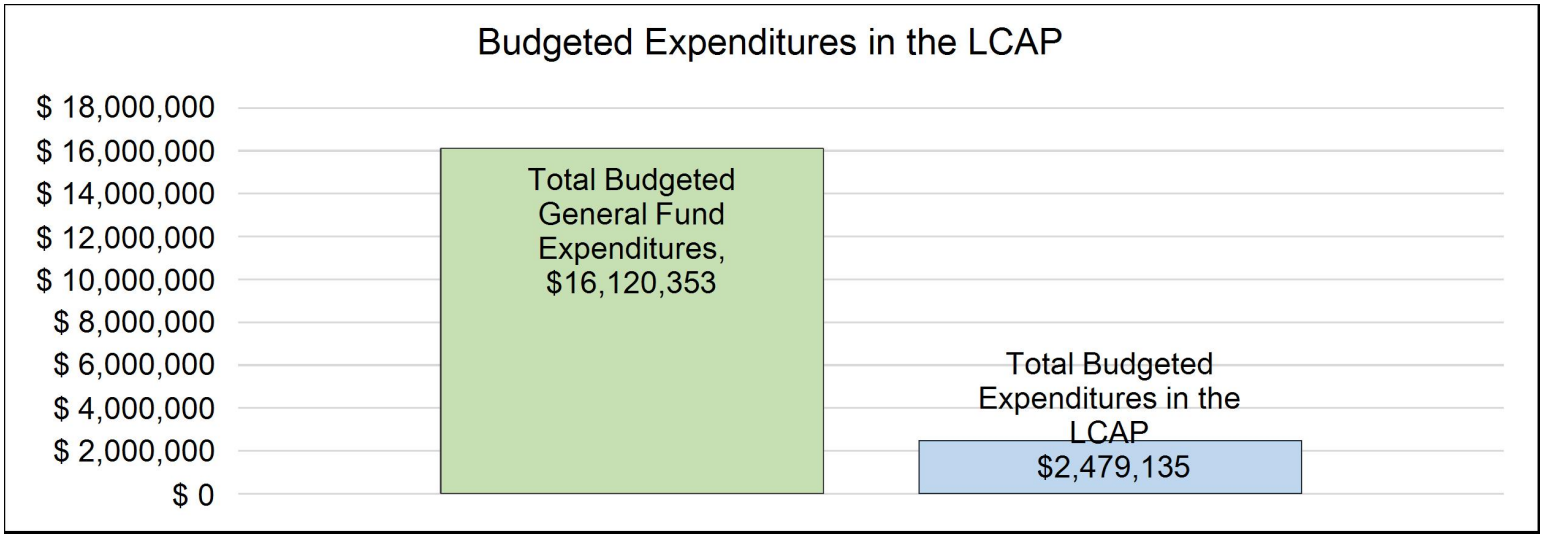



This chart shows the total general purpose revenue Great Valley Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Great Valley Academy is $16,225,245, of which $12,705,631 is Local Control Funding Formula (LCFF), $1,450,500 is other state funds, $1,474,846 is local funds, and $$594,268 is federal funds. Of the $12,705,631 in LCFF Funds, $1,041,470 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 Great Valley Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Great Valley Academy plans to spend $16,120,353 for the 2026-27 school year. Of that amount, $2,479,135 is tied to actions/services in the LCAP and $13,641,218 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

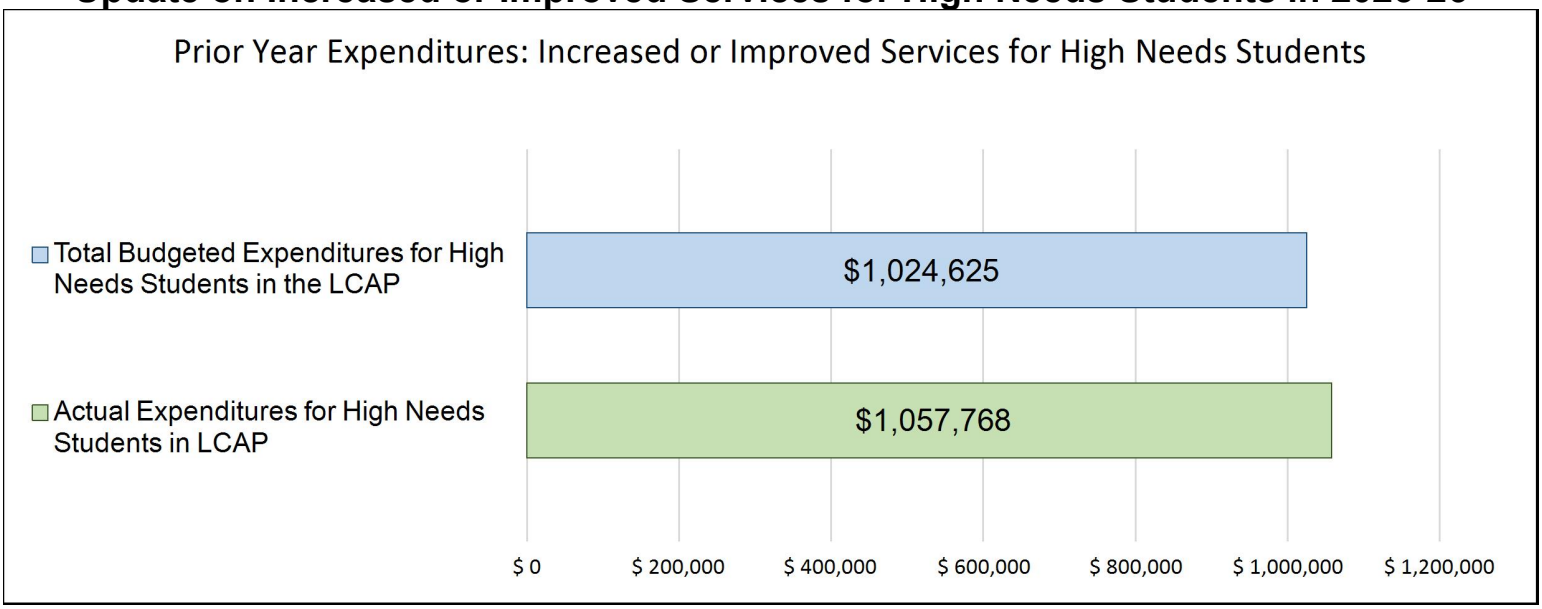
General faculty and staff, technology, nutrition services food expenses, operational expenses.

