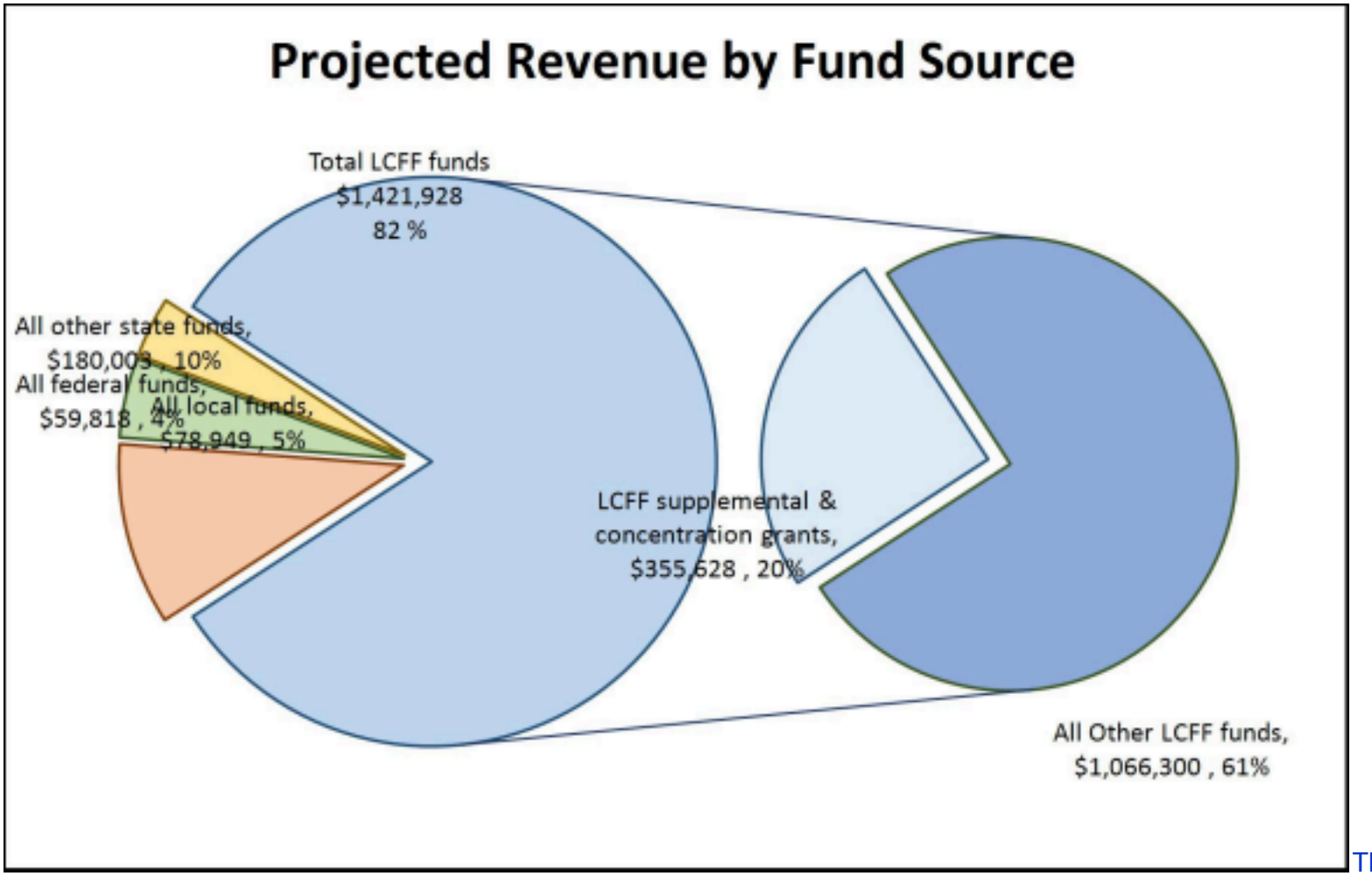
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tehama eLearning Academy
CDS Code: 52 10520 6119671
School Year: 2025-26
LEA contact information:
Michelle Barnard
Principal
mbarnard@tehamaschools.org
(530) 527-0188

