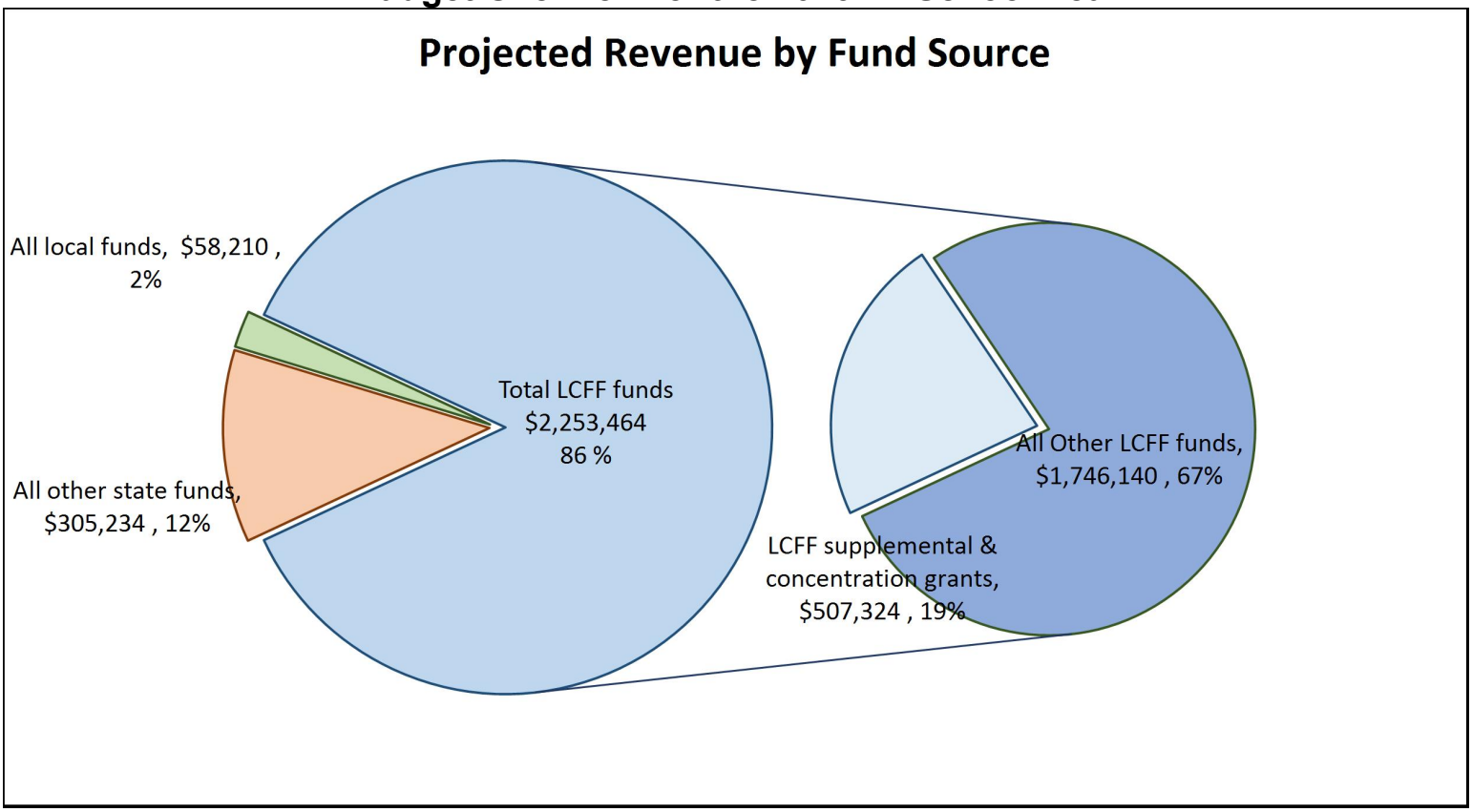
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Armona Union Elementary School District/ Crossroads Charter Academy
CDS Code: 16-63875-0101717
School Year: 2026-27
LEA contact information:
Xavier Piña, Ed.D.
Superintendent
xpina@auesd.org
559-583-5000

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

Budget Overview for the 2026-27 School Year

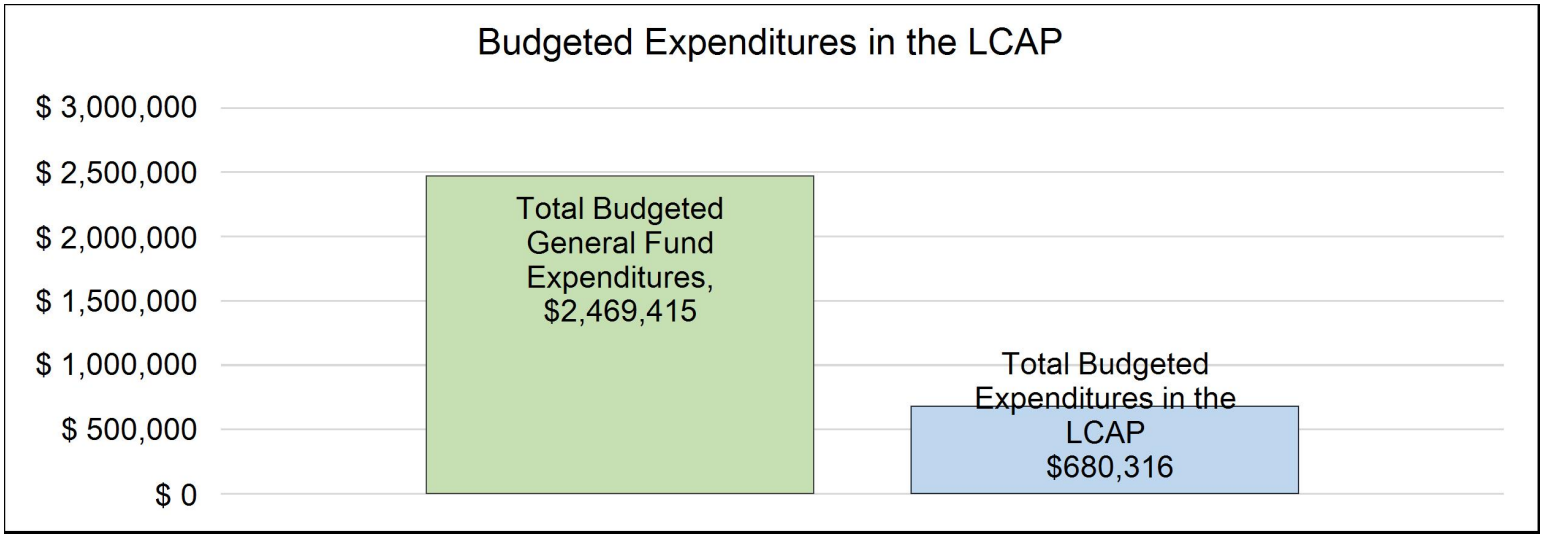


This chart shows the total general purpose revenue Armona Union Elementary School District/ Crossroads Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Armona Union Elementary School District/ Crossroads Charter Academy is $2,616,908, of which $2,253,464.00 is Local Control Funding Formula (LCFF), $305,234.00 is other state funds, $58,210.00 is local funds, and $0. is federal funds. Of the $2,253,464.00 in LCFF Funds, $507,324.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Armona Union Elementary School District/ Crossroads Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Armona Union Elementary School District/ Crossroads Charter Academy plans to spend $2,469,415.00 for the 2026-27 school year. Of that amount, $680,316.00 is tied to actions/services in the LCAP and $1,789,099.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