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

In 2026-27, Great Valley Academy is projecting it will receive $1,041,470 based on the enrollment of Foster Youth, English learner, and low-income students. Great Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP.  Great Valley Academy plans to spend $1,082,250 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2025-26, Great Valley Academy's LCAP budgeted $1,024,625 for planned actions to increase or improve services for high needs students. Great Valley Academy actually spent $1,057,768 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Great Valley Academy | Thomas Anderson<br>Superintendent/CEO | t.anderson@greatvalleyacademy.com<br>209-576-2283 |

# Plan Summary [2026-27]

## General Information

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

Great Valley Academy is an independent, public, tuition-free charter school located in Stanislaus County. Enrollment is approximately 1,000 TK-8 students. GVA is authorized by Stanislaus County Office of Education and located in Sylvan Union School District. GVA student groups include 57% Hispanic/Latino, 10% English Language Learners, 45% socio-economically disadvantaged and 11% students with disabilities. Some of the languages spoken on GVA's campus are Spanish, Farsi, English, Russian and Mandarin. GVA is founded upon the principles of creating a safe, loved and learning school environment. GVA priorities include character development, visual-developmental instruction, mastery learning, innovative educational practices and a uniquely positive school climate. GVA students wear uniforms. 1st through 8th grade students spend two years with the same teacher and class, in a practice called looping. All students receive Spanish, P.E., Music and other 'Specials' from dedicated content specialist teachers. All students have available supports that may include school-based social-emotional/mental health services, academic intervention, special education and related services when appropriate, as well as behavioral supports.

## Reflections: Annual Performance

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

Great Valley Academy prides itself on its character-first focus, belief in the value and uniqueness of every student and respect for diverse and amazing cultural, linguistic and ethnic backgrounds of our students. We believe that by creating and SAFE and LOVED environment, LEARNING come naturally and, of course, so does academic achievement. GVA is consistently on pace or ahead of its neighboring districts in these areas. The 2024-27 LCAP included a number of new efforts, based on data analysis and educational partner feedback, aimed at

supporting students in demonstrating growth in all areas. Academically, this year GVA saw growth of 8% points in ELA, while Math dipped 12%. Scores for English Learners increased by almost 25%. As a result, we've re-doubled strategic efforts to support quality staff and instruction. Furthermore, local data, ed partner feedback and a review of national statistics indicate the need to focus on making our campus the SAFE place we believe it has been. This means improving student behavior, further implementing restorative practices and leveraging the skills and talents of staff we have and of new professionals joining GVA for the first time. All of these initiatives will be continued into the following school year, as we are adding additional social-emotional-behavioral staff and special education providers. GVA prides itself on being a close-knit school community and a focus this year on enhancing connection on our campuses and in our school-family relationships has reinforced GVA's mission of creating safe, LOVED, learning environments.

# Reflections: Technical Assistance

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

GVA worked in concert with members of the Tulare County Office of Education's differentiated assistance team during the 2023-24 and 2024-25 school years. The focus of this work was to analyze dashboard, as well as other, local data to determine areas for deeper work. Much of this work was focused on culture and climate, positive discipline, systems of student support and opportunities to address the root cause of our work around student discipline in a proactive and positive manner. Understanding the suspension rates for students with special needs, as well as the details around ethnicity-based disparities in suspension have been essential elements of plans made to rectify these inequities. Systematizing the early use of restorative practices to intervene based on data trends is helping GVA improve outcomes for students with more chances to have healthy interactions with adults and peers. GVA exited the differentiated assistance process for 2025-26, but will not lose focus on the practices that led us out and will continue to closely monitor, adapt and adjust to maintain GVA's unique school culture.

# 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.

Great Valley Academy Modesto

## *Support for Identified Schools*

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

GVA worked with Tulare COE as a support provider using an Improvement Science protocol to analyze relevant data, determine root cause(s) and develop an action plan, which led us out of differentiated assistance for the 2025-26 school year.

## *Monitoring and Evaluating Effectiveness*

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

Appropriate LEA staff and administration are members of the Team assigned this work.

# 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 |
|---|---|
| Administrators & Principals | Strategy Meetings, Data Analysis and Planning |
| Teachers & Staff | Survey & Staff Meetings / Collaboratives |
| Parents | Survey & Parent Meetings |
| Students | Survey |
| Public | Public Hearing |

