LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ELITE Public

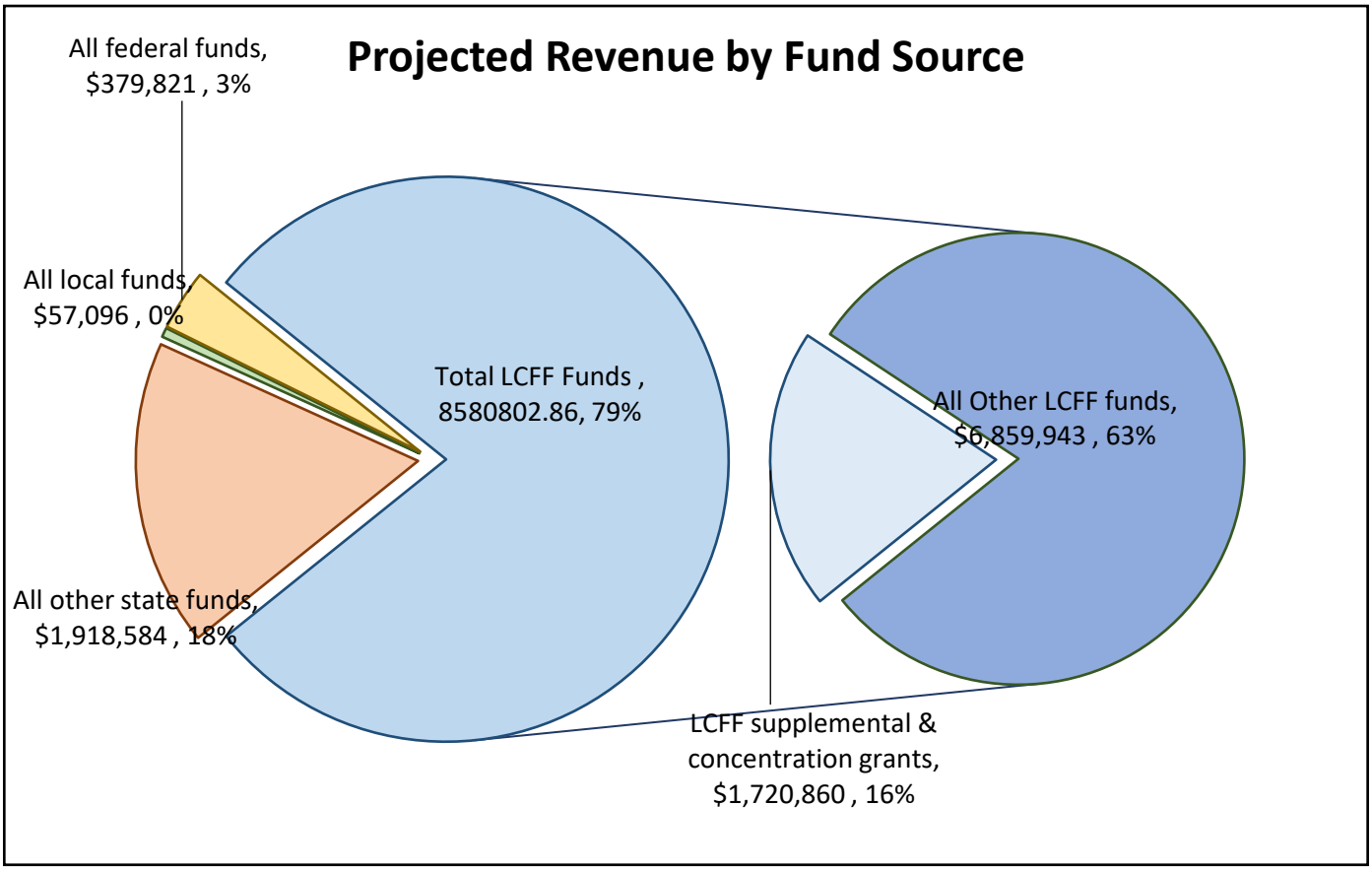
CDS Code: 48 10488 0139030

School Year: 2026-27

LEA contact information: Dr. Ramona Bishop (707) 652-3142 drramonabishop@elitepublicschools.org

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

Budget Overview for the 2026-27 School Year

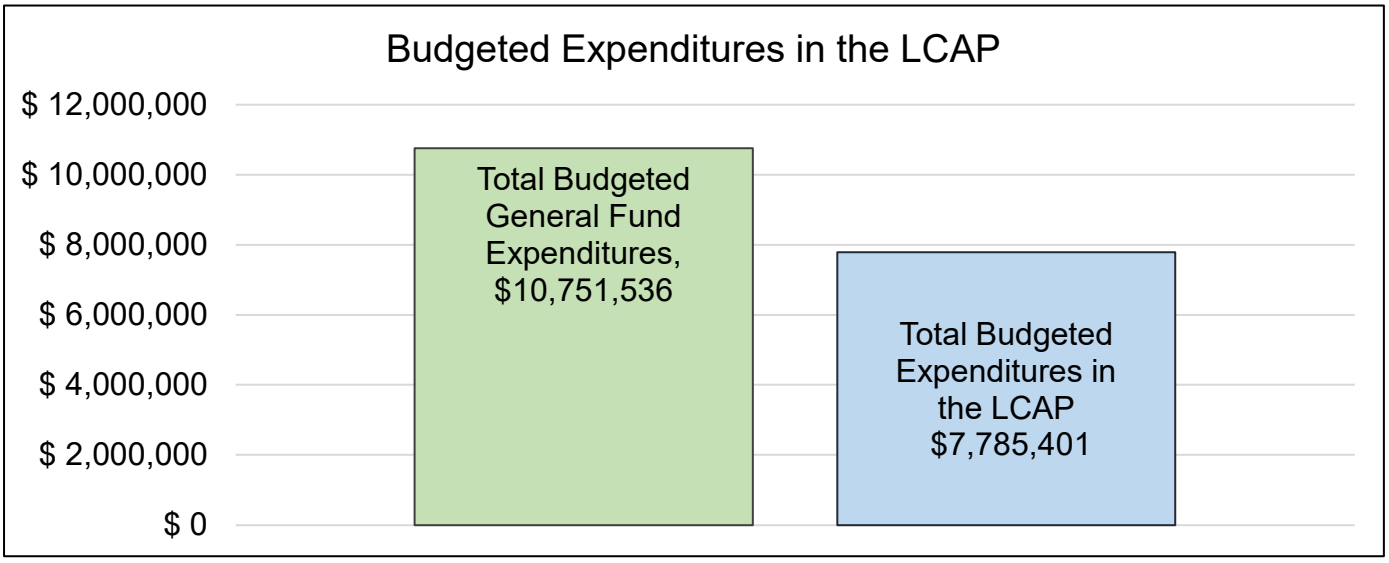


This chart shows the total general purpose revenue ELITE Public expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ELITE Public is $10,936,303.69, of which $8,580,802.86 is Local Control Funding Formula (LCFF), $1,918,583.68 is other state funds, $57,096.15 is local funds, and $379,821.00 is federal funds. Of the $8,580,802.86 in LCFF Funds, $1,720,860.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: ELITE Public plans to spend $10,751,535.79 for the 2026-27 school year. Of that amount, $7,785,401.00 is tied to actions/services in the LCAP and $2,966,134.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

