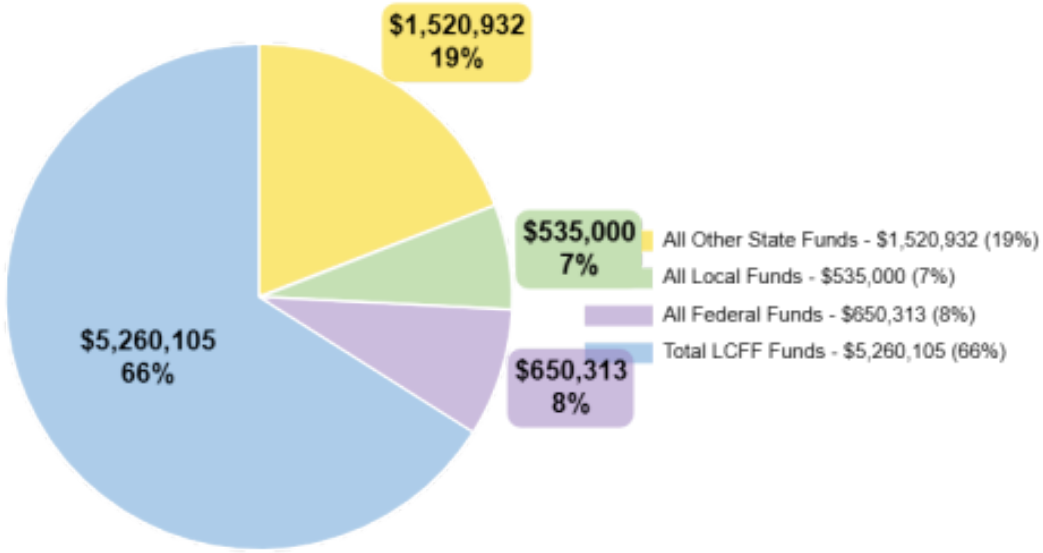
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Francophone Charter School of Oakland
CDS Code: 01612590132514
School Year: 2026-27
LEA Contact Information: Claudia Lee | claudia@francophoneschool.org | 5107460700

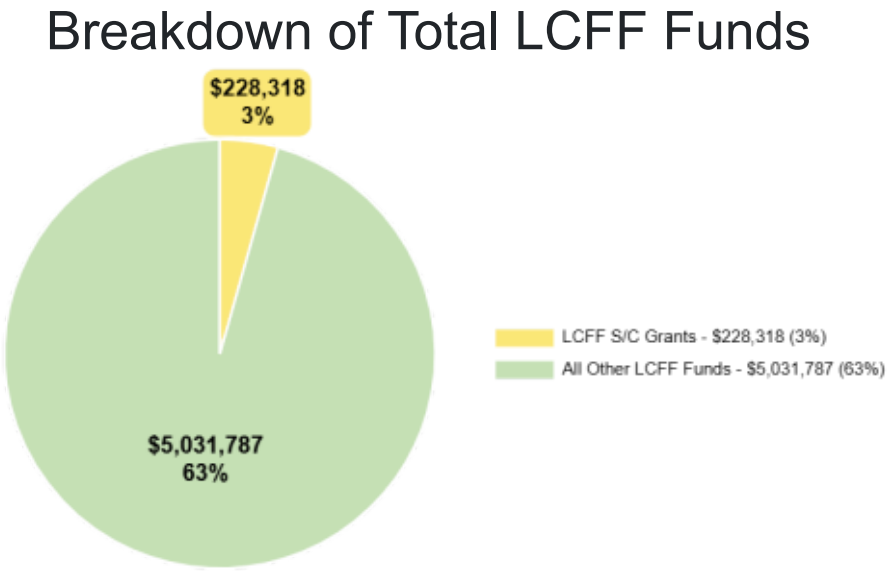
School districts receive funding from different sources: state funds under the Local Comprove services for high needs studentstrol Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



Source Funds Percentage
All Other State Funds $1,520,932 19%
All Local Funds $535,000 7%
All Federal Funds $650,313 8%
Total LCFF Funds $5,260,105 66%