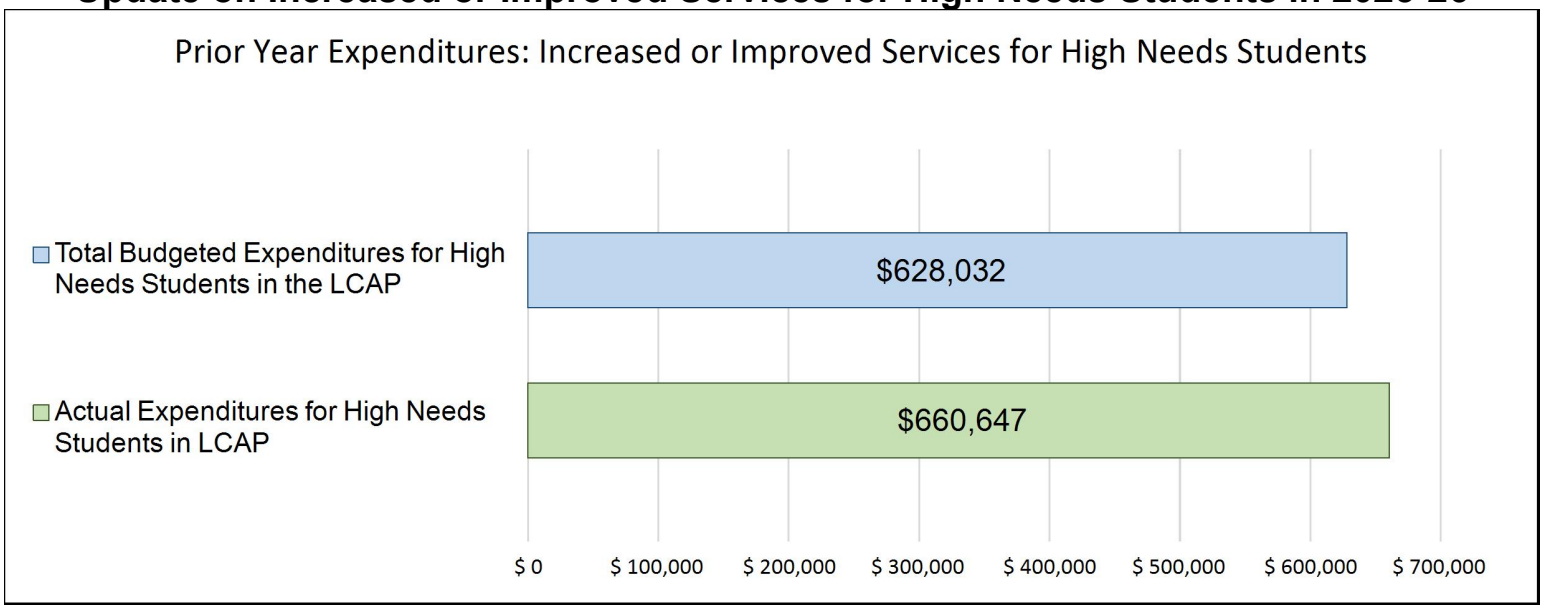
Teachers, SpEd teachers, Paraprofessionals, Custodial Staff, Certificated Management and Classified Management. Instructional Supplies, Operational Supplies, Utilities, Repairs and Professional Services.

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

In 2026-27, Armona Union Elementary School District/ Crossroads Charter Academy is projecting it will receive $507,324.00 based on the enrollment of Foster Youth, English learner, and low-income students. Armona Union Elementary School District/ Crossroads Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Armona Union Elementary School District/ Crossroads Charter Academy plans to spend $552,341.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Armona Union Elementary School District/ Crossroads Charter Academy's LCAP budgeted $628,032.00 for planned actions to increase or improve services for high needs students. Armona Union Elementary School District/ Crossroads Charter Academy actually spent $660,647.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Armona Union Elementary School District/ Crossroads Charter Academy	Xavier Piña, Ed.D. Superintendent	xpina@auesd.org 559-583-5000

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.

Crossroads Charter Academy (CCA) offers the learners, Kindergarten through grade 12, an educational program emphasizing the remediation of academic deficiencies, at-promise academic and behavioral students, and other individual student needs through a specially designed online curriculum. Regardless of the best bootstrap efforts of our school, communities, and many organizations, far too many of our children are at risk of educational failure. The Armona Union Elementary School District is committed to crafting a realistic and dynamic charter school. Despite the bountiful agriculture around us, many of the district's residents are impoverished. Clearly, research shows that poverty negatively impacts the health, safety, and academic achievement of children. We believe that to be educated in the 21st century, students must have the basic skills associated with reading, writing, and mathematics.

We want all students to meet or exceed grade-level standards outlined in the California State Content Standards in English Language Arts, Mathematics, Science, and Social Science. CCA has added Professional Learning Community (PLC) training to support students better academically. This training has been beneficial in targeting student interventions, and we will continue this during the 2026-2027 school year. Administrators have started training surrounding the Multi-Tiered System of Support (MTSS) to serve student needs better. CCA serves a diverse student population, representing districts in Kings and adjacent counties. We aim to provide equitable educational opportunities and remedial, social, and behavioral interventions to allow students to meet standards and establish a strong foundation for receiving a high school diploma. Our targeted academic program is designed to meet the needs of Kindergarten through 12th-grade at-promise students with special needs that cannot be met in the traditional school setting. Instructors serve as facilitators of the program and allow students to work at an individualized pace. A low student-to-teacher ratio, a safe and orderly academic-oriented climate, and a teaching staff that utilizes a variety of effective and proven teaching methodologies, strategies, and support services that address the student's social, mental, and

physical needs will provide an environment conducive to success. Collaboration between teachers, staff, and school leaders will foster creativity in an independent study setting, allowing students to work in an environment best suited to their needs. We believe that Crossroads Charter Academy will provide parents and students in the surrounding communities an opportunity beyond what is presently available, the choice to attend Crossroads Charter School as the school of their preference.

LCAP Focus Areas:
Crossroads Charter Academy has chosen to focus on two primary areas for our LCAP:
1) CCA will increase support for academic programs that ensure students are making progress toward grade-level promotion or graduation.
2) All students and families will be provided equitable access to an appropriate, safe, caring, and supportive independent study learning environment.

Alignment with WASC Focus Areas:
These two areas align seamlessly with the four areas identified through our Western Association of Schools and Colleges (WASC) process:
Focus Area 1: All Crossroads Charter Academy staff will provide a full, rigorous curriculum that prepares students to meet the CCSS and college and career readiness standards on one platform to support high academic achievement for all students. (LCAP Goal #1)
Focus Area 2: All Crossroads Charter Academy educational staff will continue to utilize diagnostic tools to identify critical learning issues to inform instruction and intervention to reduce the achievement gaps within subgroups.(LCAP Goal #1 & Goal #2)
Focus Area 3: All Crossroads Charter Academy staff will develop and implement a system to disaggregate and analyze relevant data to ensure academic growth and mastery of CCSS for all students. (LCAP Goal #1)
Focus Area 4: All Crossroads Charter Academy staff will increase student participation in co-curricular activities and additional resources to support all students in embodying the Student Learner Outcomes. (LCAP Goal #1 & Goal #2)

Why WASC? WASC's mission is to advance and validate quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on equity, inclusion, and access to high-level, rigorous learning opportunities for all students.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates both areas of success and areas requiring continued improvement. Crossroads Charter School (CCS) has demonstrated progress in several key student outcome and engagement measures while continuing to address persistent achievement gaps and college and career readiness outcomes for student groups identified through Dashboard performance.

Notable successes include improvements in student engagement and school climate indicators. Overall attendance increased from 95.2% to 96.19%, while attendance among English Learners increased from 94.6% to 96.8%. Chronic absenteeism improved significantly, decreasing from 11.7% to 6.3% overall and from 12.0% to 7.4% among Socioeconomically Disadvantaged (SED) students. High school dropout rates decreased from 8.8% to 4.59%, and graduation rates increased from 84.2% to 86.7% overall and from 83.8% to 84.6% for SED students. CCS also maintained strong school climate outcomes, including zero suspensions and expulsions and high levels of student, parent, and staff perceptions of safety and connectedness.

CCS also demonstrated growth in several college and career readiness measures. The percentage of students meeting UC/CSU entrance requirements increased from 0% to 19%, the College/Career Indicator improved from 0% to 13.8%, and English Learner reclassification rates increased from 10.9% to 15%. Additionally, the percentage of fully credentialed teachers increased from 67.2% to 100%, supporting access to high-quality instruction for all students.

Despite these gains, academic achievement remains an area of challenge. Local NWEA Reading and Mathematics results were mixed across grade spans, with some grade levels demonstrating growth while others experienced declines relative to baseline performance. State assessment results also indicate continued need for improvement. CAASPP Mathematics performance remains significantly below standard for all students and student groups, including Socioeconomically Disadvantaged students. English Learner Progress Indicator results also remain below baseline levels, indicating a need for continued targeted support for multilingual learners.