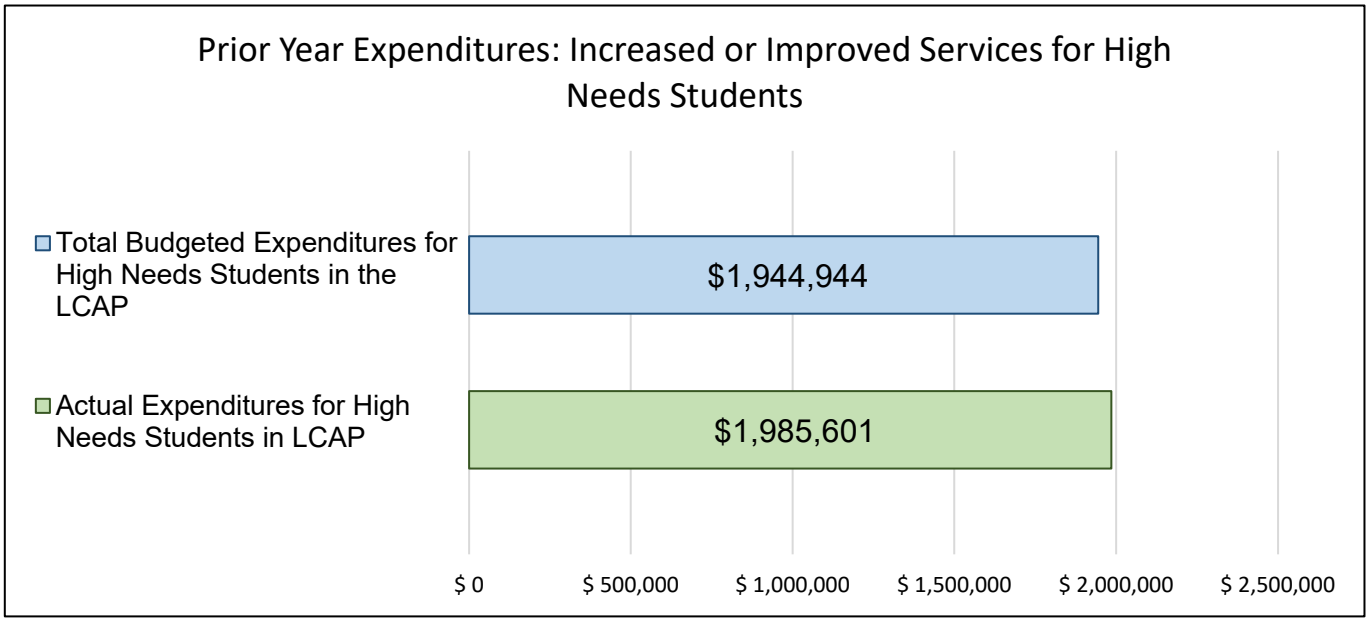
Other support staff salaries, wages and benefits, Legal Fees, District Oversight, Accounting and Business Office expenses, Equipment Leases, Food Service, Depreciation, Interest

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

In 2026-27, ELITE Public is projecting it will receive $1,720,860.00 based on the enrollment of foster youth, English learner, and low-income students. ELITE Public must describe how it intends to increase or improve services for high needs students in the LCAP. ELITE Public plans to spend $1,748,738.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, ELITE Public's LCAP budgeted $1,944,944.00 for planned actions to increase or improve services for high needs students. ELITE Public actually spent $1,985,601.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ELITE Public	Dr. Ramona E. Bishop President/CEO	info@elitepublicschools.org 707-652-3142

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.

ELITE Public Schools is a TK-12 independent charter public school that has been serving students in the greater Solano county area for the past four and a half years. The student enrollment has grown from the first year with just over 400 students to an over 600 student school today. The school is located in Vallejo, CA on a campus it leases from Vallejo City Unified School District.

ELITE stands for Equipping Leaders through Innovation, Technology and Engineering. The educational experience for students in ELITE Public Schools is designed to ensure that students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter prestigious four-year colleges and universities and become global leaders. ELITE consists of four design elements that form the foundation of our success: entrepreneurial skill development, language development, a dual immersion pathway, and the African American and Latino cultural heritage program. These elements provide students with the opportunity to invent, discover and develop themselves to achieve the necessary skills to be successful as they move forward in their lives and careers.

ELITE's program is designed to meet the individual needs of students. Students who are at or above grade level will participate in skill enhancement and enrichment activities throughout the day. Students who are below grade level standards will participate in skill-building activities and receive support to make accelerated progress toward meeting standards. ELITE staff members will focus on accelerating the achievement of all students and eliminating the opportunity gap.

ELITE is a school designed to eliminate the achievement gap by eliminating the opportunity gap. "Closing the opportunity gap is the only way we will make progress toward closing academic achievement gaps that separate most Black and Hispanic students from their White and Asian peers" (Schott Foundation, 2018). ELITE is designed to educate the whole child, addressing issues that affect student learning as well as provide educational and extracurricular opportunities to which students may otherwise not be exposed. Our belief is that when all students have this exposure and are in daily contact with caring and competent ELITE staff members, they will thrive academically and socially, and be truly prepared for college and/or career.

In 2025-26, ELITE Public Schools served 570 TK-12th grade students. 67% of which were socioeconomically disadvantaged, 20% English Learners, 2% Foster Youth, and 12% qualified for special education services. 51% of our students identify as African American, 32% as Hispanic, 3% as Two or More Races, and 3% as White.

To support the attainment of described goals, ELITE Public Schools completes an annual comprehensive needs assessment of the entire school, including

- an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the Local Control and Accountability Plan (LCAP).

-meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery so they may provide input as to the strategies that will be implemented in the LCAP to address those areas of opportunity;

-a process for evaluating and monitoring the implementation and effectiveness of the LCAP actions and outcomes and the progress toward accomplishing the established goals with a specific focus on actions funded with supplemental funds.

Decisions on expenditures, policy and services take into account the needs of ELITE based on student achievement data to include SBAC, ELPAC, interim assessment data, cumulative assessments, and attendance and student demographic data to include significant and unduplicated student groups. Each goal includes actions and services that address the needs of all students and significant student groups. Actions are aligned with evidence-based strategies that provide opportunities for all children, methods and instructional strategies with a particular focus on students at risk of not meeting the State academic standards.

The school is not eligible for Equity Multiplier Funding.

Reflections: Annual Performance

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

Based on our review of the **2025 CA Dashboard,** we are proud of the successes of our scholars.

Chronic Absenteeism is at the Yellow level with 30.6% of students chronically absent in 2024-25, a decrease of 3.7 percentage points from the previous year. The school attributes the continued decrease to enhanced communication with parents about attendance in general and the attendance of each child specifically. The school has contracted with A2A for attendance support. A2A works with our attendance data and alerts us when students are in danger of becoming chronically absent, so that the school can send attendance letters or hold meetings. The adoption of Parent Square has significantly enhanced parent communication, particularly regarding attendance, truancy, and student behavior matters for parents who do not regularly use email. Parent Square enables targeted outreach, even accommodating diverse parent languages. Chronic Absenteeism has decreased overall and for all subgroups, except Students with Disabilities. The school will ensure additional communication and outreach with this subgroup to ensure regular attendance.

The **Graduation Rate** is at the Yellow level maintaining at 85% for 2024-25. We are very proud of the 85.2% graduation rate for the African American subgroup. **Suspension** is at the yellow level with 5.8% of students suspended in 2024-25, a decrease of 2.6 percentage points from the previous year. Clarifying daily, weekly, and monthly routines for all stakeholders, including students, families, and staff, remains a

priority. We are intensifying our focus on student-centered interventions and support, striving to embed a mindset that prioritizes inclusive interventions over exclusive ones. This ongoing mindset work is crucial for fostering a deeper understanding of our commitment to inclusivity and equity.

