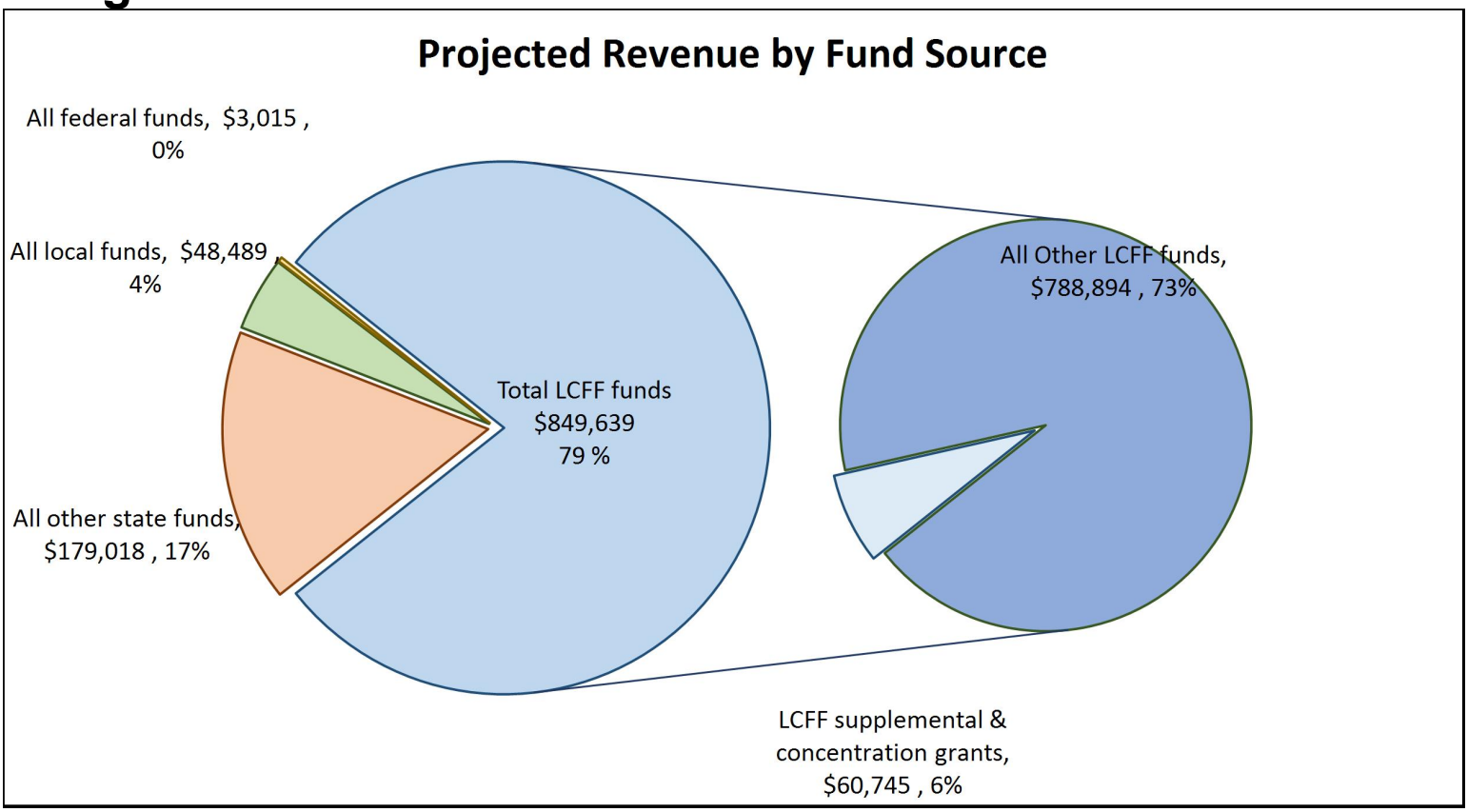
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas STEM Academy
CDS Code: 20-65243-0134510
School Year: 2025-26
LEA contact information:
Jamie Brock
Principal
jabrock@stcsca.org
559-871-5490

