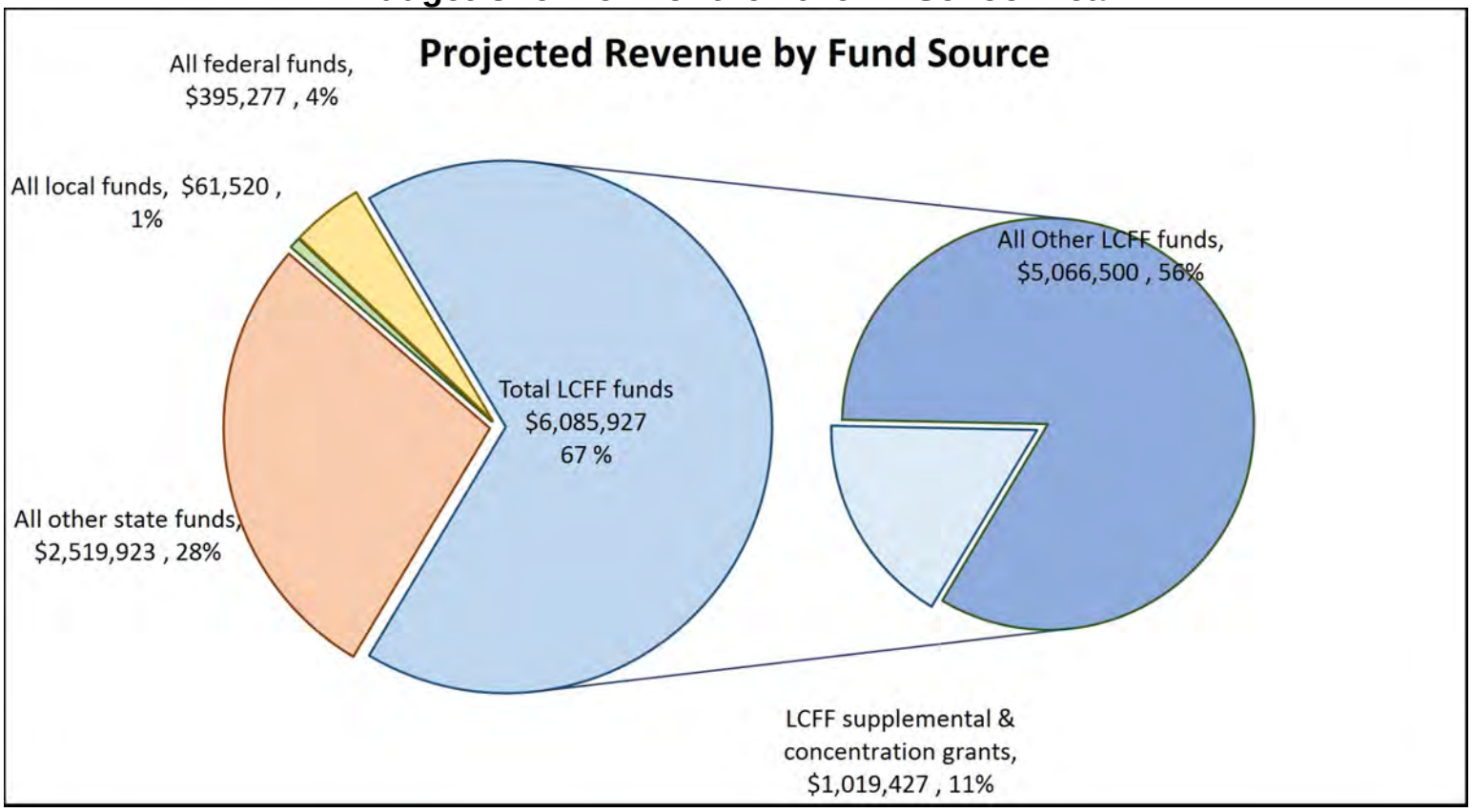
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lighthouse Charter School
CDS Code: 57726940131706
School Year: 2026-27
LEA contact information:
Jillayne Antoon
Executive Director
jantoon@rivercharterschools.org
(916) 744-1212

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

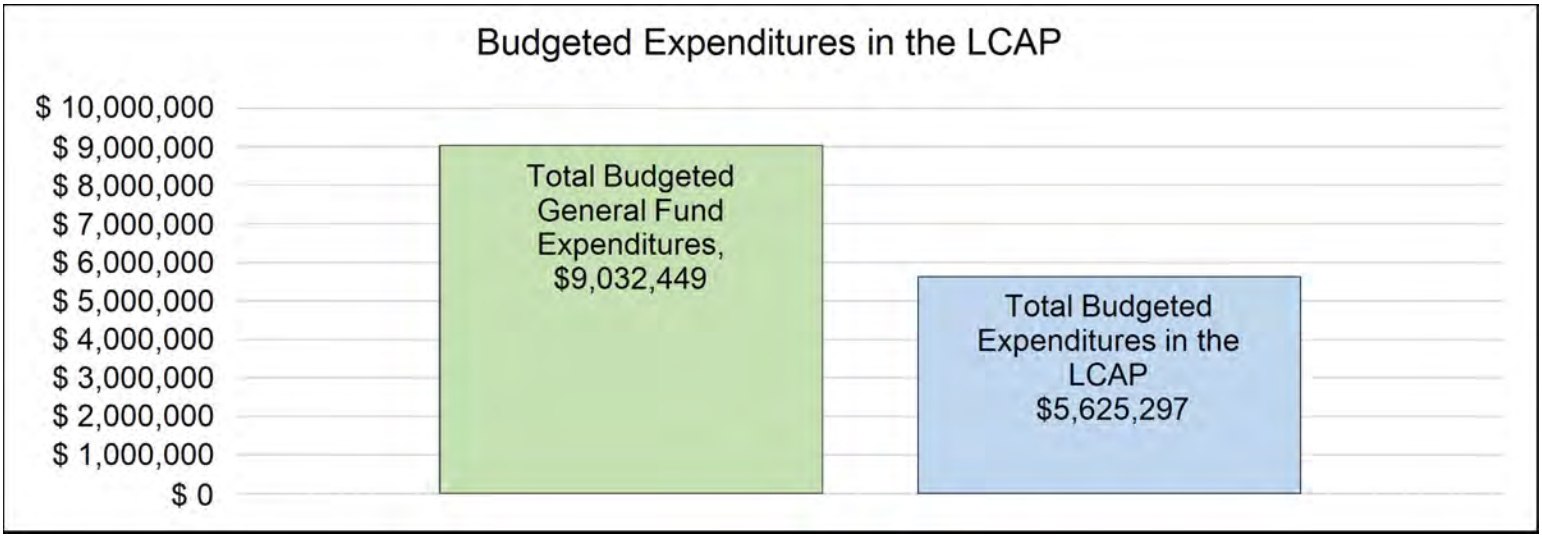


This chart shows the total general purpose revenue Lighthouse Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lighthouse Charter School is $9,062,647, of which $6,085,927 is Local Control Funding Formula (LCFF), $2,519,923 is other state funds, $61,520 is local funds, and $395,277 is federal funds. Of the $6,085,927 in LCFF Funds, $1,019,427 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 Lighthouse Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lighthouse Charter School plans to spend $9,032,449 for the 2026-27 school year. Of that amount, $5,625,297.00 is tied to actions/services in the LCAP and $3,407,152 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

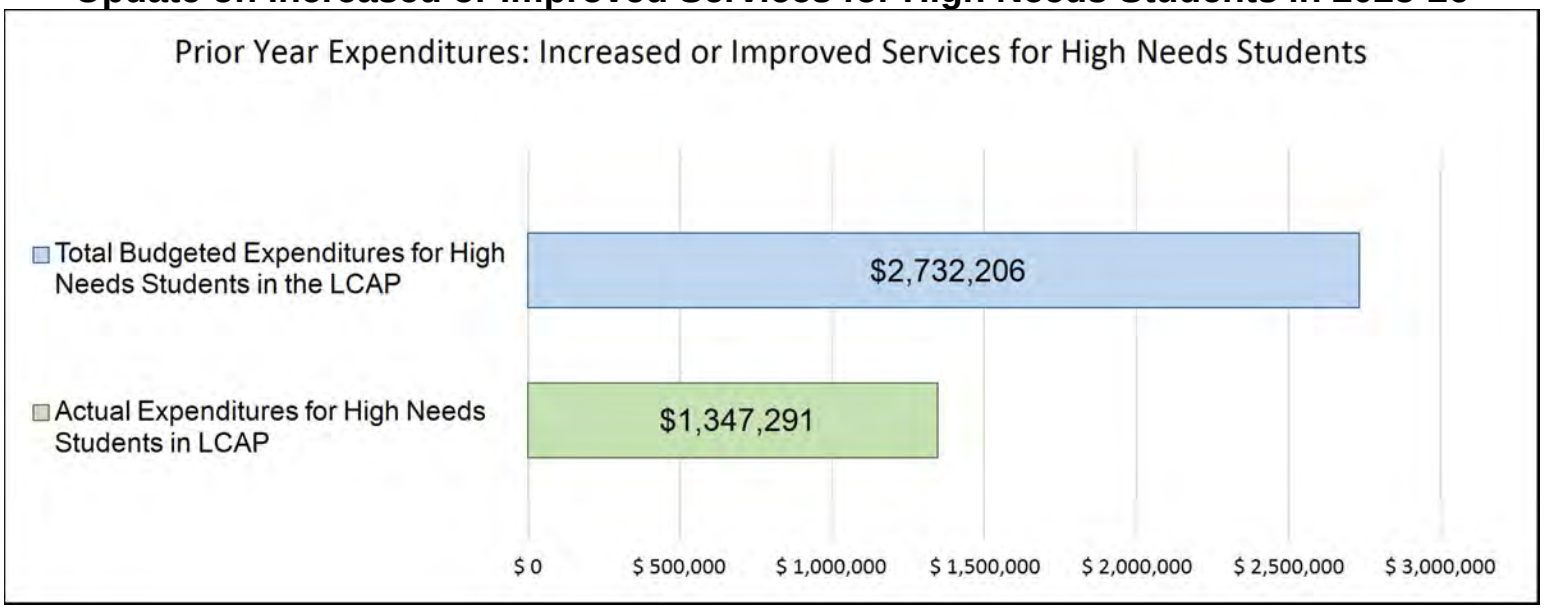
Other operational expense such as legal, rent, and depreciation are not included in LCAP.