As required by Education Code Section 52064.5, Crossroads Charter School identified one student group that received the lowest performance level (Red) on a state indicator on the 2023 California School Dashboard. The Socioeconomically Disadvantaged (SED) student group received a Red performance level on the College/Career Indicator. In response, CCS has included specific actions and services throughout the LCAP to improve college and career readiness outcomes for SED students. These actions include expanded academic intervention supports, MTSS implementation, college and career planning activities, increased access to A-G coursework and UC/CSU eligibility pathways, monitoring of graduation progress, and targeted supports designed to increase postsecondary readiness and successful transitions beyond high school. CCS will continue monitoring progress through College/Career Indicator data, graduation rates, UC/CSU completion rates, and local measures of student readiness.

Overall, CCS annual performance data demonstrate positive progress in student engagement, attendance, graduation rates, school climate, and college readiness measures. At the same time, academic achievement outcomes and college and career readiness for identified student groups remain priority areas that will continue to guide the LEA's goals, actions, and resource allocation throughout the 2026–29 LCAP cycle.

Learning Recovery Emergency Block Grant (LREBG)

Crossroads Charter School has unexpended Learning Recovery Emergency Block Grant (LREBG) funds and will continue to utilize these funds during the 2026–27 LCAP cycle in accordance with Education Code Section 52064.4.

LREBG funds will support Goal 1, Action 1.1: Increased Academic Student Support through the provision of a Student Specialist, includes targeted PD to support student needs, who will provide academic monitoring, intervention coordination, family outreach, attendance support, progress monitoring, and individualized student support services.

This action aligns with allowable uses of Learning Recovery Emergency Block Grant funds by providing evidence-based academic intervention, progress monitoring, student support services, and learning recovery strategies designed to accelerate student progress and address unfinished learning.

The need for this action is demonstrated through local and state data reviewed during the LCAP development process. While CCS has experienced improvements in attendance, graduation rates, and college and career readiness indicators, academic achievement data

continue to demonstrate a need for targeted intervention and progress monitoring, particularly in ELA, Mathematics and within the College and Career indicator.

Crossroads Charter School's socioeconomically disadvantaged (SED) students continue to demonstrate lower outcomes in English Language Arts, Mathematics, graduation rates, and College/Career Indicator (CCI) performance compared to desired school goals. Analysis of local and state data indicates that many students experience barriers related to attendance, engagement, credit accrual, and connection to school, all of which are associated with lower academic achievement and reduced postsecondary readiness.

Research from the Institute of Education Sciences (IES) identifies student monitoring, relationship-building, family engagement, and timely intervention as effective practices for reducing dropout risk and increasing student success. Check & Connect is an evidence-based intervention that incorporates these practices through ongoing monitoring of attendance, academic progress, and engagement while providing individualized support and mentoring. Studies have found that students participating in Check & Connect demonstrate improved attendance, increased school engagement, greater credit accrual, and higher rates of school completion.

To address the needs of SED students and improve outcomes in ELA, Mathematics, graduation rates, and college and career readiness, Crossroads Charter School will implement targeted supports through a Student Specialist utilizing the Check & Connect framework.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Crossroads Charter Academy (CCA) utilized surveys, school events, informal discussions, formal discussions in the form of School Site Council meetings (SSC) meetings, and public hearings opportunities to solicit feedback from parents/families, both English and Spanish, as necessary.
Students	CCA utilized surveys, school events, and informal discussions to solicit student feedback.
Teachers	CCA utilized surveys, informal discussions, formal discussions in the form of SSC meetings, public hearings opportunities, school events, and various staff meetings to solicit teacher feedback.
Principals and Administrators	CCA utilized surveys, informal discussions, formal discussions in the form of SSC and ELAC meetings, public hearings opportunities, and various staff meetings to solicit Principal and Administrator feedback.
Other School Personnel	CCA utilized surveys, informal discussions, formal discussions in the form of SSC and ELAC meetings, school events, public hearings opportunities, and various staff meetings to solicit feedback from other school personnel.
School Site Council (SSC) - not required for the LCAP	CCA leverages the School Site Council (SSC) and an English Learner representative (as CCA does not serve enough English Learners to form an ELAC) to obtain formal feedback. Meetings are used to discuss current planning and obtain educational partner input. Meetings occurred a minimum of four times this year. Meetings held provided Spanish translation assistance as needed.

Educational Partner(s)	Process for Engagement
Board Meetings	CCA joins AUESD to provide a public meeting space for members of the public to attend board meetings located at the Armona Community Center at 11115 C Street, Armona, California 93202. Meetings are open to all members of the public. AUESD (including CCA) has provided opportunities for the community to submit a public comment to be read aloud during the meeting. Notices for these meetings were posted at school sites and on the district website. For each board meeting, translation is available upon request. Board study sessions included data reviews and the opportunity to provide input. Feedback is shared from parents and staff at that time as well. Annually, all educational partners are notified of the possibility of submitting input to the LCAP, including written correspondence.
WASC	WASC: Feedback received feedback via Parent, Student, Staff, Board Member, and Administration meetings during the WASC Full Cycle Visit in 2022, and during the Mid-Cycle Visit in 2025. The WASC Leadership team meets multiple times throughout each school year, and WASC Action Plans are shared during public board meetings annually.

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

Following is a description of how the adopted LCAP was influenced by the feedback provided by educational partners:

- Goal 1: Academic Achievement and College/Career Readiness: Staff, students, and families consistently expressed the need for additional academic intervention, increased monitoring of student progress, expanded course offerings, and greater support for students working toward graduation and postsecondary goals. Educational partners also identified a need for additional assistance in Mathematics, improved communication regarding student progress, and continued support for students who are academically behind. These requests informed Goal 1, including Action 1.1, which provides targeted academic support, intervention coordination, student progress monitoring, and individualized assistance through a Student Specialist position. Remaining Learning Recovery Emergency Block Grant (LREBG) funds will support this action to address unfinished learning and improve student outcomes.

- Goal 2: Student Engagement, Wellness, and School Climate: Students, families, and staff emphasized the importance of maintaining a safe, caring, and supportive school environment. Educational partners reported that access to counseling, mental health supports, family outreach, and individualized student services continues to be essential. Families requested that the school maintain strong communication systems and continue providing social-emotional and behavioral supports. This feedback informed Goal 2 actions focused on student wellness, engagement, attendance, safety, and family involvement.

Additionally, educational partners reviewed state and local performance data, including attendance, graduation rates, chronic absenteeism, NWEA growth measures, CAASPP results, English Learner progress data, and College/Career Indicator outcomes. Feedback supported