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

GVA utilizes survey results extensively to shape the goals of the LCAP. These surveys provide a comprehensive analysis of GVA and meeting the needs of students, parents and staff. Additionally, ELAC and parent meetings are used to provide updates on the NEXT3/LCAP and to solicit input. As an example, student behaviors and mental health supports remained a focused initiative for the 2025-26 school year based on parent and staff input. Therefore, we are added staff and programs through the NEXT3/LCAP to help address this ongoing need. We will do so strategically again in 2026-27, specifically focused on behavior support, inclusive practices and administrative support to school sites.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Great Valley Academy (GVA) will create and maintain a physically, emotionally and intellectually SAFE learning environment for all students and staff. Through a comprehensive plan to enhance Multi-Tiered Systems of Support (MTSS) at GVA and an effective facilities maintenance and improvement plan, GVA will enhance its culture and climate, resulting in greater academic and social outcomes for students. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Input from GVA's educational partners and analysis of local, state and national data indicates that the highest priority currently at Great Valley Academy is enhancing and maintaining an environment conducive to learning by fostering a sense of physical, emotional and intellectual safety. School climate, as well as the facilities, maintenance and improvement of physical space contribute to a safe space for learning.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Percentage of GVA instructional and support staff trained in Conscious Discipline | <1% of staff more than minimally trained | 95% of all staff trained in Conscious Discipline strategies. | 95% of all staff trained in Conscious Discipline strategies. | >85% of staff fully trained | +95% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.2 | Percentage of initial IEPs that result from SST process | no baseline data | 98% of initial IEP's resulted from the SST process. | 98% of initial IEP's resulted from the SST process. | >90% of initial GVA IEPs are results of a complete SST process | n/a |
| 1.3 | Teachers favorably reporting a SAFE feeling at work | 2023-24 43% responded favorably | 93% of all teachers feel safe at work. | 94% of all teachers feel safe at work | >75% respond favorably to feeling SAFE at work | +50% |
| 1.4 | Parents and teachers responding favorably when asked if the school has appropriate supports for students who need extra help | no baseline data | 61% of teachers and parents responded that GVA has the appropriate supports in place for students who need extra help. | 63% | >85% of parents and teachers respond favorably | n/a |
| 1.5 | IEPs meet statutory timelines and requirements, based on required state reporting | <97% of GVA's IEPs meet statutory timelines and requirements currently | 99% of IEP's meet statutory timelines and requirements. | 99% of IEP's meet statutory timelines and requirements. | 100% of GVA's IEPs meet statutory timelines and requirements | +2% |
| 1.6 | Parents' favorable responses to the availability and accessibility of social-emotional supports for their children | 69.5% of parents reported satisfaction with the GVA school-based mental health services their child received | 75% of parents responded that students have availability and access to social-emotional supports. | 74% | 90% respond favorably | +5.5% |
| 1.7 | Progress on goals from student behavior intervention plans (BIPs) | no baseline data | 57% of students show progress towards their BIP's. | 69% | 95% of students will demonstrate progress on goals | n/a |
| 1.8 | ELPAC | 3-year average of 79% | 46% of our current multilingual learners are making progress | 89% of our current multilingual learners are making progress | >85% of multilingual learners make progress towards | +10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | towards EL proficiency. | towards EL proficiency. | EL proficiency as demonstrated on the ELPAC | |
| 1.9 | Annual Williams inspection rating | Good / Exemplary | GVA received Exemplary on the annual Williams report. | GVA received Exemplary on the annual Williams report. | Receive Exemplary status on annual Williams inspection | 0 |
| 1.10 | Student access to online instructional materials | 1:1 student to device ratio | All students have 1:1 device access in the classroom. | All students have 1:1 device access in the classroom. | 1:1 student to device ratio | 0 |
| 1.11 | Student annual suspension rate | 2% suspension rate | 2.9% suspension rate | 2.7% suspension rate | <3% suspension rate | +0.9% |
| 1.12 | CA School Dashboard subgroup indicator(s) | 2 subgroups in Red | 0 | 1 | Zero subgroups in Red for suspension on CA Dashboard | 1 less subgroup |
| 1.13 | Students report favorably regarding the support of GVA's Character Coach | no baseline data | 93% of students report favorably towards the Character Coach. | 100% | <90% of students receiving Character Coach support respond favorably when asked whether it helped | n/a |
| 1.14 | General Education teachers receiving consultation from Inclusion Specialist respond favorably about the support provided | no baseline data | 88% of general education teachers respond favorable to the support provided by the Inclusion Specialist. | 83% | <85% of teachers receiving consultation from Inclusion Specialist respond favorably about the support | n/a |

# Goal Analysis [2025-26]

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

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

In year 2 of implementation of the NEXT3/LCAP, we continue to evaluate the goals and actions. We are exceeding our baseline and expectations in many actions. Progress is continuously being made towards all goals and actions. There were no adjusted metrics in the 2025-26 LCAP update. However, considering the state of student behavior in recent years and even with a focus on behavior support and restorative strategies, including alternatives to suspension, the goal of a less than 1% suspension rate does not seem attainable or realistic in the near future. Therefore, the goal is being revised to less than 3%.

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

No material differences.

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

Added behavior support staff and increased alternative options for suspension / restorative practices have had a noticeable impact on school environment. However, as behavior issues have increased, not just at GVA, but nationally, suspension rates and staff/parent satisfaction levels are still not at a level we would like to see. Our Character Coach, Inclusion Specialist and social-emotional support staff have been particularly 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.

The increase in mental health and behavioral staff in 2025-26 and again in 2026-27.