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

In 2026-27, Lighthouse Charter School is projecting it will receive $1,019,427 based on the enrollment of Foster Youth, English learner, and low-income students. Lighthouse Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Lighthouse Charter School plans to spend $3,270,289.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lighthouse Charter School's LCAP budgeted $2,732,206.00 for planned actions to increase or improve services for high needs students. Lighthouse Charter School actually spent $1,347,291.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,384,915 had the following impact on Lighthouse Charter School’s ability to increase or improve services for high needs students:

Material differences between budgeted and estimated actual expenditures for several actions resulted primarily from organizational transitions and leadership changes that occurred during the LCAP development and budgeting process. Changes in key leadership positions and responsibilities created challenges in accurately aligning expenditures to specific LCAP actions, resulting in some costs being allocated differently than originally budgeted.

During the 2025-26 school year, the organization made significant progress toward stabilizing leadership structures and clarifying roles and responsibilities related to budgeting, planning, and program implementation. As part of this work, the school and network are refining internal budgeting and LCAP development processes to improve alignment between planned actions, expenditure coding, and fiscal reporting. These improvements will support more accurate allocation of expenditures to specific LCAP actions and provide greater consistency between budgeted and actual expenditures in future years. Despite the variance, the services and supports associated with this action continued to be implemented and available to students.

Despite the lower-than-budgeted expenditures, the school continued to implement the core services and supports associated with this action.

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
Lighthouse Charter School	Jillayne Antoon Executive Director	jantoon@rivercharterschools.org (916) 744-1212

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.

Mission
The Mission of Lighthouse Charter School in West Sacramento is to provide a family-oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.

Vision
Lighthouse Charter Schools (LCS) seeks to capitalize on one of the last true small communities in Yolo County and surrounding counties.We are committed to building a collaborative learning community of parents, teachers, community members, farmers and students, all dedicated toward the goal of increasing pupil achievement at LCS, a special place to learn. The School's educational program has been developed to provide expanded educational choice and opportunities for families in West Sacramento and surrounding communities. LCS offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes project-based learning, visual and performing arts, technology, and agriculture integration programs. The student-centered approach at LCS benefits all students, regardless of socio-economic background.

Student Enrollment
LCS will strive to enroll a student body that is representative of the diversity of the surrounding community. The school offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes visual and performing arts, technology, and athletics.The school will continue to focus on parent and community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met.

How Learning Best Occurs
Lighthouse Charter School believes that learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful. Toward this end, LCS provides:

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual)
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving critical thinking, music, art, science, and

technology.

- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing

the responsibility and decision making for curriculum, instructional strategies, and school organization

- Project Based Learning that support tiered instruction and activities that allow for multi- disciplinary learning coupled with alternative responses and solutions.

Furthermore, Lighthouse Charter School ensures that:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child's education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and families understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

Reflections: Annual Performance

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

As we reflect on our annual performance, Lighthouse Charter remains committed to evaluating progress through both the California School Dashboard and local data sources in order to ensure equitable outcomes for all students. A significant highlight for Lighthouse Charter this year was successfully exiting Additional Targeted Support and Improvement (ATSI), reflecting the school's progress in addressing areas of need and strengthening systems of support for student groups. The 2025 California School Dashboard further reflects several areas of strength, particularly in English Learner Progress, suspension outcomes, and academic growth measures, while also highlighting continued opportunities for improvement in Chronic Absenteeism, English Language Arts, and Mathematics achievement. The Dashboard demonstrates that Lighthouse Charter has established positive systems to support English Learners and maintain safe school environments, while also identifying the need to strengthen instructional supports and attendance interventions to accelerate academic achievement for all student groups.

Strong English Learner Progress: The school earned a Blue performance level with 65.3% of English Learners making progress toward English language proficiency, reflecting a significant increase of 21.1 percentage points from the prior year and exceeding the state rate of 46.4%. Additionally, 65.3% of English Learners progressed at least one ELPI level, while the percentage of students decreasing at least one ELPI level declined substantially to 10.2%, demonstrating the effectiveness of instructional supports and language acquisition strategies for English Learners.
Steady Low Suspension Rates: Suspension outcomes also remained an area of relative strength for Lighthouse Charter. The school maintained a low overall suspension rate of 1.8%, earning a Yellow performance level and remaining below the state average of 2.9%. Several student groups demonstrated positive outcomes, including Socioeconomically Disadvantaged students at 1.2% suspended (Green), Students with Disabilities at 2.6% suspended (Green), and White students at 1.6% suspended (Green). Although some student groups experienced small increases in suspension rates, the overall data reflects continued implementation of behavioral supports and efforts to maintain safe and supportive learning environments for students.
Academic Growth: The Dashboard also reflected positive indicators in student growth and Science achievement. Lighthouse Charter earned an Average growth designation in English Language Arts, with 68.0% of students improving their ELA scores from the prior year, and a Moderate growth designation in Mathematics, with 64.7% of students improving their Mathematics scores. Several student groups demonstrated particularly strong growth outcomes, including English Learners, who earned an Accelerated growth designation in Mathematics with 70.6% improving their scores, and Asian students, who earned an Accelerated growth designation in English Language Arts with 76.5% improving their scores. Science performance also remained a strength, with All Students performing 51.4 points above standard and earning a Yellow performance level.

While Lighthouse Charter demonstrated strengths in several indicators, the 2025 Dashboard also identified important areas for continued improvement.

Chronic Absenteeism: Chronic Absenteeism remains a significant area of growth, with All Students earning a Red performance level at 26.5% chronically absent, substantially above the state average of 17.1%. Hispanic students were chronically absent at a rate of 34.5% (Red), English Learners were chronically absent 20.2% (Red), while Socioeconomically Disadvantaged students were chronically absent at a rate of 31.4% (Red). Although Students with Disabilities demonstrated improvement with a 13.5-point decline in chronic absenteeism, they still remained at 30.7% chronically absent. These trends indicate the need for strengthened attendance systems, family engagement efforts, and targeted interventions to improve student attendance and engagement.
ELA and Math Proficiency: Academic achievement in English Language Arts and Mathematics also remains an area for growth. In English Language Arts, All Students performed 29.7 points below standard and earned an Orange performance level. Hispanic students performed 45.7 points below standard and declined 10.8 points from the prior year. Socioeconomically Disadvantaged students also remained Orange at 48.5 points below standard. While our overall performance didn’t see growth, we had two of our student groups increase from the prior year with English Learners increasing 17.3 pts to 58.2 points below standard (Yellow), and our White students growing 4.4 points to 9.3 points below standard (Yellow). In Mathematics, All Students performed 65.7 points below standard and declined 14.6 points from the prior year. Hispanic students declined 17.4 points to 81.6 points below standard, Socioeconomically Disadvantaged students declined 19.2 points to 87.8 points below standard, English Learners declined 4.8 points to 85.6 points below standard, and White students declined 6.5 points to 41.4 points below standard. Although student growth measures suggest students are making progress over time, overall achievement outcomes indicate the need for continued focus on high-quality instruction, targeted intervention supports, and acceleration strategies in both ELA and Mathematics.

Lighthouse Charter remains committed to using Dashboard and local data to guide continuous improvement efforts and ensure that all students experience academic success, strong engagement, and positive school experiences. Moving forward, the school will continue prioritizing attendance improvement strategies, targeted academic supports in ELA and Mathematics, and systems that sustain positive outcomes for English Learners and school climate.

Reflections: Technical Assistance

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

NA

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	The school engaged a wide variety of educational partners throughout the LCAP development and annual review process in order to gather meaningful input and feedback regarding school programs, student outcomes, and areas for continuous improvement. Educational partners included students, families, certificated and classified staff, school leadership, and the Governing Board. Engagement opportunities included surveys, town halls, community meetings, staff meetings, student discussions, family engagement events, and public board meetings. Feedback gathered through these engagement opportunities was reviewed alongside state and local data to help identify strengths, areas of growth, and priorities for the upcoming school year. The school remained committed to ensuring educational partner voice was included throughout the process and that input from all stakeholder groups informed the development of the LCAP and ongoing improvement efforts.
Parents and Community	Coffee with the Principal occurred bi-monthly Parent Advisory Committees met four times this year PTO met monthly
Certificated and Classified Staff	Staff professional development meetings occurred two times a month.
Students	Student input sessions occurred three times this school year and spring school climate survey.
ELAC	ELAC meetings occurred quarterly
Leadership team	Leadership meetings occurred monthly

Educational Partner(s)	Process for Engagement
River Charter Governing Board	LCAP Mid-Year Report to River Charter Schools Governing Board on 2/10/26. We presented the LCAP draft to the board for public hearing and for final approval on June 22nd, 2026

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

Educational partner feedback gathered through surveys, family meetings, staff discussions, volunteer engagement opportunities, and community events played an important role in shaping the development of the adopted LCAP. Overall, families and staff shared positive feedback regarding school communication, responsiveness, school culture, and family engagement opportunities.

Based on staff feedback and review of academic data, the school will prioritize strengthening curriculum implementation and instructional consistency with a focus in Mathematics. Teachers and leadership identified the need for additional time to deeply analyze curriculum alignment, pacing, instructional practices, and fidelity of implementation across classrooms in order to improve student outcomes. In response, the school will continue prioritizing collaboration time for teachers to review student performance data, identify trends, adjust instruction, and align instructional strategies to better support students in both English Language Arts and Mathematics. Staff feedback also highlighted the need for increased professional development and instructional support in areas such as differentiation, small group instruction, curriculum implementation, and effective classroom strategies. As a result, the school plans to provide more intentional collaboration opportunities during staff meetings and professional learning sessions. Strategic planning discussions with staff will help identify ongoing professional development needs and strengthen instructional practices across grade levels.

