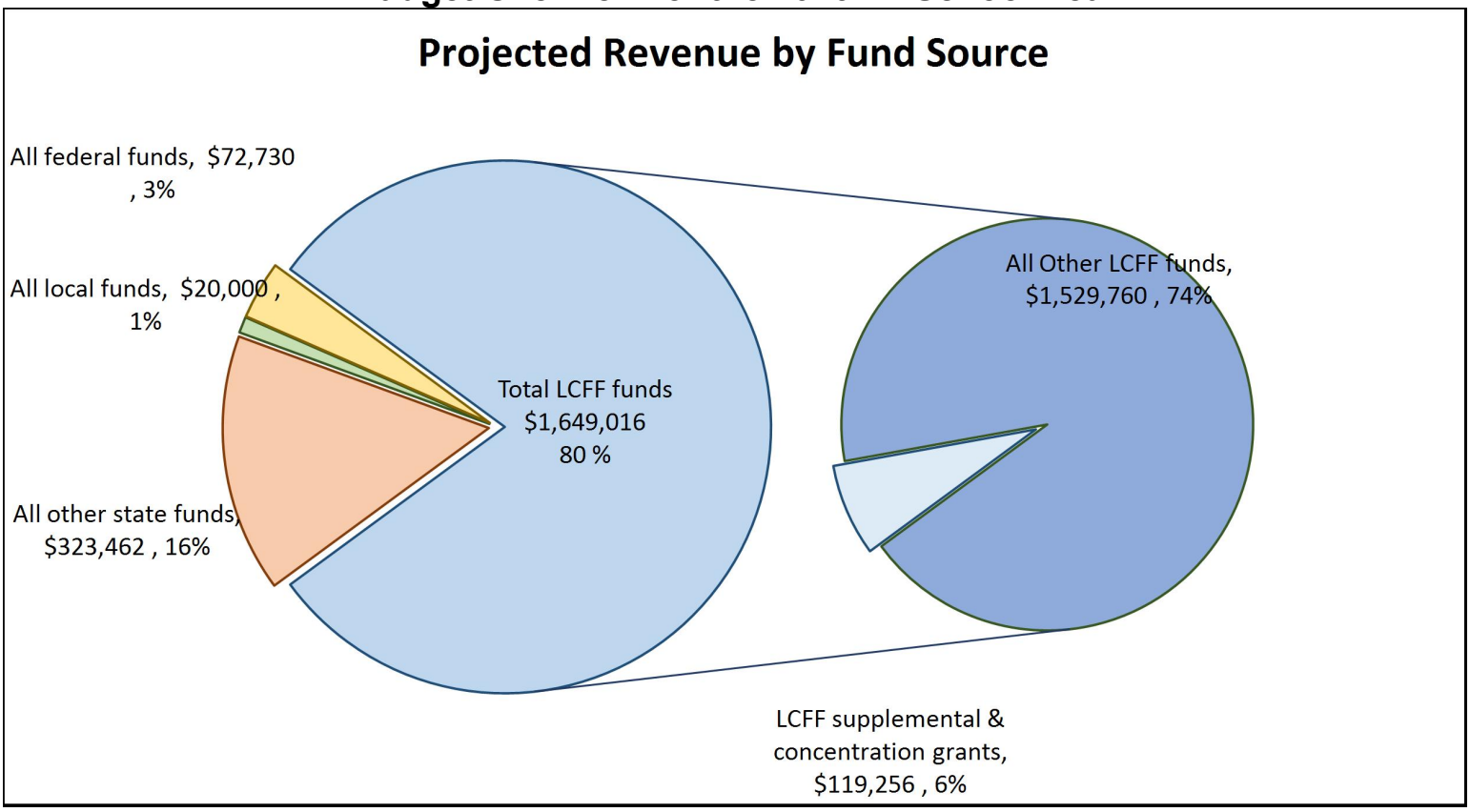
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Foothill Charter
CDS Code: 22 65532 0125823
School Year: 2026-27
LEA contact information:
Sean Jacobs
Superintendent
sjacobs@sierrafoothillcharterschool.org
(209) 742-6222