continued emphasis on improving academic achievement, increasing college and career readiness opportunities, addressing achievement gaps among student groups, and maintaining comprehensive student support systems.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CCA will increase support for academic programs that ensure students are making progress toward grade-level promotion or graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CCA believes it is crucial to increase support for academic programs that ensure students progress toward grade-level promotion or graduation because such support directly impacts students' educational outcomes and future opportunities. These academic programs provide tailored instruction and resources that address individual learning gaps and promote mastery of essential skills and knowledge. By enhancing these programs, the school can closely monitor student progress, offer timely interventions, and adapt teaching strategies to meet each student's unique needs. This focused support helps prevent students from falling behind, ensures they stay on track with their educational goals, and ultimately leads to higher rates of grade-level promotion and successful graduation. Additionally, by prioritizing academic progress, the school reinforces a commitment to academic excellence. It prepares students for further education and career success, contributing to their long-term personal and professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	LCFF Priority 1: Basic Services (Conditions of Learning) A. Teachers in the LEA are appropriately assigned and fully	A1. 100% of teachers are appropriately assigned A2. 67.20% of teachers are fully credentialed (21-22 SY)	A1. 100% of teachers will be appropriately assigned	A1. 100% of teachers will be appropriately assigned	A1. 100% of teachers will be appropriately assigned	A1. No Difference A2. +32.8% B. No Difference C. No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credentialed in the subject area and for the pupils they are teaching B. Pupils in the school district have sufficient access to the standards-aligned instructional materials C. School facilities are maintained in good repair.	B. 100% Sufficient access to Standards aligned materials C. Exemplary rating on the FIT (2023 SARC)	A2. 100% of teachers will be fully credentialed B. 100% Sufficient access to Standards aligned materials C. Exemplary rating on the FIT	A2. 100% of teachers will be fully credentialed B. 100% Sufficient access to Standards aligned materials C. Exemplary rating on the FIT	A2. 100% of teachers will be fully credentialed B. 100% Sufficient access to Standards aligned materials C. Exemplary rating on the FIT	
1.2	LCFF Priority 2: Implementation of State Standards (Conditions of Learning) A. Implementation of state board adopted academic content and performance standards for all students B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Priority 2: NWEA: percentage of students who met NWEA growth projections (Student Growth Rpt) 1) ELA - Reading: All: K-5: 8 of 13 = 62% of students 6-8: 21 of 41 = 51% of students 9-12: 37 of 72 = 51% of students Socioeconomically Disadvantaged (SED): K-5: 7 of 12 = 58% of students 6-8: 18 of 32 = 56% of students 9-12: 30 of 55 =54% of students 2) ELA - Language (ELs	Priority 2: NWEA: 1) ELA - Reading: All: K-5 = 16% of students 6-8 = 35% of students 9-12 = 58% of students Socioeconomically Disadvantaged (SED): K-5: 19% of students 6-8: 31% of students 9-12: 56% of students 2) ELA - Language (ELs & SPED ONLY): K-5 = N/A	NWEA: Priority 2: NWEA: 1) ELA - Reading: All: K-5 = 33% of students 6-8 = 64% of students 9-12 = 48% of students Socioeconomically Disadvantaged (SED): K-5: 29% of students 6-8: 66% of students 9-12: 51% of students 2) ELA - Language (ELs & SPED	A: NWEA: percentage of students who met NWEA growth projections (Student Growth Rpt) 1) ELA - Reading: All: K-5: 70% of students 6-8: 60% of students 9-12: 60% of students Socioeconomically Disadvantaged (SED): K-5: 65% of students 6-8: 65% of students 9-12: 63% of	A. NWEA: 1) ELA - Reading: All: K-5:-29% decrease 6-8:+13% increase 9-12:-3% decrease SED: K-5:-29% decrease 6-8:+10% increase 9-12:-3% decrease 2) ELA - Language (ELs & SPED ONLY): K-5: N/A 6-8:-24% decrease 9-12:+31% increase 3) Math: All:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		& SPED ONLY): K-5: 1 of 2 = 50% of students 6-8: 4 of 9 = 44% of students 9-12: 2 of 7 = 29% of students 3) Math: All: K-5: 6 of 14 = 43% of students 6-8: 21 of 41 = 51% of students 9-12: 31 of 71 = 41% of students SED: K-5: 6 of 13 = 46% of students 6-8: 19 of 34 = 55% of students 9-12: 21 of 52 = 40% of students (2023 Local Data) B. English language proficiency: • English Learner Progress Indicator: 72.7% making progress towards English language proficiency (2023 CA Dashboard)	6-8 = 50% of students 9-12 = 20% of students 3) Math: All: K-5:17% of students 6-8: 39% of students 9-12: 54% of students SED: K-5: 25% of students 6-8: 32% of students 9-12: 51% of students (2023 Local Data) B. English language proficiency: • English Learner Progress Indicator: 56.3% making progress (2024 CA Dashboard)	ONLY): K-5 = N/A 6-8 = 20% of students 9-12 =60% of students 3) Math: All: K-5: 42% of students 6-8: 40% of students 9-12: 37% of students SED: K-5: 54% of students 6-8: 33% of students 9-12: 36% of students B. English language proficiency: • English Learner Progress Indicator: 66.7% making progress (2025 CA Dashboard)	students 2) ELA - Language (ELs & SPED ONLY): K-5: 60% of students 6-8: 55% of students 9-12: 45% of students 3) Math: All: K-5: 55% of students 6-8: 63% of students 9-12: 54% of students SED: K-5: 55% of students 6-8: 64% of students 9-12: 50% of students B. English language proficiency: • English Learner Progress Indicator: 75%	K-5:-1% decrease 6-8:-11% decrease 9-12:-4% increase SED: K-5:+8% increase 6-8: -22% decrease 9-12:-4% decrease B. English language proficiency: • English Learner Progress: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					making progress	
1.3	LCFF Priority 4: Student Achievement (Pupil Outcomes) A. Statewide assessments B. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. C. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. D. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU AND career technical education sequences or programs of study. (B & C)	A1. CAASPP ELA: • All: 30.3 points below standard • SED: 30.4 points below standard • Hispanic: 43.8 points below standard • English Learner: Less than 11 students • Foster Youth: Less than 11 students A2. CAASPP Math: • All: 128 points below standard • SED: 126.9 points below standard • Hispanic: 134.4 points below standard • English Learner: Less than 11 students • Foster Youth: Less than 11 students A3. CAST (Science):	A1. CAASPP ELA: (2024 CA Dashboard) • All: 25.6 points below standard • SED: 21.4 points below standard • Hispanic: 31.6 points below standard • English Learner: Less than 11 students • Foster Youth: Less than 11 students A2. CAASPP Math: (2024 CA Dashboard) • All: 118.9 points below standard • SED: 112.5	A1. CAASPP ELA: (2025 CA Dashboard) • All: 46 points below standard • SED: 54.1 points below standard • Hispanic: 40.9 points below standard A2. CAASPP Math: (2025 CA Dashboard) • All: 124.4 points below standard • SED: 123.8 points below standard • Hispanic: 128.4 points below standard	A1. CAASPP ELA: • All: 27 points below standard • SED: 27 points below standard • Hispanic: 28 points below standard A2. CAASPP Math: • All: 120 points below standard • SED: 118 points below standard • Hispanic: 119 points below standard A3. CAST (Science): • 4% Standard Exceeded (Level 4)	A1. CAASPP ELA: • All: -15.7 points • SED: -23.7 points • Hispanic: +2.9 points • English Learner: N/A • Foster Youth: N/A A2. CAASPP Math: • All: +3.6 points • SED:+3.1 points • Hispanic: +6 points • English Learner: N/A • Foster Youth: N/A A3. CAST (Science): +0.58% Standard Exceeded (Level 4) +4.56% Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	E. Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) F. EL reclassification rate G. Percentage of pupils who have passed an AP exam with a score of 3 or higher H. Percentage of pupils who participate in, and demonstrate college preparedness in the EAP, or other assessment of college preparedness.	• 1.75% Standard Exceeded (Level 4) • 14.04 Standard Met (Level 3) (2023 DataQuest) B. % CTE: All: 0% C. % UC or CSU: All: 0% D.% Both B & C: All: 0% E. ELPAC • Level 4: 20% (Proficient) • Level 3: 33.33% F. EL reclassification rate: 10.9% G. AP exam: 0% H. % EAP: 36.85% (2023 CA Dashboard, unless noted otherwise)	points below standard • Hispanic: 118.4 points below standard • English Learner: Less than 11 students • Foster Youth: Less than 11 students A3. CAST (Science): • 1.49% Standard Exceeded (Level 4) • 16.42% Standard Met (Level 3) *DISCONTINUE DataQuest in 2024 • New Baseline (2024 CA Dashboard): 18 points below standard	A3. CAST (Science): (2024-2025 DataQuest) • 2.33% Standard Exceeded (Level 4) • 18.60% Standard Met (Level 3) • *Discontinue CA Dashboard to support continuity B. % CTE: 0% C. % UC or CSU: 19% (4 out of 21) D. % Both B & C: 0% E. ELPAC • Level 4: 46.15% (Proficient) • Level 3: 15.38% F. EL reclassification rate: 15%	• 17% Standard Met (Level 3) *DISCONTINUE DataQuest in 2024 • New Baseline (2024 CA Dashboard): 16 points below standard **Returned to % from DataQuest B. % CTE: All: 8% C. % UC or CSU: All: 8% D.% Both B & C: All: 8% E. ELPAC • Level 4: 25% (Proficient) • Level 3: 35% F. EL reclassification rate: 15% G. % AP exam:	Met (Level 3) B. % CTE: no change C. % UC or CSU: +19% increase D. % Both B & C: no change E. ELPAC • Level 4: +26.15% • Level 3: -17.95% F. EL reclassification rate: +4.1% G. AP exam: no change H. % EAP: -7.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			B. % CTE: 0% C. % UC or CSU: 0% D. % Both B & C: 0% E. ELPAC • Level 4: 0% (Proficient) • Level 3: 64.71% (Moderately Developed) F. EL reclassification rate: 43.75% **Correction should be 11.2% for last year G. AP exam: 0% H. % EAP: 46.43%	G. AP exam: 0% H. % EAP: 29.41 %	0% H. % EAP: 40%	
1.4	LCFF Priority 5: Student Engagement (Engagement) E. High school graduation rates	E. High school graduation rates: • All: 84.2% • SED: 83.8% • English Learners & Foster Youth:	E. High school graduation rates: • All: 92.3% • SED: 91.3% • English Learners	E. High school graduation rates: • All: 86.7% • SED: 84.6% • English Learners	E. High school graduation rates: • All: 86% • SED: 86% • English Learners & Foster	E. High school graduation rates: • All: +2.5% • SED:+0.8 % • English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Less than 11 students (2023 CA Dashboard)	& Foster Youth: Less than 11 students (2024 CA Dashboard)	& Foster Youth: Less than 11 students (2025 CA Dashboard)	Youth: Less than 11 students	& Foster Youth: Less than 11 students
1.5	LCFF Priority 7: Course Access (Conditions of Learning) A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to individuals with exceptional needs	A, B, & C. MTSS Progression Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • High-quality, Differentiated Classroom Instruction: 2 out of 4 • Systemic and Sustainable Change: 2 out of 4 • Integrated Data System: 2 out of 4 • Positive Behavioral Support: 1 out of 4 (2024 Local Data)	A, B, & C. MTSS Progression Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • High-quality, Differentiated Classroom Instruction: 2 out of 4 • Systemic and Sustainable Change: 2 out of 4 • Integrated Data System: 2 out of 4 • Positive Behavioral Support: 2 out of 4	A, B, & C. MTSS Progression Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • High-quality, Differentiated Classroom Instruction: 3 out of 4 • Systemic and Sustainable Change:2 .33 out of 4 • Integrated Data System: 3 out of 4 • Positive Behaviora	A, B, & C. MTSS Progression Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • High-quality, Differentiated Classroom Instruction: 3 out of 4 • Systemic and Sustainable Change: 3 out of 4 • Integrated Data System: 3 out of 4 • Positive Behaviora	A, B, & C. MTSS Progression Rubric Self-Evaluation: Assessment for Implementation of Core Components Criteria: • High-quality, Differentiated Classroom Instruction: +1 • Systemic and Sustainable Change: +0.33 • Integrated Data System: +1 • Positive Behaviora l Support: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				I Support: 3 out of 4	I Support: 2 out of 4	
1.6	LCFF Priority 8: Student Outcomes (Pupil Outcomes) A. Pupil outcomes if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.	A. College/Career Indicator: • All: 0% • SED: 0% (added 25-26 SY) (2023 CA Dashboard)	A. College/Career Indicator: • All: 8.7% • SED: 5% (added 25-26 SY) (2024 CA Dashboard)	A. College/Career Indicator: • All: 13.8% • SED: 12% (added 25-26 SY) (2025 CA Dashboard)	A. College/Career Indicator: • All: 8% • SED: 8% (added 25-26 SY)	A. College/Career Indicator: • All: +13.8% • SED: no data, added 25-26 SY

