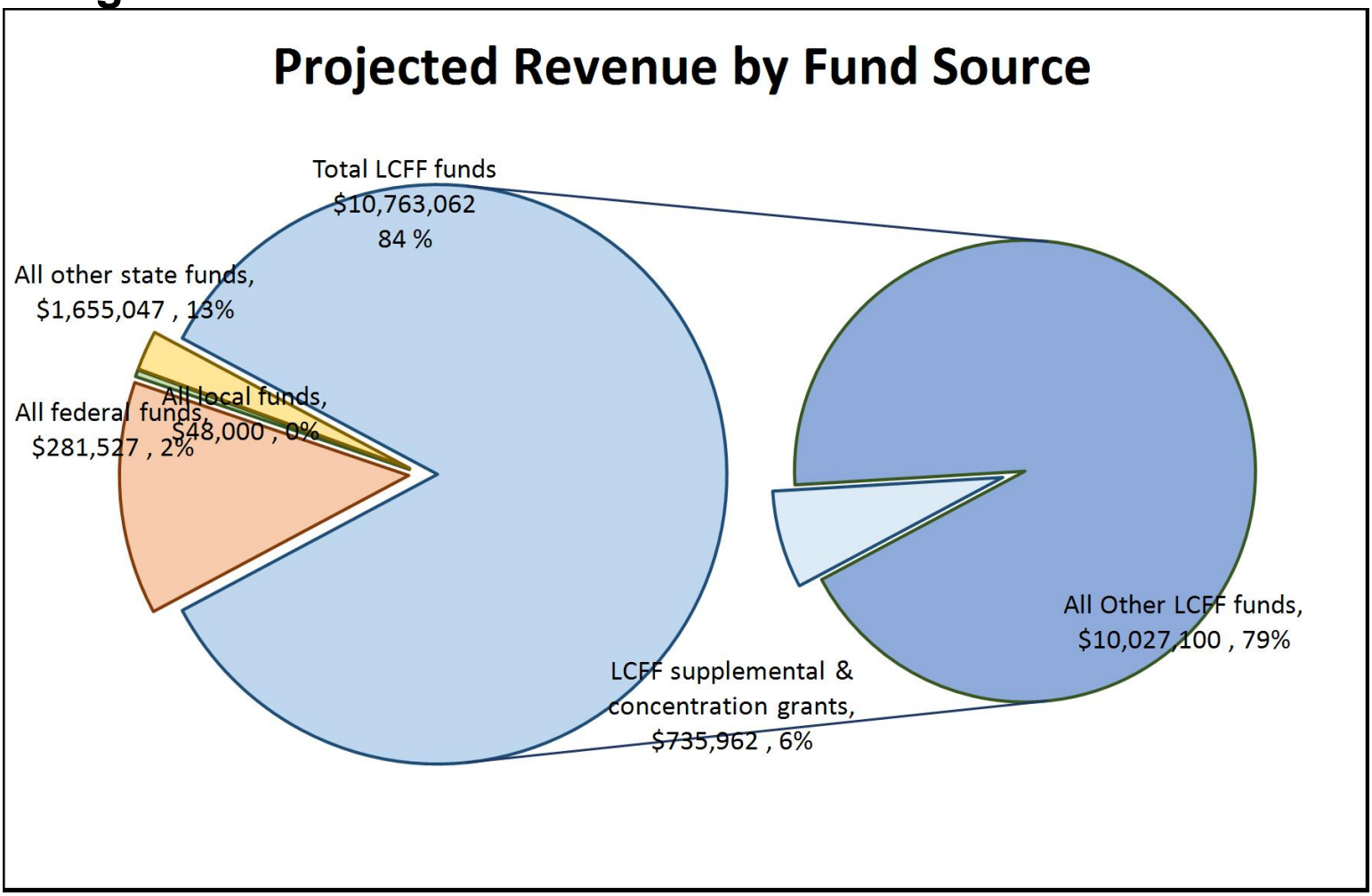
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy - Thrive
CDS Code: 36676780137547
School Year: 2025-26
LEA contact information:
Sebastian Cognetta
CEO

909-465-5405

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

Budget Overview for the 2025-26 School Year

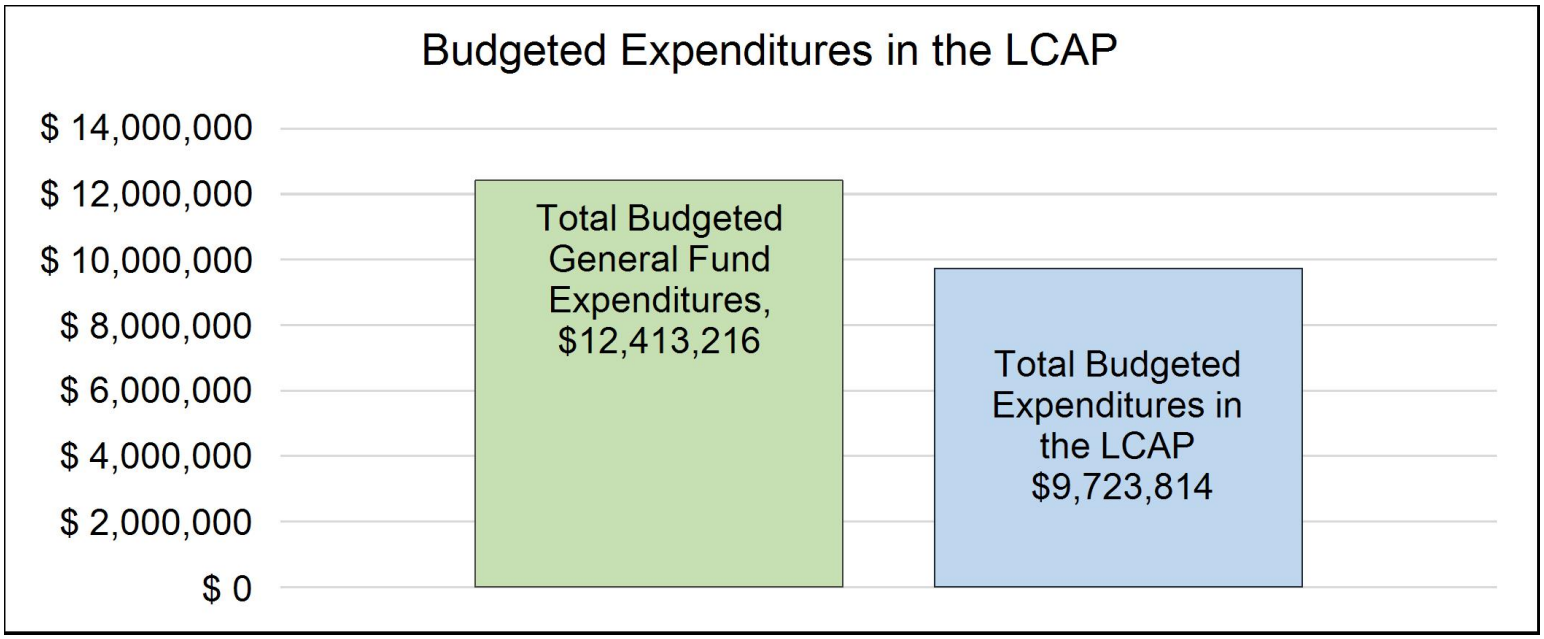


This chart shows the total general purpose revenue Allegiance STEAM Academy - Thrive expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy - Thrive is $12,747,636, of which $10763062 is Local Control Funding Formula (LCFF), $1655047 is other state funds, $48000 is local funds, and $281527 is federal funds. Of the $10763062 in LCFF Funds, $735962 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Allegiance STEAM Academy - Thrive 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: Allegiance STEAM Academy - Thrive plans to spend $12413216 for the 2025-26 school year. Of that amount, $9723814 is tied to actions/services in the LCAP and $2,689,402 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

