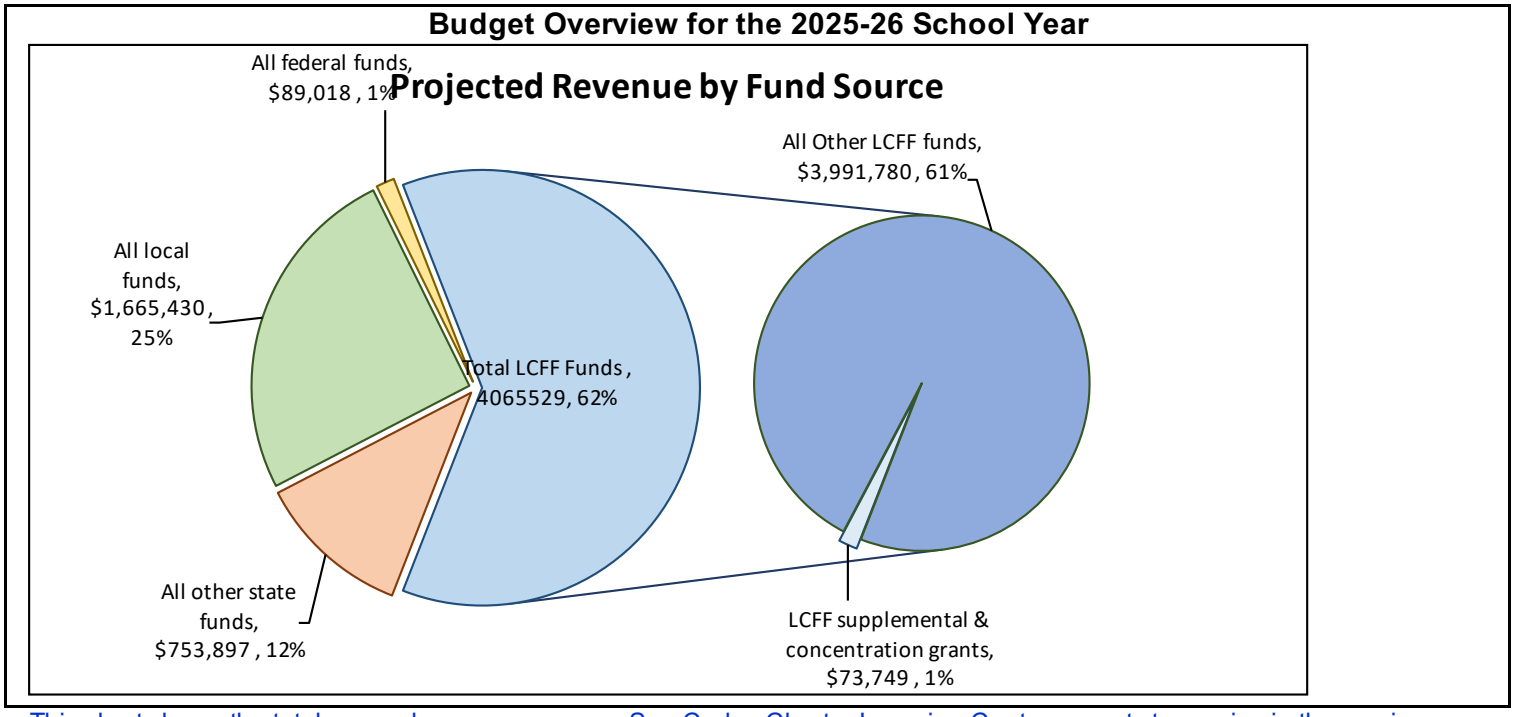
LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: San Carlos Charter Learning Center
CDS Code: 41690216112213
School Year: 2025-26
LEA contact information: Francis Dickinson fdickinson@scclc.net 650-508-7343

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).

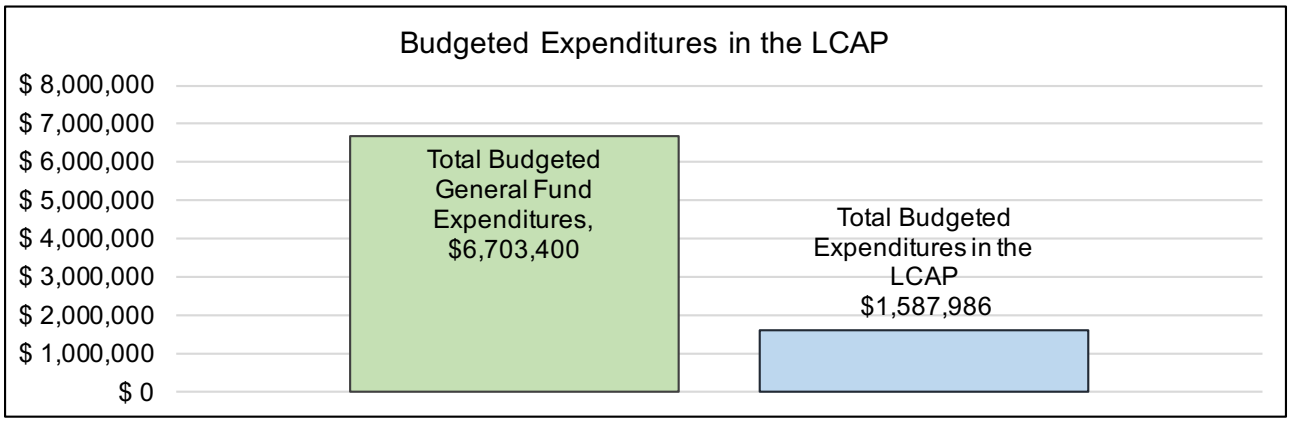


This chart shows the total general purpose revenue San Carlos Charter Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Carlos Charter Learning Center is $6,573,874.00, of which $4,065,529.00 is Local Control Funding Formula (LCFF), $753,897.00 is other state funds, $1,665,430.00 is local funds, and $89,018.00 is federal funds. Of the $4,065,529.00 in LCFF Funds, $73,749.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much San Carlos Charter Learning Center 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: San Carlos Charter Learning Center plans to spend $6,703,400.00 for the 2025-26 school year. Of that amount, $1,587,986.00 is tied to actions/services in the LCAP and $5,115,414.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

