LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

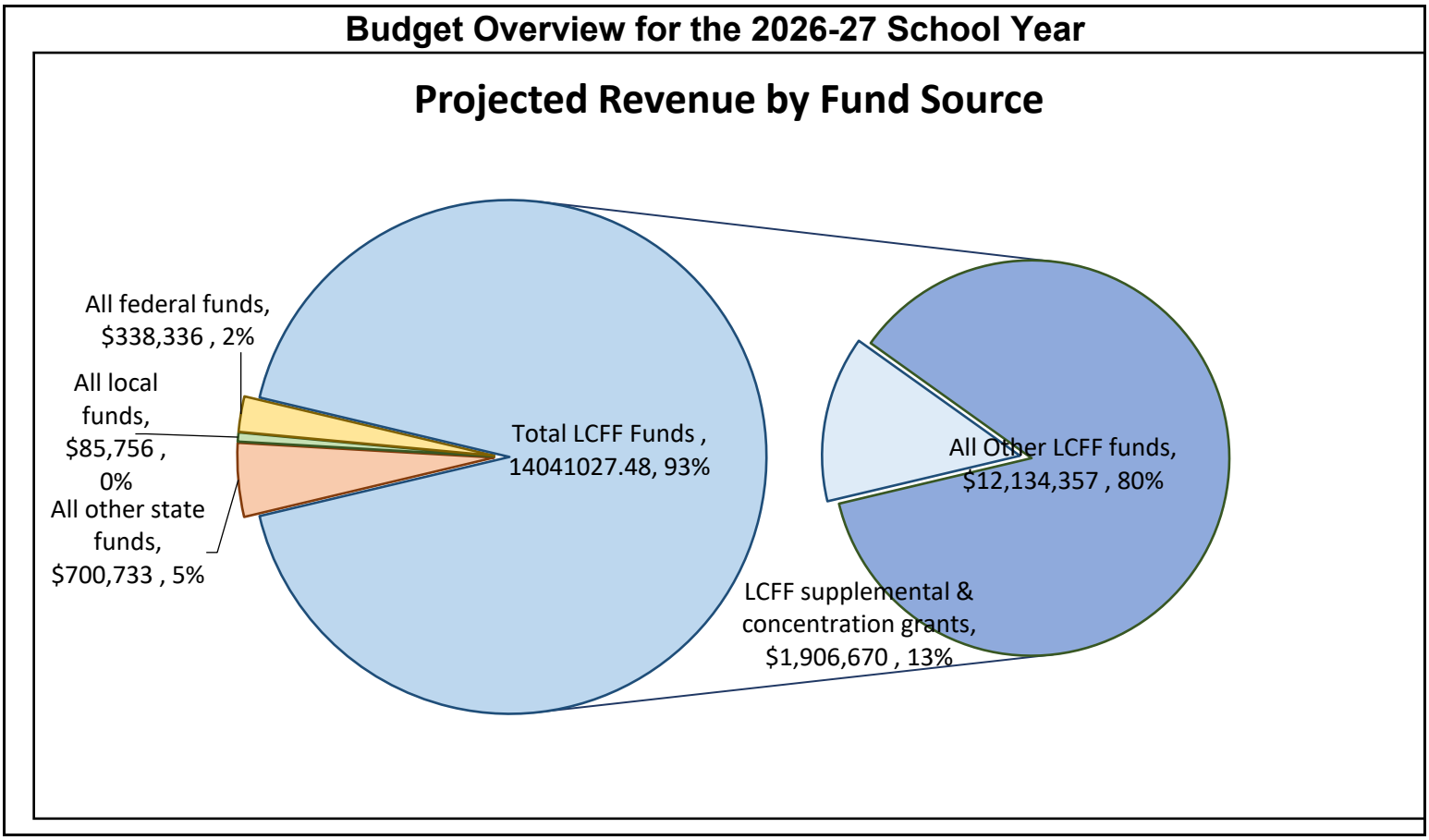
Local Educational Agency (LEA) Name: Dixie Canyon Community Charter