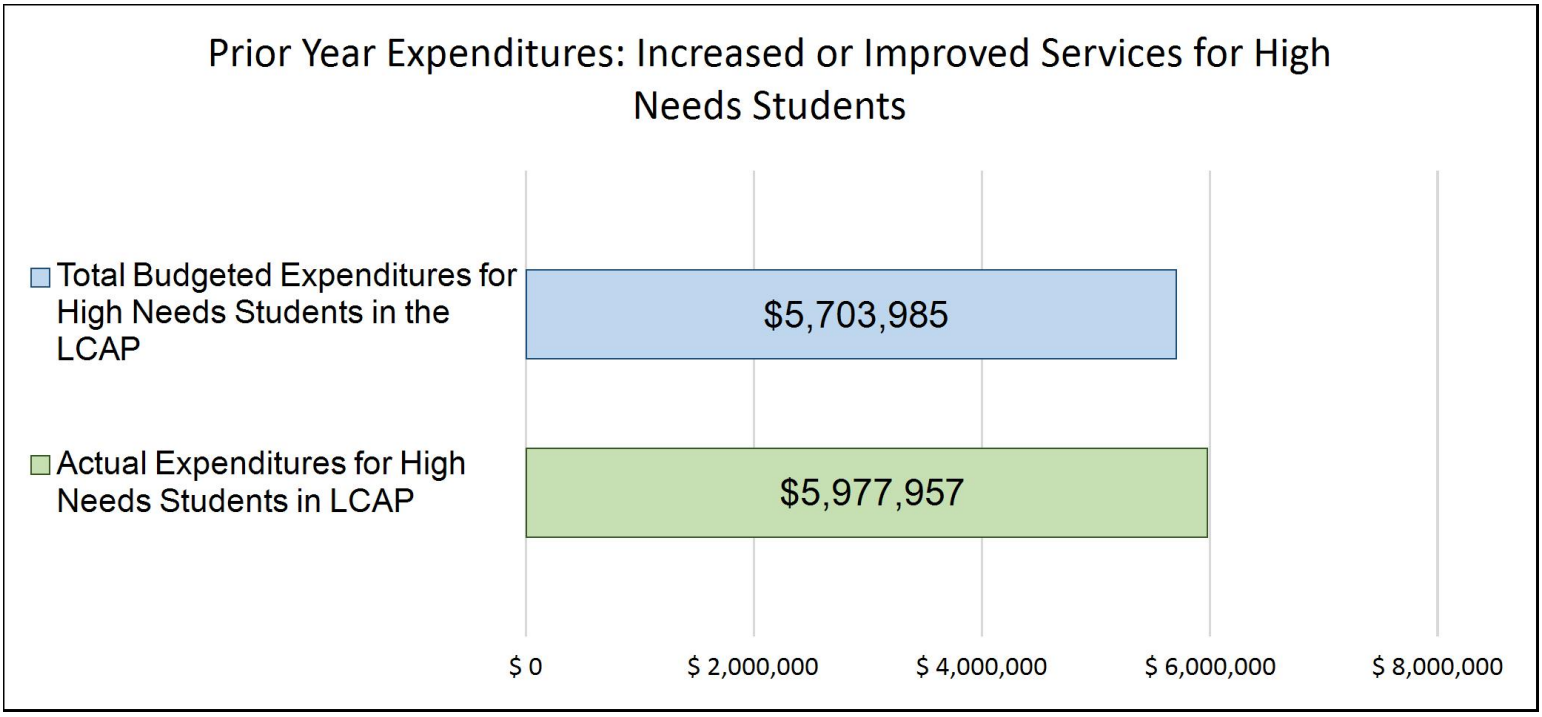
Expenditures not included in the 2025-26 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses

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

In 2025-26, Allegiance STEAM Academy - Thrive is projecting it will receive $735962 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy - Thrive must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy - Thrive plans to spend $7537910 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 Allegiance STEAM Academy - Thrive budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy - Thrive 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, Allegiance STEAM Academy - Thrive's LCAP budgeted $5703985 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy - Thrive actually spent $5977957 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Allegiance STEAM Academy - Thrive	Sebastian Cognetta CEO	sebastian.cognetta@asathrive.org 909-465-5405

Plan Summary [2025-26]

General Information

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

Allegiance STEAM Academy Thrive (ASA Thrive) was established in 2018 for students in grades Transitional Kindergarten through 8th grade in the Chino Valley and surrounding communities by a group of parents desiring school choice in their community. ASA Thrive operates under the authority of the Chino Valley Unified School District and is a STEAM-focused school complemented with World Languages, including Spanish and Mandarin.

The mission is to expand school choice and unleash students' natural potential. The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

We are ASA Thrive. We are part of the fabric of public education in the Chino Valley. We believe a STEAM-focused education provides students the competitive edge in future STEAM-related careers as well as those careers outside of the expanding STEAM umbrella. We take pride in providing a high-quality education for every child.

Reflections: Annual Performance

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

Based on the 2024 California School Dashboard and internal assessments, ASA Chino continues to demonstrate strong performance in fostering critical thinking and problem-solving through its STEAM-based curriculum. However, challenges persist in achieving consistent academic proficiency across all student subgroups, particularly among students who have been enrolled for less than one year.

A deeper analysis of achievement data indicates that students who remain enrolled at ASA Chino for more than one year benefit from the educational environment and interventions provided, resulting in higher achievement levels compared to their newer peers and overall state averages. This trend underscores the effectiveness of ASA Chino's educational strategies over time.

Efforts will continue to focus on supporting new students through targeted interventions and support systems to accelerate their integration and academic progress. Additionally, ongoing analysis of subgroup performance will inform instructional strategies to address achievement gaps and promote equity.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

ASA Thrive is not 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.

ASA Thrive is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA Thrive is not identified for CSI.