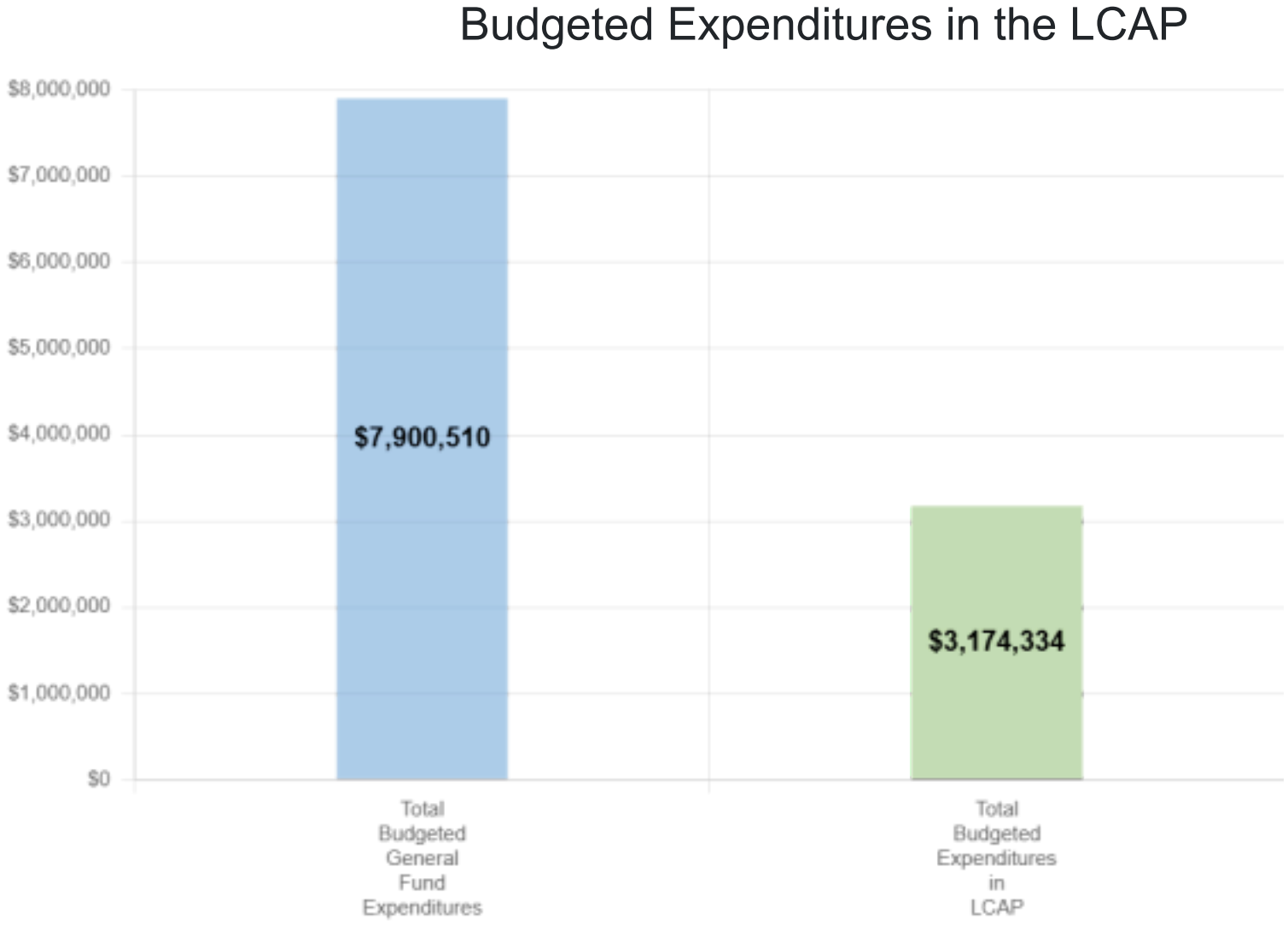


Source Funds Percentage
LCFF S/C Grants $228,318 3%
All Other LCFF Funds $5,031,787 63%

These charts show the total general purpose revenue Francophone Charter School of Oakland expects to receive in the coming year from all sources.

The total revenue projected for Francophone Charter School of Oakland is $7,966,350, of which $5,260,105 is Local Control Funding Formula (LCFF), $1,520,932 is other state funds, $535,000 is local funds, and $650,313 is federal funds. Of the $5,260,105 in LCFF Funds, $228,318 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 funds to serve students.



