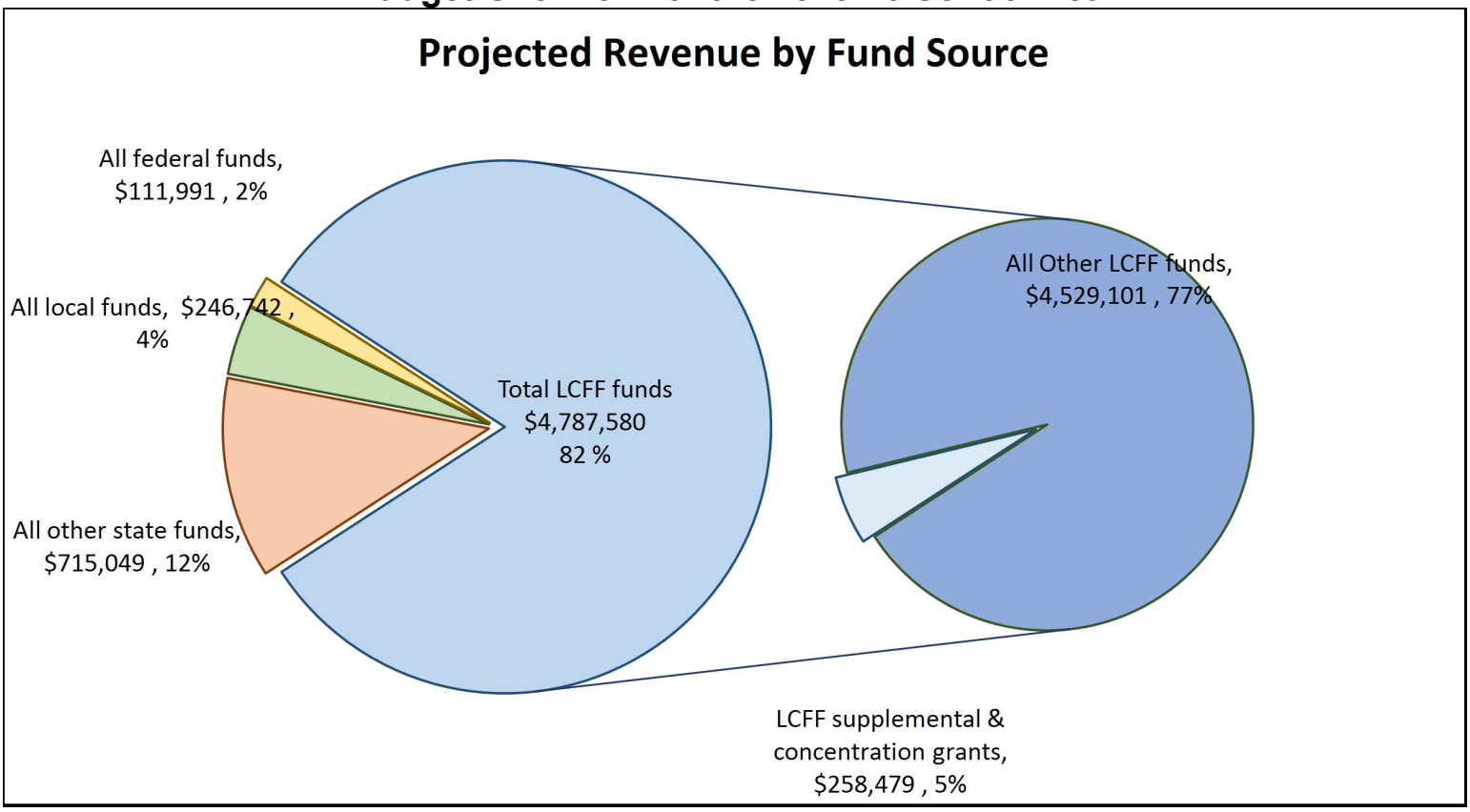
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Our Community Charter School
CDS Code: 19 64733 0109934
School Year: 2025-26
LEA contact information:
Carey Bartlow
Executive Director/Principal
carey.b@ourcommunityschool.org
818.350.5000

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

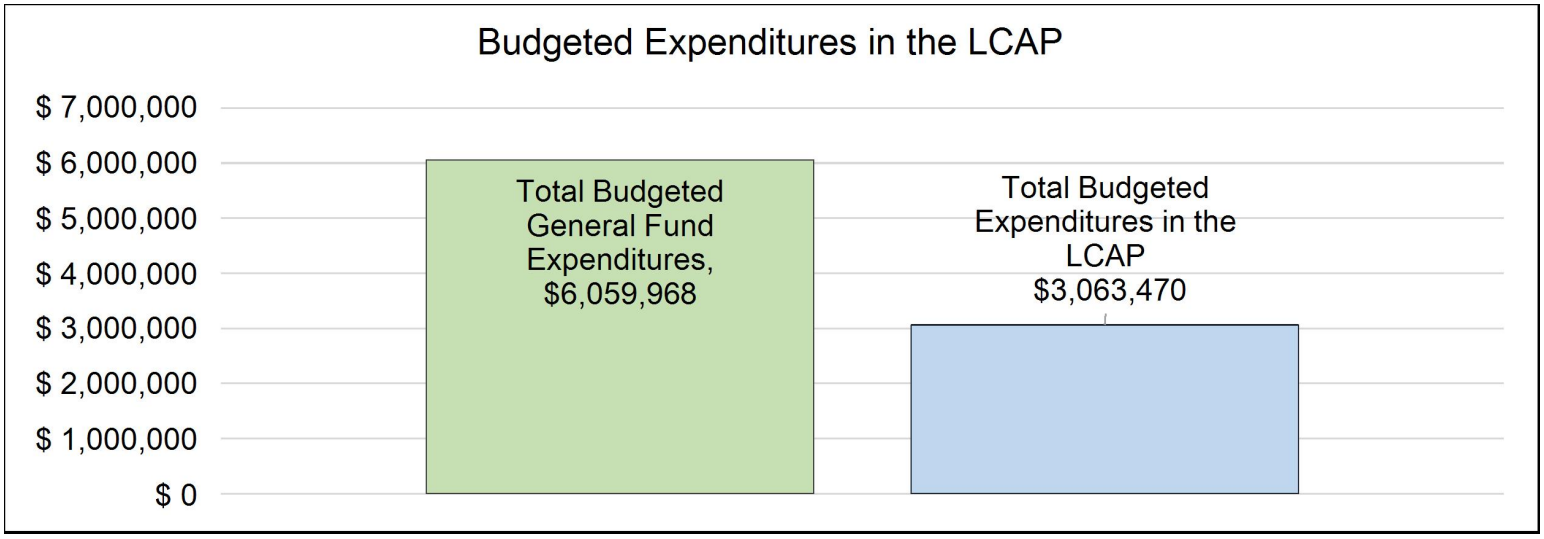


This chart shows the total general purpose revenue Our Community Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Our Community Charter School is $5,861,362, of which $4787580 is Local Control Funding Formula (LCFF), $715049 is other state funds, $246742 is local funds, and $111991 is federal funds. Of the $4787580 in LCFF Funds, $258479 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 Our Community Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Our Community Charter School plans to spend $6059968 for the 2025-26 school year. Of that amount, $$3,063,470.00 is tied to actions/services in the LCAP and $2,996,498 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