CDS Code: 19 64733 6016778

School Year: 2026-27

LEA contact information: Kevin Kassebaum, Principal; kevin.kassebaum@lausd.net

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

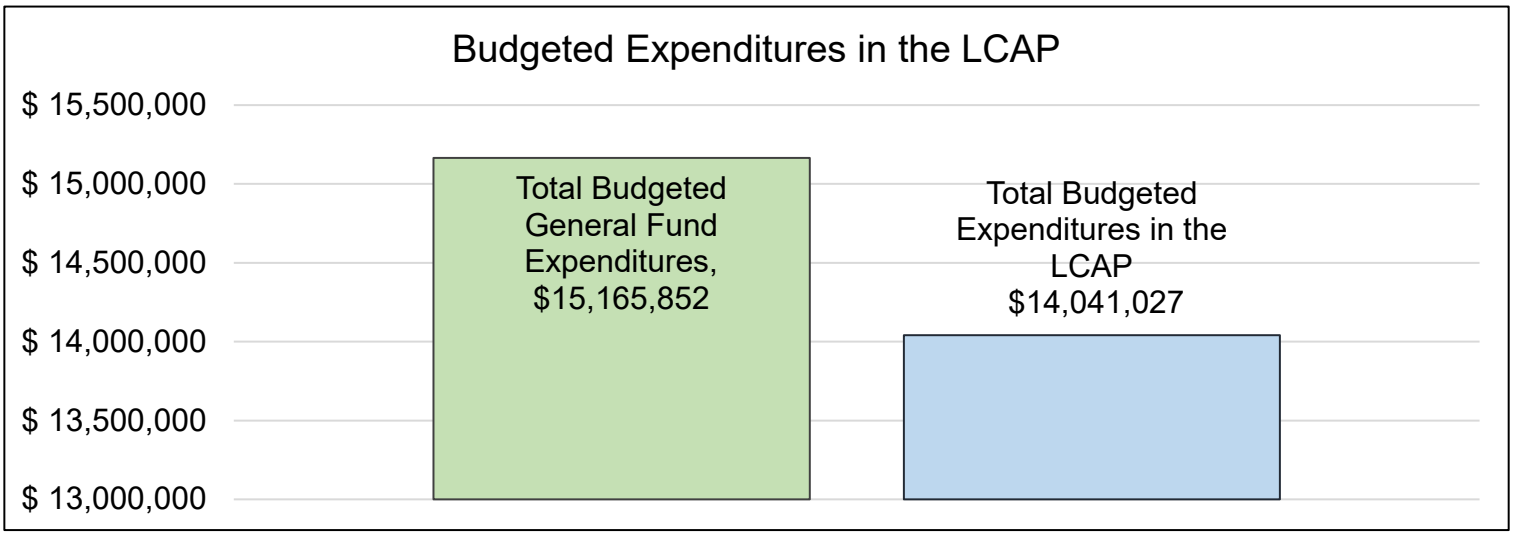


This chart shows the total general purpose revenue Dixie Canyon Community Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dixie Canyon Community Charter is $15,165,852.48, of which $14,041,027.48 is Local Control Funding Formula (LCFF), $700,733.00 is other state funds, $85,756.00 is local funds, and $338,336.00 is federal funds. Of the $14,041,027.48 in LCFF Funds, $1,906,670.34 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 Dixie Canyon Community 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: Dixie Canyon Community Charter plans to spend $15,165,852.48 for the 2026-27 school year. Of that amount, $14,041,027.48 is tied to actions/services in the LCAP and $1,124,825.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