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

Budget Overview for the 2025-26 School Year

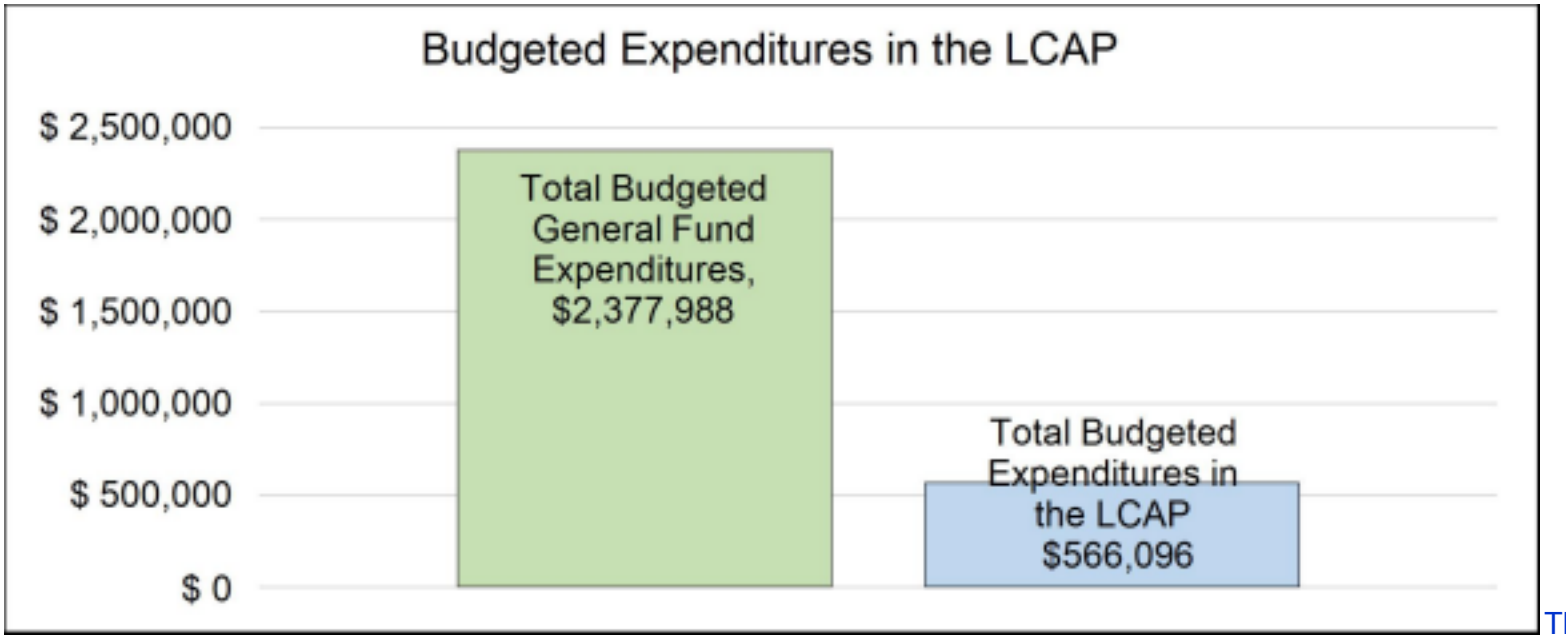


This chart shows the total general purpose revenue Tehama eLearning Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tehama eLearning Academy is $1,740,698, of which $1,421,928 is Local Control Funding Formula (LCFF), $180,003 is other state funds, $78,949 is local funds, and $59,818 is federal funds. Of the $1,421,928 in LCFF Funds, $355,628 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 Tehama eLearning Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tehama eLearning Academy plans to spend $2,377,988 for the 2025-26 school year. Of that amount, $566,096 is tied to actions/services in the LCAP and $1,811,892 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

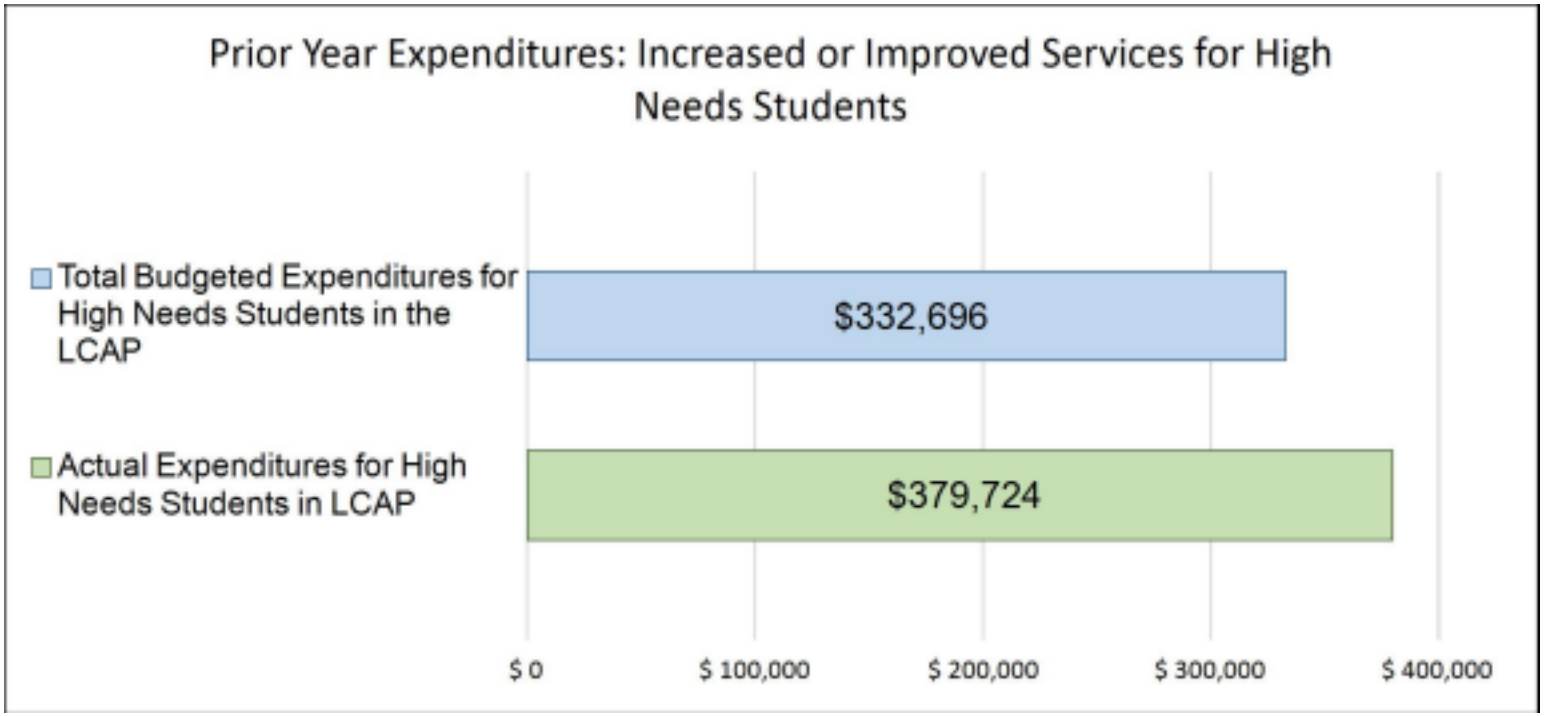
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Tehama eLearning Academy is projecting it will receive $355,628 based on the enrollment of foster youth, English learner, and low-income students. Tehama eLearning Academy must describe how it intends to increase or improve services