**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** | Conscious Discipline | Great Valley Academy will fully implement Conscious Discipline as a social-emotional learning framework and behavior management tool. This will include on-site and off-site training, CDAT(Leadership) Team, Admin Team, technical assistance, online staff development, tools and resources | $20,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | over three years, as well a a focus on long-term sustainability and internal capacity building. | | |
| **1.2** | Pathways to Support | Great Valley Academy will create, disseminate, regularly update and provide ongoing training on the appropriate paths to the various forms of available support at GVA. | $80,000.00 | No |
| **1.3** | Positive Discipline Framework | A comprehensive discipline framework will be compiled and shared with staff, parents and students, establishing a consistent understanding of school expectations, reinforcement protocols, restorative opportunities and consequences. | $64,000.00 | No |
| **1.4** | Intervention Teachers/Staff | GVA will employ teachers and instructional aides/paraprofessionals to support students identified using Pathways to Support (MTSS/SSP)) for extra academic and social needs. | $310,000.00 | Yes |
| **1.5** | Special Education Teachers/Staff | GVA will employ certified Special Education teachers, service providers and instructional aides/paraprofessionals to meet the needs of students identified in Individual Education Plans (IEPs). | $500,000.00 | No |
| **1.6** | Mental Health Staff | GVA will employ certified providers of school-based mental health services to support the social-emotional support program and student mental health needs at school, as well as act as a resource for staff and parents in this area. | $140,000.00 | Yes |
| **1.7** | Behavior Staff | GVA will staff a Board Certified Behavior Analyst (BCBA) and one or more Behavior Technicians to develop and implement behavior goals and intervention plans for identified students and act as a support and resource for staff and parents. | $140,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Multi-lingual Learner Staff and Resources | GVA will provide a Multi-lingual Specialist and other appropriate support staff and resources to support English Language Learners academically and socially. | $69,000.00 | Yes |
| **1.9** | Facilities Staff | GVA facilities and maintenance staff will maintain, improve and enhance school campuses and offices to provide a safe and inviting learning environment. | $268,000.00 | No |
| **1.10** | I.T. Staff and Resources | I.T. staff will maintain and update educational instructional technology and infrastructure, support staff and student access and use of said technology. | $74,000.00 | No |
| **1.11** | Additional Admin Support | GVA will provide additional site-based administrative support to enhance school climate and further support staff and students. | $160,000.00 | Yes |
| **1.12** | Continuation of the data review, monitoring and best practices learned during participation in CSI and ATSI support | GVA collaborated with Tulare COE to analyze discipline data, specifically suspension-related data in an effort to reduce overall suspensions, as well as suspensions of of targeted groups. While suspension rates have already fallen, GVA is committed to continuing the work in this area, particularly by supporting behavioral and mental health needs of students and further integrating restorative practices in our daily work. | $0.00 | No |
| **1.13** | Character Education and Support | GVA will employ a Character Coach to support at-risk and high-need students in the area of school safety, positive behavior and restorative . Additionally GVA will staff a connecting room appropriately to facilitate restorative practices and pre-referral intervention. | $135,000.00 | Yes |
| **1.14** | Inclusion Support staff | GVA will employ an Inclusion Specialist and support staff to develop and implement/support students needs in the General Education classroom and campus. | $90,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Great Valley Academy will establish and/or enhance a LOVING school environment where all students and staff experience connection through healthy, positive relationships within the GVA community. Through a shared leadership model, Parents as Partners program, reciprocal communication and regular feedback loops, GVA will embrace relationship-based learning and positive school connection. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to align with GVA's founding principal of providing a loving environment for teachers, staff, students, and parents.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | GVA policy and/or standard practice additions/revisions based on committee recommendation | no baseline data | Safety: Site Safety Plans<br>Health & Wellness: Health & Wellness Policy | Safety: Site Safety Plans | GVA committees will make at least one accepted policy and/or standard practice recommendation annually | n/a |
| 2.2 | Parents as Partners effectiveness and impact | Parents as Partners meets semi-regularly | Meetings held every other month | Meetings held every other month | Parents as Partners will meet monthly and | consistent monthly meetings |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | provide input on NEXT3 adjustments | |
| 2.3 | Effective use of Panorama Platform to document and monitor Intervention/Support plans | Various Intervention Plans are not part of a cohesive platform | Introduced to Interventionists but not being universally used at this time. Will be a requirement for staff to use. | Intervention teachers use Panorama to create Tier III intervention plans for students assigned to RTI after an SST meeting. Admin utilize the platform to develop Tier III Intervention Plans, but the use is not yet uniform. | All students receiving formal social-emotional, behavioral and academic intervention will have 'Intervention Plans/Goals' in the Panorama platform | continued growth and implementation |
| 2.4 | Connection through Family Meeting Nights | 2023-24 (3) Family Meeting Nights | 2 Family Meetings - Online Safety and Conscious Discipline | Family Meeting Nights place don hold for 2025-26. Will be revisited for 2026-27 with increased engagement efforts. | Minimum of 3 Family Meeting nights annually | -3 |
| 2.5 | BeGLAD strategy demonstration | 2023-24 was the initial training year for BeGLAD at GVA | 100% of teachers are utilizing zero noise strategy | Teachers have been using the Cognitive Content Dictionary with their grade-level vocabulary. Teachers also use the 7 hip-pocket tools for integrated ELD as they teach content, such as | All teachers will demonstrate BeGLAD strategies during instructional walks/performance evaluations | n/a |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | color-coding and visuals. | | |
| 2.6 | Anti-bullying infused SEL workshops | no baseline data kept currently | Social Emotional Learning Facilitator (SELF) provides targeted anti-bullying curriculum/focus to identified students in group sessions | Social Emotional Learning Facilitator (SELF) provides targeted anti-bullying curriculum/focus to identified students in group sessions | Anti-bullying focus demonstrated during identified SEL student workshops | n/a |
| 2.7 | Availability of nutrition program resources to students | 100% available currently | Breakfast and lunch provided to all students. | Breakfast and lunch provided to all students. Vendor change has resulted in greater positive feedback regarding quality of food. | Breakfast and lunch available to all GVA students | + progress |
| 2.8 | Accessibility of Caresolace resources to GVA families | 0% access currently | 37 open cases and 1,533 communications facilitated by Caresolace. Estimate that at least 5% of families are currently using Caresolace. | 68 cases currently, 2946 communications facilitated by Caresolace (years 2024-2026). Estimate that at least 9% of families are currently using Caresolace. | 10% of GVA families access Caresolace supports | +9% |

# Goal Analysis [2025-26]

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

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

In year 2 of implementation of the NEXT3/LCAP, we continue to evaluate the goals and actions. We are exceeding our baseline and expectations in many actions. Progress is continuously being made towards all goals and actions with no expected changes for the 2026-27 school year.