This chart provides a quick summary of how much Francophone Charter School of Oakland plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

Francophone Charter School of Oakland plans to spend $7,900,510 for the 2026-27 school year. Of that amount, $3,174,334 is tied to actions/services in the LCAP and $4,726,176 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the operational expenditures are not included in LCAP.

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

In 2026-27, Francophone Charter School of Oakland is projecting it will receive $228,318 based on the enrollment of foster youth, English learner, and low-income students. Francophone Charter School of Oakland must describe how it intends to increase or improve services for high needs students in the LCAP. Francophone Charter School of Oakland plans to spend $766,011 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

In 2025-26, Francophone Charter School of Oakland's LCAP budgeted $449,060 for planned actions to increase or improve services for high needs students. Francophone Charter School of Oakland actually spent $495,000 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $-45,940 had the following impact on Francophone Charter School of Oakland's ability to increase or improve services for high needs students: N/A

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
Francophone Charter School of Oakland	Claudia Lee Executive Director	claudia@francophoneschool.org 5107460700

Plan Summary 2026-27

General Information

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

Because of the uniqueness of our school, offering a free, French-English education to all, Francophone Charter School of Oakland (FCSO) students come from all over the Bay Area. We opened in August 2015, serving grades K-3. We added a grade level each year until we served K-8 students in 2020-21. Our school and parent community is diverse, including francophone families from countries like France, Belgium, Congo, Senegal, Switzerland, Algeria, French Guyana, and Ivory Coast, as well as non-francophone families who identify as Asian, Hispanic, African American and White. In 2024-25, we served 369 students, including approximately 38% who are unduplicated, 29% socioeconomically disadvantaged, and approximately 17% who are English Language Learners. Also, 7% of our students qualify for Special Education services. We are committed to increasing the diversity of our community by giving preference in our enrollment lottery to families in transition and continue to have a priority for families who qualify for free or reduced lunch and to families who reside in our local neighborhood. Approximately 27% of Francophone's students identify as being white (a decrease of 2% from previous years), 23% as Hispanic or Latino (2% increase from previous years), 23% as two or more races (3% increase from previous years), 18% as African American (1% decrease), and 7% as Asian (a 2% decrease).
During the 2023-24 school, Francophone Charter School of Oakland engaged in a strategic planning process to develop a new strategic plan. Teachers, parents, students, administrators, and community members engaged in the strategic planning process to co construct a common mission and vision, articulate key values, and create priority areas for the school going forward. The outcomes of

that process are reflected in this plan.
Vision: We are an inclusive learning community that empowers children to be compassionate global citizens. The mission of the Francophone Charter School of Oakland is to provide a dual immersion curriculum in order to develop a diverse bilingual and bi-literate community of students. These are the values that will drive the work to achieve this mission: Joie de Vivre - We joyfully embrace life and learning every day.
Respect - We acknowledge and appreciate each other by treating everyone and our environment with care and dignity. Belonging - We are one community, showing compassion and understanding for all.
Integrity - We are honest because it brings out the best of us.

Reflections: Annual Performance

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

Based on the 2025 CA Dashboard, we have identified the following successes:
English Language Arts achievement is at Level 3/proficient: Demonstrating the skills and knowledge necessary for students to be on track for college and career readiness at their grade level. Hispanic Students increased their performance by 10.5 points points. We attribute this to the hard work of the teachers and staff to successfully implement our bilingual instruction model and provide a tiered system of interventions to ensure all students are achieving. All other groups declined their achievement; we identify this as an area of
need. However, our students are still performing 7.8 points above grade level. Development services will continue to be strategically provided to English Learners, socioeconomically disadvantaged groups who declined their performance in a more significant way. To ensure these students receive the English language acquisition support they need, we continue to strengthen the ELD program this year, adding an additional staff member whose job is to conduct small group instruction. In addition, teachers will continue providing small group instruction to English learners in grades 3-8. Determining the most efficient way to provide this same level of ELD instruction in TK-2nd grade is challenging due to the dual immersion model requiring 90% of instruction in these grades to be in French.
Mathematics achievement is at Level 3/Proficient. The average score on the SBAC Math assessment increased for all students by 3.2 points, the English Learners' achievement increased significantly by 32.6 points, 13.6%, The Hispanic group increased their achievement by 31.3 points and the White Group increased their achievement by 21.6 points. 43.6% of our students are making progress. Areas of need are: Recently reclassified students declined their achievement by 10.8 points, and 2 or more races declined their achievement by 13 points. Math achievement will be supported through the implementation of the Multi-Tiered Systems of Support based on data that provides targeted academic interventions, socioemotional support, and enrichment opportunities tailored to each student’s unique needs. Intervention time is built into the school day for those who need Tier 2 and 3 level support and progress is monitored.
Our suspension rate continues to be 0% due to implementation of social emotional learning and restorative justice practices to address disciplinary issues.
All local indicators on the 2025 CA Dashboard are met. Local data indicates high levels of teacher satisfaction at the lower campus due