for high needs students in the LCAP. Tehama eLearning Academy plans to spend $336,462 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Tehama eLearning Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tehama eLearning

Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Tehama eLearning Academy's LCAP budgeted $332,696 for planned actions to increase or improve services for high needs students. Tehama eLearning Academy actually spent $379,724 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tehama eLearning Academy	Michelle Barnard Principal	mbarnard@tehamaschools.org (530) 527-0188

Plan Summary [2025-26]

General Information

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

Our mission at Tehama eLearning Academy is to provide a flexible, online, standards-based education and data-driven onsite instruction for students in
Tehama and adjacent counties. To prepare students for college, career and future endeavors, we foster a supportive learning environment through parent
partnership and relationship building with our students. We serve students in grades 7-12.
Tehama eLearning Academy (TeLA), previously named eScholar Academy, officially became a charter school in 2002. Due to the closing of its previous school district (Mineral), TCDE assumed charter oversight in 2012-13. TeLA was granted initial WASC accreditation in 2008, and six year accreditation in June, 2014, and July 2020. TeLA uses the latest in computer technology to deliver Common Core aligned, relevant, mastery-based online curriculum that is accessible to students at any time.
TeLA's Expected Schoolwide Learning Results (ESLO's) state that students will learn to be: self-directed learners, effective communicators, demonstrate the ability to think critically, giving the skills to become contributing members of society.
The school's approach to teaching/learning provides a unique opportunity for students who have been unsuccessful in a traditional school setting.
Many students report enrolling at TeLA because of previous school failure, attendance challenges at previous schools, difficulty with anxiety or other mental health challenges, social difficulties such as bullying or other behavior challenges, or because they want to accelerate their education and have the opportunity to work or attend college while going to school online. 80.3% of TeLA students are economically disadvantaged.

(State average 59.6%) 22.2% of TeLA students are students with disabilities (State average 12.7%).10.3% of students are homeless. (State average 2.9%)
Students complete core courses online. Students appreciate the flexibility of the curriculum being available to them anywhere they have internet access and 24 hours per day. Students are assigned onsite intervention classes or individual or small group tutoring based on the individual need of the student. All students complete reading and math assessments at entry and their program is planned according to their academic levels and previous school achievement along with student and parent input and choice. Enrichment and social opportunities as well as onsite tutoring is available to all students. Teachers, tutors, as well as counseling staff are available to students virtually or in person on our school campus every school day.
TeLA is governed by a Governance Committee whose membership is established within the Charter. The Governance Committee meets every other month to review school business and monitor LCAP goals, actions and services.

Reflections: Annual Performance

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

TeLA has maintained a steady enrollment, staying close to our cap of 130 students and maintaining a waiting list for the majority of the school year. Attendance rates consistently remain above 90% (93.79% in 2023/2024). Our chronic absenteeism rate has decreased from 26.9% in 2023 to 15.4% in 2024.

Student feedback and student and parent surveys continue to show high levels of satisfaction and feelings of safety at school. Student participation in on campus activities remains high (92.21% of all students participate in onsite activities). For an online school, we believe this high level of onsite participation is because of the engaging options for students onsite and the environment we have created that causes students to want to be here and engage.

With increased opportunity and a schoolwide focus on concurrent and dual enrollment at college, we have increased the number of students who completed a college course to 41 students (38%), up from 25 students the previous year. We have continued to improve systems to ensure students graduate college and career ready and have shown steady improvements in this indicator with the number of students graduating college and career ready increasing each year. 53.3% were College and Career ready in 2024, an increase of 13.8% from the previous year and higher that the state average of 45.3%.

We continue to show high levels of need in the area of reading and math growth. Our CAASPP testing results show a decline in the number of students who have met expectations in Language Arts with school wide scores 79.6 points below standard. This is a 24.4 point decline. Math scores are 152.6 points below standard, showing a 12.8 point improvement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Our school was not eligible for comprehensive support and improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
We received feedback from teachers, principal, administrator, all school personnel, parents, students, governance committee members in the development of the LCAP	Surveys were given to educational partners multiple times during the year. In person feedback sessions were held several times during the year for staff, students, and parents. Responses and feedback were received from a variety of parents including those whose students has special needs, and were English Learners, and foster students, along with families who were eligible for free and reduced lunch.