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

No material differences.

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

The continued administration and implementation of loving practices to benefit our educational partners has provided significant increase towards engagement of our educational partners in the day to day GVA activities, initiatives and policies.

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 for 2026-27.

**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** | GVA Committee System | GVA will facilitate Collaborative Committees to reinforce shared leadership and open communication. At a minimum, committees will include Character/Conscious Discipline, Curriculum, DEI, Connection, Safety, Wellness and others as appropriate. | $10,000.00 | No |
| **2.2** | Parents as Partners | GVA will support and help facilitate a parent advisory group known as Parents as Partners. This group was re-established more effectively and cohesively following the pandemic in the 2023-24 school year. GVA will | $500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | continue to engage this group in communication efforts, campus climate work and shared decision-making. | | |
| **2.3** | Panorama | The Panorama platform will be used to gather educational partner input on important topics throughout the year, including annual school climate surveys and to develop Support (Intervention) Plans for high-need and at-risk students. These plans and the actions included will be monitored for effectiveness using the data-warehousing capabilities of the platform as well. | $9,500.00 | Yes |
| **2.4** | Family Meetings and Activities | GVA will work with Parents as Partners to host and facilitate family nights, culminating events, campus events, field trips, etc. to increase family connectedness to school. There will be resources, including food, refreshments, speakers, trainers, etc. | $3,200.00 | No |
| **2.5** | BeGLAD Resources/PD | Professional development in the area of language acquisition and literacy, employing Project GLAD® (Guided Language Acquisition Design) model and strategies will be provided to teachers and staff. | $0.00 | Yes |
| **2.6** | SEL Staff/Resources | Provide students with trained staff to support needs in the areas of social skills, peer and adult relationships, and self-regulation with an infused Anti-Bullying component and specific protocol to acquire support in this area. | $40,000.00 | No |
| **2.7** | On-Site School Nutrition Program | Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs | $115,000.00 | No |
| **2.8** | Caresolace MH Connection | Caresolace expands on existing school support structures and helps bridge the gap to available community providers for needs that exceed the scope of school-based services. | $3,750.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Great Valley Academy will focus on LEARNING by engaging all students and staff in meaningful, relevant instruction and experiences. Employing and supporting a highly qualified and dedicated staff, as well as using a combination of established and innovative methods/tools will keep instruction fresh, exciting, progressive and pertinent, resulting in greater student outcomes. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to align with GVA's founding principle of providing a learning environment for teachers, staff, and students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | PD Cohort participation | no baseline data | 100% Teachers participated in year 1 | 100% Teachers participated in year 2 | All GVA teachers will participate in one or more PD cohort | n/a |
| 3.2 | Core curriculum alignment | 60% aligned | 70% aligned - additional alignment for 25-26 | 85% aligned - additional alignment for 26-27 | 90% of core curriculum will be aligned between sites | +25% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | Favorable staff responses regarding instructional coaching support | no baseline data | 98.5% of teachers report favorable of the instructional coaching support. | 93% | >95% of surveyed staff will respond favorably to support provided by instructional coach(es) | n/a |
| 3.4 | Progress of teachers in Induction program | 85% | 100% of participants have passed the induction program. | 100% of participants have passed the induction program. | 100% of new teachers will progress appropriate through Induction | +15% |
| 3.5 | Staff participation in GVA personal and professional growth process | no baseline data | 100% of staff were evaluated and growth determined | 100% of staff were evaluated | 100% of staff will participate in GVA personal and professional growth process | n/a |
| 3.6 | NWEA MAP Assessment results | see year 1 Outcome for baseline | Math: 44%<br>Reading: 47% | Math 44%<br>Reading 54% | 52% of assessed GVA students will show expected growth or better. GVA will meet or exceed the 52% in MAP Achievement, organization-wide | 0 Math, +7% ELA |

# Goal Analysis [2025-26]

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

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

In year 2 of implementation of the NEXT3/LCAP, we continue to evaluate the goals and actions. We are exceeding our baseline and expectations in many actions. Progress is continuously being made towards all goals and actions with no identified changes for the 2026-27 school year.

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

No material differences.

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

Ongoing learning is critical for our students but also for the professional development of our staff to enhance instructional practices, classroom management tools, and overall growth as a teacher. With 100% of our teachers participating in professional development cohorts, we expect to see continued teaching growth in 2026-27. NWEA MAP growth indicators provide an applicable achievement measure, in line with verified data for charter schools.

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 planned.

**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** | Professional Development | Cohorts and PEERfessional Development - Create and refine a system of internal staff development that both leverages staff expertise and empowers new learning and mentorship. | $25,000.00 | Yes |
| **3.2** | Campus Curriculum and Instruction Alignment | Review current and consider new curriculum in a systematic approach aimed at aligning GVA campuses over time and prioritizing proven and approved CCSS-aligned curricular tools and instructional practices. | $0.00 | |
| **3.3** | Instructional Coaches | Instructional coaches will support school staff with teaching strategies through co-planning and co-teaching, as well as professional development and growth. They will help staff analyze data and make decisions around it. Staff will benefit from their mentorship and support. | $150,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.4** | New Teacher support system | Induction is a two-year job-embedded individualized training program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching. | $60,000.00 | No |
| **3.5** | Professional and Personal Growth Plans | As an evaluation and support tool, all levels of GVA staff will participate in a process of planning and monitoring their own growth. | $2,910.00 | No |
| **3.6** | NWEA MAP assessment | This required verified data source will show increases in student academic achievement and be used in instructional planning. | $9,275.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