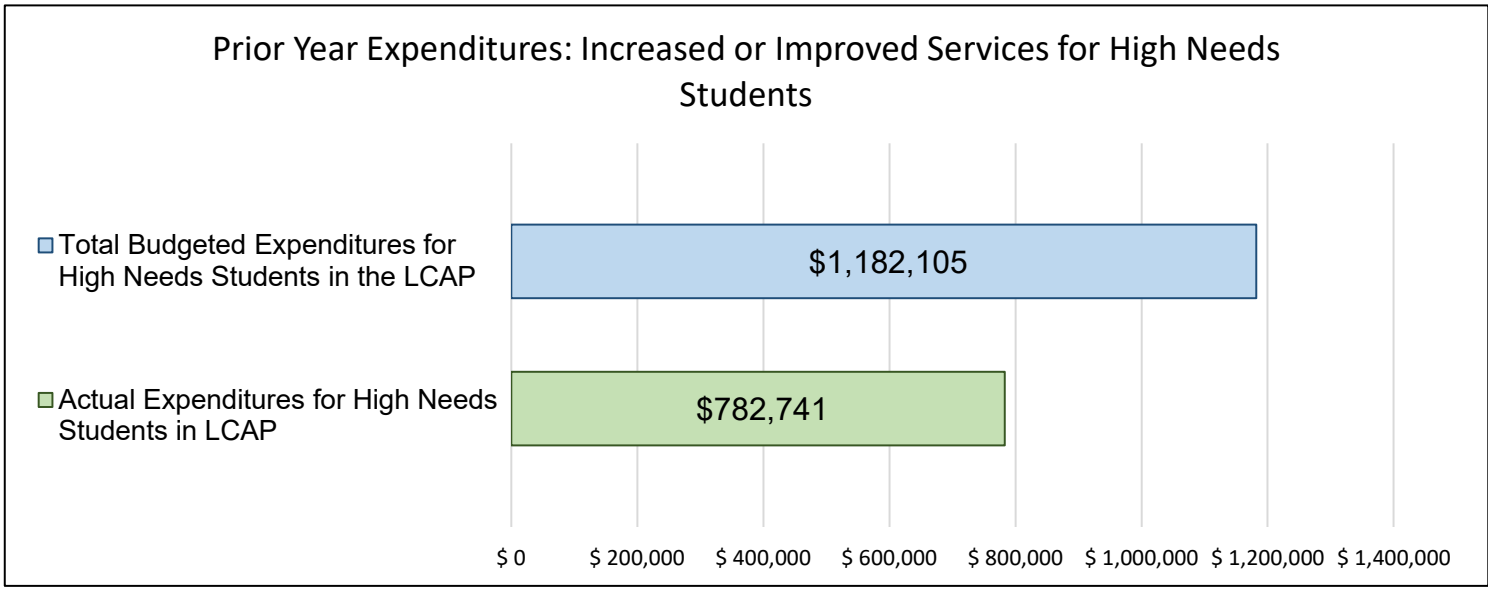
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Dixie Canyon Community Charter is projecting it will receive $1,906,670.34 based on the enrollment of foster youth, English learner, and low-income students. Dixie Canyon Community Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Dixie Canyon Community Charter plans to spend $1,906,670.34 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 Dixie Canyon Community Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dixie Canyon Community 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, Dixie Canyon Community Charter's LCAP budgeted $1,182,105.00 for planned actions to increase or improve services for high needs students. Dixie Canyon Community Charter actually spent $782,741.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $399,364.00 had the following impact on Dixie Canyon Community Charter's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Dixie Canyon Community Charter	Kevin Kassebaum, Principal	kevin.kassebaum@lausd.net; 818-784-6283

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.

Dixie Canyon Community Charter is a UTK-5 grade elementary school and serves approximately 650 students representing various cultural and ethnic backgrounds. Our school provides students an opportunity to attend an award-winning, innovative, vision-driven, shared leadership school dedicated to the success of each child. We serve a diverse population with various programs that address our student population and also provide students living outside of our area an opportunity to enter and enroll through our lottery process. We provide an environment that nurtures every student's innate ability to learn and achieve while fostering social and emotional growth to prepare our students to Be Ready for the World. Music, theater, art, science, and technology are part of our curriculum to provide a rich experience for all our students.

Reflections: Annual Performance

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

In the 2023 CA School Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	English Learners, Hispanic	English Learners	English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	-	-

Dixie Canyon Charter demonstrated very strong academic performance on the 2025 CA School Dashboard.
Student achievement in English Language Arts and Mathematics increased from the previous year, and were higher than state progress. The school's Suspension Rate remained low, similar to the state's progress.

An area of growth Chronic Absenteeism indicator- identifying all students and student groups who are absent 10% or more of the instructional days they were enrolled- identifying specifically English Learners (38.5% chronically absent, an increase of 1.2%), Hispanic (21.7% chronically absent, an increase of 1.3%) and Socioeconomically Disadvantaged students (25.6% chronically absent, increased of 1% from last year), Students with Disabilities (26.3% chronically absent, an increase 3.9%) in the red.

Dixie Canyon Community Charter will implement targeted attendance improvement strategies to address chronic absenteeism among English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. The school will continue to strengthen early identification and intervention systems using attendance monitoring through MiSiS and Whole Child dashboards. Students approaching chronic absenteeism thresholds will receive tiered interventions including family outreach, attendance conferences, and collaboration with the Pupil Services and Wellness (PSW) counselor.
The school will expand proactive communication with families regarding the importance of consistent attendance and will continue to

implement recognition systems that celebrate strong attendance. Targeted support will also include coordination with after-school programs, academic intervention services, and social-emotional supports designed to increase student engagement and reduce barriers to attendance.

Dixie Canyon Charter was identified for Additional Targeted Support and Improvement (ATSI) for English Learners. Dixie Canyon Charter is demonstrating strong overall performance; however, the English Learner (EL) student group has not yet met federal performance thresholds and the school has been identified for ATSI for the past four years. This designation helps the school maintain a focused commitment to strengthening outcomes for EL students through targeted supports, intentional monitoring, and responsive interventions. Dixie Canyon will continue implementing and refining evidence-based strategies to accelerate EL progress, increase access to high-quality instruction, and ensure every English Learner is supported to thrive academically and socially. With continued collaboration among staff, students, and families, the school remains motivated and confident in its ability to improve outcomes and successfully exit ATSI status.