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

TELA had RED indicators on the dashboard for All Students in the areas of Math and ELA. An analysis of this rating included: Many students come to our school after previous school failure. 45% (69 students) of all students are new to us this year. Many of our new students (72%) come to us two or more grade levels below in reading and/or math. A large percentage of our students qualify for intervention (60%) as they are not reading at grade level. 45% of our students are behind in credits and come to us in need of credit recovery. The population we serve are seeking an alternative style of education and have high levels of need for academic as well as social emotional needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We continue to see a need for improvement of reading and math achievement among our students. We continue to have many students come to us credit-deficient and in need of the opportunity for credit recovery. These actions will support all students in developing the skills needed for successful transitions to college, further training, or the world of work.

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 appropriately credentialed as measured by Williams.	100% of teachers are appropriately credentialed. (23/24)	100% of teachers are appropriately credentialed. (24/25)		100% of teachers are appropriately credentialed.	
1.2	Students access to standards-aligned curriculum as measured by Williams.	100% of students have access to standards aligned curriculum. (23/24)	100% of students have access to standards-aligned curriculum.(24/25)		100% of students have access to standards-aligned curriculum.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of adopted academic content as measured by teacher surveys.	100% of teachers are using adopted academic content. (23/24)	100% of teachers are using adopted academic content.(24/25)		100% of teachers are using adopted academic content.	

1.4	Parents give input for LEA and School Decisions as measured by parent surveys.	96% parents feel that TeLA allows them to participate in their students education. (23/24)	95% of parents feel that TeLA allows them to participate in their students education (24/25)		More than 90% of parents feel they are able to give input on decisions about school.	
1.5	Parents of unduplicated and special education student participation in school programs as measured by parent surveys.	96% of parents of unduplicated students feel TeLA is responsive to the concerns of parents and the community. (23/24) 100% of parents of SWD feel they have had opportunities to participate (23/24)	94% of parents of unduplicated students feel TeLA is responsive to the concerns of parents and the community. 100% of parents of SWD feel they have had opportunities to participate (24/25)		More than 90% of parents of all groups feel they have opportunities to participate.	
1.6	Student performance on statewide assessments (ELA/MA)	30% at/above standards on the ELA state assessment. (22/23) 2.3% at/above standards on the MA state assessment. (22/23)	21% at/above standards on the ELA state assessment. (23/24) 6% at/above standards on the MA state assessment (23/24)		40% of students will be at/above standard on the ELA State Assessment and 10% will be at/above standard on the Math state assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student performance on Local Assessments (ELA/MA/writing)	54% of students demonstrate growth in reading (STAR 2023) 30.4% demonstrated growth in math (STAR 2023) 30% demonstrate growth in writing (CBM 2023)	83% of students demonstrate growth in reading (STAR 2024) 60% demonstrated growth in math (STAR 2024) 30% demonstrate growth in writing (2024)		More than 50% of all students will demonstrate growth in reading, writing and math.	
1.8	EL Student progress towards proficiency on the ELPAC.	0 students demonstrated progress on the ELPAC (23/24)	0 students demonstrated progress on the ELPAC		25% of assessed students will demonstrate progress on the ELPAC	
1.9	Students completing UC/CSU (A-G) courses as measured CALPADS reporting.	45.5% completed UC/CSU courses (22/23)	48% completed UC/CSU courses (23/24)		50% of students will complete UC/CSU courses.	
1.10	Students completing CTE courses as	52% of students completed CTE courses. (22/23)	74% of students completed		75% of students will complete CTE Courses	

	measured by CALPADS reporting.		CTE courses (23/24)			
1.11	Students completing both 1.9 and 1.10 as measured by CALPADS reporting.	19% students completed both 1.9 and 1.10. (22/23)	36% students completed both (23/24)		25% of students will both 1.9 and 1.10 as measured by CALPADS reporting.	
1.12	EL student reclassification as measured by school reports.	0 students reclassified (23/24)	0 students reclassified		1-2 students will be reclassified each school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Students passing advanced placement exams as measured by CALPADS.	0 students completed advanced placement exams. (22/23)	0 students completed advanced placement exams		3 students will complete advanced placement exams	
1.14	Students demonstrated college preparedness as measured by CALPADS.	39.5% of students graduated College and Career Ready (22/23) (Dashboard)	53.3% of students graduated College and Career Ready (Dashboard)		75% of all Graduates will be College and Career Ready	

1.15	Student access to a broad course of study as measured by course listing.	The following courses are available for students: VAPA courses, Physical Education courses, Educational fieldtrips, STEM courses (23/24)	The following courses are available for students: VAPA courses, Physical Education courses, Educational fieldtrips, STEM courses (24/25)		100% of students will have access to a broad course of study as measured by course listing	
1.16	Student graduation rates as determined by CA Dashboard.	76.7% graduation rate (22/23)	77.8% graduation rate (23/24)		Student graduation rates will remain above 75%	
1.17	College going rates as reported by National Clearinghouse	26% attended college after high school. (2022)	29% attended college after high school. (2023)		35% of students will attend college after high school	
1.18	Students will complete dual and concurrent college courses	39 students completed dual/concurrent college courses. (22/23)	17 students completed dual/concurrent college courses.(23/24)		50 or more students will complete dual/concurrent college courses each year	