to effective site-based leadership involving scheduling, organization, and communication. We have completed a compensation study to ensure Francophone teachers are being paid fairly and updated our handbook to ensure accurate, streamlined communication about policies and procedures.
Chronic Absenteeism declined by 6.7% and is at the Yellow Level from Red level on the 2025 CA dashboard. In the 2024-25 school year, our school was not identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2025 California School Dashboard, the African American student subgroup and the Latin Groups academic achievement has increased as described above.

Reflections: Technical Assistance

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

Francophone Charter School of Oakland is not eligible for technical assistance.

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.

Francophone is a single campus LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Educational Partner(s)
Teachers:
Process for engagement
1. Through Professional Development Days: Every month teachers have the opportunity to provide feedback during the informational section where all school initiatives, new policies and changes are presented. During the months of February and June, teachers have the opportunity to provide feedback on specific goals and actions for LCAP.
2. Summer Institute: Teachers actively participate in creating the school goals for the 3 essential priorities of the school: Academic Excellence, Positive and inclusive School Culture, and Financial and Operational Sustainability; which ultimately are adopted as the LCAP Goals for the school.
3. LCAP Presentations: Teachers have the opportunity to provide input for goals, expenditures and initiatives.

The LCAP Public Hearing was held on 6/12/26 and was approved during the same meeting.
Parents
Teachers, administrators, and other school personnel

Parents provided feedback at regular meetings and through the comment function on Parent Square, and parent surveys. Parents reviewed the LCAP and provided LCAP specific feedback at the 02/13/26 and 05/08/26 meetings. All parents are invited to attend these meetings, and parents of students with disabilities and English learners have provided feedback at these meetings. Our board meets monthly as a public hearing with the opportunity for public comment. Many of our parents attend our board meetings. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access.
Teachers/staff/school administrators provided feedback during regular staff meetings, staff surveys, and solicited suggestions in every weekly newsletter.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Academic Excellence. Francophone students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Implementation of State Standards, Priority 4 Pupil Outcomes, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Francophone's families chose our school in order to ensure their children developed fluency in both the English and French languages and are prepared for rigorous high schools and college. In the 2024 strategic planning process, educational partners expanded on the original goal to include development of global perspectives, and inclusion of preparation for careers and life in addition to high school

and college.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DELF French literacy assessments: 95% of 3rd and 4th graders taking the tests are meeting expectations Data Source: Local Data	95% 96% 96% 96% 1%				
2	SBAC ELA All Students	57.61%	58%	59%	60%	3.61%
3	SBAC ELA All Students	57.61%	58%	59%	60%	3.61%
4	SBAC ELA All Students	57.61%	58%	59%	60%	3.61%
5	SBAC ELA Disability Status	24-25 22.22%	23%	24%	25%	2.78%
6	SBAC ELA Disability Status	24-25 22.22%	23%	24%	25%	2.78%
7	SBAC ELA Disability Status	24-25 22.22%	23%	24%	25%	2.78%
8	SBAC ELASocioeconomi llyDisadvantaged	24-25 32.07%	33%	34%	35%	3.07%

9	SBAC ELASocioeconomi llyDisadvantaged	24-25 32.07%	33%	34%	35%	3.07%
10	SBAC ELASocioeconomi llyDisadvantaged	24-25 32.07%	33%	34%	35%	3.07%
11	SBAB Math All Students	49.33%	50%	51%	52%	2.67%
12	SBAB Math All Students	49.33%	50%	51%	52%	2.67%
13	SBAB Math All Students	49.33%	50%	51%	52%	2.67%
14	SBAC Math Disability Status	24-25 16.67%	17%	18%	19%	2.33%
15	SBAC Math Disability Status	24-25 16.67%	17%	18%	19%	2.33%