Dixie Canyon Community Charter will address the ATSI identification for English Learners through targeted attendance monitoring, early intervention, and family engagement strategies. The school will continue to strengthen systems for early identification of attendance concerns by regularly reviewing attendance data through MiSiS and Whole Child dashboards. Students approaching chronic absenteeism thresholds will receive tiered interventions that may include outreach to families, attendance conferences, and collaboration with the Pupil Services and Wellness (PSW) counselor.

The school will also continue proactive communication with families regarding the importance of daily attendance and the impact of absences on student learning. Additional support may include coordination with after-school programs, academic intervention services, and social-emotional supports that strengthen student engagement and connection to school. These strategies will be monitored through attendance data reviews during administrative and grade-level team meetings to ensure timely response and continuous improvement.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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
Students	Dixie Canyon Community Charter prioritized authentic student engagement and leadership as core elements of its school culture. Bi-monthly school-wide assemblies celebrated academic growth, kindness, and community, while incorporating LAUSD's Every School Safe modules to reinforce safety, inclusion, and respect. The 2024–25 LAUSD School Experience Survey reflected this positive culture—82% of students agreed that adults at school treated all students with respect, and 91% reported that harassment or bullying was not a problem on campus, demonstrating strong perceptions of safety and belonging. Student Council elections were completed in October, and the newly elected representatives began meeting to provide input on school-wide initiatives. The newly established Black Student Union (BSU) held its first meet-and-greet that Monday, offering students and families an opportunity to strengthen connection and cultural awareness. The school also launched a pilot Best Buddies peer program in partnership with one of its special education classes, connecting students with and without disabilities to promote inclusion, communication, and friendship. The long-standing Big Buddies program continued to pair upper-grade students with younger classes, fostering empathy, mentorship, and a strong sense of community across grade levels. Students also participated in key annual events such as the Multicultural Fair, Student Art Show, Halloween Parade, Jog-a-Thon, and 5th Grade Talent Show, all scheduled on that year's calendar to ensure broad participation. Feedback from students was gathered through classroom discussions, informal reflection activities, and direct input shared with administrators during playground supervision. These multiple avenues for student voice continued to shape enrichment offerings and sustained a safe, inclusive, and connected school environment.
Parents	

	Parent engagement remained a central strength at Dixie Canyon Community Charter. Families participated actively through monthly Governance Council meetings, Coffee with the Principal sessions, and a robust PTA that coordinated schoolwide events and communications. The Parent Center continued to serve as a hub for volunteer coordination and family resources, supported by a Parent and Community Representative who facilitated workshops and outreach efforts to expand parent involvement and communication between home and school. The school approved 267 parent volunteers, reflecting extraordinary family participation across classrooms, enrichment programs, and community events. The 2024–25 Los Angeles Unified School Experience Survey affirmed high levels of family satisfaction—89% of parents agreed that the school provided high-quality instruction, 84% reported satisfaction with how much their child was learning, and 87% stated that the school offered activities that supported their child's personal growth. These results underscored the trust, collaboration, and commitment families brought to the school community. The PTA took a leading role in building connection and school spirit through well-attended family events, including a Return to School Family Fun Night with games and a DJ, a Family Movie Night, a Holiday Sales and Winter Celebration on Dixie Avenue, and a Valentine's Day party on campus. These events provided opportunities for families to connect with one another and with staff outside the classroom. The PTA also achieved a milestone that year, setting an all-time record for its annual Fall Fundraising Campaign, demonstrating the community's confidence and shared investment in the school's success. Parents continued to contribute meaningful feedback through governance committees, surveys—including the annual end-of-year survey—and direct communication with school leadership. Their ongoing collaboration ensured that the programs, priorities, and culture at Dixie Canyon Community Charter continued to reflect the shared commitment to student success, inclusion, and community connection. Dixie Canyon Community Charter was identified for Additional Targeted Support and Improvement (ATSI) based on the performance of the English Learner student group on the Chronic Absenteeism indicator of the California School Dashboard. School leadership reviewed Dashboard data, attendance reports, and other local data sources to better understand the factors contributing to higher rates of absenteeism among English Learners and other student groups. In response, the school strengthened systems for monitoring attendance and supporting students and families. Staff regularly reviewed attendance data through MiSiS and Whole Child dashboards to identify students who might be at risk of chronic absenteeism and to implement early intervention strategies. These supports included proactive communication with families, attendance conferences, collaboration with the Pupil Services and Wellness (PSW) counselor, and coordination with after-school programs and academic supports designed to increase student engagement and connection to school.