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

Budget Overview for the 2025-26 School Year

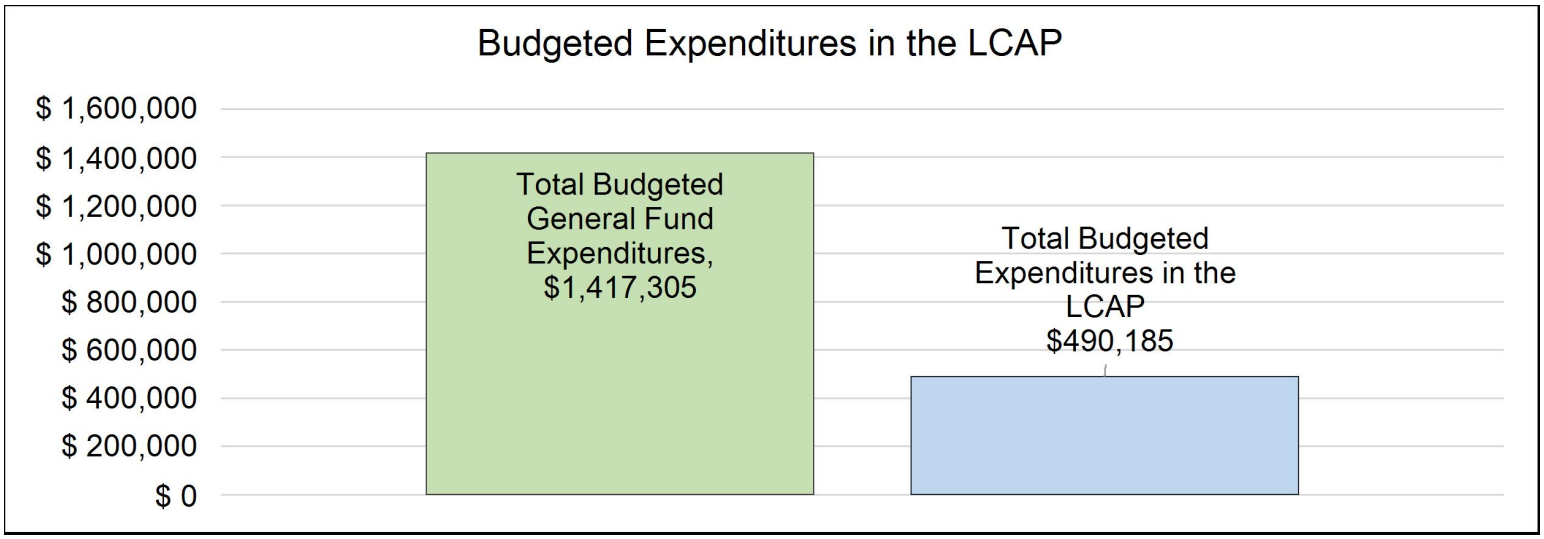


This chart shows the total general purpose revenue Sherman Thomas STEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherman Thomas STEM Academy is $1,080,161, of which $849639 is Local Control Funding Formula (LCFF), $179018 is other state funds, $48489 is local funds, and $3015 is federal funds. Of the $849639 in LCFF Funds, $60745 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 Sherman Thomas STEM Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sherman Thomas STEM Academy plans to spend $1417305 for the 2025-26 school year. Of that amount, $490185 is tied to actions/services in the LCAP and $927,120 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

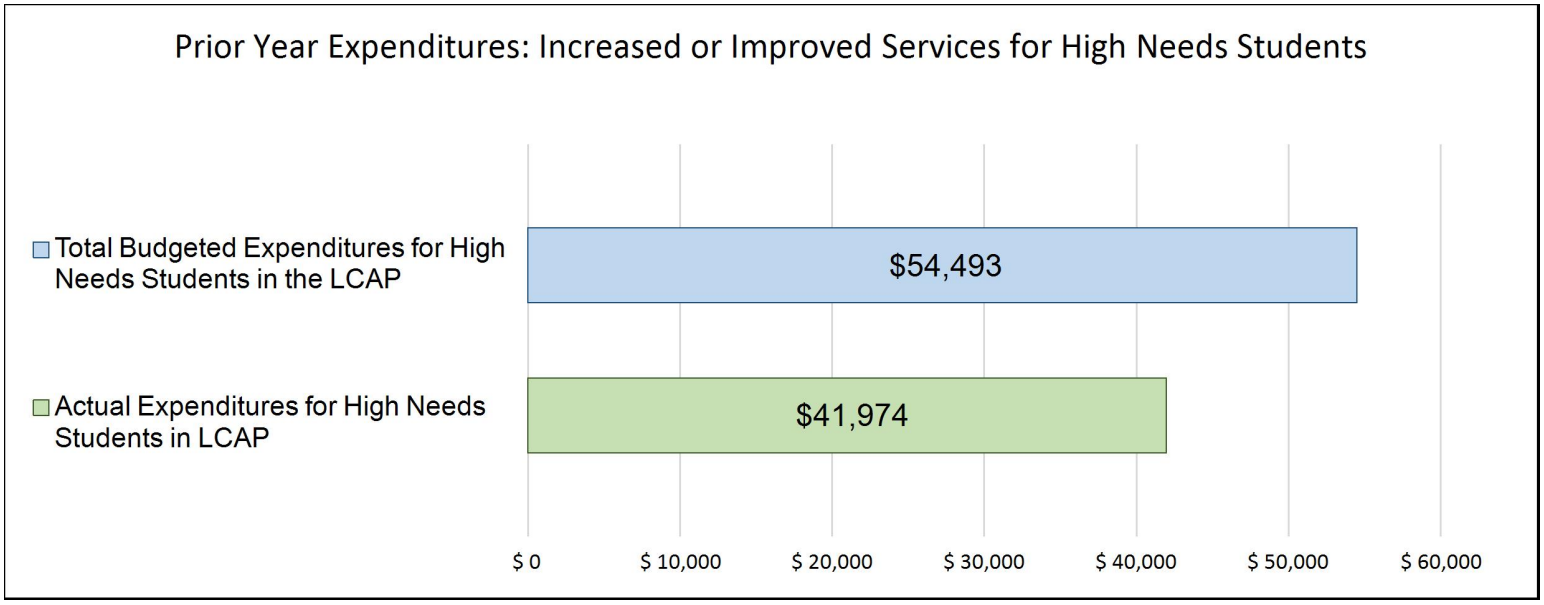
Some of the General Fund Budget Expenditures for the 2025-26 school year not included in the LCAP are non-classroom staffing expenses (yard duty, office, and cafeteria staffing), services (district oversight, lawyer fees, etc.), Sherman Thomas Charter School shared staff (Executive Director, CBO, office staff, janitorial, and maintenance), maintenance costs, and instructional materials.

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

In 2025-26, Sherman Thomas STEM Academy is projecting it will receive $60745 based on the enrollment of foster youth, English learner, and low-income students. Sherman Thomas STEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sherman Thomas STEM Academy plans to spend $88133 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Sherman Thomas STEM Academy's LCAP budgeted $54493 for planned actions to increase or improve services for high needs students. Sherman Thomas STEM Academy actually spent $41974 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $12,519 had the following impact on Sherman Thomas STEM Academy’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures to increase or improve services did not impact the services or actions for high needs students in 2024-25 because all actions were carried out as planned. When we were estimating the cost of some field trips and our instructional aide, we budgeted high, because we were not able to fully anticipate the specific cost. We carried out all planned field trips as well as had the same instructional aide, for the entire year, who worked with high needs students.