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, Students, Local Community Members	Parents, Students, Local During the 2024-25 school year, we conducted a variety of engagement activities. These Community Members included English Learner Advisory Council meetings, monthly Coffee with the Principal" sessions, and Parents, Students, Local During the 2024-25 school year, we conducted a variety of engagement activities. These Community Members included English Learner Advisory Council meetings, monthly Coffee with the Principal" sessions, and both regular and special Board Meetings. Additionally, we administered parent surveys such as the Triad Conference Survey at the beginning of the year and the LCAP survey in late winter. Efforts to engage and receive feedback were successful, with over 90% of parents participating in the surveys.
Teachers and Staff ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions,	Teachers and Staff ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and small group and individual meetings with supervisors.
Administrators	Administrators ASA provides administrators ample opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and regular one:one meetings with central office staff.

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

The development of ASA Chino's 2024–25 LCAP was strongly shaped by insights and feedback collected from a variety of educational partners, including parents, teachers, administrators, and students. Input was gathered through multiple channels: LCAP surveys, Principal "Howling with the Community" events, Triad conferences, Board engagement, and informal check-ins with families and staff.

One key area of influence was the strong family desire for enhanced communication and consistent access to enrichment information. Based on survey results showing high engagement with ParentSquare and school newsletters but mixed understanding of enrichment offerings and student outcomes, the LCAP now includes actions to post enrichment descriptions and learning goals on the school website and newsletters, with formalized program learning outcomes
.

Feedback from staff and administrators also informed the decision to continue investing in teacher development, especially around project-based learning (PBL) and integrated instructional design. This feedback supported the ongoing role of the Director of Teacher Development and expanded instructional coaching aligned to MAP, DIBELS, and CBM interim data—components detailed in Focus Area 1 of the CEO's planning document
.

Survey data also revealed that while families feel increasingly connected to ASA's mission and teachers, there remains a need to deepen partnerships with families of students receiving academic interventions. In response, the LCAP includes a new outreach strategy aimed at increasing participation of these families in support meetings and academic progress events.

Finally, calls for clarity and consistency in behavioral expectations across grade levels and staff surfaced during listening sessions. As a result, the LCAP incorporates schoolwide implementation of ASA's updated discipline framework with annual training and aligned communication practices to promote student dignity and readiness to learn.

These responsive changes reflect ASA Chino's commitment to authentic engagement with its educational partners and a strategic focus on data-informed improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal synthesizes the educational partners' priorities (i.e., rigorous academic programs and highly-qualified staff) with the educational program articulated in ASA Thrive's charter petition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed Staff per Credential Status per the California Commission on Teacher Credentialing	100% of General and Special Education teachers credentialed. 75% of Enrichment/Non Core Teachers credentialed in 2023-24	100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed in 2024-25.		100% of General and Special Education teachers credentialed. 100% of Enrichment/Non Core Teachers credentialed in 2026-27.	n/a
1.2	Students will perform at or above the performance levels of	2021-22: ELA: 48% met or exceeded standard for ELA Math: 38.5%	2023-24: ELA: 52.32% met or exceeded standard		2026-27: ELA: 60% met or exceeded standard	ELA: +4.32% Math: +2.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	comparison schools per CAASPP.	met or exceeded standard for Math	for ELA Math: 41.36% met or exceeded standard for Math		for ELA Math: 50% met or exceeded standard for Math	
1.3	Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading, and Language Usage.	Spring 2024 Mean RIT Scores: Math: 3rd Grade: (201.5) 4th Grade: (210.7) 5th Grade: (213.9) 6th Grade: (219.7) 7th Grade: (226.6) 8th Grade: (232.5) Reading: 3rd Grade: (193.6) 4th Grade: (201.1) 5th Grade: (210.0) 6th Grade: (213.0) 7th Grade: (217.3) 8th Grade: (220.3)	Spring 2025 Mean RIT Scores (2024 Scores in Parenthesis) Math: 3rd Grade: 202.2 4th Grade: 212.2 5th Grade: 215.9 6th Grade: 224.5 7th Grade: 222.9 8th Grade: 235 Reading: 3rd Grade: 195.1 4th Grade: 204.7 5th Grade: 208.9 6th Grade: 216.9 7th Grade: 217.2 8th Grade: 224.2		Spring 2025 Mean RIT Scores (2024 Scores in Parenthesis) Math: 3rd Grade: 204 4th Grade: 214 5th Grade: 218 6th Grade: 226 7th Grade: 230 8th Grade: 237 Reading: 3rd Grade: 197 4th Grade: 207 5th Grade: 210 6th Grade: 212 7th Grade: 219 8th Grade: 226	Math: 3rd Grade: +0.7 4th Grade: +1.5 5th Grade: +2 6th Grade: +4.8 7th Grade: -3.7 8th Grade: +2.5 Reading: 3rd Grade: +1.5 4th Grade: +3.6 5th Grade: -1.1 6th Grade: +3.9 7th Grade: -0.1 8th Grade: +3.9
1.4	English Learners progress towards proficiency as measured by the ELPAC.	2023-24: 7.6% of English Learners designated as Fluent English Proficient.	2024-25: 7.3% of English Learners designated as Fluent English Proficient.			

Goal Analysis [2024-25]

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

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

ASA Chino fully implemented the core actions outlined under Goal 1, which focuses on delivering a rigorous, STEAM-aligned, standards-based curriculum led by highly qualified staff. All core and special education teachers remained fully credentialed, and the credentialing rate among enrichment/non-core staff increased significantly—from 33% to 100%, meeting the Year 3 target ahead of schedule.

The school also advanced its use of internal and external assessments, notably MAP Growth and CAASPP, to monitor student performance. Despite modest fluctuations across grade levels, the school reported steady increases in both ELA and math proficiency as measured by CAASPP—ELA rose to 52.32% and math to 41.36%, both reflecting growth over baseline results.

The Graduate Profile action (1.6) showed initial progress in defining competencies but was not fully implemented, requiring further development in the 2025–26 year. Professional development and curriculum adoption efforts were also carried out, with minor adjustments due to phased purchasing and refined instructional focus.

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 Goal 1, there were no material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages. The actions outlined in the LCAP were implemented in alignment with the school's commitment to increasing and improving services for unduplicated pupils through rigorous academic instruction, targeted supports, and high-quality professional development.

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

Highly Effective Actions:

Action 1.1: Staff Retention and Development
Met credentialing targets and showed strong teacher retention. Staff surveys and 99th percentile conditional growth in MAP Math for grades 4, 6, and 8 validated the action's success.

Action 1.3: Intervention and ELD Services
Provided consistent, targeted academic support. English Learner performance improved on ELPAC, and subgroup growth was evident in MAP math.

Moderately Effective Actions:

Action 1.4: Professional Development

Math PD correlated with strong outcomes, while reading-specific PD showed uneven impact. MAP Reading growth in Grades 3 and 5 lagged behind, indicating a need for more targeted literacy support.

Action 1.6: Graduate Profile Development
While foundational work was completed, the action was only partially implemented. Rubrics and student evidence collection were delayed, limiting measurable impact in 2024–25.

Effective with External Constraints:

Action 1.2: Curriculum Adoption
Curriculum purchases were fiscally staged and adjusted by readiness.

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.

ASA Chino has made several strategic revisions to improve alignment and deepen instructional impact:

Metrics & Targets:

MAP Growth metrics are now more differentiated by grade and subgroup, especially in reading.