	The school continued monitoring attendance trends and refining intervention strategies through regular data reviews with staff and leadership teams to ensure timely responses and improved outcomes for English Learners.
Staff (Certificated and Classified)	Dixie Canyon Community Charter continued to foster a collaborative and supportive professional culture where staff voice and shared leadership were central to the school's success. Weekly professional development sessions held each Tuesday focused on standards-based instruction, data analysis, and strategies that strengthened Tier I teaching and classroom engagement. Staff participated in regular data chats, using assessment results to inform planning and align supports across grade levels. Decision-making processes remained transparent and inclusive through active Local School Leadership Council (LSLC) and Charter Governance Council meetings, where certificated and classified employees contributed input on scheduling, resource allocation, and professional priorities. The Sunshine Committee continued to play an important role in promoting staff wellness, organizing morale-building events, and recognizing milestones throughout the year. A voluntary Staff Coffee in the Lounge also became a popular opportunity for colleagues to connect informally and strengthen team culture. Results from the 2024–25 School Experience Survey reflected this strong climate, with the majority of staff reporting that Dixie Canyon was a supportive and inviting place to work and that adults on campus treated one another with respect. These efforts collectively reinforced a positive, collegial environment where professional growth, communication, and collaboration were valued and sustained.
Community	Dixie Canyon Community Charter continued to strengthen relationships with community partners that enhanced student learning, safety, and enrichment. The school maintained active partnerships with organizations that extended learning beyond the regular day, including Mundo Academy, Purple Planet, STAR Education, LAUSD Beyond the Bell, Dramamaniacs, Enrich LA, and Baba Dabble Do, which provided the after-school STEAM program. These programs gave students hands-on experiences in academic support, visual and performing arts, environmental science, and creative problem-solving. The school also collaborated with Young Storytellers, a nonprofit that empowered students to share their own creative voices through writing and performance. Community engagement further included participation in the Sherman Oaks Chamber of Commerce and the LAUSD Van Nuys Safety Collaborative, where school leadership met regularly with city, district, and law-enforcement partners to coordinate emergency preparedness and promote campus safety. The school also worked closely with the Los Angeles Fire Department (LAFD), the Los Angeles Police Department Van Nuys Division, and the LAUSD School Police Department to support emergency readiness and communication.

	Through its PTA and Booster Club, the school continued to involve community members and local businesses in fundraising and family events that supported arts, technology, and outdoor education. Highlights that year included the PTA Holiday Boutique on Dixie Avenue during winter break, the Return to School Family Fun Night, and other seasonal community gatherings. These relationships demonstrated Dixie Canyon's ongoing commitment to meaningful collaboration with the broader community to support a well-rounded, safe, and engaging educational experience for all students.

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

Educational partner feedback played an important role in shaping the priorities included in the 2026–27 Local Control and Accountability Plan. Input from students, parents, staff, and community partners highlighted the importance of maintaining strong academic programs while continuing to strengthen student engagement, attendance, and school connectedness.

Feedback from teachers and staff emphasized protecting high-quality Tier I instruction, strengthening early literacy supports, and continuing collaborative professional development and data analysis practices. As a result, the LCAP maintains actions that support professional learning, class size structures in the primary grades, and targeted academic supports for English Learners, students with disabilities, and other student groups.

Parents and community members also emphasized the importance of enrichment opportunities and extended learning programs that support student engagement. In response, the LCAP continues actions that support supplemental arts education, after-school programs, and partnerships with community organizations that expand opportunities for students beyond the regular instructional day.