Goal Analysis [2025-26]

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

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

Crossroads Charter Academy (CCA) substantially implemented the actions associated with Goal 1, which focused on increasing support for academic programs to ensure students make progress toward grade-level promotion or graduation. Key actions included implementation of NWEA assessments to monitor student growth, provision of academic interventions and supplemental instructional supports, Multi-Tiered System of Supports (MTSS) implementation, English learner services, college and career readiness opportunities, and ongoing professional development for staff.

Several implementation successes were evident during the year. CCA maintained 100% appropriately assigned teachers and increased the percentage of fully credentialed teachers from 67.2% at baseline to 100%. The school also sustained 100% access to standards-aligned instructional materials and maintained facilities in good repair. Student achievement data reflected improvement in several state indicators. CAASPP English Language Arts performance improved by 4.7 points overall, with gains among socioeconomically disadvantaged students (+9 points) and Hispanic students (+12.2 points). CAASPP Mathematics performance also improved, increasing by 9.1 points overall, 14.4 points for socioeconomically disadvantaged students, and 16 points for Hispanic students. English Learner reclassification rates increased by 32.85 percentage points, ELPAC Level 3 performance increased by 31.38 percentage points, Early Assessment Program (EAP) participation and college readiness increased by 9.58 percentage points, and the College/Career Indicator improved by 8.7 percentage points over baseline. High school graduation rates also increased by 8.1 percentage points overall and 7.5 percentage points for socioeconomically disadvantaged students.

Despite these successes, several outcome measures indicate continued areas of need. NWEA growth results declined from baseline in multiple grade spans and subject areas. Reading growth decreased by 46 percentage points in grades K–5 and 16 percentage points in grades 6–8, while mathematics growth decreased by 26 percentage points in grades K–5 and 12 percentage points in grades 6–8. Similar declines were observed among socioeconomically disadvantaged students. The English Learner Progress Indicator declined by 16.4 percentage points from baseline, and ELPAC Level 4 proficiency decreased by 20 percentage points. Although CAASPP performance improved from baseline, overall achievement remained below standard in both English Language Arts and Mathematics. In addition, chronic absenteeism increased by 18.4 percentage points overall and by 19.8 percentage points among socioeconomically disadvantaged students.

No substantive changes were made to the overall implementation of the planned actions during the year. CCA generally implemented the actions as described in the adopted LCAP. However, student outcome data indicate a continued need to strengthen intervention systems, improve instructional consistency, increase student engagement and attendance, and provide targeted supports for English learners and struggling students to accelerate progress toward long-term performance goals.

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 was no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The effectiveness of Goal 1 actions was mixed, with stronger evidence of effectiveness in supporting graduation outcomes than in improving academic growth measures.

Actions intended to improve student achievement through assessment, intervention, and instructional supports produced inconsistent results. NWEA growth data indicate that the actions were not consistently effective across grade spans. Reading growth declined from baseline by 46 percentage points in grades K–5 and 16 percentage points in grades 6–8, while growth increased by 7 percentage points in grades 9–12. Similar patterns were evident among socioeconomically disadvantaged students, with declines in grades K–5 and 6–8 and a modest increase in grades 9–12. Mathematics growth results followed a similar trend, with declines in grades K–5 and 6–8 but improvements in grades 9–12. These results suggest that academic interventions and instructional supports were more effective at the high school level than in the elementary and middle grades.

Actions designed to improve mathematics achievement demonstrated limited effectiveness. CAASPP Mathematics performance improved by 9.1 points overall, 14.4 points for socioeconomically disadvantaged students, and 16 points for Hispanic students compared to baseline. However, all groups continued to perform well below standard, indicating that while some progress occurred, the magnitude of improvement was not sufficient to meet desired performance expectations. These results suggest that mathematics instruction and intervention efforts require continued refinement and increased intensity.

Actions supporting student engagement, credit attainment, and graduation readiness demonstrated the strongest evidence of effectiveness. The overall graduation rate increased by 8.1 percentage points from baseline, while the graduation rate for socioeconomically disadvantaged

students increased by 7.5 percentage points. These outcomes indicate that the LEA's efforts to support students toward graduation have contributed to improved completion rates and positive student outcomes.

Overall, Goal 1 actions were most effective in improving graduation outcomes, while academic growth and mathematics achievement results remained mixed. The LEA will continue to analyze assessment data and strengthen instructional and intervention practices, particularly in mathematics and the elementary and middle grades, to improve student achievement and accelerate progress toward long-term goals.

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.

Analysis of implementation and outcome data informed several revisions to Goal 1 for the 2026–27 LCAP year.

Performance data indicated continued needs in academic achievement, particularly in mathematics, student growth, English Learner outcomes, and college and career readiness. While graduation outcomes improved, assessment data showed inconsistent growth across grade spans and student groups, demonstrating the need for additional targeted supports and stronger monitoring of student progress.