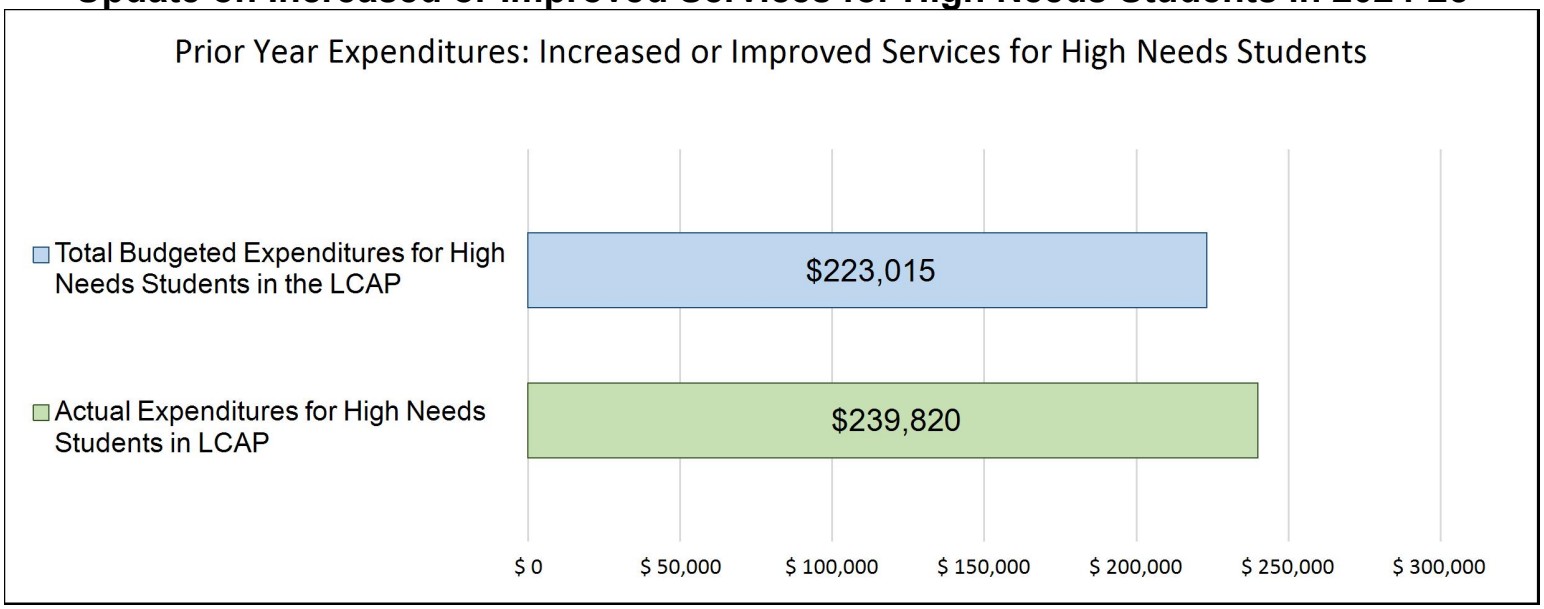
The remaining General Fund Budget Expenditures for the LCAP year includes: Facilities Costs, Instructional Materials not included in the LCAP, Insurance Costs, Employee Salaries & Benefits not included the LCAP, Utilities and Communications Costs, and any other Operating and Housekeeping Services and Expenses.

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

In 2025-26, Our Community Charter School is projecting it will receive $258479 based on the enrollment of foster youth, English learner, and low-income students. Our Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Our Community Charter School plans to spend $258479 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 Our Community Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Our Community Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Our Community Charter School's LCAP budgeted $$223,015.00 for planned actions to increase or improve services for high needs students. Our Community Charter School actually spent $$239,820.00 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
Our Community Charter School	Carey Bartlow Executive Director/Principal	carey.b@ourcommunityschool.org 818.350.5000

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 Community School (OCS) is an award-winning, tuition-free, independent, public charter school founded in 2005. OCS currently serves approximately 430 students in grades TK-8 who benefit from small class sizes, an inclusive community, and a diverse school population. Our Community School's current charter for 2020-2027 is authorized by the Los Angeles Unified School District. Our Community School originally was founded by a dedicated group of parents and educators in 2005 as a K-6 school in the San Fernando Valley. In 2009, Our Community School was recognized as California Charter School of the Year by the California Charter School Association. This honor was awarded for OCS's excellence in narrowing the achievement gap by showing student improvement across demographic sub-groups and through our ability to realize a vision of creating a school community in which all stakeholders (students, teachers, staff, parents and community members) are valued and contributing members. OCS and its Board of Directors are committed to being transparent and remaining accountable to its stakeholders. The OCS Board of Directors, a group of external community members and parents, has the legal and fiduciary responsibility for the school. Representatives of the OCS faculty, administration, and parent association join the board meetings as community advisors. OCS staff members, students, and families collaborate in the ongoing process of education. The Executive Director oversees the day-to-day operations of the school and answers to the Board of Directors.

Our Community School demonstrates strong performance across various local indicators, including academic achievement, student growth, and school climate. The school's commitment to academic excellence is reflected in its consistent progress and achievement levels. It is our goal to educate the whole child. We nurture multiple aspects of a child’s development: physical, emotional, intellectual, artistic, and social. Our Community School remains committed to academic rigor, social-emotional development, and inclusive educational practices. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and

leaders. Our Community School embraces a constructivist approach to teaching and learning where students actively involved in constructing their own understanding of concepts through hands on experiences, inquiry based learning, and collaborative projects. This approach encourages critical thinking, problem-solving skills, and creativity, preparing students for lifelong learning and real-world challenges. Additionally, the school has a strong emphasis on social emotional development for all students in TK-8. Our Community School supports a whole school model of Responsive Classroom. All staff members are trained in implementing practices to create a positive and engaging classroom environment. This approach focuses on building a sense of community, fostering social skills, and promoting academic engagement through interactive learning experiences. Our Community School also integrates restorative practices to cultivate a supportive and respectful school culture. Restorative practices emphasize conflict resolution, empathy, and accountability, fostering healthy relationships among students, staff and the broader school community. The school prides itself on fostering an inclusive and supportive environment where every student feels valued and empowered to succeed.

Our school understands the importance of small class sizes and our average class size is under 25 students. We have one Transitional Kindergarten class and then two classes per grade level thereafter. Inclusion is essential at OCS, and all students learn together in the general education classroom regardless of their abilities and needs. For students with exceptional needs, such as students with IEPs, OCS is engaging in the second year where LAUSD provides the services for all students with disabilities and IEPs. The Western Association of Schools and Colleges (WASC) granted us a six year accreditation after the recommendation of visiting team this past fall.

As an Independent Charter School we offer tours to families throughout the year and then hold a lottery in late winter/ early spring. Our Community School serves a diverse student body that reflects the multicultural fabric of Chatsworth and its surrounding areas. The student population includes students from various ethnicities, socioeconomic backgrounds, and learning abilities.

Reflections: Annual Performance

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

2024 California School Dashboard
Academic Performance:
English Language Arts:
Students in grades three through eight participated in the California Assessment of Student Performance and Progress. In the area of English Language Arts, 276 students at Our Community Charter scored 23.3 points above the standard. We declined by 3.8 points in this area. However, we maintained our high status (green) and we outperformed the State average which scored 13.2 points below standard.
When breaking down our school English Language Arts data by student groupings we can notice the following information with four different student groups (White, Hispanic, Socially Economic Disadvantaged, Students with Disabilities):
Our highest performing groups on state testing was our White population. They scored high (green). Our Hispanic student progress decreased by 6.5 points. These are 100 students that were tested and they are 4.3 points above standard. This student grouping is outperforming the state. Our Students with Disabilities (63 students) significantly increased by 26.7 points and moved into the yellow and

are drastically outperforming the State. Our Community School students in the Socially Economically Disadvantaged group dropped 6.2 % and they are now 5.2% below standard. Our African American population increased significantly. They increased 34.1 points and are 2.6% below standard. Our students that identify two or more races are 8.6% above the standard and they declined by 8.6% this year.