All Local Indicators are Met.

English Learner Progress is at the Green level with 46.2% of English learners making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2024-25 ELPAC. This is an increase of 22.9% percentage points from the previous year. We attribute this gain to additional support to English Learners through ELD instruction and paraprofessional support in the classroom.

English Language Arts (ELA) achievement has increased 16 points from the previous year and **Mathematics achievement** has increased 36 points. On the 2025 CA Dashboard the English Language Arts indicator is now at the Orange level and the Mathematics indicator is at the Yellow level. All numerically significant subgroups have made similar progress in both subject areas.

Lowest Performing Schools and Student Groups on the 2023 CA Dashboard (required to be included for the entirety of the 3-Year plan)

The LCAP includes required actions to address the need for improvement related to English Language Arts performance for English Learners, suspension, chronic absenteeism rates on the 2023 Dashboard:

English Language Arts: English Learners (see Action 1.9)

Chronic Absenteeism: All students and all numerically significant subgroups except English Learners (see Action 2.2)

Suspension: All students and African American, Two or More races, and Socioeconomically Disadvantaged students (see Action 2.4)

Learning Recovery and Emergency Block Grant

ELITE Public does not have unexpended LREBG funds for the 2026-27 school year.

The school spent the $41,434 from the 2025-26 LREBG allocation on Action 2.1 Community Schools Liaison. This falls under the allowable uses of LREBG funds by providing services "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs."

Metrics 2.1 Suspension rate and 2.4 Chronic Absenteeism rate will be used to track the effectiveness of this action.

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.

ELITE Public is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at ELITE. The Parent Advisory Council and English Learner Advisory Council (ELAC) meet monthly to provide feedback. The Parent Advisory Council and ELAC reviewed the proposed new LCAP during the May meeting and provided feedback.
Teachers, administrators, and other school personnel	The leadership team, including all administrators and teacher leaders, reviews data quarterly and leads teams of staff through the inquiry cycle in an effort to make continuous improvements in student performance, campus climate, attendance, and staff performance. Changes in practice through the professional learning community process are made immediately and if they are significant enough, are included in the Local Control Accountability Plan. The process begins each year as the principal reviews the Schoolwide Action Plan, student learner needs, and growth areas for continuous improvement with the faculty and staff. Schoolwide data is shared with the entire team and the schoolwide action plan is reviewed in the fall by faculty and staff after evaluating progress made towards meeting schoolwide learner goals. Staff members engage in the implementation and monitoring of the LCAP/SPSA through data collection, analysis, and interpretation. Through the PLC and ILT, staff are able to brainstorm and develop effective strategies to improve student achievement. Each month consists of two faculty meetings and two ILT meetings. Additional meetings are scheduled as needed. Other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coaches.
Students	Students provide feedback during Student Council meetings and classroom meetings. Students also provide feedback through the annual student survey. The student council reviewed LCAP data/actions during their May meeting and provided feedback.
SELPA	The SELPA provides feedback on the school's instructional program and services for students with disabilities throughout the year.

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

Overall parents, teachers, administrators, and staff believe that the school is making progress with the existing plan and have not proposed any big changes.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	All students perform at grade level.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

There is a need for increased grade level proficiency in English Language Arts and Mathematics to prepare for college and career as evidenced by past performance on state assessments and educational partner input. By providing curriculum and instructional materials and technology the school will ensure that every student has access to standards-aligned instructional materials for use at home and at school. The Full Day TK and K program coupled with High Quality Instruction K-12 supported by professional development that includes support with data-informed instruction and differentiated instruction will ensure our students continue to make progress on state assessments. The English Language Development action will ensure English learners make progress on the ELPAC and reclassify to fluent English Proficient. The Special Education action will ensure students with disabilities make progress on state assessments and meet the goals set in their IEPs. There is a need to increase the number of fully credentialed teachers and the school is addressing this need through the Professional Development and Teacher Retention actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 18.7% Af Am: 18.6% Hisp: 19.5% Two or More Races: 13% SED: 15.8% EL: 11.7% SWD: 8% Data Year: 2022-23	All: 20.2% Af Am: 20.6% Hisp: 16.8% SED: 18.8% EL: 10.9% SWD: 2.9% Data Year: 2023-24	All: 24.6% Af Am: 25.8% Hisp: 17.9% SED: 20.9% EL: 12% SWD: 8.6% Data Year: 2024-25	24%	All: +5.9 Af Am: +7.2 Hisp: -1.6 SED: +5.1 EL: -0.3 SWD: +0.6 Data Year: 2024-25
1.2	CAASPP ELA Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -88.8 Af Am: -87.3 Hisp: -91.4 SED: -97.1 EL: -108.9 SWD: -130.1 Data Year: 2022-23	All: -86.1 Af Am: -79.5 Hisp: -100.3 SED: -88.6 EL: -128.4 SWD: -165.7 Data Year: 2023-24	All: -70.1 Af Am: -64.8 Hisp: -86.5 SED: -78.8 EL: -103.3 SWD: -121.6 Data Year: 2024-25	-79	All: +18.7 Af Am: +22.5 Hisp: +5.1 SED: +18.3 EL: +5.6 SWD: +8.5 Data Year: 2024-25
1.3	CAASPP Math % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 12.2% Af Am: 12.2% Hisp: 12.2% Two or More Races: 0% SED: 10.7% EL: 13.3% SWD: 0% Data Year: 2022-23	All: 14.6% Af Am: 14.7% Hisp: 12.7% SED: 15.5% EL: 6.3% SWD: 2.9% Data Year: 2023-24	All: 26.1% Af Am: 26.4% Hisp: 22.3% SED: 21.8% EL: 17.3% SWD: 14.3% Data Year: 2024-25	17%	All: +13.9 Af Am: +14.25 Hisp: +10.1 SED: +11.1 EL: +4 SWD: +14.3 Data Year: 2024-25

1.4	CAASPP Math Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -113.8 Af Am: -120.8 Hisp: -102.2 SED: -123.2 EL: -121 SWD: -192.9 Data Year: 2022-23	All: -111.4 Af Am: -114.3 Hisp: -112.4 SED: -113.3 EL: -121.1 SWD: -210.1 Data Year: 2023-24	All: -75.5 Af Am: -68.3 Hisp: -90.7 SED: -85.3 EL: -101.9 SWD: -128.5 Data Year: 2024-25	-104	All: +38.3 Af Am: +52.5 Hisp: +11.5 SED: +37.9 EL: +19.1 SWD: +64.4 Data Year: 2024-25
1.5	CA Spanish Assessment *Source: Dataquest*	Mean Scale Score: Gr 3: 339.5 Gr. 4: 438.8 Gr. 5: 542.7 Grade 6: 637.3 Data Year: 2022-23	Did not administer assessment in 2023-24	Did not administer assessment in 2024-25	Increase by 5 points	N/A
1.6	CA Science Test (CAST) % in each achievement level *Source: CA Dashboard* *Source: Dataquest*	Standard Met 13.4% Standard Nearly Met: 46.5% Standard Not Met: 40.2% Data Year: 2022-23	Standard Met/Exceeded: 11.2% Standard Nearly Met: 61.2% Standard Not Met: 27.6% Data Year: 2023-24	Standard Met/Exceeded: 17.02% Standard Nearly Met: 47.52% Standard Not Met: 35.46% Data Year: 2024-25	Standard Met/Exceeded: 23% Standard Nearly Met: 52% Standard Not Met: 25%	Met/Exceeded: +3.62 Nearly Met: +1.02 Not Met: -4.74