New benchmarks have been set for the phased rollout of the Graduate Profile.

Adjusted Actions:

1.1 Teacher Development: Role of the Director of Teacher Development expanded to include stronger literacy and student engagement leadership.

1.4 Professional Development: PD now includes an emphasis on vertical articulation in Math and Reading and STEAM-integrated project-based learning.

1.3 Targeted Support: Intervention will now extend to include small-group reading and math instruction, directly addressing performance gaps in key grade levels.

Graduate Profile Rollout (1.6): Timeline extended with a cross-grade team to guide implementation, ensuring consistency and alignment across classrooms.

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	Staff Retention	ASA prioritizes attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits.	$5,842,705.00	No Yes
1.2	Instructional Materials	Staff recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	$546,600.00	No Yes
1.3	Interventionists and ELD Instructor	ASA provides targeted intensive interventions for English Learners, Foster Youth, Low Income, and students performing below grade level.	$91,594.00	Yes
1.4	Professional Development	Staff will participate in Professional Development designed to further the implementation of ASA Thrive's rigorous STEAM-aligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	$46,800.00	No Yes
1.5	Expanded Learning-Summer School	ASA provides expanded learning opportunities through a summer school program to support English Learners and other students requiring additional support.	$972,678.00	Yes
1.6	Graduate Profile	Allegiance STEAM Academy will develop a graduate profile that: • Encapsulates the core competencies and attributes necessary for a student to be well-prepared for high school. • Demonstrates students' growth over time in these core competencies. Core Competencies:	$4,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		1. Academic Proficiency: Mastery of essential academic content and skills across disciplines. 2. Engineering Solutions: Ability to apply engineering principles to solve complex problems. 3. Civic Responsibility and Service Learning: Engagement in community service and understanding of civic duties. 4. Critical Thinking: Skills to analyze, evaluate, and synthesize information effectively. 5. Whole Child Development: Focus on nurturing the emotional, social, and physical well-being of students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Allegiance STEAM Academy Thrive will provide stakeholders access to real time relevant information regarding school operations, finances, governance and student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Host a minimum of one virtual and/or in-person educational partner events per trimester.	In 2023-24, educational partner events were held in 10 of the 10 months of the school year.	In 2024-25, educational partner events were held in 10 of the 10 months of the school year.		In 2026-27, educational partner events were held in 10 of the 10 months of the school year.	0
2.2	Provide a minimum of one academically centered parent information meeting per trimester.	In 2023-24, each trimester included academically centered information meetings for parents.	In 2024-25, ASA held one academically centered parent information meeting per trimester.		In 2026-27, ASA will provide a minimum of one academically centered parent information meeting per trimester.	0
2.3	Solicit educational partner input once per semester via survey.	In 2023-24, surveys were conducted at least once per trimester with 90% educational partner participation in	In 2024-25, surveys were conducted in each of the trimesters with 90%		In 2026-27, surveys will be conducted in each of the trimesters with over 95%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the LCAP Parent Survey.	educational partner participation in LCAP Parent Survey.		educational partner participation in LCAP Parent Survey.	

Goal Analysis [2024-25]

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

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

ASA Chino successfully carried out all planned actions under Goal 2 in the 2024–25 school year. The goal focused on ensuring that families and stakeholders had real-time, accessible, and multilingual access to information about school operations, student learning, and opportunities for input.

All key actions—including trimester-based surveys, monthly parent events, consistent School Site Council meetings, and sustained use of the Aeries Parent Portal—were implemented without deviation from the original plan. These actions were designed to ensure authentic engagement, especially for families of unduplicated students, and to provide multiple, culturally responsive pathways for school-home partnership.

Notable successes included:

Monthly educational partner events were held in all 10 months of the school year (Goal 2, Metric 2.1), exceeding the required minimum of one per trimester.

ASA Chino held one academically focused parent information session per trimester (Metric 2.2).

Parent survey participation remained at 90% on the LCAP Parent Survey, maintaining the significant gains from previous years (Metric 2.3)

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

There were no material differences between the planned and estimated actual percentages of improved services for unduplicated pupils under Goal 2. All contributing actions—such as bilingual communication tools, parent engagement events, and real-time access to student data—were implemented schoolwide, ensuring equitable access to services across all student groups.

However, there were modest savings in some budget lines due to the following:

Cost Efficiency Through Digital Platforms: Continued use of integrated platforms like ParentSquare and Jotform—already embedded in ASA's operational infrastructure—reduced the need for new software or contracted support services.

Staff-Led Implementation: Actions such as monthly events and School Site Council meetings were facilitated internally by ASA staff, eliminating the need for external facilitators or translators beyond what was already available in-house.

These cost efficiencies did not compromise service delivery or stakeholder engagement, and allowed ASA Chino to meet or exceed its planned communication and transparency goals while maximizing fiscal responsibility.

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

All four actions were effective and aligned well with the intended goal outcomes:

Action 2.1 (Survey Input): Survey results were used to shape planning, and over 90% of families participated in each round.

Action 2.2 (School Site Council): The SSC met regularly, with agendas, minutes, and materials translated for access. Parent representation reflected the school's demographics, and input influenced budget planning.

Action 2.3 (Parent Portal): The portal was actively used, with ongoing front office support for families. Parents accessed real-time data on grades, attendance, and behavior. Access to the Parent Portal increased from 52% in 2023-24 to 93.3% in 204-25.

Action 2.4 (Monthly Events): In-person events were well-attended and focused on both academic updates and school culture topics.

These actions collectively strengthened the school's connection with families and provided consistent channels for input and collaboration. No actions were identified as ineffective.

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.

Based on reflection and analysis of stakeholder input and implementation outcomes, ASA Chino made the following refinements to Goal 2 for the coming year:

No Change to the Goal Statement: The goal continues to emphasize meaningful communication and authentic engagement between families and the school.

Expanded Targets for Partner Engagement: Given the consistent achievement of over 90% family participation in surveys and 85%+ in-person attendance at academic events, the new target includes maintaining or exceeding 90% participation across all engagement metrics and further increasing underrepresented subgroup participation in formal advisory bodies like SSC and ELAC.

Refined Actions for Clarity and Alignment:

Parent engagement activities will now include explicit alignment to academic goals and the Graduate Profile, ensuring that events not only inform families but connect them to student outcomes and schoolwide competencies.

Staff support for the use of the Aeries Parent Portal and ParentSquare will be formally included in onboarding and mid-year refreshers to ensure consistent usage and equitable access for all families.

These changes build on ASA Chino's strong foundation in family engagement and reflect a commitment to sustaining high performance while identifying opportunities for deeper, more intentional collaboration with all educational partners.