2024 Academic Progress Math
278 students at Our Community Charter scored 12.1 points below standard and declined 3.8 points. They are in the yellow. When further breaking down our school math data by student groups we can identify the following information with four different student groupings (White, Hispanic, Socially Economic Disadvantaged, Students with Disabilities): Our White students are in the green range. They declined 3.9 points but are still 6.8 points above standard. Hispanic students (100) maintained their progress. They are 31.6 points below standard. Students that are Socially Economic Disadvantaged declined 6.8 points and they are 41.5 below standard. Both students groupings are in the orange. Students with Disabilities are 67.7 points below standard in the yellow. They increased by 19.5 points. The African American student grouping has too few students to report, They scored 63.5points below standard, but increased by 5.7 points.

Academic Engagement 2024:
Our Community School improved in this area. 436 students were counted for this indicator and we made a 10% decrease in student absenteeism. We moved into the yellow category. Based on the data from Dataquest in 2023-2024 we had 425 out of 436 student out with one or more absence. The average number of days absent is 9.3. 51.2% were excused absences and 48.1% were unexcused. All of our student groupings showed improvement with chronic absenteeism. The one student grouping that was significant was the grouping for students with disabilities. There are 117 students identified with disabilities and 17.1% are chronically absent.

The Local Indicator for Access to A Broad Course of Study was met based on providing programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Conditions and Climate:
In 2024, Our Community School received a Blue rating, highest performance, for the suspension rate at .2% percent suspended at least one day. Looking at the various student groupings, our Hispanic grouping declined to by 0% , Socioeconomically Disadvantaged grouping had 0.9% suspended for at least one day. We maintained our rating at 0% for students with disabilities, and socioeconomically disadvantaged. None of our students groupings were in the red performance level.

Our Community School met the standard for Basics: (Teachers, Instructional Materials, Facilities. In 2024, we had 21.5 total full time teaching equivalents with 94% of our teachers with a clear credential. This comparison is above the state and county average.

Parent and Family Engagement standard was met. Using the Self Reflection Tool for Priority 3 all of the questions remain in a combination of full implementation or full implementation and sustainability. There a many ways that parents are involved in the family engagement activities. Some of the ways that we seek input for decision making includes seeking parent participation for School Site Council, Panda Partners (parent organization), Wellness Committee, Board committees, Board Meetings, and Panda Partner Activities.

A Local Climate Survey was provided for our families to gain feedback from stakeholders as well as a WASC survey. Students in grades 3-8 completed a climate survey for the WASC self study, too.

2023 California School Dashboard
Academic Performance:
English Language Arts:
Students in grades three through eight participated in the California Assessment of Student Performance and Progress. In the area of English Language Arts, 260 students at Our Community Charter scored 27.1 points above the standard. Overall, our students scored high according to the California Dashboard. When further breaking down our school English Language Arts data by student groups we can identify the following information with four different student groupings (White, Hispanic, Socially Economic Disadvantaged, Students with Disabilities):
Our highest performing groups on state testing was our White population. They scored in the blue ranking which is considered very high on the California Dashboard. The students made significant gains last year: 121 students were tested and they scored 55.1 points higher than the standard. This was an increase of 19 points. Our Community School is outperforming other White students across the state by 34.3 points. Although our Hispanic student population score declined by 10.4 points they were placed in the green ranking which is considered high on the dashboard. A total of 90 students were included in this measure and overall they performed 10.8 points above the standard. The Hispanic students at Our Community School are outperforming Hispanic students across the state in the area of English Language Arts. Our Community School students in the Socially Economically Disadvantaged group is still performing above the standard, but their scores dropped significantly. There are a total of 64 students identified in this category and there was a 29.1 point decline. We are performing 1 point above the standard. Our students still outperform other students when compared to students across the state in the socially economically disadvantaged group. Although, students with disabilities were in the Orange category (low performance), our students progress was maintained from the previous year and we are performing higher than other students across the state. We have no student groupings in the red category or considered very low performing. When there is too few students in a specific category they are not included in the ranking display due to privacy. However, we are able to identify our students with this information to better determine how to offer additional support where needed. There are seven students groupings where this applies. Our Asian and African American population declined significantly, Our African American student population (17 students) declined 26.4 points and are 36.7 points below the standard. African American students across the state are performing lower (59.6 points below the standard.) than African American students at Our Community School. Our Asian student population (13 students) declined 66.4 points and are 5.8 points below the standard. There is a significant difference when compared to other Asian students in the state and the students at Our Community School. Asian students across the state are identified as very high performing and tested 61.6 points above the standard. We do not have a high number of English Language Learners, so our data is not reflected on the dashboard due to confidentiality.

2023 Academic Progress Math:
Students in grades three through eight participated in the California Assessment of Student Performance and Progress. In the area of math, 259 students at Our Community Charter scored 8.3 points below the standard. Overall, our students scored in the medium range of academic performance according to the California Dashboard. When further breaking down our school math data by student groups we can identify the following information with four different student groupings (White, Hispanic, Socially Economic Disadvantaged, Students with Disabilities):
Our highest performing groups on state testing was our White population. They scored in the green ranking which is considered high on the California Dashboard. There was a slight increase in this student population. 121 students were tested and they scored 10.7 points higher than the standard. This was an increase of 7.2 points. Our Hispanic student population score declined by 10.5 points they were placed in the orange ranking which is considered low performing on the dashboard. A total of 89 students were included in this measure and overall they

performed 31.1 points below the standard. The Hispanic students at Our Community School are outperforming Hispanic students across the state. Our Community School students in the Socially Economically Disadvantaged group is performing 34.6 points below the standard and they continued to decline by 18.4 points. There are a total of 63 students identified in this category. Our students still outperform other students when compared to students across the state in the socially economically disadvantaged group (80.8 points below the standard). Our Students With Disabilities were in the yellow category (medium performance), our students progress increased from the previous year and we are performing higher than other students across the state (Students with Disabilities in the state are performing 127.3 points below the standard). We have no student groupings in the red category or considered very low performing. When there is too few students in a specific category they are not included in the ranking display due to privacy. However, we are able to identify our students with this information to better determine how to offer additional support where needed. There are seven students groupings where this applies. Our Asian student population (13 students) declined 38.8 points and scored 0.4 point below standard. There is a significant difference when compared to other Asian students in the state and the students at Our Community School. Asian students across the state are identified as very high performing and tested 50.8 points above the standard. Our African American student population (17 students) increased 18.5 points and scored 69.2 points below the standard. African American students across the state are performing lower (104.5 points below the standard.) than African American students at Our Community School. Once again in this category, our English Language Learners are not included in the overall student performance levels because we have too few students.