As a result, several metric revisions were made. The CAST metric was revised to report DataQuest percentage results to improve consistency and support long-term trend analysis. In addition, a College/Career Indicator metric for Socioeconomically Disadvantaged students was added to better monitor progress for a student group that remains in the Red performance level on the California School Dashboard.

Several action revisions were also made. Goal 1, Action 1.1 was expanded to include a Student Specialist position to strengthen academic monitoring, intervention coordination, attendance support, family engagement, and individualized student assistance. Remaining Learning Recovery Emergency Block Grant (LREBG) funds were incorporated into Action 1.1 to support evidence-based intervention and student support services designed to address unfinished learning and accelerate academic progress. Due to reductions in Title I funding, paraprofessional support previously funded through braiding of resources will not continue in 2026–27. In addition, Goal 1, Action 1.2 was eliminated for the 2026–27 school year due to reduced Title I funding. Available resources were prioritized to support the Student Specialist position and provide targeted professional development aligned with identified student needs.

These changes were made in response to analysis of local and state data demonstrating ongoing needs in mathematics achievement, academic growth, English Learner performance, and college and career readiness, while continuing to build upon areas of demonstrated success such as graduation outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased Academic Student Support	Increased Academic Student Support to include, but not limited to: • Two 0.25 FTE for CTE • 0.75 FTE Learning Coordinator support • 0.70 FTE SS Teacher • 0.80 FTE Technology Specialist • Two FTE Paraprofessionals for supplemental intervention support in Math and ELA • Supplemental Professional Development (strategic planning support) • Assessment program for diagnostic testing and progress monitoring • Broad course of study curriculum/supplies • Study/College trips • Student Specialist, includes targeted PD to support student needs (braided LREBG & Title I) The total planned allocation of LREBG braided funding is $14,797.00 Crossroads Charter School will fund a Student Specialist to implement the evidence-based Check & Connect intervention for socioeconomically disadvantaged students identified as at risk of academic underperformance, chronic absenteeism, credit deficiency, or disengagement from school. The Student Specialist will monitor attendance, grades, course completion, and graduation progress; provide individualized mentoring and case management; coordinate interventions and support services; engage families; and connect students with college and career readiness opportunities. Through consistent monitoring and relationship-based supports, the Student Specialist will increase student engagement, improve attendance and credit accrual, and help remove barriers to learning. These services are expected to contribute to improved English Language Arts and Mathematics outcomes, increased graduation rates, and higher College/Career Indicator performance among socioeconomically disadvantaged students. This action is principally directed toward and effective in meeting the needs of socioeconomically disadvantaged students, who experience disproportionately higher rates of absenteeism, academic underperformance, and barriers to school engagement. The Student	$546,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specialist will provide targeted monitoring, mentoring, family outreach, and intervention services through the Check & Connect model to address these barriers. Research demonstrates that Check & Connect improves attendance, engagement, credit accrual, and persistence in school, which are key predictors of improved academic achievement, graduation, and college and career readiness. Therefore, this action is designed to address the specific needs and improve outcomes of socioeconomically disadvantaged students.		
1.2	Professional Development (Title I)	Professional Development (Title I) • instructional coaching focusing on math. • additional professional development, based on student needs • measure of effectiveness based on Priority 2 - NWEA & Priority 4: Student Achievement	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: All students and families will be provided equitable access to an appropriate, safe, caring and supportive independent study learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CCA believes it is vital to provide all students and families with equitable access to an appropriate, safe, caring, and supportive independent study learning environment to ensure that every student can succeed regardless of their circumstances. This approach recognizes students' diverse needs and learning styles, offering personalized education plans that accommodate various life situations and learning preferences. By creating a safe and nurturing environment, the school promotes emotional well-being and reduces barriers to learning, allowing students to focus on their academic goals. Equitable access ensures that resources and support are distributed fairly, enabling all students to achieve their full potential. Additionally, fostering a caring and supportive atmosphere builds strong relationships between students, families, and educators, encouraging collaboration and engagement that further enhances the educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LCFF Priority 3: Parent Involvement (Engagement) A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	A. 100% parent survey agree/strongly agree that the school values parents as important educational partners B. 100% of parents of unduplicated pupils (English Learner, Foster Youth, Low Income) have been invited to participate in SSC	A. 99% parent survey agreed/strongly agreed that the school values parents as important educational partners. B. 100% of parents of	A. 100% parent survey agreed/strongly agreed that the school values parents as important educational partners. B. 100% of parents of	A. 100% parent survey agree/strongly agree that the school values parents as important educational partners B. 100% of parents of unduplicated	A. maintained, no change at 100% B. maintained, no change at 100% C. maintained, no change at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	C. 100% of parents of students with Exceptional Needs have been invited to participate in SSC (2024 Local Data)	unduplicated pupils (English Learner, Foster Youth, Low Income) have been invited to participate in SSC. C. 100% of parents of students with Exceptional Needs have been invited to participate in SSC.	unduplicated pupils (English Learner, Foster Youth, Low Income) have been invited to participate in SSC. C. 100% of parents of students with Exceptional Needs have been invited to participate in SSC.	pupils (English Learner, Foster Youth, Low Income) have been invited to participate in SSC C. 100% of parents of students with Exceptional Needs have been invited to participate in SSC	
2.2	LCFF Priority 5: Student Engagement (Engagement) A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates D. High school dropout rates E. High school graduation rates	A. Attendance: • All: 95.2% • Socioeconomically Disadvantaged (SED): 95.9% • English Learners: 94.6% • Foster Youth: Less than 11 students (2024 Local Data) B. Chronic absenteeism: • All: 11.7% • SED: 12% • English Learners & Foster Youth: Less than 11 students	A. Attendance: • All: 98.3% • Socioeconomically Disadvantaged (SED): 93.7% • English Learners: 95.7% • Foster Youth: Less than 11 students B. Chronic Absenteeism: • All: 30.1% • SED: 31.8%	A. Attendance: • All: 96.19% • SED: 95.84% • EL: 96.80% • FY: Less than 11 students B. Chronic Absenteeism: • All: 6.3% • SED: 7.4% • English Learners & Foster Youth: Fewer than 11 students -	A. Attendance: • All: 96% • Socioeconomically Disadvantaged (SED): 82% • English Learners: 10% *Updated 25-26 SY to 96% • Foster Youth: Less than 11 students B. Chronic absenteeism: • All: 9% • SED: 10%	A. Attendance: • All: +0.99% increase • SED: -0.06% decrease • EL: +2.20% increase • Foster Youth: No change B. Chronic Absenteeism: • All: -5.4% decrease • SED: 4.6% decrease • English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 CA Dashboard) C. Middle school dropout rates: 0% (2024 Local Data) D. High school dropout rates: 8.8% (2024 Local Data) E. High school graduation rates: • All: 84.2% • SED: 83.8% • English Learners & Foster Youth: Less than 11 students (2023 CA Dashboard)	• English Learners & Foster Youth: Less than 11 students • Hispanic 27.5% (Added 2024)* C. Middle school dropout rates: 2% D. High school dropout rates: 7% E. High school graduation rates (2024 CA Dashboard): • All: 92.3% • SED: 91.3% • English Learners & Foster Youth: Less than 11 students	data not displayed for privacy • Hispanic 8.2% chronically absent C. Middle school dropout rates: 0% D. High school dropout rates: 4.59% E. High school graduation rates : • All: 86.7% • SED:84.6 % • English Learners & Foster Youth: Less than 11 students (2025 CA Dashboard)	• English Learners & Foster Youth: Less than 11 students • Hispanic 20% (Added 2024)* C. Middle school dropout rates: 0% D. High school dropout rates: 7% E. High school graduation rates: • All: 86% • SED: 86% • English Learners & Foster Youth: Less than 11 students	& Foster Youth: No change • Hispanic: -19.3% decrease C. Middle school dropout rates: maintained, no change at 0% D. High school dropout rates: -4.21% decrease E. High school graduation rates: • All: +2.5% • SED: +0.8% • English Learners & - - Foster Youth: No change
2.3	LCFF Priority 6: School Climate (Engagement) A. Pupil suspension rates	A. Suspension Rate: 0% of all students B. Pupil expulsions rates: 0% of all students	A. Suspension Rate: 0% B. Pupil expulsions rates: 0%	A. Suspension Rate: 0% of all students B. Pupil expulsions	A. Suspension Rate: 0% of all students B. Pupil expulsions	A. Suspension Rate: maintained, no change at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	C. Surveys of school connectedness and safety: 1) Parent surveys of school connectedness and safety • Safety: 100% of parents agree or strongly agree their student is safe while at school (LCAP survey, Question 10) • Connectedness: 100% of parents agree or strongly agree they are invited to help plan, implement, evaluate instructional materials, strategies, and programs. (LCAP survey, Question 9) 2) Student surveys of school connectedness and safety • Safety: 96.9% of students	C. Surveys of school connectedness and safety: 1) Parent surveys of school connectedness and safety • Safety: 95.6% of parent agree or strongly agree their student is safe while at school (LCAP survey, Question 10= NEW Question 4). • Connectedness: 100% of parent agree or strongly agree they are invited to help plan, implement,	rates: 0% of all students C. Surveys of school connectedness and safety: • Safety: 100% of parent agree or strongly agree their student is safe while at school (LCAP survey, Question 10= NEW Question 4). • Connectedness: 100% of parent agree or strongly agree they are invited to help plan, implement, evaluate	rates: 0% of all students C. Surveys of school connectedness and safety: 1) Parent surveys of school connectedness and safety • Safety: 100% of parents agree or strongly agree their student is safe while at school (LCAP survey, Question 10) • Connectedness: 100% of parents agree or strongly agree they are invited to help plan, implement,	B. Pupil expulsions rates: maintained, no change at 100% C. Surveys of school connectedness and safety: 1) Parent surveys of school connectedness and safety • Safety: maintained, no change at 100% • Connectedness: maintained, no change at 100% 2) Student surveys of school connectedness and safety • Safety: +3.1% increase • Connectedness: +6.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feel safe on the school grounds during school time (LCAP survey, Question 10) • Connectedness: 93.7% of students feel they are a part of their school (LCAP survey, Question 9) 3) Staff surveys of school connectedness and safety • Safety: 100% of staff agree or strongly agree the school is clean, safe, and in good repair • Connectedness: 100% of staff agree or strongly agree they are invited to help plan, implement, evaluate instructional materials, strategies, and	evaluate instructional materials, strategies, and programs (LCAP survey, Question 9= NEW Question 7). 2) Student surveys of school connectedness and safety • Safety: 95.6% of students feel safe on the schoolground during school time (LCAP survey, Question 10= NEW Question 4). • Connectedness: 100% of	instructional materials, strategies, and programs (LCAP survey, Question 9= NEW Question 7). 2) Student surveys of school connectedness and safety • Safety: 100% of students feel safe on the schoolground during school time (LCAP survey, Question 10= NEW Question 4). • Connectedness: 100% of students	evaluate instructional materials, strategies, and programs. (LCAP survey, Question 9) 2) Student surveys of school connectedness and safety • Safety: 97% of students feel safe on the school grounds during school time (LCAP survey, Question 10) • Connectedness: 100% of students feel they are a part of their	3) Staff surveys of school connectedness and safety • Safety: maintained, no change at 100% • Connectedness: maintained, no change at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs.(LCAP survey, Question 9) (2024 Local Data)	students feel they are a part of their school (LCAP survey, Question 9= NEW Question 7). 3) Staff surveys of school connectedness and safety • Safety: 100% of staff agree or strongly agree the school is clean, safe, and in good repair. • Connectedness: 100% of staff agree or strongly agree they are invited to help plan,	feel they are a part of their school (LCAP survey, Question 9= NEW Question 7). 3) Staff surveys of school connectedness and safety • Safety: 100% of staff agree or strongly agree the school is clean, safe, and in good repair. • Connectedness: 100% of staff agree or strongly agree they are invited to help plan, implement,	school (LCAP survey, Question 9) 3) Staff surveys of school connectedness and safety • Safety: 100% of staff agree or strongly agree the school is clean, safe, and in good repair • Connectedness: 100% of staff agree or strongly agree they are invited to help plan, implement, evaluate instructional materials,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			implement, evaluate instructional materials, strategies, and programs. (LCAP survey, Question 9= NEW Question 7).	t, evaluate instructional materials, strategies, and programs. (LCAP survey, Question 9= NEW Question 7).	strategies, and programs. (LCAP survey, Question 9)	