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
Sherman Thomas STEM Academy	Jamie Brock Principal	jabrock@stcsca.org 559-871-5490

Plan Summary [2025-26]

General Information

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

Sherman Thomas STEM Academy is a small middle school serving approximately 75 students in grades six, seven, and eight. We opened August 21, 2017, and are located in central California in a growing rural agricultural community. Our current demographics are (as of April 2025) 63% Hispanic or Latino, 24% Caucasian, 8% Two or more races, 44% Female, 56% Male, 2.7% English Language Learner, 4% Initial Fluent English Proficient (IFEP), 9.3% Reclassified Fluent English Proficient (RFEP), 35% Socioeconomically Disadvantaged, 4% 504, and 2.7% have Individualized Educational Plans. Our approach to STEM is focusing on the principles of those core subjects: Science - Hypothesizing and Investigating; Technology - Innovations that Improve a Task; Engineering - Problem Solving and Iteration; Mathematics - Making Sense of "Problems" and Persevering in Solving Them. These principles can be applied across all subject areas (in addition to those mentioned, English, History, Art, etc.). We constantly model for the students curiosity - what do you notice, what do you wonder? We also incorporate the thought process of constantly evaluating and making improvements - this could be in relation to an essay, math problem, or even a conversation. We also like to refer to "math problems" and "word problems" as math/word "puzzles." As a student, this fundamentally changes how you approach a question - rather than being a "problem" it's a "puzzle" to work out, like a mystery! We also believe in incorporating "work language" wherever possible. Our students know that if they have a problem with a "co-worker" they need to go to "HR." They know that represents human resources (a teacher). We teach the students that while they do not have to be best friends with everyone, they do need to treat each other with respect, which greatly helps our school culture. Lastly, there is a constant focus on leadership and what it means to be a leader. Almost every Friday students work in teams to accomplish a task/challenge. Each of these teams always has a leader and assistant. We also do two student councils, a fall and a spring, so that 12 different students get specific leadership training. Through all of these opportunities, students get several experiences with leadership - being a leader, assisting the leader, and being supportive "employees." Our students know the words of Simon Sinek, "Leadership's not about being in charge, it's about taking care of

those in your charge." This is our foundational approach to leadership and permeates all we do. All of these core approaches and philosophy represent who we are as a school and our approach to education.

Reflections: Annual Performance

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

According to the most recent California School Dashboard (2024), our school is performing well. Our overall "color" in English Language Arts is Blue, Mathematics is Blue, Chronic Absenteeism is Green, and Suspension Rate is Blue. Due to school size, we only have one subgroup that is reported and reflected on the dashboard, which is Hispanic. Our Hispanic students were in the Blue for English Language Arts and Mathematics. Our Hispanic subgroup was 81.8 points above standard 3 in English, for an increase of 6.8 points and 57.9 points above standard 3 in Math, for an increase of 11.3 points. In looking at local data, for the 2024-25 school year, 69% of our students are currently at grade level and/or have grown at least a year in English and 87% in Math.
As of June 30, 2025 we have spent all of our Learning Recovery Emergency Block Grant funds, and as such, will not be addressing that in this 2025-26 LCAP.

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
1. Principal/Administrator	The principal is the one directly responsible for writing the LCAP (we are a single school site LEA), and as such, they were integrally involved in all aspects of the development of the LCAP. They gathered the input from all educational partners to create goals, actions, and metrics.
2. Teachers	Throughout the year, teachers met regularly to discuss identified needs and successes. Teachers provide input orally as well as in emails. There are regular staff meetings, in addition to adhoc meetings which happen multiple times a week, due to the nature of our school set up (we don't have interior walls in our building and students/teachers are together for 4 hours per day). There is constant collaboration about the daily, weekly, monthly, semester, and yearly, as well as planning for the next year. We are a school created by and run by teachers - so teacher input is integral to our decision making process.
3. Parents	We have regular (monthly) parent meetings called "STAff Chats." 92% of our parents have attended at least one of these monthly meetings, which includes representation from all subgroups. The meeting dates were 9/12/24, 10/8/24, 11/14/24, 12/16/24, 1/27/25, 2/27/25, 3/24/25, 4/24/25, and 5/8/25 (all dates are given to parents at the start of the year at Back to School Night). Parent input is very important to our school, and we believe strongly that all parents have a VOICE (acronym describing various ways to be involved) in their

Educational Partner(s)	Process for Engagement
	child's education. At each monthly meeting, we present information, which includes updates on elements of the LCAP as well as questions regarding the program and funding. Parents also help to create the survey that we send to all families. Those survey results are influential in elements of our LCAP, both in terms of decisions/actions as well as a great indicator on parent satisfaction with both the overall program as well as specific elements. Key elements of the LCAP were presented to the parents at regular monthly meetings and to the public at our April and May board meetings (April 22 and May 27). No comments were received, so there was no written response from our Executive Director (superintendent), who is required by statute to respond in writing to the comments received from parent committees. the board approved our LCAP at the regular scheduled board meeting, June 24, 2025.
4. Students	At the STEM Academy, we "talk about talking" - meaning that we believe it is important to go over the why behind most decisions we make. We also greatly value student input and have been told on numerous occasions by students that they appreciate that we value their input. Students have a chance to provide input throughout the year, but their time of greatest impact comes through our anonymous survey conducted in April. Most students spend anywhere from 60-90 minutes completing the survey, providing valuable input on what is going well and ways we can improve. Again, students spend time on the survey because they feel their voice is "heard" and we point out specific examples of things that have changed on campus as a direct result of that survey input. In addition to this way that all students can safely and anonymously provide input, the principal also meets weekly with student council, which is comprised of two students from each grade (as well as representation of each of our subgroups). A primary focus of this time, in addition to planning events, is getting a "feel" for campus safety - both emotionally and physically and working with the leadership team on helping to create more of a culture of inclusivity.

Educational Partner(s)	Process for Engagement
5. Other School Personnel	Like with teachers, due to not having interior walls, everyone is very involved in the daily running of all elements of the program. The principal meets regularly with other school personnel, including but not limited to, the office/cafeteria manager, food service/yard duty, and instructional aides (the rest of staff) to discuss programs, particularly in regard to campus safety - emotionally as well as physically.
Special Education Local Plan Areas (SELPAs)	The principal sent the LCAP to the director of Special Education for our SELPA, via email, requesting a review and any feedback. The director replied with feedback (described below).