1.7	% of English Learners increasing a level or maintaining at the highest level on the ELPAC *Source: CA Dashboard*	44.4% Data Year: 2022-23	23.3% Data Year: 2023-34	46.2% Data Year: 2024-25	55%	+1.8
1.8	% of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	Level 4: 7% Level 3: 36% Data Year: 2022-23	Level 4: 6% Level 3: 24% Data Year: 2023-24	Level 4: 0% Level 3: 27% Data Year: 2024-25	Level 4: 27%	Level 4: -7 Level 3: -9
1.9	EL Reclassification Rate *Source: CALPADS*	2022 0%	2023 0%	2024 4%	>10%	+4
1.10	% of teachers with scope and sequences aligned to state-adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.11	% of students with access to standards-aligned instructional materials for use at home and at school *Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

1.12	% of properly credentialed and assigned teachers *Source: SARC*	52% Data Year: 2021-22	45% Data Year: 2022-23	29.5% Data Year: 2023-24	62%	-22.5

Goal Analysis for 2025-26

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

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

All actions have been implemented as planned.

The initiative that was launched last year to improve student achievement has continued this year. Project 2026 Attack the Red was kicked off as result of a schoolwide data analysis/needs assessment that found that while ELITE has been making progress reducing the number of students scoring in the Red levels in English Language Arts and Mathematics, these efforts must be accelerated to ensure students are prepared for college and career. The needs assessment also found that for a number of the scholars who have been consistently scoring in the Orange or Red levels, their classroom performance does not match their test scores. These students have not found any value in putting effort into demonstrating their knowledge on tests. To address these needs, Project 2026 Attack the Red is doing the following:

-Students take the SBAC Interim Comprehensive Assessment (ICA) three times a year starting at the beginning of the year to ensure we have the data needed to appropriately plan instruction that will advance students academically, especially the students with the greatest needs. This year there were a number of new students who enrolled and determining where they were at academically took longer than anticipated which delayed appropriate instructional decision-making. Next year, we need to improve the intake process to ensure we have the data needed for newly enrolled students. The additional ICA administrations throughout the year provide data for teachers and administrators indicating whether students are making adequate progress towards proficiency. The goal is for all students to move up at least one level.

- Strong structures are in place that support the delivery of small group instruction by instructional aides in the classroom under the supervision of the teachers. In addition, teachers are mastering the effective use of curriculum and instructional materials for Tier 1 instruction.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1.

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

The Curriculum and Instructional Materials action is effective with 100% of students with access to standards-aligned instructional materials.

The Arts action is effective at ensuring 100% of students are enrolled in a broad course of study.

The High-Quality Instruction, Transitional Kindergarten & Kindergarten with Professional Development combined with Teacher Retention, Technology and the Intervention are showing effectiveness. The percentage of students meeting or exceeding standards in English Language Arts increased overall and for all numerically significant subgroups, except for English Learners who maintained at the same level and Hispanic students who decreased by 1.6 percentage points. In Math, the percentage of students meeting/exceeding standards increased for all students and all subgroups.

In Science, the percentage of students meeting/exceeding standards has increased 3.6 percentage points from the previous year.

The English Language Development action is demonstrating effectiveness with the increase in the percentage of English Learners demonstrating progress on the ELPAC.

The Special Education action is demonstrating effectiveness with both English Language Arts and Mathematics scores increasing for Students with Disabilities in 2024-25.

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

There are no planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instructional Materials	Rigorous and relevant curriculum and culturally responsive pedagogical strategies will be utilized on a daily basis using carefully selected culturally responsive materials, completely inclusive of the history and perspectives of African American and Latino students. There will be an emphasis on reading and writing across the curriculum in English and Spanish	$ 375,914	No
1.2	Transitional Kindergarten & Kindergarten	Full-Day Transitional Kindergarten and Kindergarten program.	$ 386,153	No

1.3	High-Quality Instruction	In addition to providing rigorous coursework utilizing the adopted curriculum and additional readings, materials and programs to affirm and enrich the student experience, teachers and staff members implement robust programming - CSTEM Engineering Academy - Coding is offered, in partnership with CSTEM at UC Davis. Staff implements a TK through high school program called Roboblockly, Algebra with Robotics and Computer Science at high school - this is aligned with our student learner goal of teaching engineering to our students and having them graduate “trilingual” in English, Spanish, and Coding - Critical and interdisciplinary Ethnic Studies with an intentional focus on African American & Latino History – understanding the history and perspectives of people of color. ELITE scholars are exposed to the lived experiences of those who have been silenced, othered and erased from not just the critical historical development of America, but instrumental contributions to the foundation of this country. - Independent Study teachers for elementary, middle, and high school grade bands.	$ 2,308,194	No
1.4	Technology	Students utilize technology to enhance their learning on a daily basis and have access to quality computer hardware and software designed to assist them as they master the common core state standards and demonstrate mastery on computer-based assessments.	$ 203,810	No

1.5	Professional Development (Title II)	All teachers attend weekly Attack the Red meetings, where a cycle of inquiry is used to analyze and determine instructional next steps - faculty and staff regularly review student performance data on state and local indicators for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black, and Latinx students. Then instructional and/or behavioral practices will be implemented to address the unique needs of each student group and we will measure the effectiveness of these practices by tracking progress toward annual targets. Teachers also participate in professional development days with topics such as Reading, English Language Development (ELD), Mathematics, Positive Behavior Interventions and Supports (PBIS), differentiation of instruction based on student data analysis utilizing a school-wide data system (to include differentiation to increase rigor), and time for teachers to incorporate these learnings into short and long term lesson plans. Classroom teachers will be provided with feedback on implementation by administrators who conduct Administrative Walkthroughs. New teachers will be provided with specific support to meet their needs.	$ 472,216	No
1.6	Teacher Retention	ELITE Teachers receive stipends for but not limited to the following: 1) Classroom supplies 2) Class size overages 3) Meeting and/or Exceeding student learning objectives 4) Reimbursement toward work toward credentialing	$ 137,747	No
1.7	Arts Program	ELITE provides Arts instruction to all students to ensure access to a broad course of study and a well-rounded education.	$ 96,102	No
1.8	Special Education	ELITE provides a robust inclusion model to support students who qualify for special education services with a coordinator, special education teachers, and instructional aides providing small group and individual instruction. ELITE will ensure that academic IEP goals are aligned to the Common Core State Standards (CCSS).	$ 696,255	No