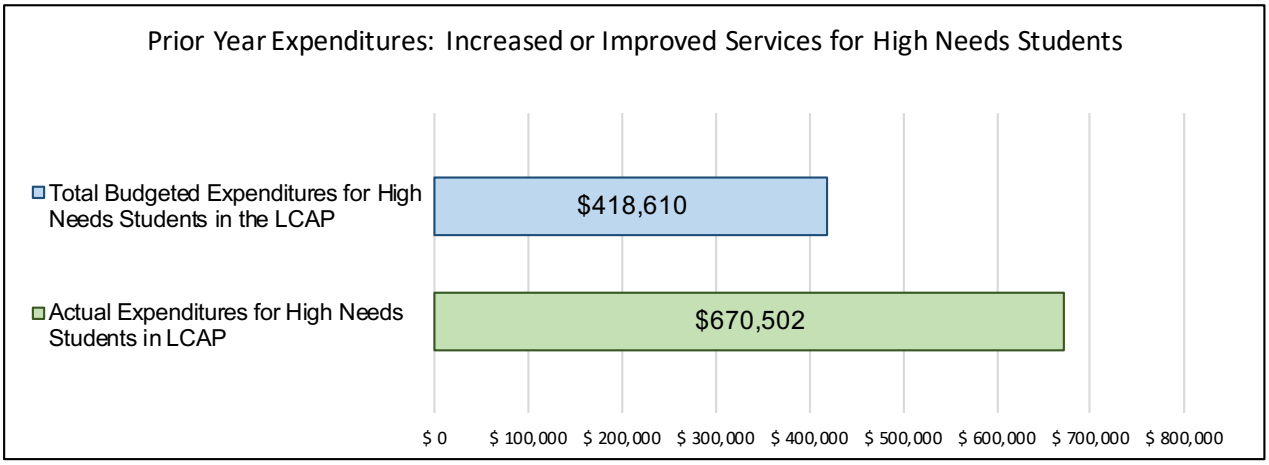
planned staffing and benefit expenses, books and supplies, district oversight fees, insurance, contracted services, and other operating expenses.

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

In 2025-26, San Carlos Charter Learning Center is projecting it will receive $73,749.00 based on the enrollment of foster youth, English learner, and low-income students. San Carlos Charter Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. San Carlos Charter Learning Center plans to spend $104,412.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what San Carlos Charter Learning Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Carlos Charter Learning Center 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, San Carlos Charter Learning Center's LCAP budgeted $418,610.00 for planned actions to increase or improve services for high needs students. San Carlos Charter Learning Center actually spent $670,502.00 for actions to increase or improve services for high needs students in 2024-25.

2026-2027 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
San Carlos Charter Learning Center	Francis Dickinson Executive Director	fdickinson@scclc.net 650-508-7343

Plan Summary 2026-2027

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.

San Carlos Charter (SCC) is a K-8 Public Charter School with a constructivist philosophy. We are a community that cultivates a lasting love of learning and encourages people to be their authentic selves through meaningful inquiry.

At San Carlos Charter, we are all learners and we are all educators. As the oldest charter school in California and with a over 30-year history of inquiry-driven learning and a whole-child approach, we engage learners as active participants in their own educational journeys. Our innovative, constructivist model is rooted in a responsive and creative atmosphere where learners, staff, and families work in close partnership. Learners grow through hands-on experiences, multi-grade classrooms, social and emotional learning, and a focus on cultural sensitivity. Our community fosters a sense of belonging and invites learners to advocate for themselves and others.

SCC engaged multiple stakeholders to generate a multi-year strategic plan, which was adopted by our board of directors in October of 2022. This strategic planning process was a catalyst for internal reflection regarding SCC's priorities, organizational sustainability, and how to engage families and the surrounding community with SCC's goals and vision. This new strategic plan heavily influences the planning and development of our new LCAP.

Expenditure, policy, and service decisions are carefully informed by the specific needs of SCC, utilizing student achievement data including SBAC scores, instructional alignment, attendance records, and comprehensive student demographic data, particularly focusing on significant and unduplicated student groups. Each goal incorporates actions and services tailored to meet the needs of all students and prioritizes resources towards addressing the requirements of significant student groups. These actions are strategically aligned with evidence-based strategies, ensuring equitable opportunities for all students through varied instructional methods and strategies.

As shown on the CA Dashboard as of census day 2025, we serve 377 students with the following demographics:

6.1% English Learners

4% Socioeconomically Disadvantaged

9.3% Students with Disabilities

0.8% African American

25.5% Asian

1.3% Filipino

12.2% Hispanic

11.9% Two or More Races

0.3% Pacific Islander

46.4% White

Reflections: Annual Performance

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

Upon reviewing the 2025 CA Dashboard, we take pride in our continued achievements:

Chronic Absenteeism remains in the green level with 5.3% of students chronically absent, a further decrease of 0.6% from last year, demonstrating that our efforts to keep students in school are working. Two or more Races students have shown remarkable improvement at 1.9%, down significantly from 6.8% the prior year. White students remain strong at 5.7%, and Asian students continue to lead in the blue at just 1.0%. While we are proud of these gains, we remain focused on additional support for our Hispanic students at 13% and Students with Disabilities at 14.6%, whose rates, though still well below the state average of 20.1% and 24.9% respectively, are higher than our school-wide average. Our ongoing actions in this area continue to demonstrate a positive impact on student attendance outcomes.

Suspension Rate has improved to 0.5% and has moved to the blue level on the CA Dashboard, a significant achievement and a decrease of 0.3% from last year's rate of 0.8%. Students with Disabilities had a suspension rate of 4.9%, while White students were at 1.1%. Asian students, Hispanic students, Two or More Races students, English Learners, and Socioeconomically Disadvantaged students were all at 0%. We are proud of this progress and will continue to implement restorative practices, interventions, and support to build an inclusive and supportive community of learners across our school.

English Language Arts and Mathematics are in the green on the CA Dashboard, reflecting strong performance above state standards. In ELA, all students scored 55.9 points above standard with 80.71% meeting and exceeding standards. In Mathematics, all students scored 29.6 points above standard with 70.09% meeting and exceeding standards. While both subjects reflect a decrease from last year's blue status, our students continue to significantly outperform the state average, and we remain committed to targeted supports to regain blue status and exceed prior year gains across all subgroups.

All Local Indicators continue to be Met. San Carlos Charter Learning Center has achieved full implementation across all Local Indicator components, reflecting our school’s strong commitment to family partnerships, inclusive decision-making, and student success. Highlights include culturally responsive relationship-building, high family engagement through volunteering and events, active governance roles for parents, and consistent two-way communication. As next steps, our school is expanding culturally responsive staff training, increasing outreach to underrepresented families, and diversifying family engagement opportunities to ensure all voices are heard and valued in shaping student outcomes.

San Carlos Charter Learning Center does not have any unexpended LREBG funding for the 2026-27 school year.