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

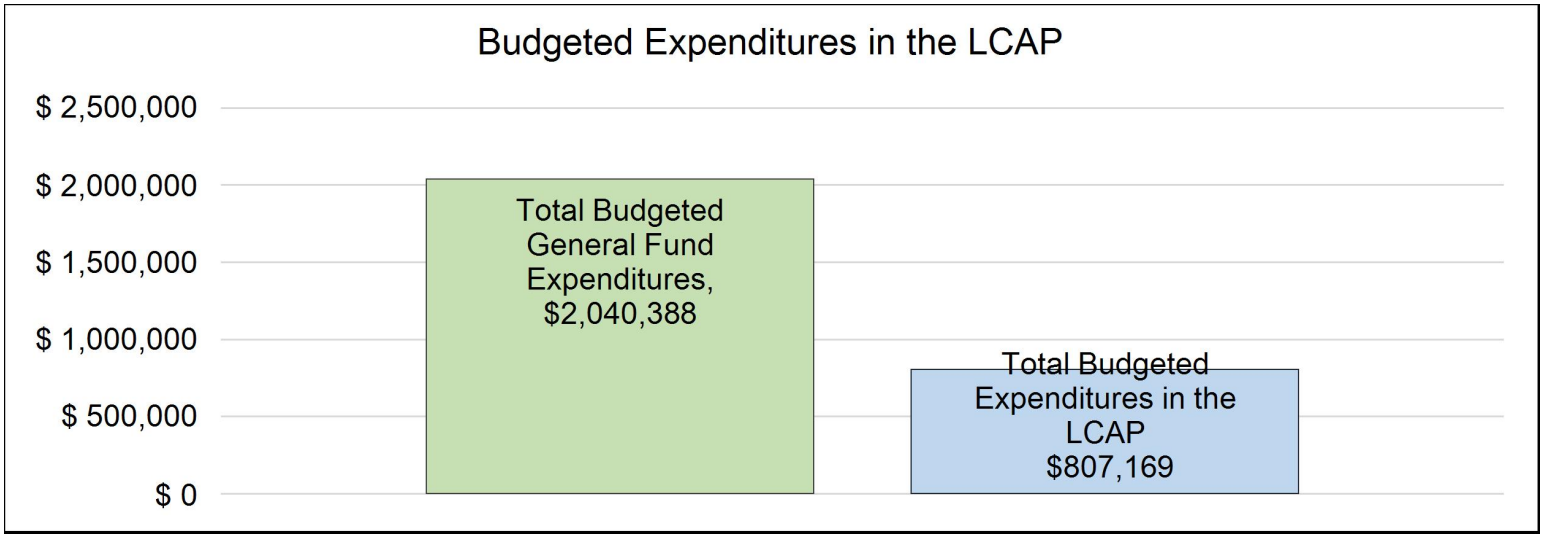


This chart shows the total general purpose revenue Sierra Foothill Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Foothill Charter is $2,065,208, of which $1,649,016 is Local Control Funding Formula (LCFF), $323,462 is other state funds, $20,000 is local funds, and $72,730 is federal funds. Of the $1,649,016 in LCFF Funds, $119,256 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 Sierra Foothill Charter 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: Sierra Foothill Charter plans to spend $2,040,388 for the 2026-27 school year. Of that amount, $807,169.39 is tied to actions/services in the LCAP and $1,233,218.61 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

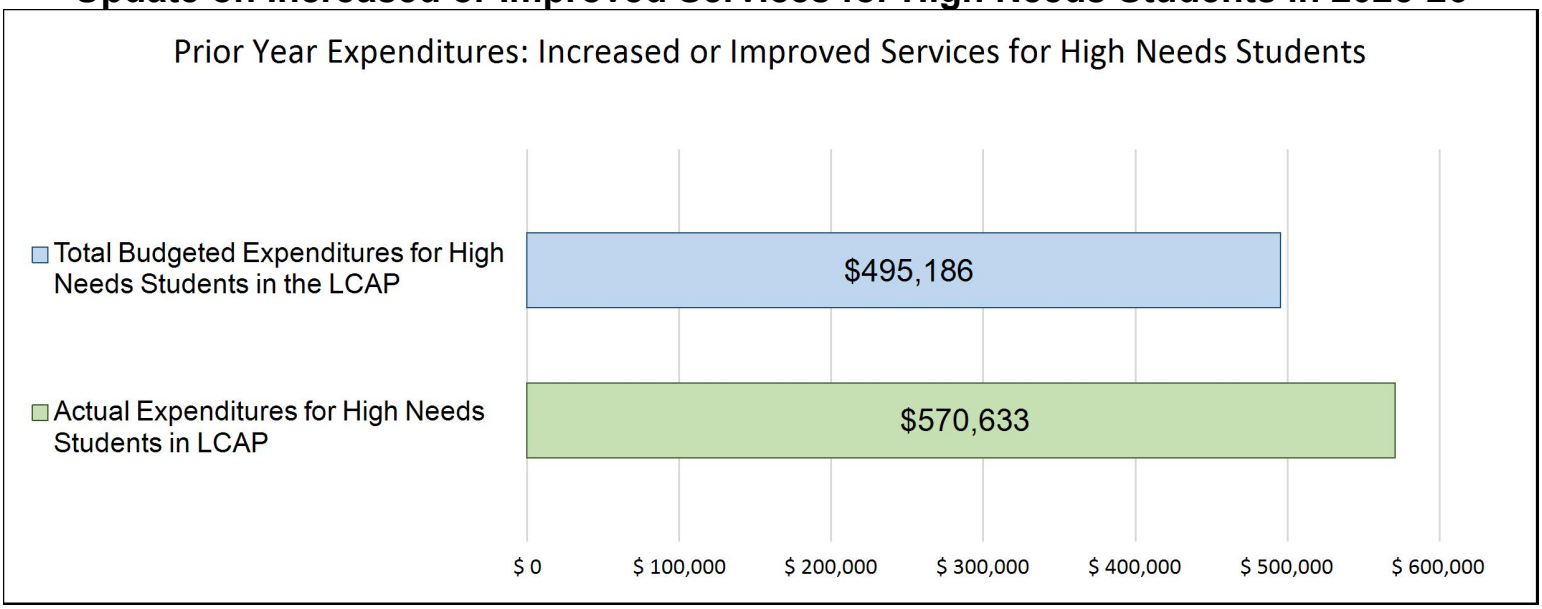
Operational expenditures such as Special Education encroachment, Classified operations staff, rent.

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

In 2026-27, Sierra Foothill Charter is projecting it will receive $119,256 based on the enrollment of Foster Youth, English learner, and low-income students. Sierra Foothill Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Foothill Charter plans to spend $684,076.50 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 Sierra Foothill Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra Foothill Charter 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, Sierra Foothill Charter's LCAP budgeted $495,186.00 for planned actions to increase or improve services for high needs students. Sierra Foothill Charter actually spent $570,633.13 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
Sierra Foothill Charter	Sean Jacobs Superintendent	sjacobs@sierrafoothillcharterschool.org (209) 742-6222

Plan Summary [2026-27]

General Information

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

Sierra Foothill Charter School (SFCS) is a public, nonprofit TK-8 district located in the Sierra Foothill community of Catheys Valley in Mariposa County. This single school district began operation in August 2012 under an independent charter authorized by the Mariposa County Unified School District. The SFCS educational philosophy is embodied in the seven key components considered critical for effectively serving the small, rural student population: 1) inquiry-based learning with an emphasis on science and sustainability; 2) integrated standards-based curriculum within small, multi-age classrooms; 3) place-based lessons centered around our learning garden and local ecosystems; 4) a well-rounded instructional program that includes music, the arts, health and life skills, and emotional and physical development; 5) promotion of technologically-adept communication and global competency through digital literacy; 6) partnerships with U.C. Merced, other nearby institutions of higher education, parents/guardians and community organizations, with a focus on college readiness and career opportunities; and 7) service learning projects guided by knowledge and practice in environmental, economic, and social sustainability.