Feedback throughout our engagement process also identified Chronic Absenteeism and family engagement as important areas for continued focus. Educational partners noted the need to increase participation in family engagement opportunities beyond school events and celebrations, including improving attendance at town halls, increasing survey participation, and strengthening communication and connection with families. In response, the school is planning more intentional family engagement strategies and opportunities designed to build stronger partnerships with families and improve participation rates. The school is also exploring additional attendance incentives, celebrations, and supports to encourage improved student attendance and reduce Chronic Absenteeism.

We have also been accepted into the CCEE's Community Engagement Initiative for 2026-2027. This will help us identify a problem of practice and identify strategies to help address that problem and improve student outcomes. This will also allow us to more intentionally engage with our community more.

Additionally, River Charter Schools is currently engaged in a broader network-wide strategic planning process designed to gather additional feedback and input from educational partners across the organization. Through this process, students, staff, families, and community members are helping identify long-term priorities and strategic initiatives intended to strengthen systems, improve instructional practices, build a stronger sense of community, and increase positive student outcomes across schools. This strategic planning work will continue through the 2026–27 school year and will help guide future decision-making, vision-setting, and continuous improvement efforts across the network.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	At Lighthouse Charter School, we are dedicated to nurturing the whole child through innovative, integrated units of study that provide inclusive, high-quality, California Common Core State Standards (CCSS) based instruction, embracing Project-Based Learning, Arts, Music, and Technology. Our trained educators facilitate interdisciplinary experiences that prepare students for real-world challenges using 21st century skills, embodying our mission to foster lifelong learners who thrive academically, creatively, and socially. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students ae most successful when engaged in learning that is student centered and provides a high level of rigor to prepare them for their academic careers after they matriculate from LCS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers Credentialing and Assignments	In the 2021-22 school year (most recent available), LCS employed 21.9	In the 2022-23 school year (most recent available), LCS employed	In the 2023-24 school year (most recent available),	100% of teachers will be appropriately	Teaching FTE: -1.4 FTE Clear Credentials: -5.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the students they are teaching based on CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student Accountability Report Card (SARC).	Teaching FTE (Full Time Equivalencies). 59.3% were classified as Clear, 4.6% were Intern, 13% were Ineffective, 17.1% were Incomplete, and 6.1% were Unknown.	23.5 Teaching FTE (Full Time Equivalencies). 48.8% were classified as Clear, 4.3% were Intern, 34.1% were Ineffective, 0.8% were Incomplete, and 4.3% were Unknown.	LCS employed 20.5 Teaching FTE (Full Time Equivalencies). 53.66% were classified as Clear, 4.88% were Intern, 13.17% were Ineffective, 0% were out-of-field, and 28.24% were Unknown.	assigned with a Clear status.	Intern Credentials: +0.28% Ineffective Credentials: +0.17% Incomplete Credentials: -17.1% Unknown Credentials: +22.14% Out-of-Field: 0% change (newly reported category)
1.2	Access to Instructional Materials Percentage of students who have sufficient access to the standards-aligned instructional materials. Availability of Textbooks and Instructional Materials, as reported in the Student Accountability Report Card (SARC).	100% of LCS students had access to instructional materials in print or electronic formats in 2023-24.	100% of LCS students had access to instructional materials in print or electronic formats in 2024-25.	100% of LCS students had access to instructional materials in print or electronic formats in 2025-26.	100% of LCS students will have access to instructional materials in print or electronic formats.	No difference
1.3	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic &	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks	Q1: Rating for Professional Learning for eaching to the academic standards and curriculum frameworks	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development Standards. Rating Scale (Lowest to Highest). 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	ELD: 3 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 3 Math: 4 NGSS: 3 History: 4 2024 Local Indicator, Priority 2 Reflection Tool	ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 2025 Local Indicator, Priority 2 Reflection Tool	ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 2026 Local Indicator, Priority 2 Reflection Tool	ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 2024 Local Indicator,	ELA: 0 ELD: +1 Math: 0 NGSS: 0 History: 0 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 0 ELD: +1 Math: 0 NGSS: 0 History: 0
1.4	Statewide Assessments-ELA Percentage of all students, 3-8 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8 who meet or exceed	ELA Participation: 97% Meet or Exceed DFS ALL: 42.13% -25.5 EL: 24.32% -76.6 LTEL: -- -----	ELA Participation: 96.3% Meet or Exceed DFS ALL: 38% -29.6 EL: 22% -75.4 LTEL: ---- -----	ELA Participation: % Meet or Exceed ALL: 36.19% EL: 21.63% Hispanic: 32.58% White: 37.28% SED: 28.91% SWD: 5%	ELA Participation: 100% Meet or Exceed ALL: 52.13% EL: 34.32% LTEL: --- SED: 43.57% SWD: 21.11% HOM: --- FY: ---	All Students Proficiency: -5.94% English Learners (EL) Proficiency: -2.69% Socioeconomically Disadvantaged (SED) Proficiency: -4.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on the SBAC ELA assessment. CA Dashboard: English Language Arts	SED: 33.57% -48.3 SWD: 11.11% -124.4 HOM:-- ---- FY: -- ---- 2023 CAASPP	SED: 30.6% -47.6 SWD:16.7% -111.6 HOM:-- ----- FY: -- ----- 2024 CAASPP	DFS All: 29.7 pts below (Orange) EL: 58.2 pts below (Yellow) Hispanic: 45.7 pts below (Orange) White: 9.3 pts below (Yellow) SED: 48.5 pts below (Orange) SWD: 114.8 pts below 2025 CAASPP	W: 47.28%% H/L: 42.58%%	Special Education (SWD) Proficiency: -6.11% All Students DFS: -4.2 points English Learners (EL) DFS: +18.4 points Socioeconomically Disadvantaged (SED) DFS: -0.2 points Special Education (SWD) DFS: +9.6 points
1.5	Statewide Assessments-Math Percentage of all students, 3-8 participating in the SBAC Math assessment. Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC Math assessment. CA Dashboard: Math indicators	Math Participation: 97% Meet or Exceed DFS ALL: 32.4% -45.4 EL: 21.62% -84.4 LTEL: -- ------ SED: 22.38% -66.5 SWD: 7.69% -153 HOM:-- ----- FY: -- -----	Math Participation: 96.3% Meet or Exceed DFS ALL: 31.6% -51.1 EL: 17.1% -80.8 LTEL: -- ----- SED: 26.1% -68.6 SWD: 12.5% -143.1 HOM:-- ----- FY: -- -----	Math Participation: % Meet or Exceed ALL: 31.22% EL: 21.63% Hispanic: 27.07% White: 38.98% SED: 22.16% SWD: 7.5% DFS All: 65.7 pts below (Orange) EL: 85.6 pts below (Orange) Hispanic: 81.6 pts below (Orange)	Math Participation: 100% Meet or Exceed ALL: 42.4% EL: 31.62% LTEL: SED: 32.38% SWD: 17.69% HOM: ----- FY: ---- H/L: 37.07% W: 48.98%	All Students Proficiency: -1.18% English Learners (EL) Proficiency: +0.01% Socioeconomically Disadvantaged (SED) Proficiency: -0.22% Special Education (SWD) Proficiency: -0.19% All Students DFS: -20.3 points English Learners (EL) DFS: -1.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CAASPP	2024 CAASPP	White: 41.1 pts below (Orange) SED: 87.8 pts below (Orange) SWD: 141 pts below 2025 CAASPP		Socioeconomically Disadvantaged (SED) DFS: -21.3 points Special Education (SWD) DFS: +12.0 points
1.6	Statewide Assessments-Science Percentage of students, grades 5 & 8 participating in the CAST assessment. Percentage of all students grades 5 & 8 who meet or exceed standard on the CAST.	Science Participation: 97% Meet or Exceed ALL: 27.94% EL: -- LTEL: -- SED: 18.92% SWD: 7.69% HOM: -- FY: -- 2023 CAST	Science Participation: 95.6% Meet or Exceed DFS ALL: 38.6% -5.5 EL: -- ---- LTEL: -- ---- SED: 28.6% -10.4 SWD: -- ---- HOM: -- ---- FY: -- ---- 2024 CAST	2025 Dashboard Science All: 51.4 science pts (Yellow) Hispanic: 47.3 points (Yellow) SED: 46 points (Yellow) Proficiency: All: 28.91% Hispanic: 21.95% SED: 19.23%	Science Participation: 100% Meet or Exceed ALL: 37.94% EL: LTEL: SED: 28.92% SWD: 17.69% HOM: FY:	Proficiency: All: +.97% Hispanic: NA SED: +.31%
1.7	Percent of students who scored proficient in ELA as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in ELA as measured by iReady diagnostic was 50%.	For Spring 2024-25, percent of students who scored proficient in ELA as measured by iReady	Spring 2026 Middle Grades ELA: 42% Elementary ELA: 40%	60% percent of students will score proficient in ELA as measured by iReady diagnostic.	Spring 2026 Middle Grades ELA: -8% Elementary ELA: -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			diagnostic was 42%.			
1.8	Percent of students who scored proficient in Math as measured by iReady diagnostic	For 2023-24, percent of students who scored proficient in math as measured by iReady diagnostic was 34%.	For Spring 2024-25, percent of students who scored proficient in math as measured by iReady diagnostic was 36%.	Spring 2026 Middle Grades Math: 33% Elementary Math: 38%	44% percent of students will score proficient in math as measured by iReady diagnostic.	Spring 2026 Middle Grades Math: -1% Elementary Math: +4%
1.9	The percent of students participating in a project-based learning unit as measured by annual curriculum audit and student presentations.	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was 100%.	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was 100%.	The percent of students participating in a project-based learning unit as measured by annual curriculum audit was 100%.	100% of students participated in a project-based learning units as measured by annual curriculum audit and student presentations.	No difference
1.10	Broad Course of Study-Visual and Performing Arts Percentage of student in grades spans 1-6 and 7-8 enrolled in a Visual and Performing Arts program/course.	Grades 1-6 ALL: 100% Grades 7-8 ALL: 100% October 2023	Grades 1-6 ALL: 100% Grades 7-8 ALL: 100% October 2024	Grades 1-6 ALL: 100% Grades 7-8 ALL: 100% October 2025	Grades 1-6 ALL: 100% Grades 7-8 ALL: 100%	No difference

Goal Analysis [2025-26]

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

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

All actions associated with Goal 1 were implemented substantially as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. The school continued to prioritize providing rigorous, standards-aligned instruction and interdisciplinary learning experiences that support the development of the whole child through Project-Based Learning, arts integration, technology, and real-world application of learning.