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

In meeting with school personnel, parents, and students, overall, the belief is that the school is doing well and that the majority of what we are doing should continue. Based on most indicators (ie. Dashboard, CAASPP results, parent/student survey data, and staff retention), the school is high performing. Therefore, our overall goals have remained the same and most actions. We have developed a solid philosophy that is proven and wish to continue it. That being said, there is always room for improvement. There are a few things that we began implementing with the 2024-25 school year, as a direct result of feedback provided by educational partners, and will continue for the 2025-26 school year.

Principal/Teachers: We noticed that while our socioeconomically disadvantaged students are performing far above the state average and that our achievement gap is smaller than the state, there is still a consistent gap across data (CAASPP, Local Diagnostic Assessments, and GPA). We are going to be more strategic in our targeted intervention to help close this gap as well as prioritizing and principally directing our instructional aide to work with them within the classroom. This has directly influenced Goal 1 Action 7 (Instructional Aide) and Goal 1 Metric 3 (Achievement Gap).

Students: There were two things that consistently came up in speaking with the students during student council meetings as well as reading the anonymous surveys. One was in regard to mental health. Several students indicated wanting more help in how to deal with things like anxiety in particular. We have a lot of high performing students, and with that, often comes a lot of self-induced pressure, that students often have difficulty knowing how to cope with. Students have asked for more help. Through the survey, in March 2024, we also found that a large percentage of students felt "unsafe emotionally." This is something we targeted this past year and we have seen a positive outcome. In March 2024, only 61% of students reported feeling safe emotionally at school, but in April 2025 79.5% reported feeling safe emotionally. We want to continue to focus on helping students with peer interactions and being positive with each other. One thing that we are doing that started in the 2024-25 school year, is having a counselor (10% of the week). The original funding for that has run out, but we are adding it to our LCAP for this coming year, to continue the services (reflected in Goal 3, Action 6). They will be here to meet with students and focus on anxiety and other emotions, as well as friendship/peer interaction. Another thing we did this past year was bring back our Mental Health Day.

We did a special conference for students in 2019 and 2021, and again this past fall. It turned out to be the student's favorite Friday of the year and several have requested us to do it again this year. While we normally do things in 3 years cycles, we are going to continue it this year, as we think it is so valuable. This is reflected in Goal 3 Action 5. Through this conference we give students "tools" in their "toolbelt" to help them deal with several mental health issues that often arise in middle school (ie. Peer pressure, anxiety, depression, leadership, identity, and friendship). We will monitor if students are continuing to feel safer emotionally through conversations and our annual survey, as reflected in Goal 3 Metric 8. Another thing that came up with the students was wanting more things to play with at break/lunch. We have several different games available, but there were multiple requests for sports involving nets (ie. tennis, pickleball, badminton). We received a donation from a local businessman for $5000 and will be using part of those funds to purchase some more outdoor games for the kids that are portable and easy to set up. This is not reflected in the LCAP, but is something that we are doing as a direct result of the feedback we received.

Parents: Overall, parents reported being very satisfied with almost all elements of our program. 81% of our parents completed the anonymous survey. 100% of parents Agreed or Strongly Agreed with the following statements (unless otherwise noted):
1) I am satisfied with the school;
2) The staff at this school builds trusting and respectful relationships with families;
3) The school supports and builds the capacity of family members to effectively engage in advisory groups and decision making (this was 98.4);
4) The school promotes academic success for all students;
5) School staff take parents' concerns seriously at this school;
6) At this school, my child learns skills that will help them in life;
7) I feel that the principal is fair and has effective conflict resolution skills to manage student-related issues (this was 95%;
8) I feel that the principal cares about my child (this was 96.7%);
9) I feel that the teachers care about my child;
10) I feel that my child's teacher is fair and has effective conflict resolution skills to manage student-related issues;
11) I am satisfied with the typical Monday-Thursday program;
12) I am satisfied with the typical Friday program (this was 96.7%).
In the comment sections parents had several great things to say about the staff and program. Something that did come up a couple of times, both in the survey as well as in parent discussion at our STAff chats, was in regard to mental health, and ways that we could possibly help. As mentioned under the student section, we hired a counselor for this year and next year for 10% of the week as well as brought back our mental health day. Another thing that came up with parents and some students was in regard to school lunches and providing more variety or better options. We have spoken with our vendor about this concern and they have already made changes as we finish out this 2024-25 school year. We tried some new options at the end of May that were well received by students that we will be starting the 25-26 school year with. These things are not reflected in the LCAP, but they are concerns that were raised which we are implementing as we move forward.

Other School Personnel: The main thing that came up through discussions was continuing to speak with the students regarding rules/procedures, to ensure a safe campus physically as well as emotionally. There are no specific actions in the LCAP as a result of this, but it is a constant focal point for school staff, principally administration.

SELPA: In sharing the LCAP with our SELPA director, we received feedback regarding some technical issues with form completion (a section wasn't completed that should have been). There were also questions regarding why our goal for some metrics was lower than our