Sierra Foothill Charter emphasizes hands-on approaches to learning and discovery. SFCS teaches California state-mandated curriculum standards through an interactive, project-based approach to learning that has been demonstrated to increase student motivation and achievement. SFCS operates a traditional in-class instructional model and a Home School Program. Together, the student population currently totals 137, with 116 attending on campus and 21 in the Home School Program. The ethnicity of SFCS students in the 2025-2026 school year was 56.4% White, 33.7% Hispanic/Latino, 7.1% two or more ethnicities, and 1.4% Asian. Students with disabilities made up 10.7% of the student body, 37.9% were socio-economically disadvantaged, and 6.4% were English Learners.

SFCS Mission: To provide a rigorous, well-rounded education – with a focus on science and sustainability – that helps students acquire the academic and personal skills they need to excel in higher education, think creatively, engage in a diverse society, and pursue their dreams.

Reflections: Annual Performance

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

STUDENT ASSESSMENT DATA
California Assessment of Student Performance and Progress (CAASPP) results for 2026 are pending. In spring 2025, SFCS students in grades 3-8 took CAASPP in English Language Arts (ELA) and Math, and grades 5 and 8 students took the CA Science Test. Increases in two subjects were achieved.
ELA: 50.69% of students performing at or above grade level as compared to 47.83% in 2024
Math: 43.05% of students performing at or above grade level as compared to 33.83% in 2024
Science: 40% of students performing at or above grade level as compared to 33.33% in 2024

SFCS uses local benchmark data (Renaissance Learning) to measure student progress four times per year. Benchmark data in spring 2025 demonstrated steady performance across all grade levels. The following shows the 2025 student growth percentile from fall to spring for grades 1-8.
Early Literacy: 85% at/above, 15% below
Reading: 68% at/above, 32% below
Math: 40% at/above, 60% below

SCHOOL CLIMATE DATA
In the 2025-2026 school year, there were 3 suspensions and no expulsions. A focus on social-emotional learning remained a school-wide a priority. One day per week, a counselor served students at school based on staff and/or parent/guardian recommendation. Chronic absenteeism rates increased again in 2022-2023 to 40%, so this is a significant concern and the only "red" or level 1 area on the California School Dashboard. All local indicators on the Dashboard have been met every year.

SURVEY DATA
Surveys of parents/guardians and grade 3-8 students were conducted in spring 2024. Key survey question responses follow.
Parent/guardian Survey Results (percentage of agree/strongly agree):

I feel welcome at SFCS: 100%
I have visited the school this year: 100%
I have visited a classroom during school hours: 100%
I have attended at least one meeting about my child's performance this year: 100%
I am adequately informed about my child's progress: 60%
I know what my child's teacher expects of my child: 73%
My child is safe at school: 87%
My child is safe going to and from school: 100%
There is adequate playground supervision: 60%

SFCS students are respectful of each other: 80%
SFCS meets its academic needs of its students: 80%
SFCS meets its social emotional needs of its students: 73%
We expect quality work from students: 93%
We are an excellent learning environment: 86%
I like the school's report cards: 80%
I am satisfied with my child teacher: 86%
I am satisfied with my school's Principal/Superintendent: 100%
The communication from the teacher is adequate: 80%
Overall, SFCS students perform well academically: 73%
SFCS has a positive public image: 93%
Our grading practices are fair: 100%
My child's teacher helps me support my child's learning at home: 73%
I understand the grade level expectations for my child: 60%
My child is enthusiastic about school: 53%

Student Survey Results (percentage of agree/strongly agree):
I enjoy learning: 67%
I feel safe: 84%
I have friends: 84%
The students at our school are friendly and respectful: 88%
The staff treats students fairly and with respect: 71%
Students treat adults with respect: 70%
I am making good progress at my school: 75%
My teacher helps me when I struggle with learning: 84%
The work at school challenges me: 87%
I know what I am supposed to be learning in class: 86%
My school expects high level work: 77%
I feel my principal wants to help me be my best: 95%

Reflections: Technical Assistance

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

Academics
Maintaining growth in ELA, math, and science continues to be the primary focus. Additional training and support in teaching and assessing reading, writing, and science will be provided to instructional staff. Reading interventions will continue with an emphasis on TK-2 students. Targeted interventions, increased time in math instruction in upper grades through block scheduling, use of supplemental math programs, and the integration of STEAM (science, technology, engineering, arts, and mathematics) activities will help support continued growth in math.

Garden Science will be expanded and a consistent part of the instructional program for all grades. Arts integration is a new area of emphasis. Actions will include collaboration with local artists, model lessons in all classrooms, arts integration unit development, and the expansion of the music program.

School Climate
Updated social-emotional learning curriculum was recently purchased, and support with regular use of the curriculum in all classrooms is planned. In addition, all staff will be provided with greater understanding and use of positive behavior support and intervention strategies through development of a structured plan and professional development. Use of counseling services for students on campus will continue to support social-emotional development and behavior modification. Vigilant supervision of attendance to improve attendance rates and to reduce truancy and chronic absenteeism is planned. Families in need will be provided with support services and strategies to address attendance concerns to ensure regular school participation.

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.