Educational partners also identified attendance and student engagement as areas requiring continued attention. As a result, the LCAP includes actions under the Joy and Wellness goal that strengthen attendance monitoring systems, increase communication with families about attendance expectations, and provide early intervention supports coordinated with the Pupil Services and Wellness (PSW) counselor.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dixie Canyon Community Charter will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality Tier I instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts are part of a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 49.5 **African American/Black:** 38.4 **Hispanic/Latino:** 44.1 **English Learner:** -66.7 **Standard English Learner:** 45.1 **Students with Disability:** -14.5 **Low Income:** 11.9 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 38.1 **African American/Black:** 11.1 **Hispanic/Latino:** 39.1 **English Learner:** -67.9 **Standard English Learner:** 42.6 **Students with Disability:** -0.2 **Low Income:** 8.4 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 38.0 **African American/Black:** -20.6 **Hispanic/Latino:** -1.2 **English Learner:** -70.0 **Standard English Learner:** 11.5 **Students with Disability:** -38.7 **Low Income:** 14.9 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 55.0 **African American/Black:** 42.0 **Hispanic/Latino:** 93.3 **RFEP:** 78.0 **Standard English Learner:** 48.0 **Students with Disabilities:** 5.0 **Low Income:** 59.5	**All Students:** -11.5 **African American/Black:** -59.0 **Hispanic/Latino:** -45.3 **English Learner:** -3.3 **Standard English Learner:** -33.6 **Students with Disability:** -24.2 **Low Income:** +3.0
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 19.8 **African American/Black:** -16.1 **Hispanic/Latino:** 0.8 **English Learner:** -72.4 **Standard English Learner:** -5.2 **Students with Disability:** -51.3	**2023-2024** **All Students:** 15.3 **African American/Black:** -38.7 **Hispanic/Latino:** 9.1 **English Learner:** -62.4 **Standard English Learner:** 3.6 **Students with Disability:** -50.2	**2024-2025** **All Students:** 20.0 **African American/Black:** -28.0 **Hispanic/Latino:** -15.2 **English Learner:** -61.3 **Standard English Learner:** 0.5 **Students with Disability:** -70.8	**2025-2026** **All Students:** 63.3 **African American/Black:** 68.0 **Hispanic/Latino:** 41.1 **English Learner:** -21.7 **Standard English Learner:** 5.6 **Students with Disabilities:** -3.5	**All Students:** +0.2 **African American/Black**: -11.9 **Hispanic/Latino:** -16.0 **English Learner:** +11.1 **Standard English Learner:** +5.7 **Students with Disability:**

		Low Income: -19.2 *Source: Open Data Dashboard*	**Low Income:** -9.8 *Source: Open Data Dashboard*	**Low Income:** -0.8 *Source: Open Data Dashboard*	**Low Income:** 30.2	-19.5 **Low Income:** +18.4
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 50% **Hispanic/Latino:** 30.8% **Standard English Learner:** 31.3% **Low Income:** 23.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 56.3% **Hispanic/Latino:** 59.1% **Standard English Learner:** 53.6% **Low Income:** 47.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 55.6% **Hispanic/Latino:** 53.3% **Standard English Learner:** 46.7% **Low Income:** 42.3% *Source: Open Data Dashboard*	**2025-2026 All Students:** 60.0% **Hispanic/Latino:** 52.0% **Standard English Learner:** 48.0% **Low Income:** 42.0%	**All Students:** +5.6% **Hispanic/Latino:** +22.5% **Standard English Learner:** +15.4% **Low Income:** +19.2%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 75.2% **Hispanic/Latino:** 41.2% **Standard English Learner:** 47.4% **Students with Disability:** 53.3% **Low Income:** 57.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 81.6% **Hispanic/Latino:** 73.1% **Standard English Learner:** 76% **Students with Disability:** 50% **Low Income:** 60.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 83.3% **Hispanic/Latino:** 57.1% **Standard English Learner:** 70.0% **Students with Disability:** 35.3% **Low Income:** 68.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 84.0% **Hispanic/Latino:** 76.0% **Standard English Learner:** 78.0% **Students with Disabilities:** 60.0% **Low Income:** 65.0%	**All Students:** +8.1% **Hispanic/Latino:** +15.9% **Standard English Learner:** +22.6% **Students with Disability:** -18.0% **Low Income:** +10.9%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023 All Students:** 86.5% **Hispanic/Latino:** 78.3% **Standard English Learner:** 85.7% **Students with Disability:**	**2023-2024 All Students:** 86.7% **Hispanic/Latino:** 72.2% **Standard English Learner:** 73.7% **Students with Disability**:	**2024-2025 All Students:** 78.8% **Hispanic/Latino:** 65.4% **Standard English Learner:** 76.0% **Students with Disability**:	**2025-2026 All Students:** 89.0% **Hispanic/Latino:** 80.0% **Standard English Learner:** 82.0% **Students with Disability**:	**All Students:** -7.7% **Hispanic/Latino:** -12.9% **Standard English Learner:** -9.7% **Students with Disability:**