16	SBAC Math Disability Status	24-25 16.67%	17%	18%	19%	2.33%
17	SBAC Math Socioeconomica lly Disadvantaged	32.07%	33%	34%	35%	3.07%
18	SBAC Math Socioeconomica lly Disadvantaged	32.07%	33%	34%	35%	3.07%

19	SBAC Math Socioeconomically Disadvantaged	32.07%	33%	34%	35%	3.07%
20	CAST-Science All	24-25 45.65%	46%	47%	48%	2.35%
21	CAST-Science All	24-25 45.65%	46%	47%	48%	2.35%
22	CAST-Science All	24-25 45.65%	46%	47%	48%	2.35%
23	NWEA ELA All Students	25-26 71% students' scores at or above 3rd quintile	71%	72%	73%	3%
24	NWEA ELA All Students	25-26 71% students' scores at or above 3rd quintile	71%	72%	73%	3%
25	NWEA ELA All Students	25-26 71% students' scores at or above 3rd quintile	71%	72%	73%	3%
26	NWEA Math All Students	25-26 70% of students' scores above third quintile	71%	72%	73%	3%

27	NWEA Math All Students	25-26 70% of students' scores above third quintile	71%	72%	73%	3%
28	NWEA Math All Students	25-26 70% of students' scores above third quintile	71%	72%	73%	3%
29	ELPAC scores for English Learners	43.6% EL students Making Progress	44% EL students Making Progress	45% EL students making progress	46% EL students making progress	2.4%

Goal Analysis for 2026-27

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There is no substantive differences in planned actions and actual implementation of this actions

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

No material differences between budgeted expenditures and estimated expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Dedicating enough time for teacher training and on adpating translating the California Standards based materials showed to be crucial to facilitate teachers' planning and instruction. However, students had 2 different English instructors in a year, and their learning was not optimal.

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

We hired an experienced teacher for English next year. This summer we will translating the California standards based curriculum in social studies to French.

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
Action #1	Curriculum and Assessments	Purchase curriculum, books, supplies, and assessments to determine change over time in abilities in core subject areas, including French language acquisition.	$89,255.00	No

Action #2	Educator Support	The school will design an educator support plan that cultivates educator development and retention, high-leverage instructional strategies, and maximizes student learning. The school will utilize professional development time to foster a data-informed culture of continuous improvement, utilizing regular assessments and data analysis to inform instructional practices, identify gaps, and make timely adjustments to maximize student learning. Teachers will also receive instructional coaching aligned with a rubric based teacher development system consisting of classroom observations and lesson plan feedback.	$109,305.00	No

Action #3 MTSS The school will implement a robust multi-tiered system of
$447,309.00 No

Action #	Title	Description	Total Funds	Contributing

		supports based on data that provides targeted academic interventions, socioemotional support, and enrichment opportunities tailored to each student's unique needs, but especially the needs of English Learners and low-income students. 1. Data Analysis a. Use MAP results to identify instructional needs b. Study Team to analyze multiple data points and determine how to best support individual students c. Student goal setting 2. Use of a tiered intervention matrix with time allocated in master schedule for intervention 3. Regular intervention caseload meetings to assess student progress in intervention		
Action #4 English Language Development Francophone provides a French-English dual immersion program with the time of instruction in		French tapering in the upper graders: - 90/10 French/English TK-2 - 70/30 3-5 - 50/50 6-8 English learners are	provided services to ensure English language acquisition: 1. $363,297.00	No

Action #	Title	Description	Total Funds	Contributing
		Integrated ELD: Professional Development for all teachers on using SDAIE strategies 2. ELD Curriculum a. Primary: Wonders: Designated ELD Groups for small group instruction b. Upper Grade Elementary: WordGen Elementary provides explicit instruction of academic vocabulary and opportunities to use academic language in extended interactions.		