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	Intuitive Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$10,000.00	No Yes
2.2	School Site Council	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	$2,000.00	No Yes
2.3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System.	$5,000.00	No Yes
2.4	Parent Events	Schedule in person monthly parent events to provide updates and showcase student learning and achievement. Streamline processes for volunteering	$15,200.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 3 by Allegiance STEAM Academy Thrive stems from a comprehensive understanding of the critical role that a supportive and secure school environment plays in student success, particularly within the STEAM fields. The goal is designed to address multiple state priorities, including Basic Services, Student Engagement, and School Climate, thereby ensuring a holistic approach to student development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate of 96% or greater.	Attendance rate in 2023-24 was 94.6%	Attendance rate in 2024-25 was 93.9%.		2026-27 Attendance Rate of 96%	-0.7%
3.2	Percentage of students that feel safe at school.	2023-24 Stakeholder survey indicated that 87% of respondents agree that ASA prioritized the wellbeing of its Students during the 2020-21 school year.	2024-25 Stakeholder survey indicated that 87% of respondents agree that ASA prioritized the wellbeing of its Students during the school year.		2026027 Stakeholder survey indicates that 100% of respondents agree that ASA prioritizes the wellbeing of its Students.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of students that feel supported at school.	2023-24: Stakeholder survey indicated that 79% of respondents feel their student is supported at school.	2024-25: Stakeholder survey indicated that 82% of respondents feel their student is supported at school.		2026-27: Stakeholder survey indicates that 100% of respondents feel their student is supported at school.	+3%
3.4	Suspension Rate less than 1%	Suspension Rate 2023-24: 1.4%	Suspension Rate 2024-25 available in Fall, 2025.		Suspension Rate 2026-27: >1%	-0.4%

Goal Analysis [2024-25]

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

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

ASA Chino successfully implemented all actions associated with Goal 3 in 2024–25. This goal is designed to promote a physically and emotionally secure learning environment and cultivate a school climate that encourages academic risk-taking aligned to STEAM fields. Implementation was comprehensive and consistent across all components, with no substantive deviations from the original plan.

Key activities included:

Maintaining an attendance notification system with personalized outreach and family engagement protocols.

Administering school climate surveys in both fall and spring to gather direct student input.

Providing targeted and schoolwide mental health and social-emotional learning (SEL) supports aligned to the American School Counselor Association (ASCA) model.

Ensuring every student had access to up-to-date instructional materials and web-enabled devices.

These actions addressed conditions of learning, engagement, and climate, which are foundational to Goal 3’s design.

SA Chino reported several successes:

The percentage of students who felt supported increased from 79% to 82%, reflecting positive impacts of mental health and SEL supports.

Suspension rates remained below 1% (data for 2024–25 pending), sustaining the school's long-standing emphasis on restorative practices.

All students had access to clean, safe facilities and essential learning tools.

However, challenges emerged:

Attendance declined to 93.9%, a 0.7% drop from the 2023–24 baseline of 94.6%, missing the 96% target.

Student perception of safety remained flat at 87%, indicating a stagnation from prior years and revealing a need for more impactful climate interventions.

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

There were no material differences between the planned and actual percentages of improved services for unduplicated pupils in Goal 3.

However, modest variances in budget execution arose from the following:

ASA Chino used in-house counseling staff and integrated resources for mental health and SEL, reducing reliance on contracted services.

Climate surveys were conducted using existing platforms, which required no new expenditures, resulting in lower-than-budgeted costs for data collection.

Technology and instructional materials were procured using state funds aligned to existing adoptions, with strategic purchasing ensuring cost efficiency.

Despite these budget efficiencies, the scope and quality of services were fully maintained. All actions were provided schoolwide, with a continued focus on supporting unduplicated pupils by improving their learning environment and access to essential supports.

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

Most actions under Goal 3 were effective, though the extent of impact varied by metric:

Action 3.1: Attendance Notification
Implemented as planned, but attendance declined, showing the current system's limitations. The strategy needs to be more proactive and personalized.

Action 3.2: School Climate Survey – Students
Highly effective in collecting student voice and feedback, with strong participation across grade levels. However, data showed no gain in student-perceived safety, suggesting the need to strengthen the connection between feedback and visible change.

Action 3.3: Mental Health and SEL Supports
Effective. Students reporting that they feel supported rose by 3%, and staff reported increased counseling engagement. These efforts are positively impacting student well-being.

Action 3.4: Basic Services
Fully implemented. All students had access to appropriate materials and devices. No gaps in access were reported, and this action remains a strong equity lever.

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.

Refinements for 2025–26 are informed by outcome trends and stakeholder input:

Expanded attendance interventions: In addition to notifications, ASA Chino will introduce family-centered outreach and recovery strategies to address absenteeism more holistically.

Climate surveys will include open-ended and disaggregated analysis to better capture the experiences of unduplicated students and identify patterns within specific student groups.

SEL staffing will be extended into enrichment periods and transition times, aiming to provide more consistent support during unstructured parts of the day.

A new focus on physical safety and communication will be introduced. including consistent messaging, to address stagnation in student-reported safety scores.

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	Attendance Notification	Implement an attendance notification practice including home contact, excessive absences/tardies, and ARB process	$82,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	SchoolClimate Survey- Students	Conduct a Fall and Spring School Climate Survey for students	$2,000.00	No Yes
3.3	Mental Health and Social Emotional Learning Support	Provide school-wide and targeted mental health and social emotional learning support for students aligned to the American School Counselor Association's National Model.	$1,659,899.00	No Yes
3.4	Basic Services	Provide adequate instructional materials, including web-enabled devices for students.	$443,277.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$735,962	$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
6.838%	0.000%	$0.00	6.838%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Retention **Need:** Unduplicated pupils—including English Learners, low-income students, and foster youth—benefit significantly from sustained relationships with experienced, well-trained educators who understand their unique needs. Internal data and stakeholder input indicate that these students experience greater	The staff retention strategy—comprising competitive compensation, robust onboarding, mentoring for new staff, and continuous professional learning—is designed to retain effective educators and support staff across the school. This action is provided on a schoolwide basis because unduplicated pupils are enrolled in nearly every classroom and grade level at ASA Chino. By supporting all staff with clear expectations, growth pathways, and workplace stability, the school ensures that unduplicated	Annual teacher and staff retention rate (disaggregated when possible) Annual staff exit survey results to identify trends in reasons for departure Staff satisfaction survey (focus on professional