Reflections: Technical Assistance

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

San Carlos Charter Learning Center is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

San Carlos Charter Learning Center is a single campus LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Our school boasts exceptional parent engagement, evident from the substantial volunteer hours and contributions from parents. These efforts equate to the workload of approximately 17 full-time employees. Parents play a vital role as partners in our school community, offering feedback through various channels including regular meetings, surveys, and ongoing daily interactions. Furthermore, our monthly board meetings feature a majority of members who are parents from our school, providing yet another avenue for valuable parent feedback and active engagement. Our Volunteer Coordinator and Executive Director have regularly scheduled meetings with parent leadership and there are a multitude of informal opportunities for parents to provide feedback and suggestions. This year we also hosted a Parent Education Night to share our opportunity to gather additional feedback and insights on our schools progress and development.
Teachers, administrators, and other school personnel	Feedback from teachers, staff, and school administrators was collected through regular staff meetings and staff surveys. In addition, a dedicated meeting in April was convened for teachers and administrators to review the proposed new plan and offer their insights.
Students	Students provide feedback on the annual student survey in the spring regarding their experience, perspectives, and needs. Additionally, students participate in a Learner Leadership Council to provide feedback to inform LCAP development.

Insert or delete rows, as necessary.

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

Throughout this year, we gathered feedback from our community through surveys, meetings, and conversations held across three dedicated stakeholder sessions: a Parent Stakeholder Meeting on April 15 (held during the Board of Directors meeting), a Staff Stakeholder Meeting on April 22 (held during staff meeting time), and a Learner Leadership Stakeholder Meeting on May 4. This valuable input helps guide our planning and ensures we continue to strengthen San Carlos Charter (SCC). Our current Goals and Actions already support many of these areas, and we will continue to build on this feedback as we update our plans for 2026-27.

Strengths: Our community continues to recognize the strength of our MTSS system, particularly the gains made in literacy and the value of early intervention. Parents highlighted the power of the charter model itself, describing SCC as a true community and sharing how that sense of belonging distinguishes us from other schools. Staff acknowledged meaningful momentum in curriculum articulation and expressed confidence in the direction of our literacy work, noting that a clear process now exists to support learners. Our commitment to inclusivity remains a point of pride across all stakeholder groups.

Areas for Growth: Stakeholders across both parent and staff sessions identified family engagement as an ongoing opportunity, particularly participation in monthly parent education nights. Staff noted that volunteerism has felt diminished this year, in part due to this being the first year without a dedicated volunteer coordinator, and raised the question of whether we need to revisit the scope and structure of our volunteer asks and the role of the Parent Resource Team. In the area of academics, there was consistent enthusiasm for growing our math intervention work

to match the clarity and success we have achieved in literacy. Staff specifically identified math pedagogy and learner benchmarking in math as priority areas for professional development in the coming year.

Suggestions and Opportunities for Change: Parents raised thoughtful questions about how the LCAP can better tell the story of SCC, including how we define academic success, how this plan is unique to our school, and how we leverage our current momentum to "level up" into the next cycle. There was discussion about the relationship between school finances, enrollment, and the LCAP, with some stakeholders encouraging the plan to reflect the realities of institutional sustainability while others emphasized that the LCAP is fundamentally a programmatic and academic planning document. Both perspectives reflect a shared commitment to the long-term health of our school. Staff also noted that our school holds a distinctive civic voice as the first charter school in our area, and that engaging our community in advocacy for equitable charter school policy is an extension of our values. Learner leaders were engaged and curious, with conversations centering on school finance and our relationship with our authorizer, reflecting a student body that is thinking critically about the broader context of their education.

Goals and Actions

Goal #	Description	Type of Goal
1	**Student Achievement: Learners solve real-world problems through innovation, collaboration, and critical thinking. By focusing on real-world applications and authentic learning experiences, we aim to increase the academic achievement of all students in English Language Arts, Mathematics, and Science. Our approach intentionally plans for English Learners, Learners with Disabilities, Socioeconomically Disadvantaged, and marginalized Learner Groups. By implementing this goal, our learners will better demonstrate competencies in problem-solving, critical thinking, and collaboration. This whole child approach ensures that we address not only academic needs but also the social, emotional, and developmental needs of our learners, empowering them to become well-rounded individuals and leaders in their communities.**	**Broad**

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Student Outcomes

An explanation of why the LEA has developed this goal.

By prioritizing this goal, our aim is to equip learners with the requisite abilities to tackle complex challenges they will encounter in their future careers and civic engagements. Through innovative instructional approaches, such as problem/project-based learning, students will engage in authentic experiences that mirror real-world scenarios. This approach not only fosters deeper understanding and retention of content but also cultivates crucial skills such as critical thinking, collaboration, and problem-solving.

Furthermore, by embedding real-world applications into the curriculum, we empower students to become active participants in their own learning journey. By confronting authentic challenges and working collaboratively to develop solutions, learners not only gain practical skills but also develop the confidence and resilience needed to navigate an increasingly interconnected and dynamic world.

Ultimately, our goal is to cultivate a generation of learners who are not only proficient in academic subjects but are also adept at applying their knowledge in innovative ways to address pressing issues. By nurturing these 21st-century competencies, we prepare our students to not only succeed in the workforce but also to become agents of positive change and leaders in their communities.

We take great pride in our commitment to ensuring high levels of achievement for all students. Through this goal, we engage in reflective practices to assess and pursue ongoing growth in academic attainment among all students, as well as within significant subgroups.