		54.5% **Low Income:** 83.3% *Source: Open Data Dashboard*	66.7% **Low Income:** 84% *Source: Open Data Dashboard*	43.8% **Low Income:** 65.0% *Source: Open Data Dashboard*	70.0% **Low Income:** 86.0%	-10.7% **Low Income:** -18.3%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 80.8% **Hispanic/Latino:** 73.3% **Standard English Learners:** 86.7% **Low Income:** 76.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 87.7% **Hispanic/Latino:** 75% **Standard English Learners:** 75% **Low Income:** 80% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 88.7% **Hispanic/Latino:** 75.0% **Standard English Learners:** 76.5% **Low Income:** 77.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.0% **Hispanic/Latino:** 76.3% **Standard English Learner:** 89.7% **Low Income:** 85.0%	**All Students:** +7.9% **Hispanic/Latino:** +1.7% **Standard English Learners:** -10.2% **Low Income:** +1.1%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 23.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 21.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 26.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 27.0%	**All Students:** +2.8%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 69.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 66.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 73.0%	**All Students:** -2.9%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 13.5% **Low Income:** 18.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 13.6% **Low Income:** 16.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 13.3% **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 16.5% **Low Income:** 21.2%	**All Students:** -0.2%
10	**Percent of Students with Disabilities Who Are in the General Education**	**2022-2023** **All Students:** 87.1% **Hispanic/Latino:** 76.9%	**2023-2024** **All Students:** 86.8% **Hispanic/Latino:** 88.9%	**2024-2025** **All Students:** 73.5% **Hispanic/Latino:** 59.4%	**2025-2026** **All Students:** 90.0% **Hispanic/Latino:** 90.0%	**All Students:** -13.6% **Hispanic/Latino:** -17.5%

	Program at Least 80% of the School Day	**Standard English Learner:** 85.7% **Low Income:** 82.6% *Source: Open Data Dashboard*	**Standard English Learner:** 88.2% **Low Income:** 78.8% *Source: Open Data Dashboard*	**Standard English Learner:** 68.0% **Low Income:** 63.3% *Source: Open Data Dashboard*	**Standard English Learner:** 88.7% **Low Income:** 85.6%	**Standard English Learner:** -17.7% **Low Income:** -19.3%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023 All Students:** 36.4% *Source: Open Data Dashboard*	**2023-2024 All Students:** 45.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** No Data *Source: Open Data Dashboard*	**2025-2026 All Students:** 52.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023 All Students:** 50.7% **Hispanic/Latino:** 66.7% **Standard English Learner:** 76.9% **Low Income:** 65.2% *Source: Open Data Dashboard*	**2023-2024 All Students:** 51.7% **Hispanic/Latino:** 60% **Standard English Learner:** 53.8% **Low Income:** 57.7% *Source: Open Data Dashboard*	**2024-2025 All Students:** 42.5% **Hispanic/Latino:** 32.0% **Standard English Learner:** 35.0% **Low Income:** 39.5% *Source: Open Data Dashboard*	**2025-2026 All Students:** 53.0% **Hispanic/Latino:** 70.0% **Standard English Learner:** 80.0% **Low Income:** 68.0%	**All Students:** -8.2% **Hispanic/Latino:** -34.7% **Standard English Learner:** -41.9% **Low Income:** -25.7%

Goal Analysis for [2025-2026]

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.

During the 2025–2026 school year, Dixie Canyon Community Charter continued implementing actions aligned with its Additional Targeted Support and Improvement (ATSI) designation for English Learners. While the school demonstrated strong academic outcomes and was recognized for exceptional growth on the English Learner Progress Indicator (ELPI), Dashboard data indicated that attendance among English Learners remained an area requiring focused attention. As a result, the school strengthened systems to monitor attendance, identify students at risk of chronic absenteeism, and collaborate with families to support consistent engagement in school. Attendance data was regularly reviewed through MiSiS and Whole Child dashboards, and staff worked closely with the Pupil Services and Wellness (PSW) counselor to provide early interventions and targeted supports. These efforts complemented the broader instructional and intervention structures described below and supported continued progress toward exiting ATSI status.

Action 1: General Fund School Program

This action was fully implemented to address the needs of all students. The General Fund School Program action was implemented through the delivery of standards-aligned core instruction using adopted curricula in literacy, mathematics, and science. Teachers utilized assessment data, including i-Ready and classroom-based measures, to plan differentiated instruction and reteaching. Weekly professional development and grade-level PLC cycles supported instructional coherence and pacing alignment. Teachers collaborated regularly to review student progress and refine instructional strategies. These structures ensured consistent Tier I instruction across classrooms.

Action 2: Special Education Supports

This action was fully implemented to address the needs of students. The Special Education Supports action implemented through an inclusion-based special education program designed to provide students with disabilities access to the general education curriculum. Special education and general education staff collaborated to implement Individual Educational Plan (IEP) accommodations and services consistently. Instruction was delivered through push-in support, co-teaching, and targeted interventions. Progress monitoring tools were used to inform instructional planning and service adjustments. Systems were maintained to ensure full delivery of IEP services and compliance with special education requirements.