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic and social-emotional growth when staff continuity is preserved across school years. Given that unduplicated students often require targeted interventions, differentiated instruction, and strong adult relationships, high turnover in teaching and support staff disproportionately impacts their learning continuity and achievement. Therefore, maintaining a stable and qualified workforce is critical to ensuring equitable access to consistent instructional quality and supports. **Scope:** Schoolwide	students consistently encounter capable adults who are well-equipped to deliver high-quality, culturally responsive, and differentiated instruction. Providing these supports across the entire school system is essential to avoiding fragmented services that disproportionately harm students who depend most on consistency and strong educator relationships.	support and work environment) Percentage of new teachers retained after 1 and 3 years Growth in MAP scores and CAASPP proficiency rates for unduplicated pupils
1.2	**Action:** Instructional Materials **Need:** Unduplicated pupils—specifically low-income students, English Learners, and foster youth—require access to high-quality, evidence-based instructional materials that are inclusive, rigorous, and adaptable to their learning needs. Internal assessment data and teacher feedback indicate that these students benefit from materials that offer built-in scaffolds, opportunities for enrichment, and multiple means of accessing content. ASA Chino's emphasis on academic excellence and STEAM integration underscores the need to ensure that all students, including unduplicated pupils, are challenged and supported with curriculum resources that engage them intellectually and close opportunity gaps.	This action is delivered schoolwide because unduplicated students are enrolled in all classrooms and grade levels. By equipping every teacher with rigorous, standards-aligned instructional materials—particularly those that offer differentiation, project-based learning, and STEAM integration—ASA ensures that all students, including those from historically underserved backgrounds, receive access to challenging, relevant instruction. Providing evidence-based resources across the board prevents learning disparities from widening and ensures that classrooms have the tools necessary to accelerate learning for all students, particularly those with additional academic needs or advanced potential.	Percentage of classrooms using updated, standards-aligned instructional materials Staff survey data on adequacy and effectiveness of curriculum resources Student performance data (MAP, CAASPP) disaggregated for unduplicated pupils Evidence of differentiation/enrichment in lesson plans and student work samples

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		Student satisfaction survey results related to engagement and challenge level of curriculum
1.3	**Action:** Interventionists and ELD Instructor **Need:** Unduplicated pupils—especially English Learners, low-income students, and foster youth—often require intensified academic support due to gaps in prior learning, language acquisition needs, and inconsistent access to high-quality instruction. Assessment data and progress monitoring at ASA Chino show that these students benefit from personalized, small-group interventions designed to accelerate skill acquisition in core subjects, particularly English Language Arts and Math. Additionally, English Learners need dedicated instruction aligned with ELD standards to make meaningful progress in language development and access grade-level content. **Scope:** Schoolwide	This action is implemented on a schoolwide basis because unduplicated pupils are distributed across all grade levels and classrooms. Grade level dedicated intervention block and a dedicated ELD instructor ensures that all students performing below grade level—particularly those from high-need groups—receive data-informed, targeted support that aligns with their learning profiles. Providing these services schoolwide promotes equity and allows for flexible grouping and deployment of resources based on need, not student label. It also helps foster inclusivity and prevents stigmatization while maximizing learning acceleration for the most vulnerable students.	Student growth on MAP assessments for targeted students (ELA and Math) Progress monitoring data from intervention sessions English Learner progress toward English language proficiency (ELPAC) Academic performance of unduplicated students (classroom grades, formative assessments) Feedback from students, interventionists, and classroom teachers
1.4	**Action:** Professional Development **Need:** Unduplicated pupils—English Learners, foster youth, and low-income students—often benefit	This professional development is offered schoolwide to ensure instructional consistency and to build collective teacher capacity in high-impact practices that benefit all students—particularly those who are historically underserved. When all educators are trained in strategies like	Classroom observation data using school-defined instructional priorities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	most when instruction is rigorous, engaging, and differentiated to meet diverse learning needs. Teachers require continued training to deepen implementation of ASA's STEAM-aligned instructional model, integrate project-based learning, and apply inclusive practices. Professional learning also ensures that staff remain current in research-based strategies, such as the Engineering Design Process and Universal Design for Learning, which are particularly effective in supporting underserved students. **Scope:** Schoolwide	Understanding by Design and instructional technology integration, they are better equipped to scaffold instruction, embed language supports, and foster critical thinking in all learners. Including specialized PD for enrichment teachers (e.g., Music, STEAM) ensures these programs are accessible and inclusive for unduplicated pupils, enriching their overall academic experience.	Feedback from professional development sessions Implementation rates of core instructional models (e.g., UbD, STEAM, EDP) Student achievement data disaggregated by subgroup Increased student engagement in enrichment and core programs
1.5	**Action:** Expanded Learning- Summer School **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often require additional time and targeted support to master academic content and remain on track with their grade-level peers. Local data, including benchmark assessments and teacher feedback, highlight unfinished learning and academic gaps among these student groups. Additionally, English Learners benefit from extended opportunities for structured language development beyond the regular school year. **Scope:**	ASA's summer school program is designed to provide schoolwide access but is strategically targeted toward unduplicated pupils based on demonstrated academic need. The program delivers intensive, small-group instruction in literacy, math, and English language development. By extending learning time, the action directly addresses unfinished learning and allows students to reengage with content and concepts in a lower-pressure setting. Offering the program on a schoolwide basis ensures that all students with academic need—including those who may not yet be formally identified—have equitable access to additional support.	Program enrollment and attendance records disaggregated by student group English Learner progress toward language proficiency Teacher qualitative input and program feedback surveys Percentage of participating students demonstrating growth in targeted skills Reduction in number of students requiring Tier 3 intervention in the fall