Measuring and Reporting Results

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA % met/exceeded standards for all students and all significant subgroups Source: Dataquest	All: 82% SWD: 42.86% Asian: 89.74% His/Lat: 80.77% 2+ Races: 78.13% White: 79.51% ELs: N/A LTELs: N/A Data Year: 2022-23	All: 84.10% SWD: 47.82% Asian: 85.37% Hispanic: 75.86% 2+ Races: 82.86% White: 85.94% ELs: N/A LTELs: N/A Data Year 2023-24	All: 80.71% SWD: 37.50% Asian: 80.43% Hispanic: 60.00% 2+ Races: 85.71% White: 85.58% ELs: N/A LTELs: N/A Data Year 2024-25	All: 85% SWD: 48% Asian: 89% Hispanic: 85% 2+ Races: 85% White: 85% ELs: N/A LTELs: N/A	All: -1.29% SWD: -5.36% Asian: -9.31% Hispanic: -20.77% 2+ Races: +7.58% White: +6.07% ELs: N/A LTELs: N/A
1.1a	CAASPP ELA distance from standard for all students and all significant subgroups Source: Dataquest	All: +81.8 SWD: -15.5 ELs: NA Asian: +104.4 Hispanic: +62.8 White: +83.2 2+ Races: +69.2 ELs: LTELs: NA Data Year: 2022-23	All: +84.8 SWD: -2 ELs: +36.9 Asian: +94.6 Hispanic: +40.4 White: +87.5 2+ Races: +91.4 ELs: +36.9 LTELs: NA Data Year: 2023-24	All: +55.9 SWD: +34.4 Asian: +37.3 Hispanic: +11.4 2+ Races: +56.3 White: +68.6 ELs: +12.4 LTELs: N/A SED: +66.9 Data Year 2024-25	All: +85 SWD: +5 ELs: +40 Asian: +90 Hispanic: +65 White: +85 2+ Races: +75 ELs: +46 LTELs: NA	All: -25.2 SWD: +49.9 Asian: -67.1 Hispanic: -51.4 2+ Races: -12.9 White: -14.6 ELs: N/A LTELs: N/A
1.2	CAASPP Math % met/exceeded standards for all students and all significant subgroups Source: Dataquest	All: 69% SWD: 33.34% Asian: 92.31% His/Lat: 46.15% 2+ Races: 53.13% White: 71.31% ELs: N/A LTELs: N/A Data Year: 2022-23	All: 75.0% SWD: 21.74% Asian: 87.80% Hispanic: 55.18% 2+ Races: 62.86% White: 78.30% ELs: N/A LTELs: N/A Data Year 2023-24	All: 70.09% SWD: 25.00% Asian: 84.78% Hispanic: 43.34% 2+ Races: 71.42% White: 70.54% ELs: N/A LTELs: N/A Data Year 2024-25	All: 75% SWD: 40% Asian: 90% Hispanic: 50% 2+ Races: 60% White: 75% ELs: N/A LTELs: N/A	All: +1.09% SWD: -8.34% Asian: -7.53% Hispanic: -2.81% 2+ Races: +18.29% White: -0.8% ELs: N/A LTELs: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2a	CAASPP Math distance from standard for all students and all significant subgroups Source: Dataquest	All: +44.9 SWD: -38.8 ELs: NA Asian: +103.4 Hispanic: +6.2 White: +44 2+ Races: +12.7 ELs: NA LTELs: NA Data Year: 2022-23	All: +59.6 SWD: -50.6 ELs: +20.6 Asian: +111.2 Hispanic: -19.6 White: +60.7 2+ Races: +46.1 ELs: +20.6 LTELs: NA Data Year: 2023-24	All: +29.6 SWD: -85.9 Asian: +52 Hispanic: -46.6 2+ Races: +31.1 White: +30.3 ELs: -9 LTELs: N/A SED: -92.5 Data Year 2024-25	All: +50 SWD: +45 ELs: +25 Asian: +110 Hispanic: +10 White: +50 2+ Races: +50 ELs: +30 LTELs: NA	All: -32.5 SWD: +83.8 Asian: -51.4 Hispanic: -52.8 2+ Races: +18.4 White: -13.7 ELs: N/A LTELs: N/A
1.3	CA Science Test (CAST) % met/exceeded standards for all students and all significant subgroups Source: Dataquest	All: 79.42% SWD: N/A Asian: 73.34% Hispanic: N/A 2+ Races: 75% White: 81.82% ELs: N/A LTELs: N/A Data Year: 2022-23	All: 67.56% SWD: 45.45% Asian: 83.34% Hispanic: N/A 2+ Races: 64.29% White: 66.67% ELs: N/A LTELs: N/A Data Year 2023-24	All: 75.87% SWD: N/A Asian: 91.67% Hispanic: 50.00% 2+ Races: N/A White: 78.43% ELs: N/A LTELs: N/A Data Year 2024-25	All: 80% SWD: N/A Asian: 80% Hispanic: N/A 2+ Races: 80% White: 85% ELs: N/A LTELs: N/A	All: -3.55% SWD: N/A Asian: +18.33% Hispanic: N/A 2+ Races: N/A White: -3.39% ELs: N/A LTELs: N/A
1.4	% of teachers with scope and sequences aligned to state adopted content standards, including ELD standards Source: Local	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year 2025-26	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of students with access to standards-aligned instructional materials for use at home and at school Source: SARC	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year 2025-26	100%	Maintained
1.6	% of properly credentialed and assigned teachers Source: SARC	82% Data Year: 2023-24	71% Data Year 2024-25	76.19% Data Year 2025-26	100%	-5.81%
1.7	% of students enrolled in a broad course of study Source: SARC	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year 2025-26	100%	Maintained

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

This year, we successfully implemented our planned actions in support of Goal 1, with several key areas of progress that directly impacted student learning, staff development, and school infrastructure. One of our most significant accomplishments was the successful transition of K–5 into Schoology, a major milestone achieved through deliberate, strategic effort. A key factor in making this transition possible was investing in a staff member who attended PowerSchool training, creating internal capacity to support teachers through the change and making the shift more manageable across classrooms. We also engaged Jennifer Abrahms, a published author, to lead professional development on professionalism and having courageous conversations with colleagues and families, a direct response to staff feedback that reflected our commitment to a healthy, communicative school culture. Looking ahead to math, we took an important step by sending a group of teachers to CGI training this summer, laying the groundwork for stronger and more consistent math instruction across grade levels. Universal screener

implementation, particularly M-CLASS DIBELS as required by the state, was fully implemented and supported with dedicated professional development and a parent education night.

Despite these successes, Goal 1 also surfaced several challenges worth noting. While Schoology has been introduced in K–5, the transition from our previous system is still in progress and full implementation remains ongoing. Our scope and sequence work, particularly for in-house-created curriculum, continues to be a work in progress as we build consistency across all domains and grade levels. MTSS participation across the K–8 span became stagnant this year, prompting us to rethink the model, including exploring stipends and embedding broader engagement during shared PD time, where whole-staff participation makes the value more visible and accessible. Restorative practices PD also needs continued attention, particularly in grades 6–8, where staff turnover has disrupted alignment and the Forum structure has been inconsistently implemented. Additionally, a procedural gap in CAASPP administration resulted in some students being tested at incorrect grade levels and data being voided. We have since implemented new procedures to ensure proper testing protocols are followed by all staff going forward.

Overall, our implementation of Goal 1 yielded meaningful outcomes while also surfacing important insights that will directly inform our planning and priorities for the coming year.

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

There were no material differences in planned versus estimated actual percentages of improved services for any actions across Goal 1.

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

The metrics for Goal 1 reflect a mixed but informative picture of student academic outcomes this year, providing useful context for evaluating the effectiveness of actions 1.1 Curriculum Articulation, 1.2 Outcomes, 1.3 MTSS, 1.4 Intervention, 1.5 Universal Screening, 1.6 Technology, and 1.7 Professional Development.

In ELA, overall proficiency declined by approximately 3.4 percentage points compared to the prior year, with a distance from standard (DFS) of +55.9, down from +84.8. It is important to note that testing administration inaccuracies this year resulted in some students being assessed at incorrect grade levels, which affected the validity of a portion of the data and contributed to the decline reflected in outcomes. Protocols have since been updated to ensure all students are assessed appropriately, and we anticipate that next year's results will more accurately reflect student performance. Within the data that was collected, there were meaningful bright spots at the subgroup level. Students with Disabilities showed a significant gain in DFS, improving by over 36 points, indicating that while proficiency thresholds remain a challenge, SWD students are making real progress toward grade-level expectations. Students identifying as Two or More Races also showed an increase in proficiency. These patterns suggest that MTSS supports (Action 1.3) and targeted intervention efforts (Action 1.4) continue to positively impact students with the greatest needs, even as overall proficiency trends call for renewed focus on Tier 1 instruction and curriculum alignment through Actions 1.1 and 1.2.