Through Rigorous Curriculum and Instructional Materials (Action 1.1), students continued to receive access to standards-aligned instructional materials in English Language Arts, Mathematics, NGSS-aligned Science, English Language Development, Physical Education, and Visual and Performing Arts. Technology devices, instructional software, and digital learning platforms also remained available to support instruction, student engagement, and the development of 21st-century skills and digital citizenship.

Professional Development for Certificated and Classified Staff (Action 1.2) remained a central focus throughout the school year. Staff participated in ongoing professional development, coaching, collaboration, and support aligned to CCSS, NGSS, ELD standards, Project-Based Learning, MTSS, PBIS, restorative practices, arts integration, and student engagement strategies. Holistic Learning Through Art, Music, Technology, and Real-World Projects (Action 1.3) continued through interdisciplinary learning opportunities, project-based experiences, and enrichment activities designed to strengthen critical thinking, collaboration, creativity, problem-solving, and student engagement.

While all actions were implemented as planned, the school experienced several implementation challenges during the school year related to staffing transitions and leadership changes. The school experienced high staff turnover during the year, and a new principal joined the school in October. As a result, a significant amount of time and focus during the year was dedicated to reviewing and strengthening schoolwide procedures, systems, instructional expectations, and operational routines in order to establish greater consistency and ensure stronger implementation moving forward. Leadership and staff worked collaboratively to evaluate current practices, strengthen systems and structures, and create stronger alignment around instructional and operational expectations to support a stronger start for the 2026–27 school year.

Despite these challenges, the school continued implementation of all Goal 1 actions and maintained its commitment to providing inclusive, high-quality instructional experiences that support students academically, creatively, socially, and emotionally.

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.

Material differences between budgeted and estimated actual expenditures for Action 1.2 and 1.3 resulted primarily from organizational transitions and leadership changes that occurred during the LCAP development and budgeting process. Changes in key leadership positions and responsibilities created challenges in accurately aligning expenditures to specific LCAP actions, resulting in some costs being allocated differently than originally budgeted. As a result, estimated actual expenditures for this action were $1,158,451 lower for action 1.2 and $67,264 for Action 1.3 lower than originally budgeted.

During the 2025-26 school year, the organization made significant progress toward stabilizing leadership structures and clarifying roles and responsibilities related to budgeting, planning, and program implementation. As part of this work, the school and network are refining internal budgeting and LCAP development processes to improve alignment between planned actions, expenditure coding, and fiscal reporting. These improvements will support more accurate allocation of expenditures to specific LCAP actions and provide greater consistency between budgeted and actual expenditures in future years. Despite the lower-than-budgeted expenditures, the school continued to implement the core services and supports associated with this action.

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

The actions implemented under Goal 1 demonstrated mixed effectiveness in making progress toward improving academic outcomes and supporting whole-child learning through rigorous instruction, interdisciplinary learning experiences, Project-Based Learning, arts integration, and technology. While several student groups demonstrated positive growth trends in English Language Arts (ELA), overall academic performance in both ELA and Mathematics indicates continued areas for improvement and a need for greater consistency in curriculum implementation, instructional practices, and data-driven collaboration.

Through Rigorous Curriculum and Instructional Materials (Action 1.1), Professional Development for Certificated and Classified Staff (Action 1.2), and Holistic Learning Through Art, Music, Technology and Real-World Projects (Action 1.3), the school continued providing 100% of students with standards-aligned instruction and interdisciplinary learning opportunities designed to strengthen student engagement, critical thinking, and academic achievement. However, the 2025 California School Dashboard data reflects that academic outcomes remain inconsistent across subjects and student groups.

In English Language Arts, Lighthouse Charter earned an Orange performance level with All Students performing 29.7 points below standard while maintaining performance from the prior year. Although overall ELA performance remained below standard, several student groups demonstrated positive growth trends that suggest some effectiveness of the school's instructional practices and professional development efforts aligned to Actions 1.1 and 1.2. English Learners improved 17.3 points to 58.2 points below standard and received a Yellow performance level, while White students improved 4.4 points to 9.3 points below standard (Yellow). Additionally, Two or More Races students improved 21.7 points in ELA performance. ELA Growth data also reflected positive outcomes, with 68.0% of students improving their ELA scores from the prior year, receiving an Average growth designation. Student groups including Asian students, White students, and Two or More Races students achieved Accelerated growth levels in ELA.

At the same time, ELA results also demonstrated continued areas for growth. Hispanic students declined 10.8 points to 45.7 points below standard (Orange), and Students with Disabilities declined 3.2 points to 114.8 points below standard. These outcomes indicate a continued need to strengthen consistent implementation of rigorous standards-aligned curriculum and instructional practices through Actions 1.1 and 1.2, particularly for student groups furthest from standard.

Mathematics outcomes reflected a greater need for improvement. Lighthouse Charter earned an Orange performance level in Mathematics, with All Students performing 65.7 points below standard and declining 14.6 points from the prior year. Multiple student groups also experienced declines, including Hispanic students, who declined 17.4 points to 81.6 points below standard (Orange), Socioeconomically Disadvantaged students, who declined 19.2 points to 87.8 points below standard (Orange), and White students, who declined 6.5 points to 41.1 points below standard (Orange). These results suggest that while rigorous curriculum and instructional resources were implemented through Action 1.1, greater focus is needed on strengthening curriculum alignment, instructional consistency, and fidelity of implementation across classrooms and grade levels. The school identified a need to spend additional time deeply analyzing curriculum implementation and ensuring that instructional practices are consistently aligned to grade-level standards and student learning needs.

Despite declines in overall Mathematics performance, Mathematics Growth data reflected some positive indicators connected to the school's focus on student engagement, project-based learning, and instructional supports through Actions 1.2 and 1.3. Overall, 64.7% of students improved their Mathematics scores from the prior year, resulting in a Moderate growth designation. English Learners and Current English

Learners both achieved Accelerated growth in Mathematics, while Students with Disabilities achieved Average growth with 80.8% of students improving their Mathematics scores. These outcomes suggest that while proficiency levels remain an area for improvement, many students are demonstrating year-to-year growth and responding positively to targeted instructional supports and intervention efforts.

As part of reflection on Goal 1 effectiveness, the school identified the need to strengthen systems around data analysis, teacher collaboration, and instructional coherence moving forward. Leadership and staff recognized that additional focus is needed on using assessment data consistently to drive instructional decisions, identify student learning gaps, and support collaboration among teachers around instructional planning and curriculum implementation. The school also identified the need to ensure stronger fidelity of implementation of curriculum and instructional systems across classrooms in order to improve consistency and academic outcomes in both ELA and Mathematics moving forward.

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.

Based on reflection on prior practice, review of Dashboard and local data, and engagement with educational partners, the school will maintain the overall structure of Goal 1, including its actions, metrics, and target outcomes, as it enters the third and final year of the current LCAP cycle. Overall, the school remains committed to its current focus on rigorous instruction, interdisciplinary learning, Project-Based Learning, arts integration, technology, and whole-child development.

While no major changes will be made to the goal structure, the school will continue to focus on Mathematics and ELA achievement based on Dashboard results and internal reflection. The school will prioritize strengthening curriculum implementation and instructional consistency by spending additional time deeply analyzing curriculum alignment, pacing, instructional practices, and fidelity of implementation across classrooms. The school also plans to strengthen systems for ongoing data analysis and teacher collaboration in order to better identify student learning needs, adjust instruction, and improve consistency in academic supports across grade levels. Leadership and staff will continue prioritizing collaboration time for teachers to review student data, identify trends, and align instructional strategies to improve academic outcomes in both English Language Arts and Mathematics.

Additionally, River Charter Schools is currently engaged in a broader network-wide strategic planning process designed to gather additional input and feedback from educational partners, including students, staff, families, and community members. Through this process, the network will identify long-term priorities and strategic initiatives intended to strengthen systems, improve instructional practices, and increase positive student outcomes across schools in the years ahead.

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	Rigorous curriculum and instructional materials	Acquire and implement rigorous, standards-aligned core curriculum and instructional materials—including English Language Arts, Math, NGSS-aligned Science, ELD, Physical Education, and Visual and Performing Arts (VAPA)—to ensure equitable access to high-quality instruction. In conjunction, provide students and staff with technology devices, software, infrastructure, and professional learning to enhance instruction, support 21st-century skill development, and foster digital citizenship necessary for college, career, and civic readiness.	$124,200.00	No
1.2	Professional Development for Certificated and Classified Staff	Transform teaching, learning, and operational practices to promote instructional excellence and student engagement by implementing high-quality professional development, targeted coaching, and robust staff support systems. Ensure all students receive rigorous, standards-aligned instruction and social-emotional support by recruiting, training, and retaining highly qualified certificated and classified staff. Practices are aligned with CCSS, NGSS, ELD standards, arts and music, Project-Based Learning, MTSS, PBIS, and Restorative Practices.	$2,454,465.00	Yes
1.3	Holistic Learning Through Art, Music, Technology and Real-World Projects	Provide students with interdisciplinary learning experiences that integrate grade-level standards and extend beyond the classroom to deepen understanding and real-world connections. Through these experiences, equip students with the support, training, and resources necessary to build critical 21st-century skills—including independent and critical thinking, problem-solving, collaboration, creativity, self-reflection, persistence, and resilience.	$211,008.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To optimize academic achievement and holistic development, Lighthouse Charter School will implement a Multi-Tiered System of Support (MTSS) tailored to meet the diverse learning needs of all students, including high-achieving individuals, providing targeted, timely interventions and accommodations to ensure academic, social, and emotional growth. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Ensuring that all students are academically successful, regardless of tehir socio-economic or linguistic background, is a core belief of River Charter Schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Progress Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC.	27.30% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	44.2% Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)	2025 CA School Dashboard 65.3% English Learner Progress (Blue)	42.30%	+38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	EL Acquisition Results The percent of current EL students who: Progress at least one ELPI level; Maintain ELI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at least one ELPI level	Progress: 26.80% Maintain level 4: 2.40% Maintain lower level: 29.30% Decrease: 41.50% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	Progress: 34.9% Maintain level 4: 9.3% Maintain lower level: 37.2% Decrease: 18.6% Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)	2025 CA School Dashboard ELPI Maintain Level 4: 0% EL who progress at least one level: 65.3% Decreased: 10.2%	Progress: 41.80% Maintain level 4: 17.40% Maintain lower level: 19.30% Decrease: 31.50%	Progress: +38.5% Maintain level 4: -2.4% Decrease: -31.3%
2.3	EL Reclassification Rate Percentage of English Learner (EL) students who meet standards to be reclassified as Fluent English Proficient	6.25% December 2023, SIS	19.2% May 2025, SIS	1 student	16.25 %	NA

Goal Analysis [2025-26]

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

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

All actions associated with Goal 2 were implemented as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. The school continued to prioritize implementation of a Multi-Tiered System of Support (MTSS) designed to meet the diverse academic, behavioral, social-emotional, and intervention needs of all students through differentiated instruction, targeted interventions, data analysis, English Learner supports, special education services, and student support systems.