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.6	**Action:** Graduate Profile **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often need stronger support systems to build foundational academic and social-emotional competencies that contribute to long-term success. Internal data and stakeholder feedback reveal a need for a clear, shared vision of student readiness that goes beyond academic proficiency alone. Specifically, ASA Chino identified a gap in articulating and tracking whole-child growth over time—particularly for students historically underserved—across academic, civic, and social-emotional domains. **Scope:** Schoolwide	The Graduate Profile is being developed as a schoolwide framework that will eventually define and support the core competencies necessary for all students to be well-prepared for high school and beyond. Though not yet implemented, its design is intentionally inclusive of the diverse strengths and needs of unduplicated pupils. The profile will serve as a strategic tool to align instruction, enrichment, and support services to common goals—ensuring that English Learners, foster youth, and low-income students have equal opportunity to grow in areas such as critical thinking, engineering solutions, service learning, and whole child development. Once finalized, the Graduate Profile will guide equitable instructional practices and inform progress monitoring across student groups.	Completion and adoption of the Graduate Profile by the end of the planning year Rubric and indicator development aligned to the core competencies Stakeholder engagement sessions Timeline and plan for phased implementation across grade spans Future monitoring tools may include portfolio artifacts, teacher assessments, and SEL survey data disaggregated by subgroup
2.1	**Action:** Intuitive Survey Data **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often face systemic barriers to educational access and success that require more responsive and inclusive school systems. These students and their families may experience challenges in navigating	This action is implemented on a schoolwide basis, as unduplicated students are enrolled across all grades and classrooms, and all families—especially those from historically underserved communities—deserve equitable opportunities to contribute feedback. By designing intuitive, translated surveys and offering digital and paper-based formats, ASA ensures that families of unduplicated pupils can engage with school planning processes without requiring technical expertise or English fluency. These surveys are	Trimester survey response rates, disaggregated by subgroup (EL, FRL, FY) Percent of respondents completing surveys in a language other than English Trends in family-reported access to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school structures, understanding educational expectations, and having their voices heard in decision-making. ASA Chino identified a need to create more accessible, multilingual, and low-barrier methods for collecting input from families and students, particularly those from underrepresented groups, to ensure their perspectives guide planning and resource allocation. **Scope:** Schoolwide	administered each trimester to track climate perceptions, academic support needs, and engagement preferences, enabling real-time responsiveness to student and family needs.	communication and participation opportunities Percentage of LCAP actions or decisions influenced by educational partner input Staff and parent feedback on survey clarity and accessibility
2.2	**Action:** School Site Council **Need:** Unduplicated pupils—especially English Learners, foster youth, and low-income students—benefit when their families are informed, engaged, and empowered to contribute to school planning and resource decisions. ASA Chino identified a need to provide structured and ongoing opportunities for families of unduplicated pupils to participate in advisory roles and decision-making bodies, particularly as these families may face language, time, or familiarity barriers that limit their involvement in more traditional engagement formats. **Scope:** Schoolwide	The School Site Council (SSC) serves a schoolwide function by bringing together staff, administration, and family representatives to co-develop and review the school's academic programs, budget priorities, and improvement strategies. ASA Chino prioritizes recruiting and retaining representatives who reflect the demographics of the student population, including parents of unduplicated pupils, ensuring their needs and perspectives directly inform funding and program decisions. Meetings are held at accessible times and offered in families' home languages through interpretation and translated materials, removing barriers to participation. This schoolwide strategy supports equitable input and governance, ensuring that decisions serve all learners.	Participation rates of parents/guardians of unduplicated pupils on SSC Frequency and quality of SSC meetings (e.g., agendas, minutes, attendance records) Percentage of SSC recommendations reflected in LCAP goals or revised actions Family survey results on awareness and satisfaction with school decision-making processes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Staff and parent feedback on accessibility of SSC participation
2.3	**Action:** Parent Portal **Need:** Unduplicated pupils—particularly English Learners, foster youth, and low-income students—require consistent and transparent communication between school and home to support academic progress, attendance, and engagement. Families of these students often face barriers such as limited access to real-time information, language differences, or unfamiliarity with school systems. ASA Chino identified the need for a centralized, multilingual, and user-friendly platform that supports timely communication, monitoring of student progress, and engagement with school updates. **Scope:** Schoolwide	The Parent Portal provides all families—schoolwide—with equitable access to real-time information about their child's academic performance, attendance, and school communications. The platform is available in families' home languages and accessible via mobile devices, ensuring that all parents, regardless of socioeconomic status or language background, can monitor and support their child's education. By providing this tool to all families, ASA Chino ensures that unduplicated pupils receive consistent support from home and school, helping to close opportunity gaps.	Parent login and usage frequency disaggregated by subgroup (including unduplicated pupil groups) Survey data on parent satisfaction and ease of access to the portal Changes in student attendance, grades, or behavior correlating with increased portal usage Number of support sessions offered to assist families in accessing and using the portal Multilingual communication engagement rates (e.g., open/read rates by language)
2.4	**Action:** Parent Events **Need:** Families of unduplicated pupils—English Learners, foster youth, and low-income students—often face barriers to participation in	ASA Chino hosts schoolwide parent events such as Meet Your Wolfpack, Coffee with Admin, and student-led celebrations. These events are intentionally designed to build trust, strengthen school-family relationships, and provide families with opportunities to learn about programs, expectations, and supports available to students.	Attendance rates at events, disaggregated by student groups Family surveys measuring sense of belonging and satisfaction with events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school events due to work schedules, transportation, or limited familiarity with school systems. ASA Chino identified the need to create structured, inclusive, and accessible opportunities for these families to engage with the school, build relationships with staff, and support their children's academic and social-emotional development. **Scope:** Schoolwide	Events are offered in multiple languages and at varied times to accommodate working families. This LEA-wide approach ensures that all families, including those of unduplicated pupils, feel welcome, informed, and connected to the school community—contributing to improved student outcomes.	Number and frequency of events offered, including language accessibility Qualitative feedback from families about content relevance and impact
3.1	**Action:** Attendance Notification **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often face greater barriers to consistent school attendance due to factors such as transportation challenges, housing instability, illness, or lack of access to resources that support daily routines. Chronic absenteeism disproportionately impacts these students, contributing to learning gaps and reduced engagement. ASA Chino identified a need to implement early, proactive interventions that support consistent attendance before patterns of absenteeism become chronic and difficult to reverse. **Scope:** Schoolwide	This action is implemented on a schoolwide basis, as unduplicated pupils are enrolled across all grades and classrooms. ASA Chino utilizes an automated attendance notification system and staff-led follow-up protocols to ensure timely outreach to families when absences or tardies begin to increase. Communications are provided in families' home languages, and early interventions help identify underlying barriers to attendance that may disproportionately affect unduplicated students. Schoolwide implementation ensures equity in support and monitoring while enabling more efficient allocation of family engagement resources and counselor referrals.	Overall and subgroup-specific chronic absenteeism rates Average daily attendance rate (target: =96%) Number of attendance notifications sent by type (e.g., early warning, chronic absence letters) Follow-up contacts and attendance conference logs Reduction in repeat chronic absenteeism among unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** SchoolClimate Survey- Students **Need:** Unduplicated pupils—including English Learners, foster youth, and low-income students—often face additional challenges in feeling connected, safe, and supported in school environments. Research and local data show that these students are more likely to experience social-emotional stress, disengagement, or a lack of belonging, which can negatively impact academic performance and well-being. ASA Chino identified the need to systematically collect student input on school climate to ensure the voices and experiences of unduplicated students guide improvements to safety, support, and engagement systems. **Scope:** Schoolwide	This action is implemented on a schoolwide basis to ensure that all students—particularly unduplicated pupils—have an opportunity to share their experiences, perceptions, and needs. The student climate survey is administered each semester and includes items related to physical and emotional safety, adult-student relationships, school cleanliness, and support structures. Surveys are accessible and inclusive, with adaptations made when needed for English Learners and younger students. By administering this action schoolwide, ASA Chino ensures that improvements to school climate reflect the perspectives of all students, not just those who are most vocal or visible.	Participation rates in student climate surveys, disaggregated by subgroup (e.g., EL, FRL, FY) Percent of students reporting feeling safe, supported, and comfortable at school Changes over time in perception data for unduplicated students SEL (social-emotional learning) indicators aligned to ASA's Graduate Profile or counseling goals Use of survey data in informing schoolwide climate initiatives or staff professional development
3.3	**Action:** Mental Health and Social Emotional Learning Support **Need:** Unduplicated pupils—including low-income students, English Learners, and foster youth—often encounter higher levels of stress, instability, and trauma, which can impede their ability to focus, engage, and succeed in school. ASA Chino identified a strong need for	Mental health and SEL supports are offered schoolwide but are structured to ensure that unduplicated pupils are prioritized for outreach, counseling, and interventions. This includes one-on-one counseling services, small group SEL support, classroom-based SEL instruction, and referral systems tied to behavior or attendance concerns. Social-emotional learning is integrated into daily routines through advisory periods, classroom activities, and educator training. The school's commitment to these supports ensures	Number and frequency of counseling sessions provided to unduplicated students Student self-reported data on emotional well-being and school connectedness (via surveys)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	proactive, accessible mental health and SEL supports to address the emotional and behavioral challenges that disproportionately impact these student groups. Internal data, survey feedback, and staff referrals all point to the importance of prioritizing student wellness alongside academic success. **Scope:** Schoolwide	that all students—particularly those most at risk—have access to the skills and relationships they need to thrive emotionally and academically. Providing this action on a schoolwide basis promotes equity by normalizing mental health conversations, reducing stigma, and allowing all students to benefit from a strong foundation of social-emotional instruction and support. At the same time, staff are trained to monitor and prioritize the specific needs of unduplicated pupils, ensuring more targeted interventions when necessary.	Behavior referral and suspension data, disaggregated by student group Attendance trends for students receiving mental health support
3.4	**Action:** Basic Services **Need:** Unduplicated pupils—particularly those from low-income backgrounds or in foster care—often face inequities in access to fundamental educational resources, such as safe and well-maintained facilities, appropriately credentialed teachers, and standards-aligned instructional materials. These foundational elements are critical to ensure a level playing field and to support equitable academic success. ASA Chino's review of local data and stakeholder input affirms the need to consistently monitor and maintain high-quality basic services to meet the needs of all students, including unduplicated pupils. **Scope:** Schoolwide	ASA Chino provides this action schoolwide to ensure every student, regardless of background, benefits from high-quality, essential services. This includes recruiting and retaining fully credentialed teachers, maintaining clean and safe campus facilities, ensuring access to updated and standards-aligned curriculum materials, and providing classroom resources necessary for rigorous instruction. These components are non-negotiable foundations for learning, and their schoolwide delivery ensures that unduplicated students are not left behind due to resource gaps. While implemented broadly, the action strategically supports unduplicated pupils by removing systemic barriers to access and providing the infrastructure that underpins their ability to engage meaningfully in learning. It also includes prioritized attention to classrooms and programs that serve high concentrations of unduplicated students.	Percentage of teachers who are fully credentialed and appropriately assigned Facilities inspection ratings (FIT scores) and identified areas for maintenance or improvement Availability and sufficiency of standards-aligned instructional materials Student and family satisfaction with school cleanliness, safety, and learning environment (via surveys)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Staff retention rates and hiring data, especially in hard-to-staff areas