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 [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,041,417.00 | $ |

**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 |
|---|---|---|---|
| 9.264% | 0.000% | $0.00 | 9.264% |

**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 |
|---|---|---|---|
| **1.4** | **Action:**<br>Intervention Teachers/Staff<br><br>**Need:**<br>Delays in academic and social skills<br><br>**Scope:**<br>LEA-wide | Intervention staff will develop plans and implement supports for students in need | >85% of parents and teachers respond favorably that GVA has appropriate supports for students who need extra help |

| 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 |
|---|---|---|---|
| **1.6** | **Action:**<br>Mental Health Staff<br><br>**Need:**<br>social-emotional/behavioral and mental health concerns<br><br>**Scope:**<br>LEA-wide | Mental Health staff will provide counseling and staff/parent collaboration, consultation | >90% of polled parents respond favorably to regarding the availability and accessibility of social-emotional supports |
| **1.7** | **Action:**<br>Behavior Staff<br><br>**Need:**<br>behavioral support needs<br><br>**Scope:**<br>LEA-wide | Certified behavioral staff will develop and implement plans to support positive school behavior as well as consult with staff and parents | 95% of students will demonstrate progress on behavior goals |
| **1.11** | **Action:**<br>Additional Admin Support<br><br>**Need:**<br>Additional administrative support to address unique needs of low-income and Foster Youth<br><br>**Scope:**<br>LEA-wide | Additional administrative staff will proactively develop relationships with students that benefit from positive adult contact and support, as well as communicate with parents, support behavior plans, implement restorative practices and provide active campus supervision | <3% annual suspension rate |
| **1.13** | **Action:**<br>Character Education and Support<br><br>**Need:** | The character coach will proactively identify, based on data and staff referral, students in need of a connection and mentoring prior to entering the discipline process. Feedback on the issue and | >90% students receiving support from Character Coach respond favorably regarding relationship |

| 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 |
|---|---|---|---|
| | GVA has identified the need to provide targeted support to students struggling to meet school-based behavioral expectations and make positive school connections with adults<br><br>**Scope:**<br>LEA-wide | school information supports this need across grade levels throughout the single-school LEA. | |
| **1.14** | **Action:**<br>Inclusion Support staff<br><br>**Need:**<br>Inclusion support needs<br><br>**Scope:**<br>LEA-wide | Certified inclusion staff will develop and implement plans to support student needs | >85% of teachers receiving consultation from Inclusion Specialist respond favorably regarding support |
| **2.3** | **Action:**<br>Panorama<br><br>**Need:**<br>Academic, social-behavioral and other student deficit areas impacting progress<br><br>**Scope:**<br>LEA-wide | This platform allows for collaborative intervention plan design and data/progress monitoring | All students receiving formal social-emotional, behavioral and academic intervention will have Intervention Plans/Goals in the Panorama platform |
| **2.5** | **Action:**<br>BeGLAD Resources/PD<br><br>**Need:**<br>Enhanced instruction in language acquisition and literacy | Guided literacy language acquisition has proven to improve student outcomes | All teachers will demonstrate BeGLAD strategies during instructional walks/performance evaluations |

| 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:**<br>LEA-wide | | |
| **2.8** | **Action:**<br>Caresolace MH Connection<br><br>**Need:**<br>Mental Health Support Service<br><br>**Scope:**<br>LEA-wide | Provides wraparound supports for students and family | 10% of GVA families access Caresolace services |
| **3.1** | **Action:**<br>Professional Development<br><br>**Need:**<br>Training teachers to better serve UPC students<br><br>**Scope:**<br>LEA-wide | Specialized training to help identify the needs of UPC students | All GVA teachers will participate in one or more PD cohorts annually |

## *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 |
|---|---|---|---|
| **1.8** | **Action:**<br>Multi-lingual Learner Staff and Resources | The Multi-lingual Specialist will assess, intervene and monitor English learners and provide support | >85% of multilingual learners make progress towards EL proficiency as |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Multi-lingual Learners have been identified as needing additional support to gain English language proficiency, as well as academic and social supports to progress with their peers<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | to staff to meet the students needs across the single-school LEA | demonstrated on the ELPAC |

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.

In Action 1.8, focused on supporting multi-lingual learners, GVA took into account the estimated cost of necessary staff to implement these services which comprised 7% of the total planned contributing expenditures.

## Additional Concentration Grant Funding

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

n/a

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $11,241,548.00 | $1,041,417.00 | 9.264% | 0.000% | 9.264% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,479,135.00 | $0.00 | $0.00 | $0.00 | $2,479,135.00 | $2,343,000.00 | $136,135.00 |