N/A

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/Guardians	Parent/Guardian Survey Parent/Teacher Conferences Committee Participation Governance Committee Meetings Attendance Board Meetings Attendance
Teachers	Staff Survey Teacher Meetings Committee Representation Governance Committee Meetings Attendance Board Meetings Attendance
Other School Staff	Staff Survey Staff Meetings Committee Representation Governance Committee Meetings Attendance Board Meetings Attendance
Students	Student Survey
Administrators	Staff Survey Committee Meetings Board Meetings

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

Feedback from Educational Partners had an impact on the creation of all goals and actions. All Educational Partners (Teachers, Administrators, Other School Personnel, Parents/Guardians, and also Students) share a desire to improve student academic achievement,

increase student/parent/community engagement, and improve overall school climate. After analysis of input and data, goals were developed to reflect these overarching needs and aligned to state priorities as follows:
Goal 1: Student Achievement in ELA, Math and Science
Goal 2: School Climate and Engagement
Goal 3: Arts Integration

Through further input at staff and public meetings, action items for each goal were further determined and presented for input at a Board Meeting before further developing the LCAP. A draft LCAP was shared with the Governance Committee for feedback before the Public Hearing on June 19, 2026. The Board approved the 2026 LCAP at a public meeting before June 22, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA), math, and science.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Significant growth continues to be shown in ELA, math, and science according to State and local assessments, however, approximately half of SFCS students are still performing below standard in these subject areas.
State testing results from spring 2025:
In ELA, 50.69% of students met or exceeded standard, growth of 23 points, 10.6 points above standard overall, and is in the highest level of blue as indicated on the CA School Dashboard.
In math, 43.05% of students met or exceeded standard, growth of 20.8 points, 20.9 points below standard overall, and is in the second highest level of green as indicated on the CA School Dashboard.
On the Ca Science Test, the percentage of students who met or exceeded standard grew from 33% in 2024 to 40% in 2025.

Local benchmark assessment results from spring 2026:
In reading, 68% performed at or above standard on the Renaissance Learning assessment.
In math, 40% performed at or above standard on the Renaissance Learning assessment.

During the LCAP development process, educational partners identified the need for:

- New curriculum in ELA that aligns with most resent research in the science of reading. The current curriculum was adopted in 2016.
- Improved Tier 1 instruction for students performing below standard.
- Expanded access to and update of intervention programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students in grades 3–8 who meet or exceed standard in ELA Data Source: California Assessment of Student Performance and Progress (CAASPP)	54.6% in 2023	47.04% in 2024	50.69% in 2025	70%	
1.2	Points Above Standard in ELA Data Source: Dashboard	17.7 points above in 2023	12.5 points below in 2024	10.6 above in 2025	25+ points	
1.3	Percent of students performing at or above standard on reading local formative assessment Data Source: Formative ELA Assessment - Renaissance Learning	66% in 2024	71% in 2025	68% in 2026	75%	
1.4	Percent of students in grades 3–8 who meet or exceed standard in math Data Source: CAASPP	45.5% in 2023	27.02% in 2024	43.05% in 2025	70%	
1.5	Points Below Standard in math Data Source: Dashboard	18 points below in 2023	41.7 points below in 2024	20.9 points below in 2025	0 points	
1.6	Percent of students performing at or above standard on math local formative assessment	67% in spring 2024	55% in spring 2025	47% in spring 2025	75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Formative Math Assessment - Renaissance Learning					
1.7	Percent of students in grades 3–8 who meet or exceed standard in science Data Source: California Science Test (CAST)	52% in 2023	30.70% in 2024	40% in 2025	70%	

Goal Analysis [2025-26]

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

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

Overall Implementation Summary:
Key actions were implemented as planned. Following declines in 2024, student performance on state assessments rebounded in 2025: ELA rose to 50.69% (up from 47.04% in 2024, though still below the 2023 baseline of 54.6%), math improved to 43.05% (up from 27.02%), and science rose to 40% (up from 30.7%). Dashboard indicators reflected this partial recovery, with ELA at 10.6 points above standard and math narrowing to 20.9 points below standard. Local Renaissance results were more mixed: reading held roughly steady (71% in 2024 to 68% in 2025), while math continued to decline (67% at baseline to 55%, then 47% in 2025). Delays in ELA curriculum adoption and limited intervention materials continued to impact progress, particularly in math. Continued focus on strengthening Tier 1 instruction, adopting research-based curriculum, and expanding access to quality intervention resources remains a priority.

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.

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

Effectiveness of Specific Actions Toward Goal 1:
The actions implemented to support student growth in ELA, math, and science were partially effective, with results varying by subject and assessment. Professional development focused on data-driven instruction and Building Thinking Classrooms contributed to more responsive teaching practices across grade levels. Regular analysis of benchmark data helped staff adjust instruction and provide targeted supports,

which was reflected in the rebound of state assessment results in 2025 across ELA, math, and science. The expansion of intervention services had a positive impact, though the full benefit was limited by the need for updated programs and materials — most evident in math, where the local Renaissance measure continued to decline. The delay in adopting a new ELA curriculum reduced potential gains in early literacy instruction, highlighting the importance of moving forward with this action in the coming year. Overall, the combination of staff training, data use, and intervention contributed to a recovery in state assessment outcomes, while local assessment trends — particularly in math — indicate that the most significant needs for improvement remain in strengthening Tier 1 instruction and expanding access to current, research-based curricular tools.

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.

Changes Made Based on Reflection:
Based on the analysis of progress and input from educational partners, several key changes will be made to improve outcomes in ELA, math, and science. The school will adopt a new ELA curriculum that aligns with the most recent research in the science of reading, replacing the 2016 curriculum that no longer meets current standards or instructional needs. Additional emphasis will be placed on strengthening Tier 1 instruction, including increased classroom support, more robust coaching, and collaboration focused on core instructional strategies. Intervention programs will be updated and expanded to ensure they are accessible, evidence-based, and aligned with student needs. While the overall goal and metrics will remain consistent, target outcomes for student performance will be revised to reflect both recent gains and higher expectations for continued progress. These changes aim to accelerate student growth and ensure that all learners have access to high-quality instruction and support.