baseline. It is that way because 1/3 of our students change each year, and 100% of the students in our baseline data will no longer be attending our school in in the year 3 outcomes. We always strive for excellence and personal growth for all students, but we have had years of very high data and while we always want to have a high goal, continually growing (in terms of school numbers, not individual students) is not always a reasonable goal.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the 21st century world.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We (all educational partners) believe strongly in all aspects of this goal. It is imperative that students are immersed in rigorous relevant content, in order for them to be prepared for high school and "the world." Challenging, successful, citizenship, problem solver, critical thinking, and hard working are all pillars of the Academy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Instructional Materials Quarterly Audit	AII students have access to standards-aligned instructional materials	All students have access to standards-aligned instructional materials		All students will have access to standards-aligned instructional materials	No Difference
1.2	CAASPP Results	100% participation rate; 87% Met/Exceeded Standard in English	100% participation rate; 82% Met/Exceeded		98% participation rate; 75% Met/Exceeded	Participation Rate = No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Arts; 64% Met/Exceeded Standard in Mathematics; 78% Met/Exceeded Standard in Science (2022-23)	Standard in English Language Arts; 74% Met/Exceeded Standard in Mathematics; 86% Met/Exceeded Standard in Science (2023-24)		Standard in English Language Arts; 65% Met/Exceeded Standard in Mathematics; 70% Met/Exceeded Standard in Science	Met/Exceed ELA = - 5% Met/Exceed Math = + 10% Met/Exceed Science = + 8%
1.3	ELPAC Results	100% of EL pupils were reclassified before graduating STA (2022-23)	100% of EL pupils were reclassified before graduating STA (2023-24)		67% of EL pupils will be reclassified before graduating from STA	No Difference
1.4	Renaissance and IXL Results (Diagnostics)	58% of students were at grade level and/or grew at least one year in English Language Arts and 66% were at grade level or grew at least one year in Mathematics, in a seven month span (March 2024)	69% of students were at grade level and/or grew at least one year in English Language Arts and 87% were at grade level or grew at least one year in Mathematics, in a eight month span (May 2025)		70% of students will be at grade level and/or grow at least one year in English Language Arts and 70% will be at grade level or grow at least one year in Mathematics, in a seven month span	ELA = + 11% Math = + 21%
1.5	Teacher Certification	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed		100% of teachers will be appropriately assigned and fully credentialed	No Difference
1.6	Closing Achievement Gap	Socioeconomically Disadvantaged v Non-Socioeconomically Disadvantaged (5	Socioeconomically Disadvantaged v Non-socioeconomically		In all 5 measures (CAASPP English and Math, Local Assessment	ELA CAASPP = -12% Math CAASPP = -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		measures): CAASPP Meeting/Exceeding Standard (May 2023): English (76% V 93% = 17% Gap), Math (52% v 72% = 20% Gap); Local Diagnostic Assessment, Growing a year or more and/or being at grade level (March 2024): English (42% v 65% = 23% Gap), Math (54% v 72% = 18% Gap); and GPA's, Students earning a 3.0 - 4.0 (60% V 90% = 30% Gap)	Disadvantaged (5 measures): CAASPP Meeting/Exceeding Standard (May 2024): English (79% v 84% = 5% Gap), Math (67% v 79% = 12% Gap); Local Diagnostic Assessment, Growing a Year or More and/or Being at Grade Level (May 2025): English (59% v 77% = 18% Gap), Math (78% v 94% = 16% Gap); and GPA's, Students earning a 3.0-4.0 (63 % v 89 % = 26% Gap)		English and Math, and GPA's) the achievement gap will have been cut in half (baseline is 17%, 20%, 23%, 18%, and 30% - so the target in 3 years is 9%, 10%, 12%, 9%, and 15%).	Local ELA = - 5% Local Math = - 2% GPA's = - 4% For this metric, a minus is good (positive). It indicates the gap is shrinking (ie. the achievement gap in CAASPP ELA was 17% and now it's 5%, so it shrunk 12%).

Goal Analysis [2024-25]

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

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

All actions were fully implemented as planned. 100% of our students were taught by highly qualified teachers (Action 1.1), our teachers attended relevant professional development through ELD training as well as all teachers attending the National Science Teachers Association Conference (Action 1.2), 100% of students had access to a device at school (with internet connectivity) (Action 1.3), we implemented our Intervention program, which we call "Pivot Pals" to provide timely intervention to students (Action 1.4), we had an EL Coordinator who completed all required training and ensured that students were receiving integrated and designated supports (Action 1.5), we utilized our Diagnostic Assessments to track students and monitor growth and present levels and will be taking a reward trip for those who met their three pronged goal in May (Action 1.6), and we hired an Instructional Aide, who started with us in February 2024 and worked this entire year (Action 1.7). There were no challenges to the implementation of any of these actions and the greatest success was in the

ease to which they were all implemented. The results of these actions directly impacted the success of goal 1, as measured by the various metrics.

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.

The only "material difference" between budgeted expenditures and actual expenditures was Action 1.3 - Technology Support and Infrastructure. We had budgeted $25,000 but spent $10,368. This number was based on our IT support contract through Madera County Superintendent of Schools as well as to purchase new computers, if it was needed. We did not have to purchase any devices, and so the only cost was our IT contract (which was the $10,368). This did not impact services to students at all, as we are still 1:1 with our devices. We have a few extra devices, so when there are tech issues, we are able to replace the device for the student until IT can look at it during their assigned time at our site. No student was ever without access to a device.

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

Actions 1.1, 1.2, 1.3, 1.5, 1.6, and action 1.7 were effective, as determined by evaluating our various metrics. The only action that we have determined to be somewhat effective, is 1.4, as we are not seeing growth in our students most significantly behind in reading. This is reflected in our percentage of students who are at grade level and/or have grown a year in ELA, as measured on our local assessments. While we see results in our state assessments, we are not seeing the same level of growth in our local assessments, particularly amongst our low income students.
Our only contributing action as 1.7 (hiring an instructional aide). We determined effectiveness by Metric 1.2 (CAASPP and CAST results) and 1.6 (Closing the Achievement Gap). In CAASPP results for ELA and Math, CAST results, and our 5 measures for looking at achievement gap we saw that there was improvement (sometimes significantly) in 7 of those 8 measures. Therefore, we concluded that this action was effective.

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.

While we are not changing the actions or metrics, how we implement action 1.4 is changing. We will have more targeted reading intervention, more frequently throughout the year.