1.9	English Language Development (Title I and LCFF)	ELITE offers both a Structured English Immersion Program and a Dual Immersion Program (Spanish/English). English Language Development services are provided in both programs that include the following supports: - 30 minutes each day for small group ELD - ELD Core Curriculum Benchmark Advanced aligned to ELD and ELA Common Core standards to ensure English learners make progress in developing English while making progress towards proficiency on grade level ELA standards. - ELD PD: EL data to all teachers, training in understanding ELD and best practices for teaching English Learners and Long Term English Learners - ELAC meets monthly and teachers share best practices to continue when students are at home. - Data shared with families and strategies to support improvement - Long-Term English Learner Support: Monitor cohorts of LTELs based on progress since they have been enrolled at ELITE. If students not making progress at ELITE, instructional assistants, extended school day, (participation in all existing supports) - Second language acquisition will be monitored for students enrolled in the Dual Immersion program, paying special attention to the specific needs of English Learners.	$ 196,749	Yes
1.10	Intervention	Students will be provided academic support to ensure adequate progress toward meeting/exceeding academic standards - Within the school day small group instruction based on school-wide data analysis and rigorous differentiated tasks for students at/exceeding grade level standards. - Reading and Math Intervention - Freedom Schools program Children's Defense Fund (8 teachers after school and during the summer) - Additional tutoring opportunities - Content Specialists in both Reading and Mathematics to support school-wide focus on reading, writing and mathematics	$ 511,104	Yes

Goal 2

Goal #	Description	Type of Goal
2	ELITE Public will have affirming, safe, and supportive school environments.	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need to eliminate the use of exclusionary discipline practices and build a peaceful and productive ELITE school campus where all students belong and are respected members of the school community. The affirming ELITE school community will be trauma-sensitive, intentionally inclusive and restorative. Students who are having difficulty academically and socially within the community will be supported by ELITE staff members, who have agreed to embrace all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate *Source: CA Dashboard*	All Students: 13% EL: 4% Homeless: 21% SED: 14% SWD: 16% Black or Af Am: 18% Filipino: 0% Hispanic: 7% Two or More Races: 14% White: 7% Data Year: 2022-23	All Students: 8% EL: 3% Homeless: 14% SED: 10% SWD: 18% Black or Af Am: 10% Filipino: 0% Hispanic: 5% Two or More Races: 12% White: 5% Data Year: 2023-24	All Students: 6% EL: 2% Homeless: - - SED: 7% SWD: 10% Black or Af Am: 8% Filipino: - - Hispanic: 3% Two or More Races: 5% White: 6% Data Year: 2024-25	<1%	All Students: -7 EL: -2 Homeless: N/A SED: -7 SWD: -6 Black or Af Am: -10 Filipino: N/A Hispanic: -4 Two or More Races: -9 White: -1

2.2	Expulsion Rate *Source: DataQuest*	0% schoolwide and for all student groups Data Year: 2022-23	All Students: 0.1% SWD: 1.2% White: 4.8%	0% Data Year: 2024-25	0%	Maintained
2.3	ADA *Source: P-2 CALPADs*	91.45% Data Year: 2023-24	91.84% Data Year: 2024-25	88.6% Data Year: 2025-26	94%	-2.85
2.4	Chronic Absence Rate *Source: DataQuest*	All: 36.4% EL: 26.4% SED: 40.5% SWD: 35.7% Black or Afr Am: 37.2% Hispanic: 31.6% Two or More Races: 50% White: 30.8% Data Year: 2022-23	All: 29.4% EL: 29.77% SED: 32.6% SWD: 10.5% Black or Afr Am: 30.3% Filipino: 27.3% Hispanic: 28.7% Two or More Races: 31.8% White: 11.1% Data Year: 2023-24	All: 29.3% EL: 27.8% SED: 33.2% SWD: 25% Black or Afr Am: 30.8% Filipino: N/A Hispanic: 29.2% Two or More Races: 26.3% White: 0% Data Year: 2024-25	27%	All: -7.1 EL: +1.4 SED: -7.3 SWD: -10.7 Black or Afr Am: -6.4 Hispanic: -2.4 Two or More Races: -33.7 White: -30.8
2.5	Middle School Dropout Rate *Source: CALPADS 8.1c*	9.4% Data Year: 2022-23	3.31% Data Year: 2023-24	4.8% Data Year: 2024-25	0%	-4.6
2.6	High School Dropout Rate *Data Source: DataQuest*	* Data not provided to protect student privacy	All Students: 15.4% SED: 16.7% Black or Afr Am: 14.8%	All Students: 5.1% SED: 9.1% Black or Afr Am: 7.7% Hispanic: 0% Data Year: 2024-25	<8%	N/A

2.7	Facilities in Good Repair *Source: SARC*	Facilities in overall good repair Data Year: 2023-24	Facilities in overall good repair Data Year: 2024-25	Facilities in overall good repair Data Year: 2025-26	Facilities in overall good repair	Maintained
2.8	Student Survey: % responding positively regarding school safety *Source: Student Survey*	High School: 69% Middle School: 51% Elementary School: 89% Data Year: 2023-24	Overall: 75% Data Year: 2024-25	92% Data Year: 2025-26	75%	Increased
2.9	Student Survey: % responding positively regarding school connectedness *Source: Local Survey*	High School: 70% Middle School: 47% Elementary School: 84% Data Year: 2023-24	Overall: 85% Data Year: 2024-25	46% Data Year: 2025-26	75%	Decreased

Goal Analysis for 2025-26

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

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

All actions were implemented as planned.

Attendance continues to be a challenge, with lingering effects from COVID still impacting student participation. The school has recently begun implementing an attendance recovery program and looks forward to launching it at the start of next year to address these concerns more effectively. In the meantime, efforts to improve attendance include sending attendance letters and providing time during professional development sessions for teachers to call families of students with poor attendance.

The school continues to improve individualized PBIS plans while also strengthening school-wide systems at the elementary level. To promote positive behavior and attendance, the school holds quarterly award ceremonies recognizing students who demonstrate strong character and consistent attendance. Additionally, class competitions within grade bands encourage accountability, as classes are evaluated on cleanliness, attendance, and uniform compliance. Classes that meet expectations earn badges, and the top-performing class is rewarded with a pizza party.

In previous years, Tier 2 and Tier 3 psychological services were provided primarily online. This year, the school transitioned to contracted onsite mental health services for students for the first time, which has proven to be successful. However, there is still a need to improve the process for identifying students who require support more quickly.

As a full-service community school, the site continues to offer a wide range of supports and makes frequent referrals to community-based services. The campus layout has been adjusted to improve access, allowing parents to go directly to the resource center without checking in through the main office. This change was made in response to parent and administrator feedback, emphasizing easier access for families while maintaining the resource center as a professional space that respects parent confidentiality.

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

The explanation for the differences between Budgeted Expenditures and Estimated Actuals are listed below:

Action 2.2 Attendance Support budgeted expenditures $ 59,655 were lower than the estimated actuals $ 88,547 due to additional resources being devoted to attendance supports this year.

Action 2.3 Safe and Healthy School Campus budgeted expenditures $ 856,846 were lower than the estimated actuals $ 491,845 due to budgeting additional rent expenses for the planned new campus. Also, the school has an extra year of not paying rent for one of their buildings.

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

The Community Schools Liaison and Attendance Support actions are demonstrating mixed effectiveness with Chronic Absenteeism decreased overall, but increased for the Students with Disabilities subgroup. The school will ensure additional communication and outreach with this subgroup to ensure regular attendance.

The Safe and Healthy School Facility action is effective as evidenced by good ratings on the facility inspection report.

The PBIS/SEL and Student Activities/ Enrichment actions are showing effectiveness with decreased suspension rates for all students and all subgroups except White students. Additionally, student survey data show an increase in the percentage of students responding positively regarding school safety.

The Student Activities/ Enrichment action is showing less effectiveness with student survey data showing a decrease in students sense of school connectedness.

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

There are no planned changes.