In mathematics, overall proficiency was 70.09%, reflecting a slight decrease from the prior year but still representing meaningful growth from the 2022-23 baseline of 69%. As with ELA, the testing administration issues this year affect the degree to which these results can be interpreted as a true reflection of student achievement. With corrected protocols now in place, the coming year's data will provide a clearer picture of student progress. DFS came in at +29.6, a decline from the prior year. Subgroup performance was varied, with students identifying as Two or More

Races showing notable gains in proficiency, while Hispanic students and SWD experienced declines. The investment in sending teachers to CGI training this summer, connected to Action 1.7 Professional Development, is a direct response to these trends and signals a commitment to strengthening math instruction going forward.

Results from the California Science Test (CAST) were more encouraging this year, with overall proficiency rising to 75.87%, up from 67.56% the prior year. Asian students showed strong gains, and Hispanic students demonstrated performance at 50%. These results suggest that instructional supports are beginning to have a broader reach into science content, though continued integration of science within curriculum articulation and intervention structures remains an opportunity for growth.

With respect to instructional infrastructure, all teachers maintained aligned scopes and sequences, all students had access to standards-aligned instructional materials, and all students were enrolled in a broad course of study, each at 100% for the 2024-25 school year. These sustained indicators reflect the continued effectiveness of universal screening (Action 1.5), technology investments including the K-5 Schoology transition (Action 1.6), and professional learning opportunities (Action 1.7) in maintaining consistent instructional quality and equitable access across the school.

It is also worth noting that the percentage of properly credentialed and assigned teachers was 76.19% in 2024-25, a metric that reflects ongoing challenges in the Bay Area teacher shortage and one that the school is actively working to address. Data for certain subgroups and additional indicators will be added as it becomes available.

In summary, while CAASPP outcomes this year were affected by testing administration factors that have since been corrected, the actions implemented under Goal 1 continue to demonstrate effectiveness in supporting students with the greatest needs and sustaining strong instructional infrastructure. The updated testing protocols now in place, combined with continued investments in curriculum articulation, MTSS, and professional development, position the school well for more accurate and improved outcomes in the coming year.

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

No changes were made to the planned goals, metrics, target outcomes, or actions for the coming year. Upon reflection of prior practice, the current goals, metrics, target outcomes, and actions continue to align with the needs of our students, families, and school community and will be carried forward into the 2026-27 school year as planned.

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	Curriculum Articulation	Educators will meet as a K-8 team to realign curricula building K-8 consistency and norming on the curriculum design process. Continue curriculum realignment with articulation groups by subject.	$ 308,859	No
1.2	Outcomes	Determine learner outcomes for each unit (exemplars, rubrics, etc).	$ 308,859	No
1.3	MTSS	Implement a robust Multi-Tiered Systems of Support Team and Program.	$ 129,029	No
1.4	Intervention	Provide academic and mental health support to respond to needs assessed through the MTSS process.	$ 494,814	No
1.5	Universal Screening	Provide benchmark assessments to progress monitor learner grade level performance and inform instruction and intervention.	$ 15,131	Yes
1.6	Technology	Continue utilizing a software system to incorporate longitudinal data from multiple sources to support data analysis disaggregated at different levels to inform instruction and intervention and create a digital portfolio system to capture key learner work.	$ 25,441	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Professional Development (LREBG)	Provide professional development on universal design for learning/tier one instructional strategies, differentiation, restorative practices, engagement strategies, and other inclusive instructional strategies. LREBG funded $8,251 toward Dues and Memberships and Travel and Conferences in support of Action 1.7 Professional Development through 2025-26FY. This falls within the allowable uses of LREBG funding by integrating evidence-based instructional supports that address barriers to learning through high-quality professional development. Access to professional learning communities, conferences, and relevant memberships strengthens educator practice in areas including universal design for learning, differentiated instruction, and inclusive instructional strategies. Research consistently demonstrates that ongoing, targeted professional development improves teacher effectiveness and, in turn, student academic outcomes (Darling-Hammond et al., 2017; Yoon et al., 2007). The metrics that will be used to track the effectiveness of this action are 1.1 CAASPP ELA percent meeting or exceeding standards and 1.2 CAASPP Math percent meeting or exceeding standards for all students and all significant subgroups.	$ 24,350	Yes

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	**San Carlos Charter will foster an inclusive, socially aware school community**	**Broad**

State Priorities addressed by this goal.

Priority 1 Basic Conditions, Priority 5 Pupil Engagement, 6 School Climate

An explanation of why the LEA has developed this goal.