Goal Analysis [2025-26]

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

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

Crossroads Charter Academy (CCA) substantially implemented the actions associated with Goal 2, which focused on improving student engagement, attendance, school climate, family engagement, and student persistence through graduation. Planned actions included parent outreach and participation opportunities, attendance monitoring and intervention systems, chronic absenteeism reduction efforts, dropout prevention strategies, and activities designed to strengthen school connectedness, safety, and student engagement.

Several implementation successes were evident during the year. The LEA maintained strong family engagement practices, including ongoing opportunities for parent participation and input. Parent survey results remained highly positive, with 100% of parents reporting that the school values them as educational partners. The LEA also ensured that parents of unduplicated pupils and students with exceptional needs were invited to participate in School Site Council activities and other school decision-making processes. School climate indicators remained strong, with zero suspensions and expulsions reported during the year. Student, parent, and staff survey results reflected positive perceptions of school safety and connectedness, indicating that efforts to foster a supportive and inclusive school environment were successfully implemented.

The implementation process also highlighted continuing challenges related to attendance and student engagement. Although attendance monitoring and intervention systems were implemented as planned, outcome data showed that overall attendance declined slightly compared

to baseline levels. In addition, chronic absenteeism rates increased substantially for both the overall student population and socioeconomically disadvantaged students. These results suggest that while attendance supports were in place, additional strategies may be needed to address barriers contributing to student absenteeism and disengagement.

No substantive differences were identified between the planned actions and the actual implementation of Goal 2. The LEA generally implemented the actions as described in the adopted LCAP and maintained a comprehensive system of family engagement, attendance monitoring, school climate supports, and student engagement activities throughout the year. Continued attention to attendance and chronic absenteeism will be necessary to improve student outcomes and support long-term educational success.

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.

Action 2.1, Supplemental Supports: Learning Environment: There was a substantive decrease of approximately 36% between the budgeted expenditures ($196,352) and the estimated actual expenditures ($125,642). The variance was primarily attributable to lower-than-anticipated personnel costs and reduced expenditures associated with planned student support activities and services. Despite the reduction in expenditures, the LEA continued to implement the action by providing social-emotional support services, family engagement opportunities, web safety resources, attendance monitoring, and other student support services intended to promote a positive and supportive learning environment. The expenditure difference did not result in a material change to the implementation of the action.

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

The effectiveness of Goal 2 actions was mixed, with the strongest evidence of effectiveness reflected in graduation outcomes, school climate measures, and family engagement indicators.

Actions designed to improve attendance and reduce chronic absenteeism demonstrated limited effectiveness. Although attendance monitoring systems, family outreach efforts, and intervention supports were implemented throughout the year, attendance outcomes did not improve as intended. Overall attendance declined slightly compared to baseline levels, and chronic absenteeism increased substantially for both the overall student population and socioeconomically disadvantaged students. These results indicate that additional strategies may be necessary to address barriers to consistent student attendance and engagement.

Actions supporting student persistence, engagement, and school completion demonstrated greater effectiveness. The overall graduation rate increased from 84.2% at baseline to 92.3%, representing an increase of 8.1 percentage points. Graduation rates for socioeconomically disadvantaged students also increased from 84.0% to 91.5%, an increase of 7.5 percentage points. In addition, high school dropout rates declined compared to baseline levels. These outcomes suggest that the LEA’s efforts to identify and support students at risk of disengagement contributed positively to student persistence and successful school completion.

Additional evidence of effectiveness is reflected in school climate and family engagement measures. Suspension and expulsion rates remained at 0%, and survey results continued to demonstrate strong perceptions of safety, connectedness, and positive relationships among students, families, and staff. Parent engagement indicators remained strong, including high levels of participation opportunities and positive perceptions of the school as a supportive educational partner.