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	Students Taught by Highly Qualified Teachers	All teachers will be appropriately and fully credentialed to teach in their placement.	$278,018.00	No
1.2	Professional Development	Provide training to staff to ensure that all students have access to standards-aligned instructional materials that are addressing all state board adopted content and performance standards for grades 6-8. This will be through regular PLC meetings as well as outside Professional Development, based on teacher input and administrative approval.	$8,000.00	No
1.3	Technology Support and Infrastructure	Students will participate in all statewide assessments and show growth in all areas. Ensure that all infrastructure, in terms of technology, is in place for assessments. This includes our contract for services/support through Madera County Superintendent of Schools, as well as purchasing any additional devices to ensure 1:1 connectivity for all students. This also includes internet hotspots, if necessary.	$14,214.00	No
1.4	Intervention Program	Create an intervention program that targets specific skills and specific students for periodic rotations. This could include students struggling with pre-middle school standards as well as student struggling socially/emotionally and gifted and talented students. The role of the intervention teacher is part of the 6th grade teacher's job duties. Costs here are for any necessary supplies to support the program.	$500.00	No
1.5	EL Coordinator	Ensure that all EL Students are making progress towards their goals and that all assessments and parent communication happens in a timely manner. This is part of the 6th grade teacher's job description and is embedded into their salary.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Diagnostic Assessment Tools & Reward Trip	Purchase Renaissance learning for English and Math and IXL for all subjects, to monitor growth in students in English and Mathematics. For all students who achieve their three-pronged individualized goal (AR points earned, reading level - grade level and/or growth, and math level - grade level and/or growth) take a local end of year reward trip.	$10,120.00	No
1.7	Instructional Aide Salary	Hiring an instructional aide who will have their duty day divided into two segments. Approximately 75% of their day will be working with struggling unduplicated students. They will be able to work with all students, but their focus will be on students who are below grade level, focusing on unduplicated students.	$23,139.98	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	For all parents to embrace their VOICE (Volunteer, Outings, Inform, Challenge Days, Engage) at STA	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

We believe that parents are an integral part of the educational team and want for parents to feel meaningfully connected to our school. When we all work together, the child most greatly benefits. We want parents to feel that they are "heard" as they find their "VOICE" at the Academy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent-Teacher Conference Participation (Sign- in sheets and call logs)	100% of parents participated in at least one parent- teacher conference (2023-24)	100% of parents participated in at least one parent-teacher conference		100% of parents will participate in at least one parent-teacher conference	No Difference
2.2	Parent Participation in at Least One Evening Event (sign-in sheets)	94% parent participation in at least one of our campus evening events (2023-24)	88% of parents have participated in at least one evening event		90% parent participation in at least one of our on- campus evening events	- 6%
2.3	Parent Participation in STAff Chats, our monthly parent advisory meeting (attendance log)	61% of parents participated in at least one STAff chat (2023-24)	92% of parents have participated in at least one STAff Chat		66% of parents will participate in at least one STAff chat	+ 31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Parent Participation: Friday Challenge/Chaperon Field Trip (sign-in sheet)	60% of parents participated in at least one Friday challenge and/or chaperoning a field trip (parent participation)	49% of parents have participated in at least one Friday challenge and/or chaperoning a field trip		55% of parents will participate in at least one Friday challenge and/or chaperoning a field trip	- 11%

Goal Analysis [2024-25]

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

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

This action was implemented exactly as planned. We communicate with parents in a variety of ways. They receive an email at the beginning of the week, with information for the upcoming week (as well as future dates to have on the radar), an updated grade check every Monday (with work from the previous week and any fliers we need to distribute), an email at the end of the week (with a recap of that week's events), as well as posting for students online and in the classroom and sending home to parents a weekly layout of the week, that lists all assignments and tests for that week. We also send out quick notices through the app Remind. The only challenge in implementing the action was an issue that started at the end of August in regard to gmails. The principal has a mass distribution for this communication, which has been what we have used since the school opened in 2017. This August, Google implemented new security protocols, which caused the emails to not go through. She worked with IT and they created 7 distribution groups, which she sends every 7 minutes. It has added about an hour to the time it takes to send out communication, which has been a challenge, but our parents are happy and get the information they need, which is what matters, and we call it a 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.

This goal and it's action have no expenditures and therefore there are no material differences.

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

The action has been effective, as measured by our parent participation as well as our survey responses. The fact that on almost every question 100% of parents reported being satisfied, shows they feel connected to the school and supported. We are all working together to bring about the best possible education for each and every one of our students. We say we are on the same team as our parents, and they believe that, as evident through our communication. We did see a decline in parent Friday participation and are going to more actively solicit that help throughout the year, in addition to our regular communication methods of sharing opportunities.

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.

There have been no changes to our action and/or metrics as this goal is vital to our program, and has been successful.

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	Parent Communication	Regularly communicate all opportunities for parent engagement through our website, email, Remind App, and fliers. Promote a culture of volunteerism among parents by providing a variety of ways they can be involved (ie. field trips, Friday challenge days, quarterly family nights, monthly STAff chats, and general classroom volunteer work). Regular communication is part of the expectations of all staff and is embedded in their salaries.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To provide a safe, positive, organized setting with clearly defined behavior expectations where effective character education enhances the academic program, while developing habits of professionalism.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that it's important to establish clearly defined expectations, and that through that, students will thrive. This encompasses much more than academics, but is about character as well. By creating a campus where students feel safe, physically and emotionally, all students benefit. We also believe that it is vital for students to "start to see themselves" in various careers, and that one of the most effective ways to promote professionalism and foster a college/career mindset, is to be "in the field" and see careers in action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Monthly Evaluations	100% of monthly evaluations received a "good" rating (2023-24)	100% of monthly evaluations have received a "good" rating		90% of monthly evaluations will receive a "good" rating	No Difference
3.2	Attendance Rate	98% attendance rate	99% attendance rate		95% attendance rate	+ 1%
3.3	Chronic Absenteeism	5% of students were chronically absent (2023-24)	2.7% of students were chronically absent		Less than 3% of students will be chronically absent	- 2.3% (positive result - the amount of students who are chronically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						absent has decreased 2.3%)
3.4	Middle School Dropout Rate	0% of students dropped out	0% of students dropped out		0% of students will drop out	No Difference
3.5	Pupil Suspension Rate	0% of students were suspended (2023-24)	0% of students were suspended		Less than 3% of students will be suspended	No Difference
3.6	Pupil Expulsion Rate	0% of students were expelled (2023-24)	0% of students were expelled		0% of students will be expelled	No Difference
3.7	School Climate Survey to Students and Parents: Satisfaction	92% of students and parents reported being satisfied or very satisfied with the school (100% of parents and 83% of students)	88% of students and parents reported being satisfied or very satisfied with the school (100% of parents and 77% of students - 21% of students felt "neutral")		88% of parents and students will report being satisfied or very satisfied with the school	- 4% Overall (Parents = No Difference; Students - 6%)
3.8	School Climate Survey: Emotional Safety	61% reported feeling safe emotionally and 10% reported "feeling unsafe emotionally (29% were neutral)	79.5% reported feeling safe emotionally and 4.1% reported "feeling unsafe emotionally" (16.4% were neutral)		75% will report feeling safe emotionally and 3% Will report feeling unsafe	Feeling Safe Emotionally = + 18.5% Feeling Unsafe Emotionally = - 5.9% Feeling Neutral = - 12.6%
3.9	Diverse Enrichment Field Trip Opportunities & Guest Speakers/Presenter	3 colleges, 4 enrichment standards aligned, 6 community businesses (career focus), and 1 guest speaker	3 colleges, 5 businesses, 2 enrichment, and 8 guest speakers		3 colleges, 1 enrichment standards aligned, 6 community businesses, and 3	College = No Difference Enrichment = - 2 Community Business = - 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					guest speaker/presenter	Guest Speakers = + 7