SCC fosters an inclusive, socially aware community where everyone is inspired and equipped to be advocates for themselves and for others. By fulfilling this goal, we will improve staff and learner retention and increase a sense of belonging among all our stakeholders. Long-term, by improving the inclusiveness of our practices and policies, we will support our stakeholders in becoming active change agents in their communities. In June 2020, the SCC Board of Directors passed a resolution to support racial equity in response to explicit and systemic racism highlighted by recent tragic deaths of George Floyd, Breonna Taylor and Ahmaud Abery, amongst many other people of color, and the Black Lives Matter movement. This goal responds to the community and board's call to action and also seeks to ensure all staff, learners, and families have a sense of belonging in our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate for all students and all subgroups Source: CA Dashboard	All: 0.6% SWD: 2.9% Hispanic: 2.7% White: 0.6% Asian: 0% Two or more Races: 0% Data year: 2022-23	All: 0.8% SWD: 2.7% Hispanic: 0% White: 0.6% Asian: 0% 2+ Races: 1.7% EL: 0% SED: 0% Data Year 2023-24	All: 0.5% SWD: 4.9% Hispanic: 0% White: 1.1% Asian: 0% 2+ Races: 0% EL: 0% SED: 0% Data Year 2024-25	All: 0% SWD: 0% Hispanic: 0% White: 0% Asian: 0% 2+ Races: 0%	All: -0.1% SWD: +2% Hispanic: -2.7% White: -0.6% Asian: maintained 2+ Races: maintained EL: N/A SED: N/A
2.2	Expulsion Rate for all students and all subgroups Source: DataQuest	All: 0% Hispanic: 0% White: 0% Asian: 0% Two or more Races: 0% Data year: 2022-23	All: 0% Hispanic: 0% White: 0% Asian: 0% 2+ Races: 0% Data Year 2023-24	All: 0% Hispanic: 0% White: 0% Asian: 0% 2+ Races: 0% Data Year 2024-25	All: 0% SWD: 0% Hispanic: 0% White: 0% Asian: 0% 2+ Races: 0%	All: maintained Hispanic: maintained White: maintained Asian: maintained 2+ Races: maintained
2.3	Average Daily Attendance (ADA) Source: P-2 CALPADS	96.5% Data year: 2023-24	96.5% Data Year 2024-25	95.9% Data Year 2025-26	Maintain or grow from baseline	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absence Rate for all students and all subgroups Source: DataQuest	All: 8.6% SWD: 8.8% Hispanic: 8.3% White: 11.2% Asian: 2.6% Two or more Races: 10% Data Year: 2022-23	All: 5.9% SWD: 8.1% Hispanic: 12.5% White: 5.6% Asian: 2.3% 2+ Races: 6.8% EL: 9.5% SED: 25% Data Year 2023-24	All: 5.3% SWD: 14.6% Hispanic: 13% White: 5.7% Asian: 1% 2+ Races: 1.9% EL: 4.3% SED: 20% Data Year 2024-25	All: 5% SWD: 5% Hispanic: 5% White: 5% Asian: 5% 2+ Races: 5%Decrease from baseline	All: -3.3% SWD: +5.8 Hispanic: +4.7 White: -5.5 Asian: -1.6 2+ Races: -8.1 EL: N/A SED: N/A
2.5	Middle School Dropout Rate Source: CALPADS	0% Data year: 2022-23	0% Data Year 2023-24	0% Data Year 2024-25	0%	Maintained
2.6	Facilities Condition Source: SARC	100% Data year: 2023-24	100% Data Year 2024-25	100% Data Year 2025-26	100%	Maintained
2.7	School Climate Survey: % of staff, learners, and families responding positively regarding school safety Source: Local Survey	90% Data year: 2023-24	81% Data Year 2024-25	83% Data Year 2025-26	Maintain or grow from baseline	-7%
2.8	% of staff, learners, families demonstrating a sense of belonging to the community (connectedness) Source: Local Survey	90% Data year: 2023-24	92.5% Data Year 2024-25	95% Data Year 2025-26	Maintain or grow from baseline	5%

Goal Analysis for 2025-26

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

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

This year, we made strong progress in implementing our planned actions in support of Goal 2, with several notable achievements that reflect our commitment to building an inclusive, equity-centered school community. Anti-bias activities have become a regular component of board meetings, including recent discussions on perspective-taking, modeling our schoolwide values for staff, families, and the broader community. Our educator pipeline continued to grow, with an intern from the Alder Graduate School of Education joining our team for the second consecutive year, and another intern already lined up for next year. A particular highlight this year was the growth of a special education teacher through our pipeline, who will now carry our practices forward at another site, a powerful demonstration of what this program can achieve. In the area of leadership development, we identified a stipend to support a staff member in onboarding with Schoology, providing both internal capacity and a clear pathway for continued learning, including additional training this summer. We also dedicated resources toward recruiting math staff through platforms like Work Together, gaining valuable insights into more effective and targeted recruitment strategies.

The primary challenge encountered in Goal 2 this year involved annual notifications, which require adjustment and development in response to new legislation. These notifications are typically distributed with spring registration packets, and the necessary revisions will require a thorough review process that will lead to policy updates in the coming year.

Overall, our implementation of Goal 2 was strong and fully carried out as planned, with the insights gained this year well-positioned to strengthen both our staffing and community-building work going forward.

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

There were no material differences in planned versus estimated actual percentages of improved services for any actions across Goal 2.

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

The actions of 2.1 Policy and Practice Review, 2.2 Leadership Pipeline, 2.3 Educator Pipeline, and 2.4 Inclusive Community contributed to positive outcomes across the metrics for Goal 2, reflecting meaningful progress in school climate, attendance, and community inclusion.

Chronic absenteeism continued its positive trajectory, with an overall rate of 5.3% in 2024-25, down from 5.9% the prior year and significantly below the state average, demonstrating the school's sustained commitment to student attendance and connection. Most subgroups maintained low chronic absenteeism rates, with particularly strong performance among Asian students (1%), students identifying as Two or More Races (1.9%), and English Learners (4.3%). These outcomes reflect the impact of an inclusive, welcoming school environment cultivated through Actions 2.1 and 2.4, where students feel a sense of belonging that supports consistent attendance.

Suspension rates remained very low at 0.5% overall, with most subgroups at 0%, and the expulsion rate held at 0% across all groups. These figures reflect the continued effectiveness of restorative and inclusive practices embedded through Action 2.4 and reinforced through policy review under Action 2.1. The middle school dropout rate was maintained at 0%.

While schoolwide suspension and chronic absenteeism rates remain strong, we want to name a countervailing trend. Students with Disabilities saw suspension rates rise from 2.7% to 4.9% and chronic absenteeism rise from 8.1% to 14.6% this year, and Hispanic students saw a smaller rise in chronic absenteeism (12.5% to 13%). Though both groups remain below the state average, these increases run counter to our schoolwide trend and warrant targeted attention rather than being absorbed into the aggregate numbers.

Average daily attendance (Metric 2.3) held steady at 96.5% in 2024-25, matching the baseline year. The 2025-26 figure of 85.9% reflects a notable dip and will require continued monitoring, though it is important to note this may reflect data entry timing or collection differences across reporting periods. Sustaining strong attendance remains a priority, and the school will continue to leverage the community connection strategies embedded in Actions 2.1 and 2.4 to support student presence and engagement.

School climate survey data for 2024-25 and 2025-26 shows the percentage of staff, learners, and families responding positively regarding school safety (Metric 2.7) was 81% in 2024-25, a decline from the 90% baseline, with a modest recovery to 83% in 2025-26. While progress toward the baseline target continues, this metric signals an area for continued focus and intentional action through the inclusive community and policy review work of Actions 2.1 and 2.4. Sense of belonging (Metric 2.8) showed encouraging growth, rising from a 90% baseline to 92.5% in 2024-25 and 95% in 2025-26, surpassing the baseline by 5 percentage points. This upward trend reflects the meaningful impact of the school's sustained investment in community connectedness.

The percentage of properly credentialed and assigned teachers was 76.19% in 2024-25. While this reflects the broader Bay Area teacher shortage, the educator pipeline supported through Action 2.3 continues to be an important long-term strategy for growing and retaining qualified staff from within the community. Data for additional 2025-26 indicators will be added as it becomes available.

In summary, the actions implemented under Goal 2 continue to demonstrate effectiveness in fostering a safe, inclusive, and connected school community. Strong attendance and suspension data affirm the impact of this work, and updated school climate and attendance data will be incorporated into this narrative once available to provide a more complete picture of progress toward Goal 2.