Academic Engagement 2023:
Our Community School did receive a red indicator for chronic absenteeism. Based on the data from Dataquest in 2022-2023 we had 394 students out of 405 with one or more absences. The average number of days absent is 13.1 days. This average is lower than students is Los Angeles Unified, Los Angeles County and Statewide. When looking deeper into Chronic Absenteeism at Our Community School, the three student groups that we need to monitor closely for overall academic engagement would be our Hispanic (29.7% chronically absent), Socially Disadvantaged (34.9% chronically absent) and Students with Disabilities (25.6%) student groups. The Hispanic student group rate increased 10.5%. This rate is higher than the state average (28.4%). According to Dataquest, the average days absent for our Hispanic student group is 14.3%. The Socially Disadvantaged students was our largest group with Chronic Absenteeism at (34.9%) and this rate increased by 8.2%. This rate is higher than the state average (29.9%). Our Students With Disabilities showed an increase in absences by 8.7%for the 22-23 school year with 25.6% of students in this group are chronically absent. Based on the California Dashboard Indicators, we received a yellow rating (medium performance) for our white population. This group decreased by 2% and 16.6% of our students in this group were absent. This rating is less than the state which has 18.5% of the white population chronically absent. The average number of days absent for our white student grouping was 12.4%

The Local Indicator for Access to A Broad Course of Study was met based on providing programs and services developed and provided to unduplicated students and individuals with exceptional needs.

Conditions and Climate:
In 2023, Our Community School received a Blue rating, highest performance, for the suspension rate at .5% percent suspended at least one day. Looking at the various student groupings, our Hispanic grouping increased by 1.4% for being suspended, Socioeconomically Disadvantaged grouping had 0.9% suspended for at least one day. We maintained our rating at 0% for students with disabilities, and socioeconomically disadvantaged. None of our students groupings were in the red performance level.

Our Community School met the standard for Basics: (Teachers, Instructional Materials, Facilities. In 2023, we had 21 total full time teaching equivalents with 92.9% of our teachers with a clear credential. This comparison is above the statewide average.

Parent and Family Engagement standard was met. Using the Self Reflection Tool for Priority 3 all of the questions remain full implementation and sustainability. There a many ways that parents are involved in the family engagement activities. Some of the ways that we seek input for decision making includes seeking parent participation for School Site Council, Panda Partners (parent organization), Wellness Committee, Board committees, Board Meetings, and Panda Partner Activities.

A Local Climate Survey was provided for our families to gain feedback from stakeholders as well as a WASC survey. Students in grades 3-8 completed a climate survey for the WASC self study, too.

Reflections: Technical Assistance

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

Our Community School did not require Technical Assistance-therefore this prompt does not apply.

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 Community School was not identified for Comprehensive Support and Improvement so this prompt does not apply.

Support for Identified Schools

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

Our Community School was not identified for Comprehensive Support and Improvement so this prompt does not apply.

Monitoring and Evaluating Effectiveness

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

Our Community School was not identified for Comprehensive Support and Improvement so this prompt does not apply.

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
Students	In 2024-2025 students participated in various opportunities for engagement. Each class had Student Senate representatives. Our Student Senate met monthly to discuss school practices/ procedures, spirit days, student activities, and school calendar. Students in grades 5 and grade 7 participated in CHKS survey. Students in grade 7 also provided feedback to the Youth Government class during Advisory.
Teachers	Teachers were provided opportunities to participate in the development of the LCAP through Early Release Planning days, Lead Teacher Surveys regarding Goal development and creation of goals, actions, and programs. Our Community School has a Cluster Coordinator Committee that consists of a teacher representative from (K-2, 3-5, 6-8). Together, the teachers would work with administration we created worked together to create a competitive salary and health and benefits package Teachers were invited to attend and provide voice at our Equity Task Force Meetings that were held monthly. Finally, we have teacher representatives that participate on School Site Council.
Parents	There are several opportunities for parents to engage in the development of the LCAP. During our School Site Council (SSC) Meetings there were multiple opportunities to look at current goals and actions and reflect to create new or revise existing goals. The SSC met four times during the 23-24 school year. Another opportunity was the Equity Task Force. This group met monthly-a survey was administered and from the results of the survey the task

Educational Partner(s)	Process for Engagement
	force identified needs to support students and as a result created action items to support goals within the LCAP. Parents also were surveyed through the Equity Task Force. Panda Partners is our Parent Teacher Organization. Our parent organization met monthly and provided opportunities for our families to be engaged through their Panda Cafes, Pizza Playdates, Monthly Dine-Outs, and other school community events.
Staff	Staff provided feedback in surveys from either our Weekly updates or our Early Release Wednesday professional development meetings.
Administration and Counseling	Administration participated in focus groups, meetings and standing committee meetings.
Board	During Board meetings there were opportunities to present updates regarding progress on actions and goals. During these presentations, the Board provided feedback to support the progress towards actions, goals, and funding.
Charter Operated Programs	In the beginning of the year, we met daily with Charter Operated Programs. They helped our team with the transition in Special Education this year.

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

Engaging with Educational Partners for the development of the LCAP is integral to the overall development and forward trend for Our Community School and Culture. Feedback and information received by the various groups helps guide the development and implementation of our actions and goals. During this year with the transition in Administration teachers and support staff were provided opportunities to share what types of professional development were beneficial for them and their students. We were able to dedicate both time and funds to the types of professional development they were asking for as well as ensure that training was identified as a need for our actions and goals within the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our Community School will maintain a school culture where stakeholder participation is encouraged and valued.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our Community School still has six original founding members on staff from when it started in 2005. The institutional knowledge that is shared among these founding members is imperative to the purpose and vision of why this school came to be. The mission and vision of the school states that we guide our students to be empowered, ethical and informed community members. The community is made up of staff members, students and families. Together we strive to create a culture of acceptance and belonging where all students are honored. We value the voice of all of our community members and this is demonstrated through the input gathered in focus groups, task forces, Student Senate/student government, School Site Council, Panda Partners Parent Organization (PTO), student, staff and parent surveys. Additionally, listening to our community in providing feedback informally to help guide and shape outcomes for educating the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Equity Task Force Survey	195 responses from parents/ guardians.	130 responses from parent and guardians		Our Community School will see an increase by 8% participation rate from our parent/ guardian community.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Local Climate Survey	105 parents completed the WASC parent survey.	56 community members completed the survey		In year 2027-2028, Our Community School will see a 3-5% improvement from year 1 outcomes to the following indicators on a parent survey: Student & Family Engagement, Academics and physical and emotional safety.	
1.3	California Healthy Kids Survey	This was not administered in 2023-2024, so the 2024 school year will be the baseline.	59% in Grade 5. 70% in grade 7.		In 2027-2028, students in grades 5-8 will participate in CHKS and we will utilize this data to support the mission and vision.	
1.4	Universal Screener	Student Referrals for Tier 2 Counseling (separate data for Middle School versus Elementary) will decrease overtime as our Tier 1 implementation of social emotional learning/ social skills and use of the Responsive Classroom techniques consistently improve overtime.	Elementary-6 students were seen from January- April. Middle School-6 students were seen from January- April.		In 2027-2028, there will be a 3% decrease in student referrals for expected Tier 1 social emotional learning topics.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Dataquest	The average number of days absent is 13.1 days.	In 2023-2024 the average number of days absent was 9.3.		In 2027-2028 our chronic absenteeism rate will decrease to less than the state average in significant student groupings (White, Hispanic, Students with Disabilities, Socio Economically Disadvantaged	
1.6	Parental Participation in Programs for Unduplicated pupils	We will create a baseline for this item in 2024-2025.	unknown		We will create a baseline for this item in 2024-2025.	
1.7	Middle School Dropout Rate	0% in 2023-2024	0% in 2024-2025		Maintain a 0%.	
1.8	Facility Inspection Tool	The 2024-2025 will be a baseline for this action item			Maintain or Improve overall rating.	

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.