Action #5	Special Education	Francophone provides studentswith disabilities an inclusive Special Education program delivered by a robust Special Education team to ensure all students receive services identified in IEP plans. The Education Specialist delivers Specialized Academic Instruction. Both the SPED team and general education teachers/staff receive Specialized Academic Instruction coaching and professional development. Teachers and Education Specialists will strive to increase the amount of co teaching occurring in classrooms.	$490,574.00	No

Action #6	Technology Integration	Teach technological proficiency through integration of technology in the classroom	$58,206.00	No

Action #	Title	Description	Total Funds	Contributing

		(21st century skills) - Train teachers on how to integrate technology into the classroom. - Purchase software, apps, and devices to ensure staff and student access to technology. - Use single sign on (Clever) to support ease of use of applications - Use technology to enhance home-school communications.		
Action #7	High Quality French/English Instruction	Recruit, hire, and retain native francophone teachers, English speaking teachers, and bilingual teachers and staff whorepresent diverse backgrounds and the global Francophonie byproviding relocation costs, coaching foreign teachers to support with CA credentialing requirements, and additional Human Resources services. The school will work to retain staff with competitive employee compensation plans and revisit additional retention strategies annually.	$697,315.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	Financial and Operational Sustainability: Francophone's future is secure. It sustains year-over-year positive operating incomes, achieves enrollment and attendance targets, and carries out a plan to secure long-term facility stability.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services – Ensuring teachers are appropriately assigned, instructional materials are available, and facilities are in good repair.

An explanation of why the LEA has developed this goal.

Francophone is the only French Immersion Public school in the Bay Area. The school celebrated the 10th Year Anniversary, we are proud to serve students in Oakland and sourrounding areas and would like to contionue doing so.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance	94%	94.5%	95%	95%	1%
2	Measure that facilities meet good repair standard as per Williams Report		90% in good r good repair 90% ir 90% in Go			

Goal Analysis for 2026-27

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The effort to change the culture reagrding attendance made a big difference and the results were greater than expected. The financial support for credentialing to teachers makes a big difference because they are more eager to participate, and they don't have to incurr in debt. In addition, the credentials analyst help us keep track of all the pending documents and processes, so the administration can help teachers keep up with the requirements.
The most substantive difference was the achievement of finding and securing a campues to unify the school, one year before expected.

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.
We received a generous donation towards the expenses for moving. This was unexpected and made a bid difference is secuting a unifying campus for the school in a positive way.
We allocated a generous amount of money for supporting teachers and paying teacher coaches and mentors. There was some money left in the budget because we based the expenditures in previous years, but some of the teachers had obtained their clear credentials already.

An explanation of how effective the specific actions were in making progress toward the goal.

Forming a functional Facilities Committee was crucial in obtaining in a new campus.
Following up with credential processes help teachers complete their assignments and programs.
Creating a protocol for attendance made a big difference in supporting students and improving attendance.

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

We will continue to develop the process for attendance and support.

We will monitor the expenses of the new campus closely to be able to project the expenses of a larger campus is a sustainable way.
We will bui;ld the capacity of our teachers so that they can be equipped to mentor new teachers through their credentialing program.

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
Action #1	Monitor Attendance and Support Students and Families	Attendance Monitoring Process to support students and families who show a trend of absences and tardiness.	$170,451.00	No

Goal

Goal #	Description	Type of Goal
Goal 3	Equitable and Inclusive School Culture. Francophone is a flourishing; inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.	Broad

State Priorities addressed by this goal.

State Priorities: Priority 1 Basic Services, Priority 5 Pupil Engagement, Priority 6 School Climate Local Priorities: Equitable and Inclusive Culture & Financial & Operational Sustainability

An explanation of why the LEA has developed this goal.

Francophone is committed to developing an equitable and inclusive culture. Through the actions listed below, the school will strengthen and align school culture practices and behavior support systems aligned to Francophone values so that all students experience deep belonging and create explicit opportunities for students and staff to build their social and cultural competence and to develop agency and accountability for their own learning and contribute to their communities. The school will communicate and socialize Francophone values to the entire Francophone community and create opportunities for values aligned and purposeful family engagement. Also, by developing a strong school culture that supports increased enrollment, attendance, and retention the school will continue to attain financial and operational stability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of students with access to artcurriculum, physical education, and health in addition to the core curriculum.	100%	100%	100%	100%	0
2	Chronic Absence Rate for all students and all numerically significant subgroups.	14.7% Chronically Absent.	14%	13.5%	13%	-1.7%