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	Community Schools Liaison	This program coordinates support services for youth, families, and community members who need social, health, nutrition, and mental health services, support juvenile crime prevention and rehabilitation services. Monitoring student attendance and the student success team efforts, the Community Schools liaison works to ensure that the school focuses on the whole child and provides students with an innovative learning experience. Foster youth are monitored quarterly to ensure that they are accessing the core curriculum and that they are feeling connected to the school community, making the necessary academic and socio-emotional progress, and adhering to ELITE Standards of Excellence.	$ 127,846	Yes
2.2	Attendance Support	ELITE Public provides a robust system of data monitoring, communication with families, and student incentives to help ensure regular attendance for all students and all numerically significant subgroups, especially African American students. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then A2A alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SARB Hearings will be held to address chronic absenteeism with families/caregivers.	$ 58,044	Yes

2.3	Safe and Healthy School Facility	The school will provide safe, clean, and well-maintained facilities with clear drop off and pick-up procedures to minimize the amount of people on or around the campus. Classrooms, bathrooms, hallways, locker rooms, and outdoor lunch areas will be cleaned and supervised regularly. Faculty and staff, as well as parent leaders participate in providing feedback into the School Safety Plan. The plan includes monthly emergency drills to be carried out by all persons within the school building. A “See Something, Say Something” safety campaign will be implemented.	$ 779,551	No
2.4	PBIS/SEL	The school will promote positive behaviors and a sense of school connectedness through the implementation of positive behavior intervention and supports and social-emotional learning activities. - Regular assemblies reinforce expectations for uniforms, anti-bullying, PBIS, and campus safety and celebrate student successes with positive behaviors, regular attendance, and academic growth and achievement. - PBIS training is provided to all teachers and staff to ensure consistent responses to behavior across grades, classrooms, and campus spaces. - School-wide expectations reinforced with staff and students clear so that young people can meet them - Feelings check-in frequency as determined by student needs in a variety of ways throughout the day - Teachers will be trained to implement the new Social Emotional Learning curriculum. - Counselors to enhance social emotional supports on campus through group and one-on-one therapy. - Train faculty and staff on our multi-tiered system of supports (MTSS). MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective.	$ 338,535	Yes

2.5	Student Activities/ Enrichment	ELITE provides students the opportunity to thrive with student activities like professional dress day, peer-to-peer mentoring, and academic competitions. Students participate in the Oratorical Competition where every student participates in memorizing a piece and performing it in front of peers. Students also participate in events like a Spelling Bee, Writing Challenge, and Math League competition. Middle and high school students have the opportunity to participate in sports teams. ELITE also provides a Summer Enrichment program where students develop entrepreneurial skills and explore various career paths.	$ 731,098	Yes

Goal 3

Goal #	Description	Type of Goal
3	All students graduate with A-G requirements met and some college credit.	Broad

State Priorities addressed by this goal.

Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Broad Course of Study, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Providing Post- Secondary Partnerships, an A-G Requirement Outreach Program, and an AP Capstone program will allow our students to complete A-G requirements, enroll in a broad course of study, demonstrate college readiness on EAP and on the CDE Dashboard College and Career Readiness Indicator, and graduate from high school at high rates. These actions will also ensure a high percentage of unduplicated pupils will have access to a rigorous college preparatory instructional program with an emphasis on building their proficiency in STEM coursework with an emphasis on Engineering and Technology and that all students participate in college tours and college awareness activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

3.1	Graduation Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 90.9% Data Year: 2022-23	All Students: 85% SED: 83.9% Afr. Am: 85.2% Data Year: 2023-24	All Students: 85% SED: 73.9% Afr. Am: 77.8% Hispanic: 100% Data Year: 2024-25	95%	All Students -5.9
3.2	% of graduates completing A-G requirements *Source: Dataquest*	* Data not provided to protect student privacy Data Year: 2022-23	100% Data Year: 2023-24	All Students: 76% SED: 69% Afr. Am: 90% Hispanic: 50% Data Year: 2024-25	95%	N/A
3.3	% of unduplicated pupils with access to a rigorous college preparatory instructional program with an emphasis on building their proficiency in STEM coursework with an emphasis on Engineering and Technology *Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
3.4	% of students demonstrating college readiness on EAP using the ELA CAASPP *Source: Dataquest*	Ready or Conditionally Ready: 19% Data Year: 2022-23	Ready or Conditionally Ready: 34% Data Year: 2023-24	Ready or Conditionally Ready: 17% Data Year: 2024-25	28%	-2

3.5	% of students demonstrating college readiness on EAP using the Math CAASPP *Source: Dataquest*	Ready or Conditionally Ready: 8% Data Year: 2022-23	Ready or Conditionally Ready: 6% Data Year: 2023-24	Ready or Conditionally Ready: 24% Data Year: 2024-25	17%	+16
3.6	% of high school students enrolled in college coursework *Source: Dataquest*	20% Data Year: 2023-24	4% Data Year: 2024-25	14% Data Year: 2025-26	23%	-6
3.7	% of students college ready as reported by the College and Career Readiness Indicator *Source: CA Dashboard*	* Data not provided to protect student privacy Data Year: 2022-23	All Students: 20.5% SED: 23.3% Afr. Am. 14.8% Data Year: 2023-24	All Students: 33.3% SED: 27.3% Afr. Am. 38.5% Hispanic: 16.7% Data Year: 2024-25	>50%	N/A
3.8	% of students enrolled in a broad course of study as evidenced by 4 Year Graduation Plan *Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
3.9	% of students will participate in college awareness trips and activities *Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Goal Analysis for 2025-26

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

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

All actions have been implemented as planned.

Postsecondary partnerships continue to provide meaningful benefits for ELITE high school students. The school has maintained its collaboration with the Willie B. Adkins Scholars Program, which supports college access and readiness while also offering students opportunities to visit Historically Black Colleges and Universities—some of which have already accepted ELITE students for the coming year. In addition, through a partnership with an Oakland-based college preparatory program, juniors and seniors receive targeted support with college and career planning. Many ELITE students are also enrolled in college courses through Solano Community College, with notable success, including one student who will graduate prepared for a career after completing EMT and firefighting coursework.

The school has also expanded its focus on real-world readiness through entrepreneurship. This year, students engaged in programming through Junior Achievement, and next year the goal is to expand participation so that all high school students can develop skills to navigate and leverage opportunities in the digital marketplace. While the AP program has continued this year through online coursework, the school's broader focus remains on increasing access to college credit through dual enrollment opportunities.

At the same time, a continuing challenge in the high school program is that many students meet behavioral expectations but show limited initiative, curiosity, or active engagement in their learning. To address this, the school is working to strengthen electives by making them more hands-on and project-based, while also reimagining core instruction so students feel they are working toward meaningful, tangible goals.

This shift is supported by a recent college campus retreat, where students developed individualized six-year life plans. Moving forward, these plans will serve as a foundation at the start of each school year, with students engaging in annual projects aligned to their long-term goals. This approach is intended to help students stay focused, build purpose, and clearly understand the steps needed to successfully reach graduation and their postsecondary aspirations.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3.

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

The A-G Requirement Outreach Program has been somewhat effective as evidenced by 76% of graduates completing A-G requirements. The graduation rate maintained at 85% last year.

The Post Secondary Partnerships action has been effective with 100% of students participating in college awareness trips and activities.

The AP program action is effective at ensuring students have access to a board course of study.

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.

Action 3.3 was renamed AP Program Options because the school has shifted away from providing an AP Capstone option to instead focusing on providing students with dual enrollment opportunities.