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	ELA Curriculum Enhancement	Administrators and teachers will conduct a process to review, pilot, and select ELA curriculum enhancement.	$25,821.68	No Yes
1.2	Professional Development for Tier 1 Core Instruction	Instructional staff will receive professional development to improve Tier 1 instruction. This includes training in the science of reading and its relation to reading instruction, essential components of an effective ELA program, pacing and differentiation of math instruction, and further implementation of Twig science curriculum.	$2,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Expanding and Strengthening Intervention Programs	Intervention and learning recovery goals will be expanded to serve all students in need, and strengthened by use of formative assessments to target and address areas of need. Intervention program providers will receive training and support in administering programs and monitoring and adjusting services.	$41,322.26	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Actions will be implemented to promote respectful and trusting relationships, foster student connectedness and wellness, reduce rates of chronic absenteeism and behavioral misconduct, and increase involvement of parents/guardians and community partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to trends identified through multiple sources of data, including school performance metrics, attendance and discipline records, stakeholder feedback, and consultation with educational partners. Analysis of 2025–2026 data revealed two student suspensions and a continued increase in disciplinary incidents across grade levels, underscoring the need to strengthen school climate, student engagement, and proactive behavioral supports.

While chronic absenteeism improved significantly, declining by 17.7 percentage points from 2025 levels, still 14.5% of students remain chronically absent schoolwide. Chronic absenteeism is currently the only indicator identified as “Orange” (Level 3) on the California School Dashboard for SFCS, highlighting attendance as a critical area for continued focus and intervention.

Survey data from students and parents/guardians indicate positive progress in perceptions of school connectedness, engagement, and overall effectiveness. These encouraging trends suggest that current efforts are yielding results and should be sustained and expanded to further strengthen relationships, belonging, and student success. Parent/guardian and Grade 3–8 student surveys were administered in Spring 2026.

Key findings from these survey responses are summarized below:

Survey results of parents/guardians:
I feel welcome at SFCS: 100%
I have visited the school this year: 100%
I have visited a classroom during school hours: 100%
I have attended at least one meeting about my child's performance this year: 100%
I am adequately informed about my child's progress: 60%
I know what my child's teacher expects of my child: 73%

My child is safe at school: 87%
There is adequate playground supervision: 60%
SFCS students are respectful of each other: 80%
SFCS meets its academic needs of its students: 80%
SFCS meets its social emotional needs of its students: 73%
We expect quality work from students: 93%
We are an excellent learning environment: 86%
I like the school's report cards: 80%
I am satisfied with my child teacher: 86%
I am satisfied with my school's Principal/Superintendent: 100%
The communication from the teacher is adequate: 80%
Overall, SFCS students perform well academically: 73%
SFCS has a positive public image: 93%

Survey results of grade 3-8 students:
I enjoy learning: 67%
I feel safe: 84%
I have friends: 84%
The students at our school are friendly and respectful: 88%
The staff treats students fairly and with respect: 71%
Students treat adults with respect: 70%
I am making good progress at my school: 75%
My teacher helps me when I struggle with learning: 84%
The work at school challenges me: 87%
I know what I am supposed to be learning in class: 86%
My school expects high level work: 77%
I feel my principal wants to help me be my best: 95%
School rules are clear and I understand them - 66%
I behave and try my best at school - 89%

During the LCAP development process, educational partners identified the need for:

- Improved supports and interventions for positive student behavior.
- Strategies to increase students' feelings of connectedness, belonging, and engagement in learning.
- Increase in parent/guardian engagement in school activities.
- Increase involvement of community partners to enrich student learning.
- Reduction in rate of chronic absenteeism.