We were able to gather stakeholder input from families in two different forms (Equity Task Force Survey and the Parent Community Survey) for the 24-25 school year. We were able to initiate/ administer the CA Healthy Kids Survey in grades 5 and 7. We are still looking at data for Tier 2 Counseling Referrals and the percentage of students that received service in Elementary and Middle School. Also, we spent most of this year forming routines and procedures for attendance monitoring due to changes in staffing. We have created a good system and will continue to utilize this system to work towards overall attendance improvement for the 25-26 school year.

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

none

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

We need to refine the way we gather data for the Universal Screener and SEL intervention groupings. It does not seem that these two ideas are in alignment and then tracking seems additionally hard to monitor. Hopefully with the integration of the CYBHI and the EHR system next year we will have better monitoring and tracking systems to be able to report important data. Additionally, we need to refine the way we gather data for parent participation. Whether it be participation surveys or sign-in sheets. It was hard to identify overall attendance to our events throughout the year.

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.

As we work to gather initial data between last year and this year we will begin to identify patterns and trends and look for ways in the next year on how to refine. In the meantime, we will create a better system for monitoring 1.4 and 1.6.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Climate Survey for the parent community.	The school will administer a community survey in the winter/early spring.	$0.00	No
1.2	Student Universal Screener	The school will administer a Universal Student Screener (SAEBRS) for students in grades 3-8 three times a year to measure their experience within the school. It measures total behavior, social behavior, academic behavior and emotional behavior. We will utilize data to help determine multi-tiered systems of support.	$0.00	No
1.3	Staff Survey	The Board of Directors will administer a survey to staff in the spring of each year to help determine goals and objectives for the following school year.	$0.00	No
1.4	Focus Groups	OCS has utilized the practice of having focus groups within the school community to support shared decision making by encouraging the voice of all stakeholders.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		In 2024-2025 Our Community School will continue the Equity Task Force Focus Group to support academic oversight and remove systemic barriers for all students. The Equity Task Force is also interested in equity initiatives in the future surrounding board governance, family and community engagement, human resources and finance and procurement in the long run.		
1.5	School Site Council	Our Community School will continue to implement the School Site Council to support stakeholder input regarding academic and operational topics.	$0.00	No
1.6	Student Senate/ Student Government	Our Community School will incorporate Student Senate as a Middle School Elective that is centered around student leadership. It will also incorporate meetings with the students from each grade level to share areas of concern that should be addressed within the school.	$0.00	No
1.7	Panda Partner Panda Cafe and Pizza Playdates	Our Community School will partner with our parent organization to support opportunities like Panda Cafe, Pizza Playdates and Family Dine out nights for parent engagement throughout the school year. Purpose is to support increased participation in community events planned throughout the year and increase parent volunteers to support the longevity of our school.	$0.00	No
1.8	Community Engagement	Our Community School will utilize events at the beginning of the year like the Meet and Greet, Back To School Night, New Family Orientations, and other community events partnered with our Parent Teacher Organization (Panda Partners) to build community and inform our newest family members of our unique programs and school traditions.	$0.00	
1.9	Safe and Maintained Campus For All	OCS will continue to maintain the campus at a level of excellence which allows all students, staff, parents, and guests to have a safe, positive, enriching experience while on campus.	$95,834.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Clean Campus For All	Our Community School will ensure a safe and clean campus for all.	$95,685.00	No
1.11	Increased Attendance	Our Community School will monitor all student attendance and continue to message the correlation between attending school and achievement. Our Community School will utilize SIS to look at patterns and trends for students that are identified as chronically absent. We will address chronic absenteeism through parent connections by direct, daily communications via phone, school information systems (SIS), parent communication tool. Additionally, we will work to provide resources with families based on outcomes from our daily, direct communications.	$10,397.00	Yes
1.12	Parent/Guardian Communication System	Our Community School will increase parent engagement through effective and timely communications via our school website and parent communication system.	$2,807.00	No
1.13	Parent Volunteer	Our Community School will encourage all parent volunteers to sign in when on campus for to support all schoolwide events.	$150.00	
1.14	Schoolwide Safety	Our Community School will use a check-in system to ensure overall campus safety.	$0.00	No
1.15	Stakeholder Opportunities for Information and Connection	Our Community School will have opportunities for families to participate in Parent Education Nights hosted by Our Community School or other partner schools.	$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have access to an educational program that is engaging and rigorous. The educational program will incorporate teaching and learning strategies that will demonstrate progress towards the Common Core State Standards. We will also address College and Career Readiness Standards and determine ways to include these standards within our middle school elective offerings. This educational program is led by highly qualified and effective teachers that are appropriately credentialed as well as supported by instructional aides to support multi-tiered systems of support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our Community School is centered around a constructivist approach to learning. We have implemented the Science of Reading into our English Language Arts programs for our Elementary students. However, in while doing so we have observed a need to incorporate more inquiry based learning and constructivist approaches to learning. Our Community School is considered a high performing school and with that our staff likes to stay informed with current trends in education and work towards implementing the trends in order to increase student engagement and achievement. There were several recommendations made by our visiting WASC committee and we would like to include the action plans within our LCAP. Additionally, with the information from the California Dashboard there is evidence to support student learning through a MTSS model. In 2024, we elected to move from Option 3 to Option 1 in regards to Special Education. This year we have allocated funds to support our Lead teachers in class room with paraprofessionals in each class (TK-2) then for students in grades 3-5 our paraprofessionals will be split between the two classrooms per grade level. Additionally, when looking at the results from WASC another goal we want to focus on is bringing more support and education in the area of culturally and diversity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Scores	2024 CAASPP scores for students in grades 3-8. In 2023 260 students were tested and all students were 27.7 distant from standard. In 2024 276 students were tested. We decreased slightly to 23.3 distant from standard, but maintained our high performing status.			We will increase student achievement in the area of language arts for students in grades 3-8 by 5%	
2.2	Math CAASPP Scores	2024 CAASPP scores for students in grades 3-8. In 2023 259 students were tested and all students tested -8.3 slightly below standard. In 2024 278 students were tested. We decreased slightly to -12.1 below standard. We maintained yellow status in 2024. This means we are making medium progress towards career and college readiness. We will continue to look at data results by subgroups.			We will increase student achievement in the area of math for students in grades 3-8 by 8%.	
2.3	California Science Test	2024 CAST scores in grades 5 and 8 include 89 students participated in the CAST testing and we scored 5.8 points			Students will make a 3% increase in their CAST scores.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard. Three subgroups to focus on overall progress development would be our Hispanic population, our Socio-Economically Disadvantaged population and our students with disabilities.				
2.4	Verified Assessment Program Results- i-Ready Math	At the end of the 23-24 year- 240 of 416 students tested above or on grade level (57%) and 125 (30%) students were approaching grade level.	In 24-25-231 of 407 students tested above or on grade level(56%) and 124 students (30%) were approaching grade level in the area of math.		Students will demonstrate progress toward their stretch goal from their initial diagnostic administered in the fall to the end of year diagnostic.	
2.5	Verified Assessment Program Results-i-Ready ELA	At the end of the 23-24 year- 283 of 416 students tested were above or on grade level (68%) and 79(18%) students were approaching grade level.	In 24-25- 280 of 408 students tested above or on grade level (68%) and 71 (17%) students were approaching grade level.		Students will demonstrate progress toward their stretch goal from their initial diagnostic administered in the fall to the end of year diagnostic.	
2.6	Reclassification Rate	Use the 23-24 reclassification rate as the baseline for this metric. In 23-24 we had 2 students reclassified.	In 24-25 we had 3 students reclassified.		Based on the baseline data, we will continue to monitor students progress towards bridging each year they are receiving ELL services.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percentage of English Language Learners who progress in English Proficiency (as measured by ELPAC)	Use the 23-24 ELPAC proficiency rate as the baseline for metric. In 2023-2024 15.4 % of our students demonstrated progress on the ELPAC test and 61.5% maintained .			20% of our ELL students will demonstrate progress from emerging to expanding and expanding to bridging.	