Through Small Group Instruction (Action 2.1), teachers implemented differentiated instructional practices, small group supports, literacy interventions, social-emotional learning opportunities, and universal Tier 1 instructional supports designed to personalize learning and address individual student needs. The school continued implementation of a comprehensive literacy framework supporting reading, writing, speaking, listening, and comprehension development, particularly for English Learners, Students with Disabilities, and historically marginalized student groups. The school also continued implementation of dyslexia screening processes for students in grades K–2 to support early identification and intervention.

Data Analysis and Review systems (Action 2.2) were implemented throughout the school year to support monitoring of student achievement and instructional decision-making. Staff utilized assessment data, formative assessments, interim data, and classroom performance trends to identify student needs, adjust instruction, and plan tiered interventions and supports. As part of the school's continued focus on improving instructional consistency and student outcomes, leadership and staff spent significant time reviewing procedures, routines, and instructional systems throughout the year to strengthen alignment and improve implementation moving forward.

Targeted supports for English Language and Migrant Learners (Action 2.3) continued through integrated and designated English Language Development instruction, instructional strategies for multilingual learners, and professional development focused on supporting language acquisition and access to rigorous grade-level content. Special Education services and supports (Action 2.4) were also implemented throughout the school year through collaboration with the school's SELPA, provision of specialized services and accommodations, and ongoing support for students in the Least Restrictive Environment (LRE).

Additional student support systems continued through Transportation services (Action 2.5) for qualifying students and Foster Youth and Homeless supports (Action 2.6), which included social-emotional supports, resource coordination, and services designed to help students in transition remain engaged and supported academically and emotionally.

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.

Material differences between budgeted and estimated actual expenditures for Action 2.1, Action 2.3, Action 2.4 and Action 2.5 resulted primarily from organizational transitions and leadership changes that occurred during the LCAP development and budgeting process. Changes in key leadership positions and responsibilities created challenges in accurately aligning expenditures to specific LCAP actions, resulting in some costs being allocated differently than originally budgeted. As a result, estimated actual expenditures were less than budgeted expenditures for the following actions were $146,647 for Action 2.1, $32,583 for Action 2.3, $489,747 for Action 2.4, while Action 2.5 was $36,505 more than budgeted.

During the 2025-26 school year, the organization made significant progress toward stabilizing leadership structures and clarifying roles and responsibilities related to budgeting, planning, and program implementation. As part of this work, the school and network are refining internal budgeting and LCAP development processes to improve alignment between planned actions, expenditure coding, and fiscal reporting. These improvements will support more accurate allocation of expenditures to specific LCAP actions and provide greater consistency between budgeted and actual expenditures in future years. Despite the variance, the services and supports associated with this action continued to be implemented and available to students.

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

The actions implemented under Goal 2 demonstrated overall effectiveness in supporting the academic growth and language development of English Learners, Migrant students, and Students with Disabilities through implementation of differentiated instruction, targeted interventions, data analysis systems, English Language Development supports, and specialized instructional services. Through Small Group Instruction (Action 2.1), Data Analysis and Review (Action 2.2), English Language and Migrant Learner supports (Action 2.3), and Special Education

services (Action 2.4), the school demonstrated especially strong outcomes for multilingual learners while also identifying continued opportunities for growth in academic achievement for Students with Disabilities.

The strongest area of effectiveness under Goal 2 was the performance of English Learners and Migrant students on the English Learner Progress Indicator (ELPI). River Lighthouse Charter earned a Blue performance level on the ELPI, demonstrating strong progress toward English language proficiency for multilingual learners. English Learners achieved 67.5% making progress toward English language proficiency, representing a 10.2 percentage point increase from the prior year. Additionally, 62.5% of English Learners progressed at least one ELPI level, reflecting particularly strong language acquisition growth outcomes for students. These results demonstrate the effectiveness of designated and integrated English Language Development instruction, targeted instructional strategies, and professional development implemented through English Language and Migrant Learners supports (Action 2.3). The outcomes also suggest that differentiated instruction, small group supports, and data-informed intervention planning implemented through Actions 2.1 and 2.2 are positively supporting multilingual student growth and language development.

The school also saw evidence of effectiveness in outcomes for Students with Disabilities through implementation of Special Education services and supports (Action 2.4), although academic achievement remains an area for continued growth. In English Language Arts, Students with Disabilities declined slightly by 3.2 points to 114.8 points below standard. While this decline indicates that ELA achievement remains an area of focus, Mathematics outcomes for Students with Disabilities demonstrated a small gain and strong year-over-year growth trends. Students with Disabilities improved 2.2 points in Mathematics and achieved Average growth, with 80.8% of students improving their Mathematics scores from the prior year. These outcomes suggest that while overall proficiency levels for Students with Disabilities remain below standard, students are demonstrating measurable year-to-year growth as a result of targeted supports, differentiated instruction, intervention systems, and specialized services implemented through Actions 2.1 and 2.4.

Overall, the data reflects that Goal 2 actions have been particularly effective in supporting English Learner and Migrant student language development and growth, while also contributing to positive year-over-year growth outcomes for Students with Disabilities. At the same time, the school recognizes the continued need to strengthen instructional consistency, intervention systems, and targeted academic supports in order to accelerate achievement outcomes for Students with Disabilities in both English Language Arts and Mathematics moving forward.

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.

Based on reflection on prior practice and engagement with educational partners, the school will make several refinements to the metrics associated with Goal 2 in order to create greater cohesion, clarity, and alignment across the LCAP. While the overall structure and actions of Goal 2 will remain in place for the third and final year of the LCAP cycle, the school identified that several metrics currently overlap with metrics already included in Goal 1 and Goal 3, resulting in duplication across goals.

As a result, the school will remove Outcome 2.9 (Average Daily Attendance) and Outcome 2.10 (Chronic Absenteeism) from Goal 2, as these metrics more directly align to Goal 3 and its focus on fostering student engagement, family partnership, school connectedness, and overall student well-being through ongoing opportunities and interactive platforms for students and families.

Additionally, the school will remove Metric 2.1 (SBAC English Language Arts), Metric 2.2 (SBAC Mathematics), Metric 2.4 (SBAC Science), Metric 2.5 (i-Ready English Language Arts), and Metric 2.6 (i-Ready Mathematics) from Goal 2 because these academic achievement outcomes are already included within Goal 1. Removing these duplicate metrics is intended to improve stakeholder understanding of the LCAP, streamline progress monitoring, and ensure that each goal contains metrics that are most directly aligned to the actions and intended outcomes of that specific goal area.

The only change we are making to our actions for 26-27 is combining Action 2.6 and former action 2.7 in support of our Foster and Homeless Youth. The new action 2.6 will be titled "Foster Youth & Homeless Support". The school will continue implementation of its MTSS framework, literacy supports, English Learner supports, special education services, transportation supports, and targeted intervention systems during the final year of the LCAP cycle.

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	Small Group Instruction	Implement a comprehensive, tiered instructional framework that includes high-quality core instruction, social-emotional learning, and universal interventions (Tier 1) to meet the diverse academic and behavioral needs of all students. Instructional support will include small group, differentiated instruction informed by formative, interim, and summative assessment data to personalize learning and close achievement gaps. A comprehensive literacy program will support foundational reading, comprehension, speaking, listening, and writing skills—especially for English Learners, Students with Disabilities, and historically marginalized student groups. To ensure early identification and intervention, all students in grades K–2 will be administered a dyslexia screener.	$341,873.00	Yes
2.2	Data Analysis and Review	Implement data management systems and practices to collect and monitor student achievement data. Use student achievement data to make adjustments to instructional practices and plan tiered supports for individual students.		Yes