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 Data source: Dashboard	2023-2024 - 3 suspensions	2024-2025 - 0	2025-2026 - 2	0 suspensions	
2.2	Chronic absenteeism rate Data source; Dashboard	2022-2023 - 40%	2024-2025- 32.1%	2025-2026 - 14.5%	15%	
2.3	Parent/guardian survey results Data source: Annual survey	Feel welcome - 86% Informed of student progress - 73% Understand academic expectations - 86% Provided support for learning at home- 77% High quality instruction provided - 95% Satisfied with level of student learning - 91% Academic support provided - 73% Teacher takes concerns seriously - 95% Adequate communication - 67%	Feel welcome - 99% I have visited the school this year - 100% I have visited a classroom during school hours - 67% I have attended at least one school meeting - 88.9% I am adequately informed about my child's progress - 88% I know what my child's teacher expects of him/her - 88% My child is safe at school - 78% There is adequate playground supervision at school - 91%	I feel welcome at SFCS: 100% I have visited the school this year: 100% I have visited a classroom during school hours: 100% I have attended at least one meeting about my child's performance this year: 100% I am adequately informed about my child's progress: 60% I know what my child's teacher expects of my child: 73% My child is safe at school: 87% There is adequate playground supervision: 60%	85%+ agree/strongly agree in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SFCS Students are respectful of each other- 88% SFCS meets the academic needs of its students - 78% SFCS meets the social emotional needs of its students - 89% SFCS expects quality work of its students - 89% SFCS has an excellent learning environment - 89% I like the school's report cards - 99% I'm satisfied with my child's teachers - 100% I am satisfied with the school's principal/superintendent - 89% The communication from my child about the teacher is adequate - 100% Overall, SFCS students perform well academically - 87%	SFCS students are respectful of each other: 80% SFCS meets its academic needs of its students: 80% SFCS meets its social emotional needs of its students: 73% We expect quality work from students: 93% We are an excellent learning environment: 86% I like the school's report cards: 80% I am satisfied with my child teacher: 86% I am satisfied with my school's Principal/Superintendent: 100% The communication from the teacher is adequate: 80% Overall, SFCS students perform well academically: 73% SFCS has a positive public image: 93%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SFCS has a positive public image - 78% SFCS assessments/grading practices are fair - 88% My child's teacher helps me to support my child's learning at home - 92%			
2.4	Student survey results Data source: Annual survey	School is supportive and inviting - 60% Teachers/aides support success - 70% Teacher makes learning fun - 57% Students treat each other with kindness - 47% People respect each other - 38% Improve by working hard - 74% Work together with others - 70% Can succeed at challenging work - 66% Can solve problems in different ways - 81%	I enjoy learning at school - 50 % I feel safe when I am at school - 75% I have friends at school - 92% The majority of students at our school are friendly and respectful - 45% The principal, teachers and staff members treat students fairly and with respect - 76% Students treat adults with respect at SFCS - 89% I feel I am making good progress in learning at my school - 81%	I enjoy learning: 67% I feel safe: 84% I have friends: 84% The students at our school are friendly and respectful: 88% The staff treats students fairly and with respect: 71% Students treat adults with respect: 70% I am making good progress at my school: 75% My teacher helps me when I struggle with learning: 84% The work at school challenges me: 87%	85%+ agree/strongly agree in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			My teacher helps me when I struggle with learning - 86% The assignments and projects I do at school stretch my brain - 72% I know what I'm supposed to be learning in my class - 85% I feel my Principal wants to help me be my best - 96% School rules are clear and I understand them - 66% I behave and try my best at school - 89% If I have a problem, there is one or more caring adults I can go to for help at school - 92%	I know what I am supposed to be learning in class: 86% My school expects high level work: 77% I feel my principal wants to help me be my best: 95% School rules are clear and I understand them - 66% I behave and try my best at school - 89%		

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 2:
Sierra Foothill Charter School implemented multiple actions aligned to the goal of promoting respectful relationships, increasing student connectedness, improving behavior, reducing chronic absenteeism, and strengthening parent and community engagement. The school expanded its use of Positive Behavioral Interventions and Supports (PBIS), provided professional development focused on trauma-informed

practices and student wellness, and increased the presence of staff dedicated to student support. Events such as student showcases and community guest visits were planned to increase engagement. However, some actions—such as a consistent behavioral intervention system and systematic outreach for chronically absent students—were not implemented with full consistency due to limited staffing capacity and competing demands. While there were successes in community event participation and strengthened partnerships with local agencies, challenges remained in addressing chronic absenteeism and student perception of school climate. Survey data, disciplinary trends, and attendance data highlight areas requiring further attention, including peer relationships, respectful interactions, and consistent school-wide expectations. These insights informed adjustments for the coming year.

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

We want our LCAP to be a better reflection of what the school is doing to target increased engagement for students.

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

Effectiveness of Specific Actions:
Several actions proved effective in addressing elements of Goal 2. Family and community events such as Back-to-School Night, Literacy Night, and student-led performances helped build stronger relationships with families and brought the community into the school in meaningful ways. Survey responses from parents/guardians reflected generally positive perceptions of school communication and support, with particularly high ratings for teacher responsiveness and instructional quality. The use of PBIS and trauma-informed practices showed some success in maintaining a low suspension rate (two total), but disciplinary incidents and peer conflict remained an issue, especially in upper grades. Chronic absenteeism did improve, indicating that existing outreach and intervention strategies have been successful. Student surveys revealed a need for more structured social-emotional learning and intentional relationship-building across grade levels. Overall, actions related to community engagement and staff support were more successful than those targeting student behavior and attendance, highlighting the need for deeper focus and consistency in those areas next year.

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

Changes Made Based on Reflection:
In response to the limited progress in reducing chronic absenteeism and improving student connectedness, several changes have been made to the planned actions and focus areas for the coming year. The school will implement a more robust, tiered attendance intervention system that includes consistent family outreach, early identification of at-risk students, and incentives for improved attendance. To strengthen student relationships and school climate, staff will implement structured social-emotional learning (SEL) curriculum and integrate community-building activities into daily routines. Additional professional development will be provided on trauma-informed practices and positive behavior supports to address rising disciplinary issues. Parent and community engagement efforts will be expanded through regular communication, more frequent family events, and increased use of bilingual outreach strategies. These changes aim to directly address the areas of concern identified by survey data and California School Dashboard indicators, with a more proactive, structured approach to improving student wellness and engagement.

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	Positive Behavior Interventions and Supports Plan	A Positive Behavior Interventions and Supports (PBIS) Plan will be developed and implemented to promote a more inclusive, connected, and safe learning environment. Professional development will be provided to all staff in PBIS strategies and procedures to foster positive behavior and respectful relationships between all staff and students. Second Step, the adopted Social Emotional Learning curriculum, will be used with fidelity in all grade levels as part of the plan. A school counselor will be available for at least one day per week to support students in need.	$84,539.73	No Yes
2.2	Parent/guardian and Community Engagement	Student learning will be enriched through greater participation by parents/guardians and expanded community partnerships. Efforts will include targeted outreach to increase volunteerism, enhanced communication with parents/guardians and the broader community, and increased engagement with local organizations and community members.	$410,231.39	No Yes
2.3	Student Attendance	The rate of chronic absenteeism will be reduced through vigilant supervision of attendance, improved communication with families regarding school attendance, and the provision of support services and strategies to address attendance concerns. Actions outlined above to address the culture and climate of the school and promote a sense of connection and belonging are also expected to result in improved student attendance.	$20,747.66	No Yes
2.4	Student and Community Engagement	Instruction will further engage TK-8 students and families after during and after school hours. Instruction with highly qualified teachers will focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences provided in partnership with community organizations.	$116,487.80	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be guaranteed equitable access to high-quality arts education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Arts education is a tenet of the charter as it has been shown to increase motivation, attendance, engagement, memory, and overall learning. It helps students feel more socially connected while developing their critical thinking, creativity, and problem solving skills. Music education has been a consistent part of the educational program at SFCS, however other forms of visual and performing arts instruction has been inconsistent across grade levels. With the addition of Prop 28 funding, there is a renewed energy and focus in this area.