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.

In 24-25 we transitioned our overall learning program for our students with disabilities. Through Board Approval we elected for our school to participate in Option 1, which meant that LAUSD will take over the services for our students with disabilities. This transitioned deeply impacted all students at our school since services were limited in this first year of transition. Our teaching staff and our Instructional Aides provided support where services fell short. Additionally, we lost our math intervention teacher early in the school year and we were not able to replace this position until the end of the year. We hope to rebuild our plans for the Instructional Aides and our Intervention Team.

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.

none

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

Once we receive and are able to look at the overall data from the 24-25 school year this will help us to identify a solid plan within our various tiers of support within our MTSS model. We will continue to emphasize our math progress through professional development and the updates from the state in regards to the changes with the mathematical framework and the recommendations of publishers for the implementation of the CCSS.

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

We are hopeful for the 25-26 school year as we continue to build the relationships and staffing from the transition made in 24-25. We will work to refine goals for Core Content to include goal creation for various student groupings to assist with intervention progress monitoring and targeted improvement. Additionally, instead of using the stretch growth we will use the end of the year final diagnostic to report growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum & Assessment	Our Community School will continue to utilize curriculum that supports implementation of the Common Core Standards for all students. Lead Teachers will work collaboratively to refine the use of Standards Based Learning and grading as well as the use of learning targets and learning scales for all summative assessments. (This goal aligns with WASC action plan)	$54,823.00	No
2.2	Supplemental Curriculum	Our Community School will utilize supplemental curriculum to support the implementation of differentiated instruction in the area of English Language Arts, Math and English Language Development (Lexia, i-Ready, Language Studio, Bridges Math Intervention, ESGI).	$36,530.00	Yes
2.3	Technology Integration	Our Community School will continue to support the integration of technology into our classrooms and while doing so we will support student safety and engagement.	$10,230.00	No
2.4	Professional Development Focused on connecting Constructivism, UDL and Culturally Responsive Teaching to Core Content Curriculum.	Lead Teachers, Interventionists and Instructional Aides at Our Community School will receive professional development that focuses on the development and sharing of best practices in English Language Arts, Social Studies, Science, math. We will examine ways to integrate the Constructivism philosophy, Universal Design Learning and Culturally Responsive Learning within our daily teaching practices.	$2,000.00	No Yes
2.5	Systems of Support	Our Community School will provide additional support to students in the areas on English Language Arts and math, if State Testing and/or verified	$105,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data indicators, like i-Ready, indicate students need either tier 2 or tier 3 intervention. (Title I - 52,724)		
2.6	College and Career Experiences	Based on our WASC recommendations, Our Community School will create middle school electives that encourage various types of college and career experiences for our students. Our Community School will also provide opportunities for students to learn skills connected to digital learning for students. (Title IV - $10,000)	$49,072.00	No
2.7	Support Services	Our Community School will employ instructional aides to support Lead Teachers in the general education classroom. The Instructional Aides will provide instructional support to students with disabilities and English Language Learners.	$459,052.00	No Yes
2.8	Qualified, Credentialed Teaching Staff	Our Community School will hire qualified and credentialed classroom teaching staff. (Title II funds - $6,000)	$1,907,792.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our Community School will continue to prioritize the social and emotional development of students in all grades. We will support recommendations from the Equity Task Force to develop a plan to support student learning outcomes centered around inclusion and belonging, so that all students feel welcomed within our community.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Utilize the Rubrics from the LDTPE program.	2024-2025 will provide the baseline.			An increase on the rubric to a majority of the self-reflections and the instructional coach to be regularly in overall ratings.	
3.2	Office Referrals	2023-2024 will provide the baseline	There were 305 incidents with administration regarding discipline and behavior in 2023-2024.		There will be a decrease in office referrals by 5%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension Rate	.2% of students were suspended in the 23-24 school year.			There will be a decrease by .5%	
3.4	CHKS Survey	2024-2025 data will provide the baseline.	Baseline- 90 % of 5th grade students report school connectedness. 40 % of 7th grade students report school connectedness. 80%of 5th grade students report feeling sad some of the time. 3% most of the time. 50% of 7th grade students report feeling sad. (21% considered suicide and 28% social emotional distress) 50% of 5th grade students report school as safe all the time and 47% report feeling safe most of the time. 37% of 7th grade students report school as safe.		There will be a minimum of a 3% increase towards students attitudes towards school in response to student mental health and attitudes of school safety and culture.	

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

Goal Analysis [2024-25]

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

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

There was a significant decrease in office referrals this year. However, there was a more significant increase in the behaviors of the students that were sent to the office. While the administration did utilize other means of correction and progressive discipline there was a significant increase in suspension due to the nature of the incidents that took place on campus for the 24-25 school year. Additionally, while we implemented the LDTPE program this year, it was a first year for both PE teachers and a significant amount of time was devoted to them in feeling comfortable with the overall curriculum, culture of the school and by building relationships with students. The school has reviewed survey data which indicates questions regarding PE for students. We will continue to monitor our OCS PE program into the upcoming school year. Our training from CCEJ did support overall cohesion regarding students. We will look at additional data to determine how best to support students.

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

none

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

We were not able to hire an effective Visual And Performing Arts teacher this year in spite of the position being posted and us interviewing multiple candidates. Therefore, this goal was not able to be implemented this year. We will continue to search for a VAPA teacher to support goal 3.7. We will add on the school climate module of the CHKS survey for students to help provide more information to our school in this area. Additionally, we will administer the survey in grades 6 and 8, so that we can monitor growth overtime.

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

We will add on the school climate module of the CHKS survey for students to help provide more information to our school in this area. Additionally, we will administer the survey in grades 6 and 8, so that we can monitor growth overtime. The LDTPE rubrics do evaluate teacher progress, so in order to include metrics we should include a student survey in relation to LDTPE and PE three times a year to align student feedback with parent feedback regarding the PE program. Additionally, utilize the LDTPE program to support the overall relationship building and the leadership development of middle school students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development to support Social Emotional Development	Elementary and middle school students will continue to participate in leadership development through Physical Education. This will enhance the work that is already being done in the classroom with Responsive Classroom. The purpose of bringing this to the physical education classrooms is that there is an established curriculum that supports the development of community, capacity and commitment. This program uses the Notice, Choose and Act formula. Students participate in activities to build upon their own ability to "notice" how attitudes, actions and self talk affect their actions and others. Students are guided on how their actions and words influence others and learn how they can "choose" to influence. Finally, students are provided opportunities to be an active leader for others.	$0.00	No
3.2	Professional Development	New staff will participate in Responsive Classroom Training which supports our schoolwide model and implementation of Responsive Classroom. (WASC recommended goals)	$4,000.00	No
3.3	Positive Behavior Intervention Support Structures both in and out of the classroom.	Lead Teachers will work to create systems within their classrooms structure and routines to define how they implement positive behavior supports to increase student engagement and decrease problematic behavior. Yard Supervisors will also be provided training and support towards implementation of CHAMPs. School will use a universal screener to determine which students would benefit from additional support from the Counselor or Social Worker Interns to improve social and emotional behavior outcomes for all students.	$12,583.00	No
3.4	Professional Development	Our Community School is committed to create a school environment that is culturally responsive. We will spend a portion of our professional development time focusing on identifying and addressing implicit biases,	$21,200.00	No