3 Suspension rate for all students and all numerically significant subgroups 0% 0% 0% 0% 0%

4	Expulsion rate for all students and all numerically significant subgroups	0%	0%	0%	0%	0%
5	MS dropout rate	0%	0%	0%	0%	0%

6	Positive School Climate for Families	90%	91%	92%	93%	3%
7	Families who feel that students are safe at school	90%	91%	92%	93%	3%
8	Parent Participa		91%	92%	93%	3%
9	Positive School Climate for Staff Members	81%	82%	83%	84%	3%
10	Staff Members feel safe at school	81%	82%	83%	84%	3%
11	Sense of belonging for Staff Members	78%	79%	80%	81%	3%

Goal Analysis for 2026-27

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.
The school has demonstrated effective engagement with parents through diverse communication channels, fostering a sense of community and collaboration. There has been a concerted effort to provide opportunities for families to provide input through the school

culture survey and the monthly parent meetings. There has been an increase in the frequency of State of the School meetings attendance compared to previous years, providing platforms for transparent dialogue and feedback. The school has also held a number of focus group meetings to allow families to participate in smaller groups to provide feedback. These opportunities have been provided in-person and virtually, with translation services available for
multiple languages, and at different times of the day to accommodate varying schedules.
Also, the monthly Parent Association meetings have been held in person and virtually and have been well attended this year. In an effort to address important social issues, the school has scheduled professional development for teachers, aimed at encouraging students to voice their concerns, actively participate in discussions surrounding these themes. The strategic plan developed by the school community has shown to be an effective compass for implementation of goals and action plans and for communication.

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.

There were no material differences between budgeted expenditures and estimated actuals for this goal.

An explanation of how effective the specific actions were in making progress toward the goal.

The Family Communication, Community Engagement, Family Events and Volunteer Opportunities actions have been effective as evidenced by 90% positive responses regarding school connectedness (School keeps me informed),
We are at the Full Implementation level on the CA Dashboard local indicator self-reflection items for Seeking Input for Decision-making and progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. By providing childcare for families and a monthly meeting called Cafecito, we have successfully removed one of the largest barriers to participation for underrepresented families.

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

The Family Engagement priority helps create an equitable and inclusive school community. There is a specific family engagement action and goal metrics to measure their input.

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

Action #1 Broad Course of Study Students have access to multiple opportunities for purposeful, authentic, enriched learning. Arts, music, and

$170,451.00

No

Action #	Title	Description	Total Funds	Contributing
		performing arts are integrated into the curriculum and enrichment opportunities are provided. - Purchase art supplies for all. Purchase musical instruments for additional grades - Student performances during monthly assemblies - Continue providing music, visual, and performing arts instruction in grades 6-8 - Offer After Care program that includes enrichment activities - Movement, games, and play. We believe that every student, including those with disabilities or health issues, can be successful in physical education with inclusive instruction and diverse resources.		

		- Puberty and Sexual Health Education		

Action #2 Social and Cultural Competence Create explicit opportunities for students and staff to build their social and cultural		competence and to develop agency and accountability for their own learning and contribute to their communities. - Develop	student-led project related to the DEI theme of the month (Black $20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		History Month, The Francophone World) - Genius Hour Projects: students spent 1-2 hours a week researching and answering their self-created research questions and present based on their findings. - Field Trips: 1-2 field trips per grade level to non-traditional sites or sites that advance student BIPOC experience		

Action #3 School Culture Practices Strengthen and align school culture practices and behavior support systems aligned to Francophone values so that all students experience deep belonging. Train all staff on code of	conduct, staff and student expectations during recess and lunch, and a graduated system of student discipline procedures during class. Evaluate training's effectiveness using walk

through observations.
- Tier 1: Teachers communicate clear expectations and use positive narration to support positive behaviors. Students are awarded BRAVOS and celebrated at awards assembly.
- Tier 2: Restorative practices
$185,236.00
No

Action #	Title	Description	Total Funds	Contributing
		implemented Teach and model life skills, including communication, socialemotional learning (SEL), and lifelong learning as ways to embrace and interact with others in healthy ways using MooZoom and Second Step SEL Curriculum.		
Action #4	Family Engagement	The school will communicate with families through multiple modalities to ensure families understand their role in their child's success and feel like active and vital partners at Francophone contributing to a flourishing, diverse community. The school will actively seek parent input & promote parental participation in programs for unduplicated students	$185,236.00	No

		and students with exceptional needs.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$385,537.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Perce Carryo		Total Percentage to Increase or Improve Services for the Coming School Year
0.00%	0.00%	$0.00	7.91%