Action #	Title	Description	Total Funds	Contributing
2.3	English Language and Migrant Learners	Provide professional development to provide targeted support for English and Migrant Learners through Integrated and designated English Language Development (ELD) instruction.	$171,338.00	Yes
2.4	Special Education: Targeted Attendance Interventions for Students with Disabilities (SWD)	Provide special education services and resources to students based on their individual identified needs. Through on-going professional development, resources, services and support of our Special Education Local Plan Area (SELPA) students' needs will be supported in the Least Restrictive Environment (LRE).	$881,350.00	No Yes
2.5	Foster Youth & Homeless Supp	Provide transportation for students who qualify between home and school for students in need of this support. For students who qualify, provide social emotional support and necessary resources to ensure academic success to students in transition.	$208,919.00	Yes
2.9				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	At Lighthouse Charter School, we strive to facilitate ongoing opportunities and interactive platforms, ensuring that students and families are actively engaged and empowered partners in cultivating an inclusive, supportive environment that prioritizes the overall well-being and development of all students. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Student with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Alaskan Native; AS: Asian; FI: Filipino; HI: Hispanic; TOM: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Student and family engagement is critical to the success of the school as well as the academic and social emotional success of each student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate The Percentage of students attending school daily on average	ALL: 92.85% EL: -- 93.72% LTEL: -- SED: 92.25% SWD: 91.32% HOM: 91.82% FY: --	ALL: 92.31% EL: 92.58% LTEL: --- SED: 91.87% SWD: 91.46% HOM: 94.78% FY:	SY 25-26 SIS: 92.38%	ALL: 94%	-.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 SIS	2024-25 (May 30, 2025) SIS			
3.2	Chronic Absenteeism Rate Percentage of students K-8 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 28.3% EL: 20.3% LTEL: -- SED: 30.3% SWD: 37.50% HOM: -- FY: TOM: 29.2% TOM and SWD students rated Red and are designated ATSI. Fall 2023 CA School Dashboard	ALL: 26.5% EL: 20.5% LTEL: -- SED: 31.2% SWD: 44% HOM: -- FY: -- TOM: 15.7% Fall 2024 CA School Dashboard	2025 CA School Dashboard All: 26.5% (Red) EL: 20.2%(Red) Hispanic: 34.5% (Red) SED: 31.4% (Red) Two or More Races: 15.6% (Orange) SWD: 30.7% (Orange) White: 20.9% (Orange) Asian: 12.1% (Yellow)	Chronic Absenteeism rates at LCS will decrease, schoolwide and for all significant student groups, until a Green or Blue Indicator is achieved on the Dashboard.	All Students: -1.8% English Learners (EL): -0.1% Socioeconomically Disadvantaged (SED): +1.1% Students with Disabilities (SWD): -6.8% Two or More Races (TOM): -13.6%
3.3	Suspension Rate Percentage of students who are suspended at least once during the academic year.	ALL: 0.60% EL: 0% LTEL: 0% SED: 1.1% SWD: 3.30% HOM: -- FY: 0% HI: 0.9% Fall 2023 CA School Dashboard	ALL: 1.7% EL: 0% LTEL: 0% SED: 2.1% SWD: 4.3% HOM: -- FY: 0% HI: 1.3% Fall 2024 CA School Dashboard	2025 CA School Dashboard All: 1.8% (Yellow) EL: 1.1%(Orange) Hispanic: 1.7% (Orange) SED: 1.2% (Green) Two or More Races: 3.1% (Orange) SWD: 2.6% (Green) White: 1.6% (Green) Asian: 2.9% (Orange)	Suspension rates at LCS will decrease, schoolwide and for all significant student groups, until a Green or Blue indicator is achieved on the Dashboard.	ALL: +1.2% EL: +1.1% SED: +.1% SWD: -.7% HI: +.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Expulsion Rate Percentage of students who are expelled from the district during the academic year.	ALL: 0% EL: LTEL: SED: SWD: HOM: FY: 2023-24 SIS	ALL: 0% EL: LTEL: SED: SWD: HOM: FY: Winter 2024-25 SIS	SY 25-26: 0%	ALL: 0%	No difference
3.5	Middle School Dropout Rate Percentage of students in grades 7 and 8 who stop coming to school and who do not enroll in another school	2% 2023-24 CALPADS Report 1.12 & 1.1	0% Winter 2024-25 CALPADS Report 1.12 & 1.1	SY 25-26: 0%	0%	-2%
3.6	Safety & School Connectedness Percentage of students, parents and teachers who feel the school is safe. Percentage of students, parents and teachers who feel connected to the school. Data is based on the district annual LCAP survey – responses that agree with questions	Feel Safe at School: Students: 80% Parents: 98% Teachers: 82.6% Feel Connected to School: Students: 98% Parents: 94%	Feel Safe at School: Students: 88% Parents: 95% Teachers: 90% Feel Connected to School: Students: 88% Parents: 93% Teachers: 75%	Feel Safe at School: Students: 81% Parents: 99% Teachers: NA% Feel Connected to School: Students: 84% Parents: 99% Teachers: NA%	Feel Safe at School: Students: Increase until at least 90% Parents: Increase until at least 90% Teachers: Increase until at least 90% Feel Connected to School: Students: Increase until at least 90%	Feel Safe at School: Students: +1% Parents: +1% Teachers: +% Feel Connected to School: Students: -14% Parents: +5% Teachers: +%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to safety and connectedness.				Parents: Increase until at least 90% Teachers: Increase until at least 90%	
3.7	Parent Involvement Self-reflection on Parent and Family Engagement Building Relationships (Question #4) Seeking Input for Decision Making (Question #9 and #11) Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest) 1 – Exploration and Research Phase 2 – Beginning Development 3—Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2024 LCAP Survey Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 3 - Initial Implementation Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 4- Full Implimentation Q11 – Rate the LEA's progress in providing all families with	2025 LCAP Survey Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4 - Full Implementation Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups	2026 LCAP Survey Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4 - Full Implementation Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making 4 - Full Implementation	2024 LCAP Survey Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 5- Full Implementation and Sustainability Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups	Q4 – Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families Improved Q9 – Rate the LEA's progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making Maintainted

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. 2 - Beginning Development Local Indicator, Priority 3 Self-Reflection Tool	with decision-making 4 - Full Implementation Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 - Full Implementation Local Indicator, Priority 3 Self-Reflection Tool		with decision-making 5- Full Implementation and Sustainability Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. 5- Full Implementation and Sustainability	Q11 – Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. Improved
3.8	School Facilities Rating of school facility maintained in good repair based on CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC).	LCS is safe, clean and well maintained per December 2023 facilities inspection overall rating of 'Good'.	LCS is safe, clean and well maintained per December 2024 facilities inspection overall rating of 'Exemplary'.	LCS is safe, clean and well maintained per the 2024-2025 SARC facilities inspection overall rating of 'Exemplary'.	Overall annual facilities inspection rating will remain Good or Exemplary.	Improved

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.

All actions associated with Goal 3 were implemented as planned during the 2025–26 school year, with no substantive differences between planned actions and actual implementation. The school continued to prioritize creating a safe, inclusive, and supportive environment where students and families are actively engaged partners in the school community through implementation of PBIS systems, restorative practices, attendance interventions, social-emotional supports, enrichment opportunities, student leadership, school safety systems, and family engagement initiatives.

Implementation of Positive Behavioral Interventions and Supports (PBIS) (Action 3.1) and Restorative Practices (Action 3.2) continued throughout the school year to strengthen school climate, student relationships, and proactive behavioral supports. Staff continued utilizing PBIS systems, restorative conversations, and community-building strategies designed to foster positive student behavior, strengthen relationships, and support a welcoming and inclusive campus environment. Mental Health Services (Action 3.4) also remained an important focus through implementation of social-emotional learning lessons, class meetings, counseling supports, and targeted interventions for students requiring additional support.

Attendance Support systems (Action 3.3) continued through ongoing monitoring of student attendance, outreach to families, and interventions designed to remove barriers to consistent school attendance. Expanded Enrichment and Engagement Opportunities Beyond the Classroom (Action 3.6) also continued through school activities, enrichment opportunities, and programs designed to strengthen student connectedness, engagement, and belonging while supporting academic and social-emotional growth.

The school also continued implementation of Student Leadership opportunities (Action 3.5), which provided students with opportunities to contribute to schoolwide initiatives, strengthen leadership skills, and build greater ownership and engagement within the school community. School Safety and Facilities supports (Action 3.7) remained ongoing throughout the school year through continued maintenance of clean, safe, and welcoming learning environments, staff training, and campus safety procedures designed to support the physical and emotional well-being of students and staff.

Parent Involvement and Community Partnerships (Action 3.8) continued through family engagement events, parent meetings, communication systems, and community partnership opportunities designed to strengthen family-school relationships and increase parent involvement in student learning and school life. The school continued encouraging participation in advisory groups and committees, while also providing schoolwide events, literacy nights, assemblies, and enrichment opportunities that connected students, families, and community partners.

While implementation of family engagement opportunities remained strong overall, the school identified challenges related to increasing participation in events specifically focused on school improvement efforts, educational updates, and survey participation. Staff observed that families consistently demonstrated strong participation at community-building and celebratory events; however, attendance at town halls, school improvement discussions, and survey response opportunities was lower than desired. As a result, the school identified a continued need to strengthen outreach strategies and explore additional ways to increase family engagement and participation in school decision-making and feedback processes moving forward.

Overall, the school successfully implemented all Goal 3 actions and continued strengthening systems designed to support positive school climate, student well-being, family engagement, and community partnership.

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.

Material differences between budgeted and estimated actual expenditures for 3.2, Action 3.4, Action 3.6, Action 3.7, and Action 3.8 resulted primarily from organizational transitions and leadership changes that occurred during the LCAP development and budgeting process. Changes in key leadership positions and responsibilities created challenges in accurately aligning expenditures to specific LCAP actions, resulting in some costs being allocated differently than originally budgeted. As a result, estimated actual expenditures for these actions were $44,490 over for Action 3.2, $59,393 over for Action 3.4. The higher-than-budgeted expenditures reflect the school's efforts to ensure full implementation of the action and respond to emerging student and operational needs during the year.

Estimated actual expenditures for action 3.6 was $278,585 lower, Action 3.7 was $96,074 lower and Action 3.8 was $20,000 lower. Despite the lower-than-budgeted expenditures, the school continued to implement the core services and supports associated with this action.

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

The actions implemented under Goal 3 demonstrated mixed effectiveness in supporting positive school climate, student engagement, attendance, and student well-being outcomes. Through implementation of Positive Behavioral Interventions and Supports (PBIS) (Action 3.1), Restorative Practices (Action 3.2), Attendance Support systems (Action 3.3), Mental Health Services (Action 3.4), Student Leadership opportunities (Action 3.5), Expanded Enrichment and Engagement opportunities (Action 3.6), School Safety supports (Action 3.7), and Parent Involvement and Community Partnerships (Action 3.8), the school continued strengthening systems intended to improve school climate, increase student connectedness, reduce behavioral incidents, and improve student attendance outcomes.

The school’s Suspension Rate data reflects overall effectiveness of PBIS implementation, restorative practices, and proactive behavioral supports. On the 2025 CA School Dashboard, Lighthouse Charter earned a Yellow performance level on the Suspension Rate Indicator, with 1.8% of students suspended at least one day, maintaining by 0.1 percentage points and remaining below the state rate of 2.9%. Student groups showing positive suspension outcomes included Socioeconomically Disadvantaged students at 1.2% (Green), declining 0.9 points; Students with Disabilities at 2.6% (Green), declining 1.7 points; and White students at 1.6% (Green), declining 1.0 point. African American students also had 0.0% suspended, maintaining 0.0 points, though the group did not receive a performance color due to small student population size. These outcomes suggest that implementation of PBIS systems (Action 3.1), restorative practices and community circles

(Action 3.2), social-emotional supports and counseling services (Action 3.4), and expanded engagement opportunities (Action 3.6) are helping support positive student behavior, relationship-building, and school connectedness.