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Acti		Description	Total Funds	Contributing
1.1	EL Supports	PD provided to all staff to support EL language acquisition through instructional practices and EL materials that are state-aligned and address EL Standards.		Yes
1.2	Special Education Supports	A full time resource teacher provides instruction to special education students along with consultation with the general education teacher to provide the highest level of engagement for sped students in the least restrictive environment (LRE) as appropriate.	$192,067.00	No

1.3	I	ı Supports To address academic learning loss identified in all students, nduplicated students, we will provide intensive intervention and one-on one supports through paraprofessionals.	$165,987.20	Yes

Acti		Description	Total Funds	Contributin g
1.4	Professional Development (all staff)	Training for staff on engagement, wellness, equity, and inclusion with a focus on effective instructional strategies. This will include integrating employability skills for students.	$24,388.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Services will be provided to support student learning including positive school culture, social/emotional learning and wellness, and family/student/community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students need additional supports to be successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student attendance rates as measured by Aeries reporting.	95.9% attendance (2023)	93.79 attendance rate (2024)		Attendance rates will remain above 95%	
2.2	Student chronic absenteeism rates as measured by CALPADS.	26.9% of students were chronically absent in 22/23	22% of students were chronically absent in 23/24		Chronic absenteeism rates will remain below the state average.	
2.3	Middle school drop out rates as measured by CALPADS.	0% drop out after 8th grade	0% drop out after 8th grade		Middle School drop out rates will remain below the state	

					average	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	High school drop out rates as measured by CALPADS.	Drop out rate of >1% (2023)	Drop out rate of >1% (1 student) (2023/2024)		High School drop out rates will remain below the state average	
2.5	Student suspension rates as measured by Aeries reporting.	Suspension rate 0 (2023)	Suspension rate 0 (2024)		Student suspension rates will remain below 5%	
2.6	Student expulsion rates as measured by Aeries reporting.	Expulsion rate 0 (2023)	Expulsion rate 0 (2024)		Student expulsion rates will remain below 5%	

2.7	Student and Parent sense of safety and school connectedness as measured by surveys.	STUDENT safety: 96.6% of students surveyed report feeling safe at school. connectedness: 79% of students report their teacher encourages them to do their best. PARENT safety: 100% of parents surveyed report feeling TeLA is a safe school connectedness: 97.2% of parents surveyed report feeling welcome at TeLA	STUDENT safety: 98.6% of students surveyed report feeling safe at school. connectedness: 98% of students report their teacher encourages them to do their best. PARENT safety: 98% of parents surveyed report feeling TeLA is a safe school connectedness: 94% of parents surveyed report feeling welcome at TeLA		85% or more of students' and parents will report feelings of safety and connectedness at school.	
2.8	Conditions of school facilities as measured by annual FIT.	Rating: Excellent (23/24)	Rating: Excellent (2024/2025)		Rating: Excellent (23/24)	

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Acti		Description	Total Funds	Contributing
2.1	MTSS Supports	Panorama MTSS assessment materials utilized to target, monitor, and align services to students within each of the MTSS tiers. This action will also address the identified needs of our RED student groups (All Students received RED dashboard indicators in ELA and Math).	$15,460.00	Yes

Actio		Description	Total Funds	Contributing
2.2	School Counselor	Counselor to provide direct services to students as well as developing education plans and goals with students. Supports college and career transitions.	$125,614.41	Yes
2.3	Mental Health Supports	MOU with TCDE Metal Health/Wellness department.	$40,000.00	Yes
2.4	School Attendance	Provide support via an Engagement Specialist. Fund engagement through an MOU with the TCDE SARB.	$2,579.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$355,628	$$41,634

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
33.352%	0.000%	$0.00	33.352%

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
1.3	**Action:** Intervention Supports **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds are particularly vulnerable to academic learning loss, especially during disruptions such as the recent pandemic. Intensive intervention and	To address academic learning loss identified in all students, including unduplicated students, the district will provide intensive intervention and one-on-one support through paraprofessionals. Paraprofessionals will be trained to deliver targeted interventions in core academic subjects, focusing on areas where students have demonstrated significant learning gaps. These interventions will include small group sessions and	1.6, 1.7

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

	one-on-one supports are critical to help these students recover lost ground and achieve academic success. **Scope:** Schoolwide	individualized instruction tailored to the specific needs of each student. Paraprofessionals will work closely with classroom teachers to align their support with the ongoing curriculum and instructional goals, ensuring a cohesive and effective approach to student learning. Additionally, regular monitoring and assessment will be conducted to track student progress and adjust interventions as needed. This data-driven approach will allow for timely adjustments to support strategies, maximizing their effectiveness. Collaboration between paraprofessionals, teachers, MTSS Team and parents will be encouraged to create a comprehensive support system for each student, addressing both academic and social-emotional needs. Research supports the effectiveness of intensive intervention and one-on-one support in addressing learning loss and improving student outcomes. According to the Institute of Education Sciences (IES), targeted interventions and personalized support are crucial for helping students recover from learning gaps and achieve academic success (IES, 2009). The American Institutes for Research (AIR) emphasizes that well-trained paraprofessionals can play a significant role in providing effective one-on-one support and improving student outcomes (AIR, 2013). By providing intensive intervention and one-on-one supports through paraprofessionals, the district aims to address academic learning loss and enhance the academic success of all	

		students,	

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
		including foster youth, English learners, and students from low socioeconomic backgrounds.	