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Allegiance STEAM Academy Thrive does not receive additional concentration funds.

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,763,062	735,962	6.838%	0.000%	6.838%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,537,910.00	$2,036,437.00	$0.00	$149,467.00	$9,723,814.00	$8,307,214.00	$1,416,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Retention	All	No Yes	School wide				$5,759,405.00	$83,300.00	$5,339,717.00	$353,521.00		$149,467.00	$5,842,705.00	
1	1.2	Instructional Materials	All	No Yes	School wide				$0.00	$546,600.00	$168,923.00	$377,677.00			$546,600.00	
1	1.3	Interventionists and ELD Instructor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$91,594.00	$0.00		$91,594.00			$91,594.00	
1	1.4	Professional Development	All	No Yes	School wide				$0.00	$46,800.00	$46,800.00				$46,800.00	
1	1.5	Expanded Learning-Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$560,178.00	$412,500.00	$882,794.00	$89,884.00			$972,678.00	
1	1.6	Graduate Profile	All	No Yes	School wide				$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.1	Intuitive Survey Data	All	No Yes	School wide		All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	School Site Council	All	No Yes	School wide				$0.00	$2,000.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Parent Portal	All	No Yes	School wide				$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Parent Events	All	No Yes	School wide				$0.00	$15,200.00	$15,200.00				$15,200.00	
3	3.1	Attendance Notification		Yes	School wide				$82,061.00	$0.00	$82,061.00				$82,061.00	
3	3.2	SchoolClimate Survey-Students	All	No Yes	School wide				$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	All	No Yes	School wide				$1,465,699.00	$194,200.00	$536,138.00	$1,123,761.00			$1,659,899.00	
3	3.4	Basic Services	All	No Yes	School wide				$348,277.00	$95,000.00	$443,277.00				$443,277.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,763,062	735,962	6.838%	0.000%	6.838%	$7,537,910.00	0.000%	70.035 %	**Total:**	$7,537,910.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$7,537,910.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Staff Retention	Yes	Schoolwide			$5,339,717.00	
1	**1.2**	Instructional Materials	Yes	Schoolwide			$168,923.00	
1	**1.3**	Interventionists and ELD Instructor	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	**1.4**	Professional Development	Yes	Schoolwide			$46,800.00	
1	**1.5**	Expanded Learning-Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income		$882,794.00	
1	**1.6**	Graduate Profile	Yes	Schoolwide			$4,000.00	
2	**2.1**	Intuitive Survey Data	Yes	Schoolwide			$10,000.00	
2	**2.2**	School Site Council	Yes	Schoolwide			$2,000.00	
2	**2.3**	Parent Portal	Yes	Schoolwide			$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Parent Events	Yes	Schoolwide			$15,200.00	
3	3.1	Attendance Notification	Yes	Schoolwide			$82,061.00	
3	3.2	SchoolClimate Survey-Students	Yes	Schoolwide			$2,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	Yes	Schoolwide			$536,138.00	
3	3.4	Basic Services	Yes	Schoolwide			$443,277.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,653,421.00	$9,987,123.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Retention	Yes	4551246	5195371.15
1	**1.2**	Instructional Materials	Yes	195418	600553.39
1	**1.3**	Intervention Interventionists and ELD Instructor	Yes	817119	122122.30
1	**1.4**	Professional Development	Yes	47400	88563.98
1	**1.5**	Expanded Learning- Summer School	Yes	318100	1068447.04
1	**1.6**	Graduate Profile		150,000	
2	**2.1**	Intuitive Survey Data		1000	13132.04
2	**2.2**	School Site Council		1600	
2	**2.3**	Parent Portal	Yes	8316	44.04
2	**2.4**	Parent Events	Yes	1500	5132.08
3	**3.1**	Attendance Notification	Yes	80157	76370.55
3	**3.2**	SchoolClimate Survey- Students		1000	4925
3	**3.3**	Mental Health and Social Emotional Learning Support	Yes	1415418	1809788.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Basic Services	Yes	65147	1002673.21

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
730582	$5,703,985.00	$5,977,957.34	($273,972.34)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Retention	Yes	3997748	4077057.71		
1	1.2	Instructional Materials	Yes		23046.24		
1	1.3	Intervention Interventionists and ELD Instructor	Yes	692118			
1	1.4	Professional Development	Yes	47400	88563.98		
1	1.5	Expanded Learning- Summer School	Yes	151500	299193.07		
2	2.3	Parent Portal	Yes	8316	44.04		
2	2.4	Parent Events	Yes	1500	5132.08		
3	3.1	Attendance Notification	Yes	80157	61096.44		
3	3.3	Mental Health and Social Emotional Learning Support	Yes	660099	421150.57		
3	3.4	Basic Services	Yes	65147	1002673.21		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10172341	730582	0.00	7.182%	$5,977,957.34	0.000%	58.767%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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