During the LCAP development process, educational partners identified the need for:

- Consistent schoolwide arts education grounded in the Visual and Performing Arts Standards.
- Arts integration support and training.
- Development of units for ongoing arts instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of students studying instrument per school year Data source: Music instruction schedule	22 students in 2023-2024	16 students in 2024-2025	25 students in 2025-26	50 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Number of performances and public art displays per school year Data source: School calendar	2 - Spring Concert, Sticks Art Display and Sale	2 - Spring Concert, Sticks Art Display and Sale	3 - Spring Concert, Sticks Art Display and Sale, Winter Performance	5	
3.3	Number of hours per month teachers reported using arts integration strategies Data source: Teacher survey	Average across classrooms: 1 per month	Average across classrooms: 4 per month	Average across classrooms: 4 per month	Average across classrooms: 4 per month	

Goal Analysis [2025-26]

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

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

Description of Overall Implementation:
During the 2025-2026 school year, Sierra Foothill Charter School prioritized expanding equitable access to high-quality arts education through the effective implementation of Proposition 28 funding. The school launched a comprehensive Visual and Performing Arts (VAPA) program that included weekly instruction in music and visual arts for all students, delivered by qualified specialists. Additional enrichment opportunities, such as after-school art clubs, student performances, and partnerships with local artists and arts organizations, were introduced to broaden access and engagement. While most planned actions were implemented as intended, staffing and scheduling constraints presented challenges, particularly in offering more frequent or advanced instruction for older students. Overall, student participation and enthusiasm for the program were high, and feedback from families and staff affirmed the value of integrating arts more intentionally into the school culture. The VAPA lead also began developing standards-aligned curriculum maps and assessment tools to ensure consistency and quality across grade levels

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.

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

Description of Effectiveness of Actions:
The implementation of arts education at Sierra Foothill Charter School has proven highly effective in increasing student engagement, creativity, and access to a more well-rounded curriculum. Weekly instruction in visual arts and music reached all grade levels, and participation in performances and art showcases was strong across student demographics. Surveys from students, parents, and teachers reflected overwhelmingly positive feedback about the inclusion of arts in the school day. In particular, the arts programming contributed to a noticeable boost in student morale and helped foster a greater sense of belonging and pride in school. The partnership with local artists and organizations provided authentic and culturally relevant learning experiences. However, challenges remain in providing more advanced instruction for students with strong interest or talent in the arts, due to limited instructional time and staffing. Continued development of assessment tools and curriculum alignment will help refine instruction and track student progress more effectively.

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

Based on reflection and feedback from stakeholders, Sierra Foothill Charter School will expand its arts education offerings by increasing instructional minutes for both visual and performing arts and introducing a rotation model to include additional disciplines such as dance and theater. Metrics will be updated to include student participation in performances, exhibitions, and arts-related clubs, as well as student and family feedback on the quality and accessibility of the arts program. The school also plans to implement a more structured system for assessing student progress in the arts. Professional development for arts instructors will be enhanced through workshops and collaboration with arts education networks, supported by continued Prop 28 funding. These changes aim to ensure deeper engagement, more equitable access, and alignment with the state's goals for high-quality, inclusive arts instruction.

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	Expand Music Program	The music program will be expanded to include the requirement for upper grade students to study an instrument and the inclusion of music lessons weekly for all students with a music instructor. Classroom lessons will include key concepts of song writing, melody, harmony, and rhythm. Students will have opportunities to perform for various audiences.	$10,733.10	No Yes
3.2	Arts Integration Lessons and Units Development	Classroom instruction will include a development of arts integration lessons and ongoing resources for teachers, including materials and supplies and training. Lessons will include various art forms. This will include hands-on experiences for students.	$27,352.98	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Community Collaboration with the Arts	Lead staff member will coordinate collaboration and planning time with local artists in residence to enable teachers to expand their knowledge and skills in teaching the Visual and Performing Arts Standards and integrating art in core instruction during and after the school day. Partnerships with Mariposa Arts Council will provide further opportunities for learning, access to additional resources, and sharing in community art projects, assemblies, and displays.	$67,932.79	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$119,256	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.796%	0.000%	$0.00	7.796%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** ELA Curriculum Enhancement **Need:** English Learners, Low Income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. Teachers will identify and consider curriculum strengths for serving English Learners and low income students when determining curriculum enhancement.	Supports/strategies for English Learners and low income students provided within curriculum

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development for Tier 1 Core Instruction **Need:** English Learners, Low Income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. Progress of English Learners and low income students will be closely monitored in relation to other students.	Benchmark assessments
1.3	**Action:** Expanding and Strengthening Intervention Programs **Need:** English Learners, Low Income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. English learners and low income students will have priority when determining intervention program participation.	Program participation
2.1	**Action:** Positive Behavior Interventions and Supports Plan **Need:** Low income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. Low income students will have priority to access counseling services on campus.	Counseling list

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Parent/guardian and Community Engagement **Need:** Low income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. Targeted outreach to low income families for increased support and engagement will be prioritized.	Survey results
2.3	**Action:** Student Attendance **Need:** Low Income, Foster Youth **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. Attendance of low income students and foster youth will be closely monitored and additional supports will be prioritized as needed.	Attendance reports
2.4	**Action:** Student and Community Engagement **Need:** **Scope:** LEA-wide Schoolwide		
3.1	**Action:** Expand Music Program **Need:**	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students. Provisions for	Instrument Lesson Schedule