1.4	**Action:** Professional Development (all staff) **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to engagement, wellness, and inclusion in the educational environment. Effective instructional strategies that promote equity and inclusion, along with the integration of employability skills, are crucial for supporting these students' academic and future career success. **Scope:** Schoolwide	To address these needs, the district will implement a comprehensive training program for staff on belonging, engagement, wellness, equity, and inclusion, with a focus on effective instructional strategies and integrating employability skills for students. The training will equip teachers with practical, evidence-based strategies to enhance student engagement and promote overall wellness, including social-emotional learning (SEL) and mental health supports. Staff will learn how to create a supportive and inclusive classroom environment that fosters student well-being and academic success. Additionally, the training will include professional development on cultural competency, anti-bias education, and strategies to promote equity and inclusion in the classroom. Teachers will be equipped with tools to recognize and address systemic barriers that affect foster youth, English learners, and students from low socioeconomic backgrounds. The program will also emphasize the integration of employability skills into the curriculum, such as communication, collaboration, critical thinking, and problem-solving, providing examples and best practices for embedding these skills into everyday instruction and project-based learning activities. Research supports the importance of training on engagement, wellness, equity, and inclusion in improving student outcomes. According to the Collaborative for Academic, Social, and Emotional	1.6, 1.7, 1.8

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
		Learning (CASEL), SEL programs and strategies that promote wellness enhance student engagement, academic performance, and overall well-being (CASEL, 2013). The National Education Association (NEA) highlights that equity and inclusion training is essential for creating supportive learning environments that address the diverse needs of all students (NEA, 2015). By providing comprehensive training on engagement, wellness, equity, and inclusion, along with integrating employability skills, the district aims to enhance the instructional skills of educators and improve the academic and future career success of foster youth, English learners, and students from low socioeconomic backgrounds.	

2.1	**Action:** MTSS Supports **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require targeted and multi-tiered interventions to support their academic, social, emotional, and behavioral needs. Implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework is crucial for providing these students with the appropriate level of support and services. **Scope:** Schoolwide	To address these needs, the district will utilize Panorama MTSS assessment materials to target, monitor, and align services to students within each of the MTSS tiers. The district will implement a comprehensive assessment system using Panorama tools to accurately identify students' needs across academic, social, emotional, and behavioral domains. This system will ensure that assessments are comprehensive and inclusive, capturing a wide range of data points to inform decision-making. Once needs are identified, the district will align students with the appropriate level of support based on their identified needs using the MTSS framework. Tier 1 supports will be provided to all students, including high-quality instruction and universal interventions. For students who need	1.2, 1.6, 1.7, 2.1

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

		additional support, targeted Tier 2 interventions will be implemented, and intensive Tier 3 interventions will be offered for those with significant needs. Regular monitoring of student progress using Panorama MTSS assessment tools will ensure that interventions are effective and aligned with students' evolving needs. Data dashboards and reports will be utilized to track student outcomes, adjust interventions, and make data-driven decisions. The district will foster collaboration among teachers, counselors, administrators, and support staff to develop and implement individualized support plans for students. This collaborative approach will ensure consistency and alignment in intervention strategies across different tiers of support. Professional development and training will be provided for staff on how to effectively use Panorama MTSS assessment materials and implement tiered interventions. Continuous support and coaching will ensure that educators are equipped with the latest strategies and best practices for supporting students within the MTSS framework. Research supports the importance of data-driven decision-making and collaborative teams in improving student outcomes through MTSS. According to the National Center on Intensive Intervention (NCII), effective MTSS implementation involves regular monitoring, data analysis, and collaborative problem-solving (NCII, 2017). The Center on Response to Intervention emphasizes that successful MTSS frameworks	

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
		rely on continuous improvement and stakeholder involvement (RTI Action Network, 2019). By utilizing Panorama MTSS assessment materials to target, monitor, and align services, the district aims to provide comprehensive support to foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the interventions needed to succeed academically and socially.	

2.2	**Action:** School Counselor **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges in developing education plans and transitioning to college and careers. These students benefit significantly from direct counseling services that provide academic, social, and emotional support, as well as guidance in setting and achieving educational and career goals. **Scope:** Schoolwide	To address these needs, the district will employ a school counselor to provide direct services to students, including developing education plans and goals and supporting college and career transitions. The counselor will work closely with students to identify their academic strengths and areas for improvement, helping them to set realistic and achievable goals. This individualized support will include regular check-ins and progress monitoring to ensure students stay on track with their education plans. The counselor will also provide guidance on college and career readiness, offering resources and support for college applications, financial aid, and scholarship opportunities. For career transitions, several classes both online and onsite will assist students in exploring career options, developing job search skills, and securing internships or job shadowing experiences. By providing comprehensive support, the counselor, along with their teacher, will help students navigate the often complex processes of college and career planning.	1.9, 1.10, 1.11