Action #	Title	Description	Total Funds	Contributing
	towards Culturally Relevant Instruction	and identifying and addressing implicit bias in the school community. Staff will spend time learning about different communities in which their students live and analyze discipline data to determine any trends across subgroups or bias towards students. (WASC focus Goal)		
3.5	Counselor to support SEL and Conflict Management	All Students will have access to a full-time on site counselor to assist with conflict resolution, SEL, behavior management.	$109,655.00	
3.6	MTSS Counseling Intervention	Students will work with a counselor to support students (academically and/or emotionally).	$0.00	Yes
3.7	Visual And Performing Arts	Students will participate in a visual and performing arts enrichment opportunity, so that students will enhance their overall development in the area of arts and education. Students will have the opportunity to participate in monthly student led assemblies where they will showcase their learning to student body.	$75,390.00	No
3.8	Comprehensive Sex Education Program	Students in grade 5-8 will participate in a comprehensive sex education program that also emphasizes relationships and healthy communication.	$10,605.00	No

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
$$258,479	$0

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
5.707%	0.000%	$0.00	5.707%

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
1.11	**Action:** Increased Attendance **Need:** Monitor the overall attendance for the following student groups: Hispanic- 29.7% chronically absent. There was an increase by 10.5% in 22-23. There are a total of 145 students in this category. Socioeconomically Disadvantaged- 34.9% chronically absent . There was an increase by	Monitor daily, weekly attendance for our students that are currently demonstrating chronic absences (Hispanic, SED, SWD). School will provide feedback to students regarding daily attendance for the class. School will also provide communications to our families from Attendance Works and educate on how attendance impacts our overall school budget. Administration and Counseling will work with families to build relationships and provide	Student Information System & Our Student Sign in Kiosk.

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
	8.2% in 22-23. There are a total of 106 students in this category. Students with Disabilities- 25.6% chronically absent. There was an increase in 22-23 by 8.7% There are 90 students in this category. **Scope:** LEA-wide Schoolwide	resources to encourage overall increase in student attendance.	
2.2	**Action:** Supplemental Curriculum **Need:** In English Language Arts, students with disabilities is currently performing 63 points below the standard. For the 22-23 school we maintained our progress. There are 57 students in the grouping. In the area of math, students at Our Community School are 8.3 points below standard. There are two student groupings that we need to increase academic support in the area of math, our Hispanic students are performing 31.1 points below standard. In 2022-2023, our students in this category declined an additional 10.5 points. There are 89 students in this grouping. The other student grouping that need additional attention and support are our students that are socioeconomically disadvantaged. This group is 34.6 points below standard. This grouping	Our supplemental curriculum will be used to support students academically in a Tier 2 or Tier 3 setting (MTSS model). Lexia will be used for students identified not making progress in English Language Arts for grades TK-5. Currently, on the California Dashboard, students are performing 27.1 points above standard. However, there are students within this grouping that would benefit from additional support. We will use Bridges or another supplemental curriculum to enhance our daily math practice for students in all grades.	i-Ready Diagnostic will be our primary Metric for monitoring student progress. The Diagnostic will be given three times a year. Intervention groups will be formed based on i-Ready and then intervention team will continue to monitor progress for the six to eight week intervention groupings. Students that are using Lexia the school will use the program's progress monitoring to note academic progress and participation. Students that are designated as English Language Learners will

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
	declined 18.4 points. There are 63 students in this grouping. **Scope:** LEA-wide Schoolwide		participate in both integrated and designated language instruction. Students that are classified as emerging or expanding will utilize Language Studio to support their class instruction with Amplify and we will progress monitor student's language acquisition from the online component. Bridges will also be a math intervention component to support student learning.
2.4	**Action:** Professional Development Focused on connecting Constructivism, UDL and Culturally Responsive Teaching to Core Content Curriculum. **Need:** In our WASC Accreditation visit there was a recommendation to emphasize the following instructional practices into our current program. This goal will help us to identify how we can best support the school teachings where we embrace equity, inclusion and diversity.	Our Community School will use Educator Effectiveness monies for professional development to our Lead Teachers to ensure that we are still providing a educational program that is based on our founding members views of Constructivism. Additionally, due to the transition from Option 3 to Option 1 with our students with disabilities population we want to ensure that we can maintain our full inclusion program by continuing to design lessons to support universal design learning. The last part of our professional development would be to support lesson design that is culturally responsive to embrace equity, inclusion and diversity. The last two areas of professional development are recommended by our WASC visiting team.	The metrics that will be used to monitor effectiveness will be classroom walk through visits, teacher evaluations and support staff evaluations. We will also provide staff surveys to support ongoing feedback and training needs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.5	**Action:** Systems of Support **Need:** Students that are not demonstrating progress towards grade level state standards in the areas of ELA and/ or math at the tier 1 instructional level (general education classroom) will be offered support through a small group intervention program for tier 2 and or tier 3. **Scope:** LEA-wide Schoolwide	Our Community School will provide intervention to all students that are not demonstrating consistent progress towards grade level standards in the areas of ELA and math through small group pull out intervention.	OCS will use state testing scores for students in grades 3-8 and/or verified data indicators, i-Ready, as our metrics.
2.7	**Action:** Support Services **Need:** To support our transition from Option 3 to Option 1 OCS will use instructional aides/paraprofessionals to support differentiated instruction, full inclusion and small group instruction within the classroom setting. This support is not limited to students with disabilities. **Scope:**	Our paraprofessionals will support our Lead Teachers in the general education classroom with the implementation of Responsive Classroom, differentiated instruction and small group instruction.	We will use diagnsotic measures from our iready and state testing in grades 3-5 to support the effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Supplemental Curriculum **Need:** Students that are identified through state testing and our i-ready diagnostic tool that is administered three times a year will receive access to support through the use of differentiated instruction and additional curriculum. **Scope:** Limited to Unduplicated Student Group(s)	The actions will address the needs based on the type of program. Lexia is a great program to provide personalized learning for both English Language Development and English Language Arts. This program will be mainly used for our younger students in grades TK-2. However, based on student need we can provide access to students in older grades, too. Iready will be used for students to support math development in all grades. We will also try the Bridges Intervention Program to support math development for our elementary students. ESGI is a program that our teachers in grades TK-1 will have access to support progress monitoring. Language Studio is a component that is part of Amplify and assists in Language Development and support with the ELA program we have adopted. This will be used as a way to fulfill and support our	Each program has its own metric within the digital component. We will use the metrics from the program.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		English Language Learners both as integrated and designated instruction.	
3.6	**Action:** MTSS Counseling Intervention **Need:** Once students in grades 3-8 complete the SAEBRS universal screener the counselor, teachers and admin team will work together to form small groups to provide support in one of the three areas (Academic, Social, Emotional Behaviors) determined by the Universal Screener. **Scope:** Limited to Unduplicated Student Group(s)	Students will receive counseling support for 6-8 weeks based on SAEBRS Universal Screener and/or referrals.	Responses on the SAEBRS Universal Screener Counseling referrals Discipline/ Office referrals Attendance through our Student Information Systems. Student Attendance Review Boards and SSPT notes.

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.

Our Community School does not receive Concentration Grant Funding.