At the same time, several student groups experienced increases in suspension rates, indicating continued areas for growth. Asian students were at 2.9% (Orange), increasing 2.9 points; English Learners were at 1.1% (Orange), increasing 1.1 points; Hispanic students were at 1.7% (Orange), increasing 0.3 points; and Two or More Races students were at 3.1% (Orange), increasing 0.4 points. In response, the school continued focusing heavily on classroom management, behavior monitoring, restorative conversations, PBIS implementation, and proactive student supports throughout the school year to strengthen consistency and reduce behavioral concerns before they escalate.

Chronic absenteeism remains the school's greatest area of focus despite several encouraging improvement trends among student groups. On the 2025 CA School Dashboard, All Students were at 26.5% chronically absent, Red, maintaining 0.0 points from the prior year. Student groups in Red included English Learners at 20.2%, maintaining 0.3 points; Hispanic students at 34.5%, increasing 1.3 points; and Socioeconomically Disadvantaged students at 31.4%, maintaining 0.3 points. However, several student groups demonstrated meaningful improvement trends that suggest attendance interventions are beginning to positively impact attendance outcomes. Asian students declined 6.1 points to 12.1% (Yellow); Students with Disabilities declined 13.5 points to 30.7% (Orange); and White students declined 1.9 points to 20.9% (Orange).

The school's Attendance Support systems (Action 3.3) focused heavily on strengthening attendance awareness, family communication, and student motivation throughout the school year. Strategies implemented included attendance award programs, weekly traveling trophies for classes with the highest attendance, certificates recognizing students with strong attendance, classroom incentives and gift cards, letters sent home to families, and meetings with families to collaboratively develop attendance improvement plans. The school also continued leveraging PBIS systems (Action 3.1), restorative practices (Action 3.2), mental health supports (Action 3.4), and family partnerships (Action 3.8) to improve student connectedness and reduce barriers to attendance. As part of ongoing reflection and continuous improvement efforts, the school is also exploring expanded Independent Study options moving forward to better support students experiencing attendance barriers.

Overall, the data suggests that Goal 3 actions have been effective in maintaining suspension rates below the state average and improving outcomes for several student groups. At the same time, chronic absenteeism remains a significant priority area, and the school will continue strengthening attendance systems, family outreach, restorative practices, and proactive student engagement supports to improve attendance outcomes moving forward.

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.

Based on reflection on prior practice, review of Dashboard and local data, and engagement with educational partners, the school will maintain the overall structure of Goal 3, including its actions, metrics, and target outcomes, as it enters the third and final year of the current LCAP cycle. Overall, the school believes the current systems and supports related to school climate, student engagement, family partnership, and student well-being are positively contributing to improved school culture and stronger collaboration among staff and families.

While no major changes will be made to the goal structure, the school will continue prioritizing chronic absenteeism as a primary focus area during the 2026–27 school year. Building on current attendance systems and interventions, the school plans to increase planning and coordination around family engagement efforts in order to strengthen participation and connectedness among families with the goal of improving student attendance outcomes. The school also plans to continue refining attendance incentive systems, including additional celebrations, recognition opportunities, and attendance-focused rewards for students and classes. In addition, the school will continue exploring expanded Independent Study (IS) options and supports as another strategy to address attendance barriers and improve student engagement.

The school also reflected positively on the increased cohesiveness and collaboration among staff teams that developed during the current school year and plans to continue strengthening this momentum moving into 2026–27. As part of these efforts, the school identified continued professional development as a key area of focus. Staff expressed a need for additional training and support in differentiation, curriculum implementation, and small group instructional practices. In response, the school will continue collaborating with the network support team to ensure staff receive targeted professional development and coaching aligned to instructional needs and student achievement priorities moving forward.

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	Positive Behavioral interventions and Supports (PBIS)	Implementation of school-wide Positive Behavior Intervention Systems and Supports (PBIS) with fidelity. Follow-up training and other support to school sites will improve PBIS school-wide programs.		No
3.2	Restorative Practices	Implement a school-wide Restorative Practices and Community Circles to build community on campus and improve relationships within the classrooms and throughout the school community.		No
3.3	Attendance Support	Establish a team that will target students who are chronically absent. Provide training, resources and necessary support to remove barriers hindering students ability to attend school regularly.		No

Action #	Title	Description	Total Funds	Contributing
3.4	Mental Health Services	Provide universal social emotional learning opportunities through structured lessons and resources and targeted support with a school counselor based on need. • Tier 1 - social emotional support provided to all through social emotional lessons and class meetings. • Tier 2 - short-term small group support • Tier 3 - short-term individualized support		No
3.5	Student Leadership	Create opportunities for students to have agency and contribute to the development of school-wide initiatives.		No
3.6	Expanded Enrichment and Engagement Opportunities Beyond the Classroom	Design and implement intervention and enrichment opportunities that improve student academic preparedness and support positive outcomes on the California School Dashboard, while also increasing opportunities for students to connect and engage in school activities aligned with their interests to foster a sense of belonging and motivation.	$673,013.00	No
3.7	School Safety and Facilities Enhancement for Student and Staff Well-Being	Implement and maintain school safety and security measures through ongoing site-based support, staff training, and infrastructure upgrades. Invest in personnel and resources necessary to ensure that all school facilities are clean, well-maintained, and conducive to learning, creating safe, welcoming environments that support the physical and emotional well-being of students and staff.	$539,131.00	No
3.8	Parent Involvement & Community Partnerships	Enhance student academic and social-emotional success by fostering strong family-school partnerships and building meaningful community connections. Provide learning opportunities and personal development sessions for families to strengthen their capacity to support student learning at home and increase parent engagement in school life. During school events and parent meetings, staff will encourage participation in site and district advisory committees such as the Parent Advisory Committee, English Learner Advisory Committee, School Safety Committee, and others that contribute to student outcomes. In parallel, the school will	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		establish and expand community partnerships to enrich student experiences through collaborative events such as assemblies, guest speakers, literacy nights, and other school-wide initiatives that connect families, students, and the broader community.		
3.11				

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
$$1,019,427	$85,380

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
20.121%	3.221%	$158,778.00	23.342%

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
1.2	**Action:** Professional Development for Certificated and Classified Staff **Need:** Unduplicated students at Lighthouse Charter School are underperforming in both English Language Arts (ELA) and mathematics, as shown by 2024 CAASPP results. Socioeconomically Disadvantaged (SED) students scored 47.6 points below standard in	The LEA will implement small-group, data-informed instructional interventions aligned to foundational skills and differentiated support. These services will include integrated and designated ELD instruction, academic coaching for teachers, and curriculum-aligned progress monitoring tools to accelerate learning. Additional extended learning time and targeted supports will be prioritized for unduplicated students. Although this action is provided LEA-wide, it will directly support unduplicated pupils. These	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores Student participation in intervention sessions and extended learning opportunities

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
	ELA (18 points below the all-student average) and 68.6 points below standard in math. English Learners (ELs) scored 75.4 points below standard in ELA (45.8 points below all students) and 80.8 points below standard in math (29.7 points below all students). While 44.2% of EL students showed growth toward English proficiency on the ELPAC, overall reclassification readiness remains low. **Scope:** LEA-wide	students are statistically overrepresented among those performing below standard, and the design of the supports—including the use of formative assessments, language scaffolds, and tailored literacy instruction—is intended to address their specific academic needs.	Teacher feedback and implementation of fidelity checks
1.3	**Action:** Holistic Learning Through Art, Music, Technology and Real-World Projects **Need:** Unduplicated students at Lighthouse Charter School are underperforming in both English Language Arts (ELA) and mathematics, as shown by 2024 CAASPP results. Socioeconomically Disadvantaged (SED) students scored 47.6 points below standard in ELA (18 points below the all-student average) and 68.6 points below standard in math. English Learners (ELs) scored 75.4 points below standard in ELA (45.8 points below all students) and 80.8 points below standard in math (29.7 points below all students). While 44.2% of EL students showed growth toward English proficiency on the ELPAC, overall reclassification readiness remains low. **Scope:**	This action addresses the academic and opportunity gaps faced by low-performing unduplicated students—particularly English Learners and Socioeconomically Disadvantaged students—by providing interdisciplinary learning experiences that integrate grade-level standards with real-world applications. These experiences foster engagement, relevance, and motivation for all students, but are key to accelerating learning for students who may lack access to enriched educational environments. By embedding critical 21st-century skills—such as collaboration, independent thinking, problem-solving, and self-reflection—into daily instruction, this action ensures that unduplicated students develop the cognitive and social-emotional competencies necessary to succeed in rigorous academic settings. In addition, the interdisciplinary approach:	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Offers multiple access points for understanding complex content, supporting differentiated instruction. Strengthens academic language development—essential for English Learners—through authentic communication and inquiry. Provides scaffolded opportunities for practice, feedback, and reflection, aligned with grade-level expectations.	
2.1	**Action:** Small Group Instruction **Need:** Unduplicated students at Lighthouse Charter School are underperforming in both English Language Arts (ELA) and mathematics, as shown by 2024 CAASPP results. Socioeconomically Disadvantaged (SED) students scored 47.6 points below standard in ELA (18 points below the all-student average) and 68.6 points below standard in math. English Learners (ELs) scored 75.4 points below standard in ELA (45.8 points below all students) and 80.8 points below standard in math (29.7 points below all students). While 44.2% of EL students showed growth toward English proficiency on the ELPAC, overall reclassification readiness remains low. **Scope:** LEA-wide	Small group instruction plays a vital role in promoting personalized learning, differentiation, collaboration, and social-emotional development, making it an essential component of effective teaching practice for all students. --Small groups allow educators to tailor instruction to meet students' specific academic needs, especially for those performing below grade level in ELA or math. --Students are more likely to participate, ask questions, and stay engaged in smaller, focused settings where they receive immediate feedback. --Supports structured academic conversations, vocabulary development, and comprehension strategies essential for EL success. --Teachers can differentiate content, pacing, and supports, allowing students to access grade-level content at their readiness level. --Smaller settings foster stronger teacher-student relationships, increase students' academic confidence, and reduce anxiety. --Provides a flexible framework to integrate IEP goals, accommodations, or SEL needs, especially	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