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

		Collaboration with teachers, administrators, and families will be a key component of the counselor's role. By working together, they can create a supportive network around each student, ensuring that all stakeholders are involved in the student's educational journey. The counselor will also connect students with external resources and community organizations to provide additional support as needed. Research supports the critical role of school counselors in improving student outcomes and facilitating successful transitions to college and careers. According to the American School Counselor Association (ASCA), comprehensive counseling programs lead to improved academic achievement, better attendance, and increased likelihood of postsecondary success (ASCA, 2019). The U.S. Department of Education highlights that school counselors play a vital role in helping students navigate academic and career planning, ultimately leading to higher rates of college enrollment and completion (U.S. Department of Education, 2016). By employing a counselor to provide direct services and develop education plans and goals with students, the district aims to enhance the academic success and future readiness of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they are well-prepared for college and career transitions.	
2.3	**Action:** Mental Health Supports	To address these needs, the district will establish a Memorandum of Understanding (MOU) with the Tehama County Department of Education (TCDE)	2.1, 2.2

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

	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face significant mental health and wellness challenges. These challenges can include stress, anxiety, trauma, and other emotional difficulties that impact their ability to succeed academically and socially. Providing access to mental health and wellness services is crucial to supporting the overall well-being of these students. **Scope:** Schoolwide	Mental Health/Wellness Department. This partnership will facilitate the provision of comprehensive mental health and wellness services to students, ensuring they have access to the support they need to thrive. The MOU will outline the roles and responsibilities of both the district and TCDE, ensuring a coordinated approach to student mental health and wellness. TCDE will provide licensed mental health professionals who can deliver a range of services, including individual and group counseling, crisis intervention, and mental health assessments. These professionals will work closely with school staff to identify students in need of support and develop tailored intervention plans. Additionally, the partnership will include the implementation of wellness programs and initiatives designed to promote overall student well-being. These programs may include mindfulness training, stress management workshops, and social-emotional learning (SEL) activities. By integrating these programs into the school environment, the district aims to create a supportive and nurturing atmosphere that addresses the holistic needs of students. Professional development will be provided for school staff to help them recognize signs of mental health issues and refer students to appropriate services. Training will also focus on building a trauma-informed school culture, equipping educators with the skills to support students who have experienced trauma.	

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
		Regular monitoring and evaluation of the mental health and wellness services will be conducted to ensure their effectiveness. Feedback from students, parents, and staff will be used to make data-driven adjustments and improvements to the services provided. Research supports the importance of school based mental health services in improving student outcomes. According to the National Association of School Psychologists (NASP), access to mental health services in schools leads to better academic performance, improved behavior, and enhanced social-emotional skills (NASP, 2016). The American Psychological Association (APA) highlights that partnerships with community mental health organizations can significantly enhance the scope and quality of services available to students (APA, 2014). By establishing an MOU with the TCDE Mental Health/Wellness Department, the district aims to provide foster youth, English learners, and students from low socioeconomic backgrounds with the mental health and wellness support they need to succeed academically and personally.	

2.4	**Action:** School Attendance **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to school engagement and attendance. These barriers can include family	To address these needs, the district will provide support via an Engagement Specialist and fund engagement initiatives through a Memorandum of Understanding (MOU) with the Tehama County Department of Education (TCDE) School Attendance Review Board (SARB). The Engagement Specialist will focus on identifying and addressing factors that affect student	2.1, 2.2, 2.3, 2.4

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

	instability, transportation issues, and lack of understanding of the importance of regular school attendance. Providing dedicated support to enhance student engagement and address attendance issues is crucial for improving academic outcomes for these students. **Scope:** Schoolwide	attendance and engagement. This role will involve working closely with students, families, and school staff to develop strategies that promote regular attendance and active participation in school activities. The Engagement Specialist will conduct home visits, coordinate with community services, and provide resources to families to help overcome barriers to attendance. They will also develop and implement engagement programs that include mentorship, academic support, and extracurricular activities designed to foster a sense of belonging and commitment to school. By building strong relationships with students and families, the Engagement Specialist will create a supportive network that encourages consistent attendance and engagement. The MOU with TCDE SARB will formalize the partnership to address chronic absenteeism and truancy. The SARB will provide additional support and resources, including legal guidance and interventions, to ensure students attend school regularly. This collaboration will enhance the district's capacity to address attendance issues comprehensively and effectively. Professional development will be provided for school staff to help them recognize early signs of disengagement and absenteeism, and to implement strategies to re-engage students. Training will include best practices for building positive relationships with students and families, and for creating an inclusive and supportive school environment.	

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
		The effectiveness of the engagement initiatives will be regularly evaluated through attendance data, student and family feedback, and academic performance metrics. This data will be used to make data-driven adjustments to the engagement strategies, ensuring they are meeting the needs of all students. Research supports the importance of targeted interventions and dedicated support to improve student engagement and attendance. According to the U.S. Department of Education, effective engagement strategies and partnerships with attendance review boards can significantly reduce absenteeism and improve student outcomes (U.S. Department of Education, 2015). The Attendance Works initiative highlights that engaging families and providing support through dedicated staff roles, such as Engagement Specialists, leads to better attendance and academic performance (Attendance Works, 2015). By providing support through an Engagement Specialist and funding engagement initiatives via an MOU with the TCDE SARB, the district aims to enhance the engagement and attendance of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the support needed to succeed academically.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