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low Income **Scope:** LEA-wide Schoolwide	music instruments and other necessary materials will be prioritized for low income students.	
3.2	**Action:** Arts Integration Lessons and Units Development **Need:** Low Income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic outcomes for all students.	Classroom frequency of arts integration
3.3	**Action:** Community Collaboration with the Arts **Need:** Low Income **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis in order to maximize their impact in increasing overall academic outcomes for all students.	Classroom frequency of arts integration

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** ELA Curriculum Enhancement **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.2	**Action:** Professional Development for Tier 1 Core Instruction **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** Expanding and Strengthening Intervention Programs **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.1	**Action:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Positive Behavior Interventions and Supports Plan **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** Student and Community Engagement **Need:** **Scope:** Limited to Unduplicated Student Group(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.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:18	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:16	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,529,760	119,256	7.796%	0.000%	7.796%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$684,076.50	$92,987.89	$0.00	$30,105.00	$807,169.39	$747,679.39	$59,490.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ELA Curriculum Enhancement	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	ONGOING	$22,581.68	$3,240.00	$12,865.78	$12,955.90	$0.00	$0.00	$25,821.68	
1	1.2	Professional Development for Tier 1 Core Instruction	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	ONGOING	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	
1	1.3	Expanding and Strengthening Intervention Programs	All English Learners Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ONGOING	$41,322.26	$0.00	$4,047.96	$7,169.30	$0.00	$30,105.00	$41,322.26	
2	2.1	Positive Behavior Interventions and Supports Plan	All English Learners Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s	English Learners Low Income	All Schools	ONGOING	$82,039.73	$2,500.00	$42,816.00	$41,723.73	$0.00	$0.00	$84,539.73	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
2	**2.2**	Parent/guardian and Community Engagement	All English Learners Low Income	No Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	ONGOING	$409,481.39	$750.00	$410,231.39	$0.00	$0.00	$0.00	$410,231.39	
2	**2.3**	Student Attendance	All English Learners Low Income	No Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	ONGOING	$20,747.66	$0.00	$20,747.66	$0.00	$0.00	$0.00	$20,747.66	
2	**2.4**	Student and Community Engagement	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	ONGOING	$116,487.80	$0.00	$109,705.15	$6,782.65	$0.00	$0.00	$116,487.80	
3	**3.1**	Expand Music Program	All	No Yes	LEA-wide Schoolwide		All Schools	ONGOING	$10,733.10	$0.00	$0.00	$10,733.10	$0.00	$0.00	$10,733.10	
3	**3.2**	Arts Integration Lessons and Units Development	All	No Yes	LEA-wide Schoolwide		All Schools	ONGOING	$26,852.98	$500.00	$27,352.98	$0.00	$0.00	$0.00	$27,352.98	
3	**3.3**	Community Collaboration with the Arts	All English Learners Low Income	No Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	ONGOING	$17,432.79	$50,500.00	$56,309.58	$11,623.21	$0.00	$0.00	$67,932.79	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,529,760	119,256	7.796%	0.000%	7.796%	$684,076.50	0.000%	44.718 %	**Total:**	$684,076.50
								LEA-wide Total:	$684,076.50
								Limited Total:	$169,434.89
								Schoolwide Total:	$684,076.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	ELA Curriculum Enhancement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	$12,865.78	
1	**1.2**	Professional Development for Tier 1 Core Instruction	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	$0.00	
1	**1.3**	Expanding and Strengthening Intervention Programs	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$4,047.96	
2	**2.1**	Positive Behavior Interventions and Supports Plan	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$42,816.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Parent/guardian and Community Engagement	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$410,231.39	
2	2.3	Student Attendance	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$20,747.66	
2	2.4	Student and Community Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	$109,705.15	
3	3.1	Expand Music Program	Yes	LEA-wide Schoolwide		All Schools	$0.00	
3	3.2	Arts Integration Lessons and Units Development	Yes	LEA-wide Schoolwide		All Schools	$27,352.98	
3	3.3	Community Collaboration with the Arts	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	$56,309.58	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$581,828.00	$689,593.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	ELA Curriculum Enhancement	No Yes	$ 24,528.00	66,266.37
1	**1.2**	Professional Development for Tier 1 Core Instruction	No Yes	$11,587.00	6,483.99
1	**1.3**	Expanding and Strengthening Intervention Programs	No Yes	$21,090.00	22,023.14
2	**2.1**	Positive Behavior Interventions and Supports Plan	No Yes	$30,150.00	33,741.04
2	**2.2**	Parent/guardian and Community Engagement	No	$18,090.00	20,364.53
2	**2.3**	Student Attendance	No	$7,444.00	9,464.35
2	**2.4**	Student and Community Engagement	No Yes	$413,602.00	474,416.95
3	**3.1**	Expand Music Program	No	$17,981.00	12,706.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Arts Integration Lessons and Units Development	No	$24,090.00	28,853.42
3	**3.3**	Community Collaboration with the Arts	No	$13,266.00	15,273.4

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$121,033	$495,186.00	$570,633.13	($75,447.13)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	ELA Curriculum Enhancement	Yes	$24,528.00	$39,949.01	0	0
1	1.2	Professional Development for Tier 1 Core Instruction	Yes	$8,816.00	$3,502.99	0	0
1	1.3	Expanding and Strengthening Intervention Programs	Yes	$18,090.00	$19,023.14	0	0
2	2.1	Positive Behavior Interventions and Supports Plan	Yes	$30,150.00	$33,741.04	0	0
2	2.4	Student and Community Engagement	Yes	$413,602.00	$474,416.95	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,354,092	$121,033	0	8.938%	$570,633.13	0.000%	42.141%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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