Goal Analysis [2024-25]

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

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

We were able to implement almost all of these actions as intended. We had all of our planned field trips (Action 3.1), conducted our school climate survey (Action 3.2), continued in our facility lease with continued "good ratings" (Action 3.4), and had our mental health day (Action 3.5). All of these actions were implemented as planned and were successful. Every field trip we went on was a students favorite (based on our recent survey) and they were able to see several potential colleges to attend as well as hear about a variety of potential careers. While our overall satisfaction, from students, had a bit of a dip, our parents still were 100% satisfied or very satisfied and our students feel safer, emotionally, on campus, which was an area we were specifically targeting this past year. Our mental health day was a huge success, and, based on the survey, was our student's favorite Friday of the year. Several have requested us to do it again next year. We were able to bring in 8 professionals to run various topics for the kids, to give them various mental health strategies. The one action that was not fully implemented was the Student Study Team (Action 3.3). The challenge to this was scheduling. At our weekly staff meetings, teachers frequently discussed possible students who would benefit from an SST, but between after school activities, staff schedules, and parent schedules, we were not able to have as many as the team felt we should. We have seen success from those we did SST and are going to be more mindful of putting these on the calendar sooner next year to address this challenge.

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.

The only material difference between budgeted expenditures and estimated actual expenditures was for our lease. There was an increase for the 2024-25 school year and our budget, in the LCAP, was based on the 2023-24 rate. We have made the adjustment and for the 2025-26 school year, budgeted for our new lease rate. This did not impact any services for students.

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

All actions were effective in achieving the goal. The only exception was 3.3, but it was effective, we just didn't do it as often as we probably should have.
Our only contributing action is 3.1 (Field Trip Program), which we use metrics 1.7 (Survey - Parent/Student Satisfaction), 1.8 (Student Survey - Safety), and 1.9 (Field Trips) to determine effectiveness. Based on our results, this action was effective, because our parent satisfaction remained at 100% and our students only saw a small decrease (-6%), meanwhile the amount of students who felt safe emotionally increased by 18.5%. We also had all field trips we planned to have. Our baseline year there were more enrichment field trips than we typically have, with our goal being 1-2 each year (that year there were 4). We always want to visit 3 colleges (which we did), and 4-6 local businesses

(which we did). We also had far more guest speakers than typical this year, which we believe helped with the emotional safety as well, as many of the speakers focused on mental health.

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.

In our August staff meetings, we will be laying out more specific guidelines/requirements for recommending a student for an SST and a timeline for scheduling those meetings. In addition, due to parent and student feedback, we are adding an action, Action 3.6, which will be the addition of a school counselor for 10% of the week. We had one this past year, funded out of Learning Recovery. In analyzing who our counselor frequently met with, 80% of the students were low income, and of those requiring threat assessments and more regular meetings, 100% were low income. Therefore, this will be a contributing action as it is principally directed to our unduplicated students, but all students can benefit from it.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Field Trip Program & Guest Presenters	All students will have access to our field trip and enrichment program that will include a minimum of 3 college campus visits, 6 community businesses, and 1 standards aligned enrichment field trip for no charge (with no fundraising), ensuring equal access to all. When possible, we will also look to bring in presentations and/or guest speakers that focus on educational enrichment and/or college and career readiness.	$55,400.00	Yes
3.2	School Climate Survey	Give a school climate survey to determine school culture/climate satisfaction to students, parents, and others if applicable	$0.00	No
3.3	Student Study Team	All teachers and principal will participate in the student study team that meets to discuss students that are deemed "at promise," which could include issues with academics, attendance, and/or behavior, to address issues before they become a significant problem. Attending these meetings is part of the job duties of our teachers and is thus embedded in salaries. In addition, the 6th grade teacher is the coordinator of the Student Study Team, which is part of her job duties, and thus embedded into her salary.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Facility Lease	Secure a lease for a facility with a large space to accommodate 75 students at one time, with regular maintenance.	$88,200.00	No
3.5	Mental Health Day	Provide students with a "conference experience" where the focus is on mental health and giving the kids a variety of tools to help them deal with various issues that arise in middle school. To create the conference experience it will include badges, gift bags, and snacks. We will bring in professionals from our community.	$500.00	No
3.6	School Counselor (10%)	Having a school counselor on campus on Friday morning (and as needed) to help students with various mental health needs.	$9,592.52	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$61003	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.700%	2.361%	$18,261.83	10.061%