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 response to increased suspension and chronic absenteeism rates among Students with Disabilities, and a smaller increase in chronic absenteeism among Hispanic students, we are adding a targeted attendance and belonging strategy to Action 2.4 (Inclusive Community) for 2026-27: empathy interviews with chronically absent students and families from these subgroups, paired with home visits where appropriate, to identify barriers to attendance and connection. Staff conducting these interviews will use findings to inform individualized support plans in coordination with the MTSS process (Action 1.3). All other goals, metrics, and actions continue to align with the needs of our students, families, and school community and will be carried forward into 2026-27 as planned.

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	Policy and Practice Review	Review key policies, and practices with an anti-racist, inclusive, and culturally responsive lens.	$ 7,725	No
2.2	Leadership Pipeline	Provide leadership opportunities for staff that leverage in-house talent to foster peer support and collaboration. Leadership stipends for professional development, team leads, technology leads, as determined by admin.	$ 67,890	No
2.3	Educator Pipeline	Continue growing our "pipeline" for existing and future community members to pursue a teaching credential in response to the Bay Area teacher shortage and to provide opportunities for community members to increase their professional capacity to work with our learners.	$ 67,890	No
2.4	Inclusive Community	Prioritize dialogue and healing over punitive measures, integrating DEI principles into all aspects of our school, and fostering partnerships to amplify diverse voices and ensure equitable access to opportunities. This action underscores our commitment to creating an inclusive community where all individuals feel valued and empowered to thrive.	$ 113,140	No

Insert or delete rows, as necessary.

Goal 3

Goal #	Description	Type of Goal
3	**San Carlos Charter will foster family engagement and participation and community partnerships.**	**Broad**

State Priorities addressed by this goal.

Priority 3 Parent Engagement

An explanation of why the LEA has developed this goal.

As a parent participation school, we want families to feel connected to the SCC community and serve as partners and co-collaborators in their child's learning and development. Families are the backbone of our schools and communities. We empower our families to be a part of implementing our innovative and rich academic programming. Our parents have many talents, skills, and perspectives that will benefit our learners and overall organization. By implementing this goal, our families, including learners, their parents, and other household members will be engaged in and feel a sense of belonging in our community that will contribute to each learner's success and our success as a school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents engaging in gatherings, workshops, parent volunteer activities and other family opportunities	90% Data year: 2023-24	85% Data Year 2024-25	88% Data Year 2025-26	Maintain or grow from baseline.	-2%
3.2	% of families who identify as feeling connected to SCC in annual survey	92% Data year: 2023-24	85% Data Year 2024-25	89% Data Year 2025-26	Maintain or grow from baseline.	-3%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

This year, our planned actions in support of Goal 3 were fully implemented, with several meaningful successes in family and community engagement. School-wide events such as the Chili Cook-Off and Derby Day continued to build community spirit, and Derby Day in particular grew into something larger. It was incorporated into the City of San Carlos "Hometown Days" event, becoming a school-wide partnership with the San Carlos Education Foundation providing sponsorship. This evolution reflects the strength of our community connections and our ability to amplify engagement through collaboration. Board member leadership also played an important role this year, helping to organize parent event nights that brought in community partners, including a session with the Sheriff's Department focused on electric vehicles and student safety. These events created authentic learning opportunities and strengthened the bond between our school and the broader San Carlos community.

On the professional development side, staff engaged in a shared reading of Pedagogies of Voice by Safir and Dugan, deepening our collective understanding of equity-centered, community-driven practice and supporting the growth of anti-bias awareness across the school.

The most significant challenge in Goal 3 this year was the loss of our volunteer coordinator position due to budget constraints. While every classroom still has a Parent Resource Team lead in place to help fill this gap, the transition has been difficult. The PRT has taken on coordination responsibilities that were previously managed by a dedicated staff member, and this shift has required adjustment across the school. Sustaining robust family engagement without that dedicated role remains an area that will require continued attention and creative problem-solving in the year ahead.

Overall, our implementation of Goal 3 demonstrated genuine commitment to family partnership and community connection. The challenges we encountered this year have given us important information about how to better structure and resource our engagement efforts going forward.

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.

For the 2025-26 school year, two actions under Goal 3 reflected material differences between budgeted expenditures and estimated actual expenditures.

Action 3.2 New Family Onboarding Process had a planned expenditure of $13,030 and an estimated actual expenditure of $19,831, representing a 52% increase over the budgeted amount. This variance was primarily driven by increased math educator staffing support costs that were not fully anticipated in the original budget estimate.

Action 3.4 Professional Development and Parent Education had a planned expenditure of $36,776 and an estimated actual expenditure of $29,150, representing a 21% decrease from the budgeted amount. This variance reflects updated forecasting for instructional consultant services and travel costs, which came in lower than originally projected.

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

The actions of 3.1 Engage Parent Volunteers, 3.2 New Family Onboarding Process, 3.3 Family Engagement Opportunities, and 3.4 Professional Development and Parent Education reflect a continued commitment to building strong family partnerships and an inclusive school community.

Family engagement participation data (Metric 3.1) shows that 88% of parents engaged in gatherings, workshops, volunteer activities, and other family opportunities in 2025-26, compared to a baseline of 90% in 2023-24, reflecting a 2 percentage point decrease from baseline. Family connection survey data (Metric 3.2) shows that 89% of families identify as feeling connected to SCC in 2025-26, compared to a baseline of 92% in 2023-24, reflecting a 3 percentage point decrease from baseline. While both metrics remain high, the modest declines signal areas for continued attention as we plan for 2026-27.

The evolution of Derby Day into a city-wide partnership through the City of San Carlos "Hometown Days" event, supported by the San Carlos Education Foundation, is a concrete example of how Action 3.3 has expanded in reach and impact beyond the school walls. Board-led parent

event nights that brought in community partners on relevant topics further illustrate how engagement opportunities have grown in both variety and depth this year, creating meaningful learning experiences for students, families, and staff alike.

While the loss of the volunteer coordinator position created a structural challenge for Action 3.1, the school's shift to a Parent Resource Team model, with a designated lead in every classroom, reflects an adaptive response that has worked to maintain broad family involvement. The effectiveness of this model will be an important area to monitor as the school sustains this approach without a dedicated coordinator, and survey data, once available, will provide useful insight into how families are experiencing this transition.

New family onboarding through Action 3.2 continued to be implemented as planned, supporting connection and integration for families new to the SCC community. Professional development efforts tied to Action 3.4, including the staff shared reading of Pedagogies of Voice by Safir and Dugan, have deepened staff understanding of equity-centered practice and furthered the school's commitment to an inclusive environment for all families.

In summary, the actions under Goal 3 reflect a genuine and sustained commitment to family engagement and community connection. Observable engagement through school events and community partnerships speaks to the strength of this work, and updated participation and survey data will be incorporated into this narrative once available to more fully demonstrate progress toward Goal 3.

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.