Overall, Goal 2 actions were most effective in supporting graduation outcomes, student persistence, school climate, and family engagement. However, attendance and chronic absenteeism remain areas requiring continued attention. The LEA will continue to strengthen attendance interventions, family outreach efforts, and targeted supports to improve student attendance and reduce chronic absenteeism in future years.

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.

Analysis of Goal 2 implementation and outcome data informed continued emphasis on student engagement, attendance, family outreach, and school climate supports for the 2026–27 school year.

Results indicated that graduation outcomes, school climate measures, and family engagement efforts demonstrated positive results and will continue to be implemented. Graduation rates increased, suspension and expulsion rates remained at zero, and survey data reflected strong perceptions of safety, connectedness, and family engagement. As a result, the LEA will maintain the core actions and services associated with Goal 2.

Outcome data also identified ongoing needs related to attendance and chronic absenteeism. Despite implementation of attendance monitoring, family outreach, and intervention supports, attendance outcomes and chronic absenteeism data indicate that additional focus is needed to improve student engagement and consistent participation in school. In response, the LEA will continue targeted attendance monitoring, family outreach, social-emotional supports, and engagement strategies designed to reduce attendance barriers and improve student connectedness.

No substantive changes were made to the Goal 2 metrics, target outcomes, or action structure for the 2026–27 school year. The LEA will continue implementing the existing actions while maintaining a focus on sustaining positive graduation and school climate outcomes and strengthening efforts to address attendance and chronic absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Supports: Learning Environment	It is essential for CCA to provide supplemental support to strengthen the learning environment because such support addresses the holistic needs of students, fostering a more comprehensive and practical educational experience. Social-emotional and family engagement support staff are crucial in promoting mental health and emotional well-being, essential for academic success, especially in an independent study setting where students may face unique challenges such as isolation and self-motivation.	$118,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These staff members also facilitate more robust connections between the school and families, enhancing communication and involvement, which are critical for creating a supportive educational ecosystem. Additionally, implementing supplemental web safety programs ensures that students can navigate the digital learning environment safely and responsibly, protecting them from online risks and promoting a secure space for learning. Together, these supports create a well-rounded, safe, and engaging learning environment that nurtures CCA students' academic and personal development. This action aims to provide supplemental support to strengthen the learning environment, which includes, but is not limited to: • Social-emotional and family engagement support staff & associated supplies • Supplemental web safety programs		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$507,324.00	$55,650

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.054%	0.000%	$0.00	29.054%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Increased Academic Student Support **Need:** After assessing the needs, conditions, and circumstances of our low-income students (83% of CCA students), we learned that: Priority 2: A: NWEA: Actual Growth Points for 2023-2024	To address these gaps, it is vital for CCA to provide increased academic student support through various roles and resources to ensure that students receive a comprehensive and well-rounded education tailored to their individual needs. Allocating specific Full-Time Equivalent (FTE) positions such as CTE (Career and Technical Education) instructors, Learning Coordinators, SS (Social Studies) Teachers, and Technology Specialists ensures that students have access to specialized instruction and support,	The measurement for effectiveness will be based on the following outcomes as seen in our Target for Year Three Outcome: Priority 2: A: NWEA: 1) ELA - Reading: All: K-5: 70% of students SED: K-5: 65% of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School Year 1) ELA - Reading: • All: K-5: 8 of 13 = 62% of students • Socioeconomically Disadvantaged: K-5: 7 of 12 = 58% of students Priority 4: A2. CAASPP Math: • All: 128 points below standard • Socioeconomically Disadvantaged: 126.9 points below standard Priority 5: E. High school graduation rates: • All: 84.2% • Socioeconomically Disadvantaged: 83.8% **Scope:** LEA-wide	fostering both academic and technical skills essential for their future careers. Paraprofessionals for supplemental intervention support in math and ELA (English Language Arts) are crucial for addressing learning gaps and providing targeted assistance to enhance student performance. Supplemental professional development for staff ensures that educators are equipped with the latest teaching strategies and knowledge, which translates into improved instructional quality. An assessment program for diagnostic testing and progress monitoring helps identify student needs, track their progress, and tailor instruction accordingly. Providing a broad course of study curriculum and necessary supplies ensures a diverse and engaging learning experience. In contrast, study trips offer experiential learning opportunities that deepen students' understanding and engagement with the material. Collectively, these supports create a robust educational framework that promotes academic achievement, personal growth, and future success for students in a non-seat-based school setting. Increased Academic Student Support to include, but not limited to: • Two 0.25 FTE for CTE • 0.75 FTE Learning Coordinator support • 0.70 FTE SS Teacher • 0.80 FTE Technology Specialist • Two FTE Paraprofessionals for supplemental intervention support in Math and ELA • Supplemental Professional Development • Assessment program for diagnostic testing and progress monitoring	Priority 4: A2. CAASPP Math: • All: 120 points below standard • SED: 118 points below standard E. High school graduation rates: • All: 86% • SED: 86%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• Broad course of study curriculum/supplies • Study/College trips	
2.1	**Action:** Supplemental Supports: Learning Environment **Need:** After assessing the needs, conditions, and circumstances of our low-income students (83% of CCA students), we learned that: Priority 5 B. Chronic absenteeism: • All: 11.7% • Socioeconomically Disadvantaged: 12% E. High school graduation rates: • All: 84.2% • Socioeconomically Disadvantaged: 83.8% **Scope:** LEA-wide	To address these gaps, we believe it is essential for CCA to provide supplemental support to strengthen the learning environment because such support addresses the holistic needs of students, fostering a more comprehensive and practical educational experience. Social-emotional and family engagement support staff are crucial in promoting mental health and emotional well-being, essential for academic success, especially in an independent study setting where students may face unique challenges such as isolation and self-motivation. These staff members also facilitate more robust connections between the school and families, enhancing communication and involvement, which are critical for creating a supportive educational ecosystem. Additionally, implementing supplemental web safety programs ensures that students can navigate the digital learning environment safely and responsibly, protecting them from online risks and promoting a secure space for learning. Together, these supports create a well-rounded, safe, and engaging learning environment that nurtures CCA students' academic and personal development. This action aims to provide supplemental support to strengthen the learning environment, which includes, but is not limited to: • Social-emotional and family engagement support staff & associated supplies • Supplemental web safety programs • Student Specialist	The measurement for effectiveness will be based on the following outcomes as seen in our Target for Year Three Outcome: B. Chronic absenteeism: • All: 9% • Socioeconomically Disadvantaged: 10% E. High school graduation rates: • All: 86% • Socioeconomically Disadvantaged: 86%

Limited Actions

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

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

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.

N/A

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.

Funds are utilized to provide onsite CTE course staff and additional SEL support staff as seen in goal/action 1.1.

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

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,746,140.00	$507,324.00	29.054%	0.000%	29.054%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$552,341.00	$14,797.00	$0.00	$97,598.00	$664,736.00	$594,451.00	$70,285.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increased Academic Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year cycle	$516,240.00	$30,070.00	$479,089.00	$14,797.00		$52,424.00	$546,310.00	
1	1.2	Professional Development (Title I)	All	No			All Schools	3 year cycle	$0.00	$0.00				$0.00	$0.00	
2	2.1	Supplemental Supports: Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year span	$78,211.00	$40,215.00	$73,252.00			$45,174.00	$118,426.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,746,140.00	$507,324.00	29.054%	0.000%	29.054%	$552,341.00	0.000%	31.632 %	**Total:**	$552,341.00
								LEA-wide Total:	$552,341.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Increased Academic Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,089.00	
2	**2.1**	Supplemental Supports: Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,252.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$773,933.00	$682,439.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increased Academic Student Support	Yes	$556,974.00	$535,005.00
1	**1.2**	Professional Development (Title I)	No	$20,607.00	$21,792.00
2	**2.1**	Supplemental Supports: Learning Environment	Yes	$196,352.00	$125,642.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$553,364.00	$628,032.00	$660,647.00	($32,615.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increased Academic Student Support	Yes	$556,974.00	$535,005.00		
2	2.1	Supplemental Supports: Learning Environment	Yes	$71,058.00	$125,642.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,698,404.00	$553,364.00	0%	32.581%	$660,647.00	0.000%	38.898%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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