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
1.7	**Action:** Instructional Aide Salary **Need:** Our unduplicated students are performing below "all students" by all measures we are tracking (GPA, CAASPP, and Local Assessments). **Scope:**	Providing the additional support will allow for more small group instruction (from the teacher and/or the aide). There are other students struggling, who are not unduplicated, who will also benefit from this additional support. Also, the aide will at times work with all students, so that the teacher can principally direct their time to our struggling unduplicated students.	1.2 CAASPP Results and 1.6 Closing the Achievement Gap (that will be the primary metric used as that is where we are seeing the biggest discrepancy).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Field Trip Program & Guest Presenters **Need:** Our unduplicated students, the majority of which are low income, do not have the valuable enrichment and college/career experiences that students in more affluent families have the opportunity to participate in. It is harder for students to envision themselves at college or in certain careers, without having experienced it on some level. **Scope:** LEA-wide	Through our field trip program, students will be able to physically be at many colleges/universities and can start to see themselves there. They will also be able to see a wide variety of career options, right here in their hometown, that require various levels of training/education, which they will know they need before starting high school. We also tie all field trips and guest speakers specifically to school - taking talking points that tour guides/guests say, and connecting that to the classroom. All students can also struggle with connectedness to school, and we believe that these field trip experiences create a more positive view of school, which help them enjoy being there more, which will increase their satisfaction and emotional safety. As these most basic needs are met, students can "climb Maslow's hierarchy of needs" towards self-actualization. These experiences, while principally directed to our unduplicated students, are positive for all students to experience. Even for children who have parents that are able to take them on college visits and talk about about college and vocational training at home, having the experience with peers can be so valuable to their connectedness and provides a different perspective than they might have had with their families. We believe that this benefits all students and therefore all students will participate.	Goal 3: Metric 7: School Climate Survey to Students and Parents (Satisfaction); Metric 8: School Climate Survey to Students (Emotional Safety); Metric 9 (Diverse Enrichment Field Trip Opportunities and Guest Speakers/Presenters)
3.6	**Action:** School Counselor (10%) **Need:** In analyzing who our counselor met with this past year, we noticed that 80% were	Through our survey, we found that 80% of students reported meeting with the counselor as helpful. We also attribute this to being one of the reasons why we had increase in the amount of students reporting feeling emotionally safe. The funding we had for this position is now gone and	3.3 Chronic Absenteeism; 3.7 School Climate Survey - Satisfaction; 3.8 School Climate Survey - Emotional Safety

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
	unduplicated students. Of those she met with on a regular basis and/or conducted threat assessments, 100% were unduplicated. This is a safety issue - both emotionally as well as physically, which is the number one concern. In addition to this, academics suffer as mental health suffers, and the further a student gets behind, the more it leads to more mental health and academic issues - it's a vicious cycle. **Scope:** LEA-wide	we were planning on terminating the position, but due to these very high numbers, primarily coming from our unduplicated students, we are keeping the position. All students will be able to meet with the counselor (through personal, parent, or staff request), so it is provided on an LEA-wide basis.	

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.

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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:38	
Staff-to-student ratio of certificated staff providing direct services to students	1:25	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	792246	61003	7.700%	2.361%	10.061%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$482,184.50	$8,000.00	$0.00	$0.00	$490,184.50	$313,250.50	$176,934.00

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	Students Taught by Highly Qualified Teachers	All	No			All Schools		$278,018.00	$0.00	$278,018.00				$278,018.00	
1	1.2	Professional Development	All	No			All Schools		$0.00	$8,000.00		$8,000.00			$8,000.00	
1	1.3	Technology Support and Infrastructure	All	No			All Schools		$0.00	$14,214.00	$14,214.00				$14,214.00	
1	1.4	Intervention Program	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
1	1.5	EL Coordinator	All English Learners	No			All Schools		$2,500.00	$0.00	$2,500.00				$2,500.00	
1	1.6	Diagnostic Assessment Tools & Reward Trip	All	No			All Schools		$0.00	$10,120.00	$10,120.00				$10,120.00	
1	1.7	Instructional Aide Salary	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$23,139.98	$0.00	$23,139.98				$23,139.98	
2	2.1	Parent Communication	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.1	Field Trip Program & Guest Presenters	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$55,400.00	$55,400.00				$55,400.00	
3	3.2	School Climate Survey	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.3	Student Study Team	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Facility Lease	All	No			All Schools		$0.00	$88,200.00	$88,200.00				$88,200.00	
3	3.5	Mental Health Day	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
3	3.6	School Counselor (10%)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$9,592.52	$0.00	$9,592.52				$9,592.52	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
792246	61003	7.700%	2.361%	10.061%	$88,132.50	0.000%	11.124 %	**Total:**	$88,132.50
								LEA-wide Total:	$88,132.50
								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	**1.7**	Instructional Aide Salary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,139.98	
3	**3.1**	Field Trip Program & Guest Presenters	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,400.00	
3	**3.6**	School Counselor (10%)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,592.52	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$530,356.00	$512,599.46

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**	Students Taught by Highly Qualified Teachers		355363	319610
1	**1.2**	Professional Development		10000	40334
1	**1.3**	Technology Support and Infrastructure		25000	10368
1	**1.4**	Intervention Program		1000	0
1	**1.5**	EL Coordinator		2500	2500
1	**1.6**	Diagnostic Assessment Tools & Reward Trip		9000	8896
1	**1.7**	Instructional Aide Salary	Yes	22493	18189
2	**2.1**	Parent Communication		0	0
3	**3.1**	Field Trip Program & Guest Presenters	Yes	32000	23786
3	**3.2**	School Climate Survey		0	0
3	**3.3**	Student Study Team		0	0
3	**3.4**	Facility Lease		72000	88200
3	**3.5**	Mental Health Day		1000	716.46

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
60236	$54,493.00	$41,974.17	$12,518.83	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	**1.7**	Instructional Aide Salary	Yes	22493	18188.65		
3	**3.1**	Field Trip Program & Guest Presenters	Yes	32000	23785.52		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
773439	60236		7.788%	$41,974.17	0.000%	5.427%	$18,261.83	2.361%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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