| 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 | Conscious Discipline | All | No | | | All Schools | 3 year comprehensive implementation and ongoing support | $0.00 | $20,000.00 | $20,000.00 | $0.00 | $0.00 | $0.00 | $20,000.00 | |
| 1 | 1.2 | Pathways to Support | All | No | | | All Schools | 2024-25 development and ongoing updates/training | $80,000.00 | $0.00 | $80,000.00 | $0.00 | $0.00 | $0.00 | $80,000.00 | |
| 1 | 1.3 | Positive Discipline Framework | All | No | | | All Schools | 2024-25 development/implementation, ongoing updates/training | $64,000.00 | $0.00 | $64,000.00 | $0.00 | $0.00 | $0.00 | $64,000.00 | |
| 1 | 1.4 | Intervention Teachers/Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | $310,000.00 | $0.00 | $310,000.00 | $0.00 | $0.00 | $0.00 | $310,000.00 | 28.63 |
| 1 | 1.5 | Special Education Teachers/Staff | Students with Disabilities | No | | | All Schools | ongoing | $500,000.00 | $0.00 | $500,000.00 | $0.00 | $0.00 | $0.00 | $500,000.00 | |
| 1 | 1.6 | Mental Health Staff | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | continued and ongoing | $140,000.00 | $0.00 | $140,000.00 | $0.00 | $0.00 | $0.00 | $140,000.00 | 12.94 |
| 1 | 1.7 | Behavior Staff | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | | continue and ongoing | $140,000.00 | $0.00 | $140,000.00 | $0.00 | $0.00 | $0.00 | $140,000.00 | 12.94 |
| 1 | 1.8 | Multi-lingual Learner Staff and Resources | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | continue and ongoing | $67,000.00 | $2,000.00 | $69,000.00 | $0.00 | $0.00 | $0.00 | $69,000.00 | 6.38 |
| 1 | 1.9 | Facilities Staff | All | No | | | All Schools | continue and ongoing | $268,000.00 | $0.00 | $268,000.00 | $0.00 | $0.00 | $0.00 | $268,000.00 | |

| 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 | 1.10 | I.T. Staff and Resources | All | No | | | All Schools | continue and ongoing | $74,000.00 | $0.00 | $74,000.00 | $0.00 | $0.00 | $0.00 | $74,000.00 | |
| 1 | 1.11 | Additional Admin Support | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | continue and ongoing | $160,000.00 | $0.00 | $160,000.00 | $0.00 | $0.00 | $0.00 | $160,000.00 | 14.78 |
| 1 | 1.12 | Continuation of the data review, monitoring and best practices learned during participation in CSI and ATSI support | Students with Disabilities | No | | | All Schools | Begin work at the end of the 2023-24 school year (when identified for assistance) and continue through the 2024-25 school year and beyond | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0 |
| 1 | 1.13 | Character Education and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Coach will be hired to begin the 2024-25 school year and will be ongoing based on resulting data. Connecting room staff is ongoing. | $135,000.00 | $0.00 | $135,000.00 | $0.00 | $0.00 | $0.00 | $135,000.00 | 12.47 |
| 1 | 1.14 | Inclusion Support staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | Begin action in the 2024-25 school year and ongoing | $90,000.00 | $0.00 | $90,000.00 | $0.00 | $0.00 | $0.00 | $90,000.00 | 8.32 |
| 2 | 2.1 | GVA Committee System | All | No | | | All Schools | Continue from 2023-24 school year and ongoing | $10,000.00 | $0.00 | $10,000.00 | $0.00 | $0.00 | $0.00 | $10,000.00 | |
| 2 | 2.2 | Parents as Partners | All | No | | | All Schools | Re-established in 2023-24 and ongoing | $0.00 | $500.00 | $500.00 | $0.00 | $0.00 | $0.00 | $500.00 | |
| 2 | 2.3 | Panorama | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-25 and ongoing based on results | $0.00 | $9,500.00 | $9,500.00 | $0.00 | $0.00 | $0.00 | $9,500.00 | 0.88 |
| 2 | 2.4 | Family Meetings and Activities | All | No | | | All Schools | ongoing | $0.00 | $3,200.00 | $3,200.00 | $0.00 | $0.00 | $0.00 | $3,200.00 | |
| 2 | 2.5 | BeGLAD Resources/PD | English Learners | Yes | LEA-wide | English Learners | All Schools | Began in 2023-24 school year and continued as appropriate based on results | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.6 | SEL Staff/Resources | All | No | | | All Schools | ongoing | $40,000.00 | $0.00 | $40,000.00 | $0.00 | $0.00 | $0.00 | $40,000.00 | |
| 2 | 2.7 | On-Site School Nutrition Program | All | No | | | All Schools | ongoing | $115,000.00 | $0.00 | $115,000.00 | $0.00 | $0.00 | $0.00 | $115,000.00 | |
| 2 | 2.8 | Caresolace MH Connection | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | Begins in the 2024-25 school year and ongoing | $0.00 | $3,750.00 | $3,750.00 | $0.00 | $0.00 | $0.00 | $3,750.00 | 0.35 |
| 3 | 3.1 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | $0.00 | $25,000.00 | $25,000.00 | $0.00 | $0.00 | $0.00 | $25,000.00 | 2.31 |
| 3 | 3.2 | Campus Curriculum and Instruction Alignment | | | | | | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.3 | Instructional Coaches | All | No | | | All Schools | Began in 2023-24 and ongoing | $150,000.00 | $0.00 | $150,000.00 | $0.00 | $0.00 | $0.00 | $150,000.00 | |
| 3 | 3.4 | New Teacher support system | All | No | | | All Schools | ongoing | $0.00 | $60,000.00 | $60,000.00 | $0.00 | $0.00 | $0.00 | $60,000.00 | |
| 3 | 3.5 | Professional and Personal Growth Plans | All | No | | | All Schools | ongoing | $0.00 | $2,910.00 | $2,910.00 | $0.00 | $0.00 | $0.00 | $2,910.00 | |
| 3 | 3.6 | NWEA MAP assessment | All | No | | | All Schools | ongoing | $0.00 | $9,275.00 | $9,275.00 | $0.00 | $0.00 | $0.00 | $9,275.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $11,241,548.00 | $1,041,417.00 | 9.264% | 0.000% | 9.264% | $1,082,250.00 | 100.000% | 109.627 % | **Total:** | $1,082,250.00 |
| | | | | | | | | **LEA-wide Total:** | $1,013,250.00 |
| | | | | | | | | **Limited Total:** | $69,000.00 |
| | | | | | | | | **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 | 1.4 | Intervention Teachers/Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $310,000.00 | 28.63 |
| 1 | 1.6 | Mental Health Staff | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $140,000.00 | 12.94 |
| 1 | 1.7 | Behavior Staff | Yes | LEA-wide | Foster Youth<br>Low Income | | $140,000.00 | 12.94 |
| 1 | 1.8 | Multi-lingual Learner Staff and Resources | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $69,000.00 | 6.38 |
| 1 | 1.11 | Additional Admin Support | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $160,000.00 | 14.78 |
| 1 | 1.12 | Continuation of the data review, monitoring and best practices learned during participation in CSI and ATSI support | | | | All Schools | $0.00 | 0 |
| 1 | 1.13 | Character Education and Support | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $135,000.00 | 12.47 |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.14 | Inclusion Support staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $90,000.00 | 8.32 |
| 2 | 2.3 | Panorama | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $9,500.00 | 0.88 |
| 2 | 2.5 | BeGLAD Resources/PD | Yes | LEA-wide | English Learners | All Schools | $0.00 | 0.00 |
| 2 | 2.8 | Caresolace MH Connection | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $3,750.00 | 0.35 |
| 3 | 3.1 | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $25,000.00 | 2.31 |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,339,485.00 | $2,449,123.94 |