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	Post Secondary Partnerships	ELITE will develop partnerships with local community colleges, universities, and community organizations to provide college understanding, access, and participation for all ELITE students, but especially those from our highest need subgroups, many of whom will be first-generation college students upon graduation from ELITE. ELITE will partner with local community colleges to provide students the opportunity for concurrent enrollment at both the high school and the community college so that students can obtain college credits before graduating from high school. ELITE will also develop partnerships with local businesses and community organizations in order to support seniors in participating in internship programs.	$ 173,350	No
3.2	A-G Requirement Outreach Program	The Coordinator of Staff and Student Success supports the development of individual student 4-Year graduation plans and meets with families and students to ensure the student is on course for graduation and post-secondary plans. The school will review the plans to ensure that the student profiles reflect the expectations for ELITE Scholars as they graduate with the best possible education prepared for their future college and/or career endeavors.	$ 60,000	No
3.3	AP Program Options	ELITE provides students the opportunity to take Advanced Placement classes in an online format.	$ 10,000	No

Goal 4

Goal #	Description	Type of Goal
4	ELITE Public will foster parent involvement and community partnerships.	Broad

State Priorities addressed by this goal.

Priority 3 Parent Engagement

An explanation of why the LEA has developed this goal.

There is a need to ensure systems and structures are in place that allow for parents and community members to be engaged partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% parent attendance at Advisory Committees with representation of unduplicated and Special Education students' parents *Source: Local*	7% Data Year: 2023-24 73% of families agreed that ELITE seeks their input in decision-making (96 participants)	7% Data Year: 2024-25	44% Data Year: 2025-26	10%	+37
4.2	% of parents attend family gatherings and workshops *Source: Local*	50% Data Year: 2023-24	60% Data Year: 2024-25	67% Data Year: 2025-26	60%	+17
4.3	% of parents responding positively to sense of school connectedness on annual family survey *Source: Local*	90% Data Year: 2023-24	70% Data Year: 2024-25	75% Data Year: 2025-26	93%	-15

Goal Analysis for 2025-26

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

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

This year, the school placed a strong emphasis on strengthening parent engagement. A Parent Advisory group was established and has met regularly with school leadership, creating a consistent space for collaboration and shared decision-making. In addition, the school hosted four quarterly parent sessions within the community, partnering with local restaurants to create welcoming and accessible environments. These gatherings focused on communicating school goals while also building parent leadership and involvement.

Despite these efforts, the school has faced challenges engaging some segments of the Latinx community, particularly given broader community concerns and external factors. The school remains committed to ongoing outreach, working to build trust and ensure that all families feel the school is a safe, supportive place for both parents and students.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4.

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

The Communication and Parent Engagement actions are showing effectiveness with an increase in the percentage of families who attend family gatherings and workshops. Family survey data shows 75% of parents responding positively to sense of school connectedness on the annual family survey, an increase of 5 percentage points from the previous year. The level of parent attendance at Advisory Committees with representation of unduplicated and Special Education students' parents increased to 44%.

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

There are no changes planned to the goal, metrics, target outcomes, or actions.

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
4.1	Communication	Parent Square will be utilized to communicate regularly with parents on a school-wide basis through announcements and newsletters. Teachers will use Class Dojo to communicate with parents as well. PowerSchool will be updated weekly with student grade information for parents to review. All communications with parents, oral, verbal and in writing are in both languages of instruction.	$ 103,085	Yes
4.2	Parent Engagement	ELITE will provide opportunities for parents to participate in family gatherings, workshops, decision-making councils, and volunteer support at the school. ELITE will sponsor family gatherings to support parents as they learn about topics such as program design, language acquisition, helping with homework, accessing PowerSchool to monitor student progress, bi-literacy development, and assessment practices. The school will continue to enhance community engagement in feedback loops throughout the year to positively impact academic achievement, as facilitated by parent and staff leadership groups.	$ 19,648	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,720,860	$ 172,600

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
25.09%	0%	$0	25.09%

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 & Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of ELA and Math achievement. In ELA, English Learners are at the red level and socioeconomically disadvantaged students are at the orange level. Both groups are at the orange level for math. Our students need a robust structure of student support to help them achieve their academic goals. Our upper-grade low-income students frequently enroll 3 - 4 grades below grade level. Our students, many of whom may be the first in their family to attend college, also need college support that actively engages and supports them in navigating the process of preparing for college and career.	The additional student support structures, including weekly office hours, tutoring, small group instruction, academic intervention and added online learning programs all coordinate to help our students learn on grade level while simultaneously filling in gaps in prior learning. Unduplicated students benefit by having multiple additional options for getting support to reach their academic goals.	**1.2** CAASPP ELA Distance from Standard for EL and SED subgroups **1.4** CAASPP Math Distance from Standard for EL and SED subgroups **3.2** % of EL and SED graduates completing A-G requirements

2.1, 2.2, 2.4, 2.5, 4.1	Based on our review of the 2023 CA Dashboard, we find needs for English Learners and Socioeconomically disadvantaged students in the areas of attendance, engagement, and school climate. English learners are at the orange level for Chronic Absenteeism and socioeconomically disadvantaged students are at the red level for Chronic Absenteeism. Socioeconomically disadvantaged students are also at the red level for suspension rate, while English learners are at the yellow level for suspension. We find that our students need additional support in the areas of engagement, climate, and culture and benefit from restorative practices and a rich and celebratory school culture to thrive. To achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	To support these needs, we are providing additional parent support through our Community Schools Liaison and Family Communication actions to increase the number of opportunities our parents and guardians of English learners, low-income, and foster youth students have to access training and support through parenting courses and monthly parent meetings on topics to increase the capacity of our parents to partner in support of their student's learning. We are bolstering our Attendance Support with added third-party vendor support to ensure regular communication with families and students regarding absences. Our PBIS/SEL action supports students in ownership of their behavior to ensure the trend toward positive behaviors on school campuses will continue as schooling returns to normal. Our Community Schools Liaison will provide additional support to benefit our Low-income students, English learners, and Foster Youth by providing intensive and personalized support, as well as school uniforms for our students to facilitate a sense of connection to the ELITE school community. We are also adding student activities in response to the need we have seen among our Unduplicated students for sports and enrichment activities.	**2.1** Suspension Rate **2.3** Attendance Rate **2.4** Chronic Absence Rate

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 & Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	The English Learner subgroup is at the red level on the 2023 CA Dashboard for ELA. English Learner Progress was at the yellow level with 44% of English learners making progress or maintaining at the highest level on the ELPAC in 2023.	The school will provide 30 minutes each day for small group ELD to provide additional instruction specific to the needs of English Learners in acquiring English language proficiency. The school provides specialized curriculum materials aligned to ELD and ELA Common Core standards to ensure English learners make progress in developing English while making progress towards proficiency on grade-level ELA standards. All teachers receive ELD professional development with EL data, training in understanding ELD and best practices for teaching English Learners and Long Term English Learners The ELAC meets monthly and teachers share best practices to continue when students are at home. Data is shared with families and strategies to support improvement. Long-term English Learners are supported by monitoring cohorts of LTELs based on progress since they have been enrolled at ELITE. If students are not making progress at ELITE, additional support will be provided.	**1.7** % of English Learners increasing a level or maintaining at the highest level on the ELPAC **1.8** % of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC

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

Not applicable

Additional Concentration Grant Funding

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

ELITE Public is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to maintain the number of staff providing direct services to students through the following action:

Action 1.10 Intervention retains the additional staff who provide direct support to students through academic intervention services.