Changed wording in Action # 3.1 to say “Parent Resource Team” as we no longer have a volunteer coordinator in the budget.

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	Engage Parent Volunteers	Continue to leverage the Parent Resource Team to organize active parent participation in SCC achieving its goals.	$ 10,000	No
3.2	New Family Onboarding Process	Revise new family onboarding process to include family education series, regular targeted communication throughout the first year at Charter, and events and activities that foster connection with veteran families and the greater school community.	$ 19,831	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family Engagement Opportunities	Provide meaningful ways for families to connect with the school and each other and support effective communication between the school and families.	$ 14,304	No
3.4	Professional Development/Parent Education	Provide professional development and/or parent education to support the development of anti- racist/anti-bias curriculum, strategies, and awareness.	$ 29,150	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$78,293	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.9%	0%	$0	1.9%

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 #(s)	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
1.5	**Action:** 1.5 Universal Screening **Need:** English Learners (ELs) at SCC continue to underperform their peers on state assessments, including the CAASPP ELA, Math, and CAST exams. Despite some progress, ELs consistently score below the overall student population, with notable gaps in both ELA and Math performance. These persistent disparities underscore the importance of using universal screening tools	Implementing a software system for longitudinal data analysis and digital portfolios will support educators in tracking EL performance across multiple years and content areas, identifying trends, and informing instruction. This system will also allow for more personalized support, as digital portfolios can capture student growth, language development, and academic progress beyond standardized test scores, ensuring a more comprehensive understanding of each EL's learning trajectory.	1.1 CAASPP ELA % 1.1a CAASPP ELA DFS 1.2 CAASPP Math % 1.2a CAASPP Math DFS 1.3 CAST Science Test %

Goal and Action #(s)	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
	to monitor the academic progress of ELs more closely. **Scope:** LEA-Wide	Universal screenings are pivotal in addressing the needs of foster youth, English Learners (ELs), and low-income students at San Carlos Charter by: **1. Identifying Specific Needs**: These processes pinpoint unique challenges like trauma among foster youth, language acquisition for ELs, and resource disparities for low-income students. **2. Early Intervention**: Prompt identification enables SCC to provide targeted support services and interventions tailored to each student's circumstances. **3. Equitable Resource Allocation**: Understanding student needs allows SCC to allocate resources fairly, ensuring services are directed where most needed. **4. Personalized Support Plans**: Needs assessments facilitate the creation of tailored support plans addressing academic, social, and emotional needs comprehensively. **5. Improved Outcomes**: By addressing specific needs, SCC enhances academic achievement, social-emotional well-being, and overall outcomes for foster youth, ELs, and low-income students. This action continues to be provided on an LEA-wide basis because universal benchmark screening benefits all students by informing instruction and intervention schoolwide.	

Goal and Action #(s)	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
		However, this is the most effective use of these funds to meet our goals for English Learners because it enables early, disaggregated identification of EL-specific performance gaps that a targeted-only approach would miss until formal assessments. We expect EL achievement to increase more than that of other students because screening data will drive earlier, more individualized instructional adjustments for this group.	
1.6	**Action:** 1.6 Technology **Need:** English Learners (ELs) at SCC continue to underperform their peers on state assessments, including the CAASPP ELA, Math, and CAST exams. These ongoing achievement gaps highlight the need for a more robust and systematic approach to monitoring student progress over time. **Scope:** LEA-Wide	SCC will continue to use a software system for longitudinal data analysis and implementing a digital portfolio system benefits foster youth, English Learners (ELs), and low-income students by: 1. Tailoring instruction and interventions based on personalized data insights. 2. Understanding and addressing specific needs through disaggregated data analysis. 3. Ensuring equitable resource allocation to support these student populations. 4. Providing a flexible and inclusive platform for showcasing student work and achievements. This action continues to be provided on an LEA-wide basis because the data system and digital portfolio platform benefit all students by supporting disaggregated analysis and long-term tracking. However, this is the most effective use of these funds to meet our goals for English Learners because it allows staff to monitor EL language development and academic growth across years and content areas, not just point-in-time test scores. We expect EL achievement to increase more than that of other students due to the more	1.5 % of students with access to standards-aligned instructional materials for use at home and at school 1.7 % of students enrolled in a broad course of study

Goal and Action #(s)	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
		responsive, data-informed instruction this system enables specifically for this group.	
1.7	**Action:** 1.7 Professional Development **Need:** English Learners (ELs) at SCC continue to demonstrate academic performance below that of their peers on statewide assessments, indicating a need for more targeted and inclusive instructional practices. **Scope:** LEA-Wide	To better support ELs, professional development will focus on Universal Design for Learning (UDL), Tier 1 instructional strategies, differentiation, restorative justice (RJ), and student engagement. These approaches will equip educators with tools to create more accessible, equitable, and responsive learning environments that address the diverse linguistic and academic needs of ELs. Emphasizing inclusive strategies will help ensure that ELs are able to fully participate in grade-level instruction and demonstrate progress across content areas. This action continues to be provided on an LEA-wide basis because UDL, Tier 1 strategies, and restorative practices training benefit all staff and, in turn, all students. However, this is the most effective use of these funds to meet our goals for English Learners because it builds staff capacity in the specific instructional and linguistic strategies ELs need to access grade-level content. We expect EL achievement to increase more than that of other students because the training is designed around closing the ELA/Math gaps this group specifically experiences.	1.4 % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards
3.4	**Action:** 3.4 Professional Development/ Parent Education **Need:** Data from school climate surveys, staff and parent feedback, and student disciplinary records indicate a need to provide professional	This action addresses the identified need by equipping staff and parents with the knowledge, skills, and resources necessary to recognize and address biases, foster inclusivity, and implement anti-racist practices.	2.7 School Climate Survey: Safety 2.8 School Climate Survey: Connectedness 3.1 % Parents engaging

Goal and Action #(s)	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
	development and parent education focused on anti-racist and anti-bias curriculum, strategies, and awareness. This will ensure that staff and families are equipped to support English Learner students in an inclusive and equitable learning environment. **Scope:** LEA-Wide	Through targeted professional development and parent education, the school community will be better prepared to create a supportive environment that promotes equity and cultural responsiveness for all students, including English Learners. This action continues to be provided on an LEA-wide basis because anti-racist/anti-bias professional development and parent education benefit the entire school community. However, this is the most effective use of these funds to meet our goals for English Learners because it directly builds staff and family capacity to support ELs in an inclusive, culturally responsive environment. We expect outcomes for English Learners — including sense of belonging and engagement — to improve more than for other students as staff and parent practices become more targeted to this group's needs.	3.2 School Climate Survey: Family connection

Insert or delete rows, as necessary.

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:

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

Insert or delete rows, as necessary.

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.

Not 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.

San Carlos Charter is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

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

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

School districts and COEs: *EC* sections 52060(g) and 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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

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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