| 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** | Conscious Discipline | No | $29,250.00 | $19,461.67 |
| **1** | **1.2** | Pathways to Support | No | $75,000.00 | $78,906.22 |
| **1** | **1.3** | Positive Discipline Framework | No | $55,000.00 | $62,018.20 |
| **1** | **1.4** | Intervention Teachers/Staff | Yes | $280,000.00 | $306,485.21 |
| **1** | **1.5** | Special Education Teachers/Staff | No | $450,000.00 | $492,957.93 |
| **1** | **1.6** | Mental Health Staff | Yes | $155,000.00 | $137,533.95 |
| **1** | **1.7** | Behavior Staff | Yes | $120,000.00 | $137,985.50 |
| **1** | **1.8** | Multi-lingual Learner Staff and Resources | Yes | $66,500.00 | $67,897.18 |
| **1** | **1.9** | Facilities Staff | No | $255,000.00 | $265,315.07 |
| **1** | **1.10** | I.T. Staff and Resources | No | $70,000.00 | $72,531.26 |
| **1** | **1.11** | Additional Admin Support | Yes | $135,000.00 | $159,466.81 |

| 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 | 1.12 | Continuation of the data review, monitoring and best practices learned during participation in CSI and ATSI support | No | $0.00 | $0.00 |
| 1 | 1.13 | Character Education and Support | Yes | $155,000.00 | $129,934.16 |
| 1 | 1.14 | Inclusion Support staff | Yes | $80,000.00 | $82,362.69 |
| 2 | 2.1 | GVA Committee System | No | $10,000.00 | $10,000.00 |
| 2 | 2.2 | Parents as Partners | No | $500.00 | $500.40 |
| 2 | 2.3 | Panorama | Yes | $9,375.00 | $9,500.00 |
| 2 | 2.4 | Family Meetings and Activities | No | $3,200.00 | $3,645.49 |
| 2 | 2.5 | BeGLAD Resources/PD | Yes | $0.00 | $0.00 |
| 2 | 2.6 | SEL Staff/Resources | No | $40,000.00 | $38,744.89 |
| 2 | 2.7 | On-Site School Nutrition Program | No | $115,000.00 | $113,592.58 |
| 2 | 2.8 | Caresolace MH Connection | Yes | $3,750.00 | $3,750.00 |
| 3 | 3.1 | Professional Development | Yes | $20,000.00 | $22,852.63 |
| 3 | 3.2 | Campus Curriculum and Instruction Alignment | No | $0.00 | $0.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.3** | Instructional Coaches | No | $170,000.00 | $144,997.10 |
| **3** | **3.4** | New Teacher support system | No | $28,000.00 | $76,500.00 |
| **3** | **3.5** | Professional and Personal Growth Plans | No | $5,410.00 | $2,910.00 |
| **3** | **3.6** | NWEA MAP assessment | No | $8,500.00 | $9,275.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,006,613.00 | $1,024,625.00 | $1,057,768.13 | ($33,143.13) | 100.000% | 100.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Intervention Teachers/Staff | Yes | $280,000.00 | $306,485.21 | 27.32 | 28.98 |
| 1 | 1.6 | Mental Health Staff | Yes | $155,000.00 | $137,533.95 | 15.13 | 13.00 |
| 1 | 1.7 | Behavior Staff | Yes | $120,000.00 | $137,985.50 | 11.71 | 13.04 |
| 1 | 1.8 | Multi-lingual Learner Staff and Resources | Yes | $66,500.00 | $67,897.18 | 6.49 | 6.42 |
| 1 | 1.11 | Additional Admin Support | Yes | $135,000.00 | $159,466.81 | 13.18 | 15.08 |
| 1 | 1.13 | Character Education and Support | Yes | $155,000.00 | $129,934.16 | 15.13 | 12.28 |
| 1 | 1.14 | Inclusion Support staff | Yes | $80,000.00 | $82,362.69 | 7.81 | 7.79 |
| 2 | 2.3 | Panorama | Yes | $9,375.00 | $9,500.00 | 0.91 | 0.90 |
| 2 | 2.5 | BeGLAD Resources/PD | Yes | $0.00 | $0.00 | 0.00 | 0.00 |
| 2 | 2.8 | Caresolace MH Connection | Yes | $3,750.00 | $3,750.00 | 0.37 | 0.35 |
| 3 | 3.1 | Professional Development | Yes | $20,000.00 | $22,852.63 | 1.95 | 2.16 |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $10,093,966.00 | $1,006,613.00 | 0% | 9.972% | $1,057,768.13 | 100.000% | 110.479% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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