1.1	**Action:** EL Supports **Need:** English learners (EL) require targeted instructional practices and materials that are aligned with state standards to support their language acquisition and academic success. Effective professional development (PD) for staff is essential to equip educators with the skills and knowledge needed to address the specific needs of EL students. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, the district will implement a comprehensive professional development (PD) plan for all staff, focused on supporting EL language acquisition through instructional practices and state-aligned EL materials. This PD plan will equip teachers with evidence-based instructional practices that promote language development, such as sheltered instruction, scaffolding techniques, and integrated language and content instruction. Teachers will also learn to differentiate instruction to meet the diverse linguistic needs of EL students and to integrate language development into all subject areas. Staff will receive training on selecting and utilizing state aligned EL materials that enhance language learning and content comprehension. Ongoing support and coaching will be provided to teachers to help them implement these instructional practices and materials effectively in their classrooms. This support system will include mentorship, where experienced teachers can guide their colleagues in adopting and refining their EL teaching practices. Additionally, Professional Learning Communities (PLCs) focused on EL instruction will be established, allowing teachers to collaborate, share best practices, and engage in continuous professional growth. Regular PLC meetings will facilitate discussions on student progress, instructional challenges, and effective strategies for EL language acquisition.	1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		The effectiveness of the PD programs will be regularly assessed through feedback from staff, student performance data, and classroom observations. Evaluation results will inform data driven adjustments to the PD plan, ensuring it meets the evolving needs of educators and EL students. Research supports the importance of targeted professional development in improving instructional practices and student outcomes for English learners. According to the American Educational Research Association (AERA), PD focused on EL strategies leads to significant improvements in teacher effectiveness and student achievement (AERA, 2014). The U.S. Department of Education emphasizes that high quality PD is essential for equipping teachers with the skills needed to support EL students and promote language acquisition (U.S. Department of Education, 2016). By providing comprehensive professional development on supporting EL language acquisition through state-aligned instructional practices and EL materials, the district aims to enhance the instructional skills of educators and improve the academic success of English learners.	

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.

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.

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

2025-26 Total Expenditures Table

Totals	$1,066,300	$355,628	33.352%	0.000%	33.35

Totals	$528,528.52	$37,567.09	$0.00	$0.00	$566,0

1	**1.1**	EL Supports	English Learners X	Yes X	Limited to Unduplicated Student Group(s) X	English Learners X	All Schools X			
1	**1.2**	Special Education Supports	Students with Disabilities X	No X			All Schools X		$145,031.0 0	$47,036.0
1	**1.3**	Intervention Supports	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X			$165,987.2 0	$0.00
1	**1.4**	Professional Development (all staff)	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low			$0.00	$24,388.0

						Income X				
2	**2.1**	MTSS Supports	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X			$0.00	$15,460.0
2	**2.2**	School Counselor	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X			$125,614.4 1	$0.00
2	**2.3**	Mental Health Supports	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X			$0.00	$40,000.0
2	**2.4**	School Attendance	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X	All Schools X		$0.00	$2,579.00

						Low Income X				

2025-26 Contributing Actions Table

$1,066,300	$355,628	33.352%	0.000%	33.352%	$336,461.52	0.000%	31.554 %	**Total:**	$336,461.52
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$336,461.52

1	**1.1**	EL Supports	XYes	XLimited to Unduplicated Student Group(s)	XEnglish Learners	XAll Schools		
1	**1.3**	Intervention Supports	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$133,808.11	
1	**1.4**	Professional Development (all staff)	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$19,000.00	

2	**2.1**	MTSS Supports	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$15,460.00	
2	**2.2**	School Counselor	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$125,614.41	
2	**2.3**	Mental Health Supports	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$40,000.00	
2	**2.4**	School Attendance	XYes	XSchoolwide	XEnglish Learners XFoster Youth	XAll Schools	$2,579.00	

					Low Income			

2024-25 Annual Update Table

Totals	$629,692.44	$627,139.69

1	**1.1**	EL Supports	Yes X		
1	**1.2**	Special Education Supports	No X	$195,482.00	$194,097.00
1	**1.3**	Intervention Supports	Yes X	$162,581.58	$161,781.38
1	**1.4**	Professional Development (all staff)	Yes X	$20,000.00	$17,964.28
2	**2.1**	MTSS Supports	Yes X	$15,460.00	$15,460
2	**2.2**	School Counselor	Yes X	$122,553.30	$125,523.44
2	**2.3**	Mental Health Supports	Yes X	$40,000.00	$40,000
2	**2.4**	School Attendance	Yes X	$73,615.56	$72,313.59

2024-25 Contributing Actions Annual Update Table

478,719.00	$332,696.00	$379,723.97	($47,027.97)	0.000%	0.000%	0.000%

1	**1.1**	EL Supports	XYes				
1	**1.3**	Intervention Supports	XYes	$76,459.00	$114,041.66		
1	**1.4**	Professional Development (all staff)	XYes	$8,000.00	$17,964.28		
2	**2.1**	MTSS Supports	XYes	$15,460.00	$15,460.00		
2	**2.2**	School Counselor	XYes	$122,918.00	$122,523.44		
2	**2.3**	Mental Health Supports	XYes	$40,000.00	$40,000.00		
2	**2.4**	School Attendance	XYes	$69,859.00	$69,734.59		

2024-25 LCFF Carryover Table

	478,719.00		0.000%	$379,723.97	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle: • Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

Purpose

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

(EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. •

LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. • Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions,

and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services

section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be

removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and

any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

synonymous. **Limited Actions**

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a

concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement

calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups.

Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

• **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

• **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

• **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

• **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

• **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

• **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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