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 Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,529,102	$258,479	5.707%	0.000%	5.707%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,591,338.00	$241,837.00	$171,077.00	$59,301.00	$3,063,553.00	$2,673,983.00	$389,570.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Climate Survey for the parent community.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.2	Student Universal Screener	All	No			All Schools	Fall, Winter, Spring	$0.00	$0.00	$0.00				$0.00	
1	1.3	Staff Survey	All	No			All Schools	Spring	$0.00	$0.00	$0.00				$0.00	
1	1.4	Focus Groups	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.5	School Site Council	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.6	Student Senate/ Student Government	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.7	Panda Partner Panda Cafe and Pizza Playdates	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.8	Community Engagement					All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.9	Safe and Maintained Campus For All	All	No			All Schools		$80,239.00	$15,595.00	$95,834.00				$95,834.00	
1	1.10	Clean Campus For All	All	No			All Schools		$75,497.00	$20,188.00	$95,685.00				$95,685.00	
1	1.11	Increased Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$10,397.00	$10,397.00				$10,397.00	
1	1.12	Parent/Guardian Communication System	All	No			All Schools		$0.00	$2,807.00	$2,807.00				$2,807.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	Parent Volunteer					All Schools		$0.00	$150.00	$150.00				$150.00	
1	1.14	Schoolwide Safety	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.15	Stakeholder Opportunities for Information and Connection					All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Curriculum & Assessment	All	No			All Schools		$0.00	$54,823.00	$54,823.00				$54,823.00	
2	2.2	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$0.00	$36,530.00	$36,530.00				$36,530.00	
2	2.3	Technology Integration	All	No			All Schools		$0.00	$10,230.00	$10,230.00				$10,230.00	
2	2.4	Professional Development Focused on connecting Constructivism, UDL and Culturally Responsive Teaching to Core Content Curriculum.	All English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00		$2,000.00			$2,000.00	
2	2.5	Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$105,748.00	$0.00	$62,824.00			$42,924.00	$105,748.00	
2	2.6	College and Career Experiences	All	No			All Schools		$0.00	$49,072.00	$39,072.00			$10,000.00	$49,072.00	
2	2.7	Support Services	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$459,052.00	$0.00	$148,728.00	$139,247.00	$171,077.00		$459,052.00	
2	2.8	Qualified, Credentialed Teaching Staff	All	No			All Schools		$1,843,792.00	$64,000.00	$1,901,415.00			$6,377.00	$1,907,792.00	
3	3.1	Professional Development to support	All	No			All Schools		$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Social Emotional Development														
3	**3.2**	Professional Development	All	No					$0.00	$4,000.00		$4,000.00			$4,000.00	
3	**3.3**	Positive Behavior Intervention Support Structures both in and out of the classroom.	All	No			All Schools		$0.00	$12,583.00	$12,583.00				$12,583.00	
3	**3.4**	Professional Development towards Culturally Relevant Instruction	All	No			All Schools		$0.00	$21,200.00		$21,200.00			$21,200.00	
3	**3.5**	Counselor to support SEL and Conflict Management							$109,655.00	$0.00	$109,655.00				$109,655.00	
3	**3.6**	MTSS Counseling Intervention		Yes	Limited to Unduplicated Student Group(s)		All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.7**	Visual And Performing Arts	All	No			All Schools		$0.00	$75,390.00		$75,390.00			$75,390.00	
3	**3.8**	Comprehensive Sex Education Program	All	No			All Schools		$0.00	$10,605.00	$10,605.00				$10,605.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,529,102	$258,479	5.707%	0.000%	5.707%	$258,479.00	0.000%	5.707 %	**Total:**	$258,479.00
								LEA-wide Total:	$258,479.00
								Limited Total:	$36,530.00
								Schoolwide Total:	$258,479.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	School Site Council				All Schools	$0.00	
1	1.11	Increased Attendance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$10,397.00	
2	2.2	Supplemental Curriculum	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$36,530.00	
2	2.4	Professional Development Focused on connecting Constructivism, UDL and Culturally Responsive Teaching to Core Content Curriculum.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	2.5	Systems of Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$62,824.00	
2	2.7	Support Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$148,728.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	MTSS Counseling Intervention	Yes	Limited to Unduplicated Student Group(s)		All Schools	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,895,807.00	$2,808,797.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Climate Survey for the parent community.	No	$0.00	$0.00
1	**1.2**	Student Universal Screener	No	$0.00	$0.00
1	**1.3**	Staff Survey	No	$0.00	$0.00
1	**1.4**	Focus Groups	No	$0.00	$0.00
1	**1.5**	School Site Council	No	$0.00	$0.00
1	**1.6**	Student Senate/ Student Government	No	$0.00	$0.00
1	**1.7**	Panda Partner Panda Cafe and Pizza Playdates	No	$0.00	$0.00
1	**1.8**	Community Engagement		$0.00	$0.00
1	**1.9**	Safe and Maintained Campus For All	No	$77,684.00	$68,000.00
1	**1.10**	Clean Campus For All	No	$106,304.00	$62,500.00
1	**1.11**	Increased Attendance	Yes	$10,000.00	$9,820.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Parent/Guardian Communication System	No	$2,700.00	$3,025.00
1	1.13	Parent Volunteer		$150.00	$150.00
1	1.14	Schoolwide Safety	No	$0.00	$0.00
1	1.15	Stakeholder Opportunities for Information and Connection		$0.00	$0.00
2	2.1	Curriculum & Assessment	No	$50,139.00	$43,000
2	2.2	Supplemental Curriculum	Yes	$35,298.00	$30,000
2	2.3	Technology Integration	No	$9,840.00	$11,715.00
2	2.4	Professional Development Focused on connecting Constructivism, UDL and Culturally Responsive Teaching to Core Content Curriculum.	No Yes	$4,000.00	$0.00
2	2.5	Systems of Support	Yes	$110,701.00	$70,000
2	2.6	College and Career Experiences	No	$47,200.00	$47,200.00
2	2.7	Support Services	No Yes	$390,209.00	$360,000.00
2	2.8	Qualified, Credentialed Teaching Staff	No	$1,846,076.00	$1,990,000.00
3	3.1	Professional Development to support Social Emotional Development	No	$12,500.00	$12,500.00
3	3.2	Professional Development	No	$1,000.00	$870.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Positive Behavior Intervention Support Structures both in and out of the classroom.	No	$0.00	$0.00
3	**3.4**	Professional Development towards Culturally Relevant Instruction	No	$21,200.00	$15,685
3	**3.5**	Counselor to support SEL and Conflict Management		$100,542.00	$75,000.00
3	**3.6**	MTSS Counseling Intervention	Yes	$0.00	$0.00
3	**3.7**	Visual And Performing Arts	No	$60,064.00	$0.00
3	**3.8**	Comprehensive Sex Education Program	No	$10,200.00	$9,332.50

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$233,339	$223,015.00	$239,820.00	($16,805.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Increased Attendance	Yes	$10,000.00	$9,820.00		
2	2.2	Supplemental Curriculum	Yes	$35,298.00	$30,000.00		
2	2.4	Professional Development Focused on connecting Constructivism, UDL and Culturally Responsive Teaching to Core Content Curriculum.	Yes	$4,000.00	$0.00		
2	2.5	Systems of Support	Yes	$57,977.00	$50,000.00		
2	2.7	Support Services	Yes	$115,740.00	$150,000.00		
3	3.6	MTSS Counseling Intervention	Yes	$0.00	$0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,542,021	$233,339	0%	5.137%	$239,820.00	0.000%	5.280%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024