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
		beneficial for Students with Disabilities and SED students. --Allows real-time progress monitoring and formative assessment, enabling timely adjustments to instruction and supports.	
2.2	**Action:** Data Analysis and Review **Need:** Unduplicated students at Lighthouse Charter School are underperforming in both English Language Arts (ELA) and mathematics, as shown by 2024 CAASPP results. Socioeconomically Disadvantaged (SED) students scored 47.6 points below standard in ELA (18 points below the all-student average) and 68.6 points below standard in math. English Learners (ELs) scored 75.4 points below standard in ELA (45.8 points below all students) and 80.8 points below standard in math (29.7 points below all students). While 44.2% of EL students showed growth toward English proficiency on the ELPAC, overall reclassification readiness remains low. **Scope:** LEA-wide	By leveraging data effectively, teachers can make more informed decisions, better meet the needs of their students, and ultimately achieve better outcomes for all learners.	ELA Scores (iReady, CAASPP) Math Scores (iReady, CAASPP) Science Scores (CAASPP) EL Reclassification Rate ELPAC Scores

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
2.3	**Action:** English Language and Migrant Learners **Need:** English Learners are performing significantly below standard in English Language Arts. According to 2024 CAASPP results, EL students scored 75.4 points below standard, which is 45.8 points lower than the all-student average. Additionally, only 44.2% of EL students made annual progress toward English proficiency on the ELPAC. These data indicate the need for targeted English language development support and instructional strategies that promote language acquisition and literacy development. **Scope:** Limited to Unduplicated Student Group(s)	The LEA will implement a structured English Language Development (ELD) program using both integrated and designated instruction. The action includes professional development for teachers in ELD instructional strategies, supplemental ELD materials, and small group support designed to accelerate language acquisition. Instruction will focus on vocabulary development, reading comprehension, and academic language to ensure EL students can access core curriculum and make measurable progress.	ELA Scores (iReady, CAASPP) EL Reclassification Rate ELPAC Scores Teacher implementation of integrated ELD strategies Formative assessment data
2.4	**Action:** Special Education: Targeted Attendance Interventions for Students with Disabilities (SWD) **Need:** Implement a tiered intervention plan to reduce chronic absenteeism among Students with Disabilities (currently 44%). **Scope:**	Strategies include IEP-integrated attendance tracking, Check-In/Check-Out systems, individualized intervention plans, home visits, and wraparound family support. Invite at-risk SWD to expanded learning (ELOP) programs to rebuild engagement. Actions are principally directed to and effective in addressing the ATSI-identified needs of SWD.	Reduction in chronic absenteeism rate for SWD (from 44% to <30% by 2026) % of SWD with active attendance intervention plans SWD participation in ELOP or expanded day

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		supports Parent satisfaction survey ratings regarding communication and support
2.5	**Action:** Foster Youth & Homeless Supp **Need:** Foster and Homeless youth at DECS continue to demonstrate academic needs despite some improvement in attendance. The attendance rate for Foster Youth is 93.36%, and although this reflects regular school participation, all Foster Youth scored below basic in English Language Arts (ELA), and only 50% demonstrated proficiency in math based on i-Ready assessments. For Homeless students, the attendance rate has improved to 94.78%, yet only 50% reached proficiency in both ELA and math, signaling that consistent attendance alone is not translating into grade-level performance. **Scope:** Limited to Unduplicated Student Group(s)	These data points highlight the ongoing need for targeted instructional support, trauma-informed academic interventions, and wraparound services for these highly vulnerable student groups.	LA Scores (iReady, CAASPP) Math scores (iReady, CAASPP) School Attendance Rate Chronic Absenteeism Rate

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

NA

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.

LCS qualifies for additional Concentration Grant Add-On funding based on having a high concentration (above 55%) of unduplicated pupils, including Foster Youth, English Learners, and Socioeconomically Disadvantaged (SED) students. The additional $85,380 in concentration add-on funds will be used to increase the number of staff providing direct services to students most in need.

Specifically, LCS will use these funds to pay paraprofessionals and credentialed teachers to deliver targeted academic support and tutoring for EL, Foster Youth, and SED students. Services will be provided after school and during intersession periods, allowing for extended learning time focused on foundational skill development, academic recovery, and acceleration.

This investment directly increases instructional support beyond the core school day and is principally directed toward unduplicated pupils who are underperforming in ELA and math, ensuring more equitable access to academic intervention and personalized learning.

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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

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	$5,066,500	$1,019,427	20.121%	3.221%	23.342%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,029,850.00	$1,286,611.00	$0.00	$308,836.00	$5,625,297.00	$4,289,175.00	$1,336,122.00

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	Rigorous curriculum and instructional materials	All	No			All Schools	On-going	$0.00	$124,200.00	$124,200.00				$124,200.00	
1	1.2	Professional Development for Certificated and Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$2,440,332.00	$14,133.00	$2,253,078.00	$74,195.00		$127,192.00	$2,454,465.00	
1	1.3	Holistic Learning Through Art, Music, Technology and Real-World Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On going	$194,608.00	$16,400.00	$211,008.00				$211,008.00	
2	2.1	Small Group Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going	$341,873.00	$0.00	$341,873.00				$341,873.00	
2	2.2	Data Analysis and Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On-going								
2	2.3	English Language and Migrant Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		On-going	$171,338.00	$0.00	$171,338.00				$171,338.00	
2	2.4	Special Education: Targeted Attendance Interventions for Students with Disabilities (SWD)	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$548,773.00	$332,577.00	$84,073.00	$615,633.00		$181,644.00	$881,350.00	
2	2.5	Foster Youth & Homeless Supp		Yes	Limited to Unduplicated Student Group(s			On-going	$32,385.00	$176,534.00	$208,919.00				$208,919.00	

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
					)											
3	3.1	Positive Behavioral interventions and Supports (PBIS)	All	No			All Schools	On-going								
3	3.2	Restorative Practices	All	No			All Schools	On-going								
3	3.3	Attendance Support	All	No			All Schools	On-going								
3	3.4	Mental Health Services	All	No			All Schools	On-going								
3	3.5	Student Leadership	6th-8th grades	No			All Schools	On-going								
3	3.6	Expanded Enrichment and Engagement Opportunities Beyond the Classroom	All	No			All Schools	On-going	$41,095.00	$631,918.00	$76,230.00	$596,783.00			$673,013.00	
3	3.7	School Safety and Facilities Enhancement for Student and Staff Well-Being	All	No			All Schools	On-going	$518,771.00	$20,360.00	$539,131.00				$539,131.00	
3	3.8	Parent Involvement & Community Partnerships	All	No			All Schools	On-going	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.11															

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
$5,066,500	$1,019,427	20.121%	3.221%	23.342%	$3,270,289.00	0.000%	64.547 %	**Total:**	$3,270,289.00
								LEA-wide Total:	$2,805,959.00
								Limited Total:	$464,330.00
								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	**1.2**	Professional Development for Certificated and Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,253,078.00	
1	**1.3**	Holistic Learning Through Art, Music, Technology and Real-World Projects	Yes	LEA-wide	English Learners Foster Youth Low Income		$211,008.00	
2	**2.1**	Small Group Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$341,873.00	
2	**2.2**	Data Analysis and Review	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	**2.3**	English Language and Migrant Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$171,338.00	
2	**2.4**	Special Education: Targeted Attendance Interventions for Students with Disabilities (SWD)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$84,073.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Foster Youth & Homeless Supp	Yes	Limited to Unduplicated Student Group(s)			$208,919.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,255,941.00	$2,088,122.54

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**	Rigorous curriculum and instructional materials	No	$168,000.00	$ 158,778
1	**1.2**	Professional Development for Certificated and Classified Staff	Yes	$2,079,988.00	$ 921,537
1	**1.3**	Holistic Learning Through Art, Music, Technology and Real-World Projects	Yes	$204,781.00	$ 127,517
2	**2.1**	Small Group Instruction	Yes	$250,600.00	$103,953.54
2	**2.2**	Data Analysis and Review	Yes		
2	**2.3**	English Language and Migrant Learners	Yes	$32,953.00	$ 370
2	**2.4**	Special Education: Targeted Attendance Interventions for Students with Disabilities (SWD)	No Yes	$779,264.00	$ 289,517
2	**2.5**	Transportation	No	$49,100.00	$ 85,605
2	**2.6**	Foster Youth & Homeless	Yes		1
3	**3.1**	Positive Behavioral interventions and Supports (PBIS)	No		$ 365

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	**3.2**	Restorative Practices	No		$ 44,490
3	**3.3**	Attendance Support	No		
3	**3.4**	Mental Health Services	No		$ 59,393
3	**3.5**	Student Leadership	No		
3	**3.6**	Expanded Enrichment and Engagement Opportunities Beyond the Classroom	No	$413,938.00	$ 135,353
3	**3.7**	School Safety and Facilities Enhancement for Student and Staff Well-Being	No	$257,317.00	$ 161,243
3	**3.8**	Parent Involvement & Community Partnerships	No	$20,000.00	
3	**3.11**				

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)
$ 1,506,069.00	$2,732,206.00	$1,347,291.00	$1,384,915.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development for Certificated and Classified Staff	Yes	$1,993,148.00	$ 921,537		
1	1.3	Holistic Learning Through Art, Music, Technology and Real-World Projects	Yes	$140,895.00	$ 127,517		
2	2.1	Small Group Instruction	Yes	$250,600.00	$ 23,150		
2	2.2	Data Analysis and Review	Yes				
2	2.3	English Language and Migrant Learners	Yes	$32,953.00	$ 370		
2	2.4	Special Education: Targeted Attendance Interventions for Students with Disabilities (SWD)	Yes	$314,610.00	$ 274,717		
2	2.6	Foster Youth & Homeless	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,928,738	$ 1,506,069.00	0	30.557%	$1,347,291.00	0.000%	27.335%	$158,778.00	3.221%

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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