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 6,859,943	$ 1,720,860	25.09%	0.00%	25.09%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,528,449	$ 995,131	$ -	$ 261,821	$ 7,785,401	$ 5,414,485	$ 2,370,916

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	Curriculum & Instructional Materials	All	No	LEA-wide	All	All	Ongoing	$ -	$ 375,914	$ 375,914	$ -	$ -	$ -	$ 375,914	0.000%
1	2	Full Day TK and K Program	All	No	LEA-wide	N/A	All	Ongoing	$ 386,153	$ -	$ 386,153	$ -	$ -	$ -	$ 386,153	0.000%
1	3	High Quality Instruction	All	No	LEA-wide	N/A	All	Ongoing	$2,308,194	$ -	$ 2,308,194	$ -	$ -	$ -	$ 2,308,194	0.000%
1	4	Technology	All	No	LEA-wide	All	All	Ongoing	$ 203,810	$ -	$ 203,810	$ -	$ -	$ -	$ 203,810	0.000%
1	5	Professional Development	All	No	LEA-wide	All	All	Ongoing	$ 369,792	$ 102,424	$ 387,344	$ 64,219		$ 20,653	$ 472,216	0.000%
1	6	Teacher Retention	All	No	LEA-wide	N/A	All	Ongoing	$ 67,528	$ 70,219	$ 137,747	$ -	$ -	$ -	$ 137,747	0.000%
1	7	Arts Program	All	No	LEA-wide	N/A	All	Ongoing	$ 96,102	$ -	$ -	$ 96,102	$ -	$ -	$ 96,102	0.000%
1	8	Special Education	SPED	No	LEA-wide	N/A	All	Ongoing	$ 223,376	$ 472,879	$ -	$ 613,170	$ -	$ 83,085	$ 696,255	0.000%
1	9	English Language Development	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 196,749	$ -	$ 38,666	$ -	$ -	$ 158,083	$ 196,749	0.000%
1	10	Intervention	All	Yes	LEA-wide	All	All	Ongoing	$ 336,104	$ 175,000	$ 351,464	$ 159,640	$ -	$ -	$ 511,104	0.000%
2	1	Community Schools Liaison	All	Yes	LEA-wide	All	All	Ongoing	$ 85,834	$ 42,012	$ 127,846	$ -	$ -	$ -	$ 127,846	0.000%
2	2	Attendance Support	All	Yes	LEA-wide	All	All	Ongoing	$ 27,542	$ 30,502	$ 58,044	$ -	$ -	$ -	$ 58,044	0.000%
2	3	Safe and Healthy School Campus	All	No	LEA-wide	N/A	All	Ongoing	$ -	$ 779,551	$ 717,551	$ 62,000	$ -	$ -	$ 779,551	0.000%
2	4	PBIS/SEL	All	Yes	LEA-wide	All	All	Ongoing	$ 338,535	$ -	$ 338,535	$ -	$ -	$ -	$ 338,535	0.000%
2	5	Student Activities/Enrichment	All	Yes	LEA-wide	All	All	Ongoing	$ 423,518	$ 307,580	$ 731,098	$ -	$ -	$ -	$ 731,098	0.000%
3	1	Post-Secondary Partnerships	All	No	LEA-wide	All	All	Ongoing	$ 173,350	$ -	$ 173,350	$ -	$ -	$ -	$ 173,350	0.000%
3	2	A-G Requirement Outreach Program	All	No	LEA-wide	N/A	All	Ongoing	$ 60,000	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	3	AP Program Options	All	No	LEA-wide	N/A	All	Ongoing	$ 10,000	$ -	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
4	1	Communication	All	Yes	LEA-wide	All	All	Ongoing	$ 93,250	$ 9,835	$ 103,085	$ -	$ -	$ -	$ 103,085	0.000%
4	2	Parent Engagement	All	No	LEA-wide	N/A	All	Ongoing	$ 14,648	$ 5,000	$ 19,648	$ -	$ -	$ -	$ 19,648	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,859,943	$ 1,720,860	25.086%	0.000%	25.086%	$ 1,748,738	0.000%	25.492%	**Total:**	$ 1,748,738
								LEA-wide Total:	$ 1,710,072
								Limited Total:	$ 38,666
								Schoolwide Total:	$ -

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	9	English Language Development	Yes	Limited	English Learners	All	$ 38,666	0.000%
1	10	Intervention	Yes	LEA-wide	All	All	$ 351,464	0.000%
2	1	Community Schools Liaison	Yes	LEA-wide	All	All	$ 127,846	0.000%
2	2	Attendance Support	Yes	LEA-wide	All	All	$ 58,044	0.000%
2	4	PBIS/SEL	Yes	LEA-wide	All	All	$ 338,535	0.000%
2	5	Student Activities/Enrichment	Yes	LEA-wide	All	All	$ 731,098	0.000%
4	1	Communication	Yes	LEA-wide	All	All	$ 103,085	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Expenditures (Total Funds)
Totals:	$ 7,923,829	$ 7,424,673

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 Actuals
1	1	Curriculum & Instructional Materials	No	$ 345,050	$ 320,647
1	2	Full Day TK and K Program	No	$ 374,366	$ 376,902
1	3	High Quality Instruction	No	$ 2,325,684	$ 2,229,147
1	4	Technology	No	$ 144,590	$ 135,753
1	5	Professional Development	No	$ 435,965	$ 403,565
1	6	Teacher Retention	No	$ 98,125	$ 158,224
1	7	Arts Program	No	$ 93,598	$ 95,000
1	8	Special Education	No	$ 741,427	$ 771,723
1	9	English Language Development	Yes	$ 299,388	$ 275,118
1	10	Intervention	Yes	$ 449,023	$ 450,000
2	1	Community Schools Liaison	Yes	$ 117,342	$ 119,149
2	2	Attendance Support	Yes	$ 59,655	$ 88,547
2	3	Safe and Healthy School Campus	No	$ 856,846	$ 491,845
2	4	PBIS/SEL	Yes	$ 456,266	$ 456,500
2	5	Student Activities/Enrichment	Yes	$ 779,219	$ 710,000
3	1	Post-Secondary Partnerships	No	$ 152,374	$ 145,835
3	2	A-G Requirement Outreach Program	No	$ 59,120	$ 60,000
3	3	AP Capstone program	No	$ 15,000	$ 14,000
4	1	Communication	Yes	$ 96,306	$ 98,287
4	2	Parent Engagement	No	$ 24,485	$ 24,431

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,351,548	$ 1,944,944	$ 1,985,601	$ (40,657)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	9	English Language Development	Yes	$ 140,053	$ 175,118	0.000%	0.000%
1	10	Intervention	Yes	$ 306,103	$ 338,000	0.000%	0.000%
2	1	Community Schools Liaison	Yes	$ 117,342	$ 119,149	0.000%	0.000%
2	2	Attendance Support	Yes	$ 59,655	$ 88,547	0.000%	0.000%
2	4	PBIS/SEL	Yes	$ 456,266	$ 456,500	0.000%	0.000%
2	5	Student Activities/Enrichment	Yes	$ 769,219	$ 710,000	0.000%	0.000%
4	1	Communication	Yes	$ 96,306	$ 98,287.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,753,111	$ 1,351,548	0.000%	23.492%	$ 1,985,601	0.000%	34.514%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* 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:

Local Control and Accountability Plan Instructions

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.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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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