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 #		How the Action(s) Address Need(s) and Why it is Provided on an LEA wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3, Goal 1 Action 4	CAASPP scores indicate that in 2025 socioeconomically disadvantaged group achievement declined 38.8 performed on average 38.6 points below standard and newly reclassified students declined 26.8 points (still performing above standards) in English. This indicates that they need additional support in English. Francophone is addressing this need by continuing to implement MTSS, developing teacher's capacity, and increasing staffing dedicated to address this need.	This action provides increased staffing to implement a robust multi tiered system of supports based on MAP data to provide targeted academic interventions, socioemotional support, and enrichment opportunities tailored to each student's unique needs, but especially the needs of Socioeconomically disadvantaged and newly reclassified students English. Time will be allotted in the master schedule for intervention support. Student progress will be monitored and students not making progress will be provided different supports.	1.3 & 1.4 CAASPP: %of students meeting or exceeding standard in ELA and Math for newly reclassified and SED groups.

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

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.

1.4 English Language Development CAASPP scores indicate that in 2025 socioeconomically disadvantaged students and recently reclassified students declined in their performance 21.1 and 26.8 points respectively. CAASPP scores indicate that in 2025 recently reclassified students' performance declined 26.8 points in Math.

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.

The action provides additional staffing, increasing MTSS and building teacher capacity to ensure that socioeconomically disadvantaged students and recently reclassified students are provided the support they need in English and Math.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

2026-27	$4,874,568.00	$385,537.00	7.91%	7.90%	7.91%

Totals	$2,600,916.00	$266,401.00	$0.00	$119,318.00	$2,986,635.00	$2,670,807.00	$315,828.00

1	1	Curriculum and Assessments	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
1	2	Educator Support	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year

1	3	MTSS	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
1	4	English Language Development	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
1	5	Special Education	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year

1 6 Technology Integration 3-8th grade Academic
LEA-wide No LEA-Wide All Upper School 26-27

							students	Year
1	7	High Quality French/EnglishInstruction	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
2	1	Monitor Attendance and Support Students	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year

		and Families						
3	1	Broad Course of Study	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
3	2	Social and Cultural Competence	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
3	3	School CulturePractices	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year
3	4	Family Engagement	LEA-wide	No	LEA-Wide	All	Both Campuses	26-27 Academic Year

1	1	$0.00	$89,255.00	$89,255.00	$0.00	$0.00	$0.00	$89,255.00	0.00%
1	2			$14,420.00 $0.00		$0.00	$7,368.00	$109,30	
1	3	$447,30		$394,42		$0.00		0.00%	

1	4	$363,2		$363,2		$0.00	$0.00	$363,2 0	
1	5			$8,285.00		$0.00		0.00%	
1	6	$0.00		$58,206.00		$0.00	$0.00	$58,2 0	
1	7			$14,420.00 $0.00			$0.00	$697,3 0	
2	1	$170,4		$170,4		$0.00	$0.00	$170,4 0	
3	1	$170,4		$170,4		$0.00	$0.00	$170,4 0	
3	2	$0.00		$14,000.00		$0.00	$6,000.00	$20,0 0	
3	3	$185,2		$185,2		$0.00	$0.00	$185,2 0	
3	4	$185,2		$185,2		$0.00	$0.00	$185,2	

2026-27 Contributing Actions Table

$4,874,568.00	$385,537.00	7.91%	7.90%	7.91%	$0.00	0.00%	0.00%

Total:	$0.00
LEA-wide Total:	$2,600,916.00

Limited Total:	$0.00
Schoolwide Total:	$0.00

2025-26 Annual Update Table

Totals	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

Totals	$4,874,568.00	$0.00	$0.00	$0.00	0.00%	0.00%	0.00%

2025-26 LCFF Carryover Table

$385,537.00	$4,874,5		1264.36%	$0.00	0.00%	0.00%	$487,456,800	

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.

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.
>
> 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);

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 (California Legislative Information); and

For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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) (California Legislative Information) 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.

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

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.

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.

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.

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 of 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).