Action 3: Charter School Categorical Block Grant

This action was fully implemented to address the needs of all students. Charter School Categorical Block Grant was implemented through the use of Charter School Categorical Block Grant funds to support instructional staffing, professional learning, and operational needs. Funds were used to maintain instructional aides, provide teacher collaboration time, and purchase supplemental instructional materials. Instructional aides supported small-group instruction and differentiated learning in general education and special education classrooms. Professional development was supported through training in data analysis, literacy, mathematics, and Universal Design for Learning. Operational supports ensured classrooms were adequately resourced to support instruction.

Action 4: Class Size Reduction

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. Class Size Reduction was implemented by maintaining reduced student-teacher ratios in primary grades. Smaller class sizes allowed teachers to provide individualized instruction, frequent feedback, and targeted intervention during the instructional day. Teachers used progress-monitoring data to adjust instruction and provide differentiated support. Reduced ratios supported foundational literacy and numeracy development. These staffing allocations ensured consistent instructional access for early learners.

Action 5: Supplemental Early Education

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. Supplemental Early Education was implemented through targeted early literacy supports in grades K–2. Teachers used foundational skills data to plan small-group instruction focused on phonics, fluency, and decoding. Instructional aides supported additional practice and intervention during and after the school day. Expanded Learning Opportunity Program (ELO-P) funds supported extended learning time for early learners. These supports strengthened early reading instruction and access to intervention.

Action 6: Supplemental Arts Education

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. Supplemental Arts Education was implemented through the provision of supplemental arts instruction and enrichment opportunities. Visual and performing arts were delivered through specialists, PTA-supported programs, and external enrichment vendors. Teachers integrated arts-based strategies into core instruction and project-based learning. Arts programming supported student engagement and creative expression across grade levels. These offerings expanded access to arts education as part of the school's instructional program.

Action 7: Supplemental Afterschool Programs

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. Supplemental Afterschool Programs was implemented through a range of afterschool enrichment and academic support programs. Programs provided extended learning opportunities in literacy, mathematics, science, and STEAM through hands-on and project-based instruction. Afterschool providers coordinated with school staff to reinforce academic standards and learning goals. Enrichment offerings supported both academic intervention and student interest development. These programs extended instructional access beyond the regular school day.

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. Charter Supplemental/Concentration Funds in Lieu of EIA was implemented through the use of supplemental and concentration funds to support targeted student groups. Funds supported small-group literacy and mathematics intervention, English Learner tutoring, and afterschool academic enrichment. Instructional supports were designed to increase access and engagement for English Learners, foster youth, and low-income students. Resources were aligned with the school's core academic program and intervention systems. These supports ensured equitable access to instructional opportunities.

Action 9: SENI Investments towards Academic Excellence

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. SENI Investments towards Academic Excellence was implemented through SENI investments to provide targeted academic and equity-focused supports. Funds supported high-dose tutoring, instructional materials, and small-group intervention for students requiring additional support. SENI resources complemented other funding sources to reduce barriers to instruction for historically underserved students. Social-emotional and academic supports were coordinated through school support staff. Budget monitoring ensured funds were aligned to the SENI plan and instructional priorities.

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.

No material differences.

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

Action 1: General Fund School Program

Data: Smarter Balanced ELA (80%) Math (66%) | i-Ready BOY 2025 ELA (59%) Math (63%) | i-Ready MOY 2025–26 Diagnostic: Reading – 61% of students performing on or near grade level and approximately 12% performing two or more grade levels below; Math – 49% performing on or near grade level and approximately 11% performing two or more grade levels below (601 students assessed).

Effectiveness: Core instruction through CKLA, Eureka Math Squared, and FOSS Science remained strong and standards-aligned. Teachers analyzed i-Ready and classroom assessments to plan differentiated lessons and reteaching. Weekly Tuesday professional development and grade-level PLC cycles strengthened instructional coherence and pacing alignment. Baseline data confirmed steady early-year performance, with targeted growth plans in upper grades. Overall, the base program continued to be effective in maintaining high-quality Tier I instruction for all students.

Action 2: Special Education Supports

Data: i-Ready Early Literacy Benchmarks K–2 | Smarter Balanced ELA and Math | 73 % of students with disabilities served in general-education settings | 100 % IEP service delivery.

Effectiveness: The school’s inclusion-based special education program continued to provide students with disabilities full access to the core curriculum and supports aligned to their individualized education plans. Service logs confirmed 100 percent delivery of IEP minutes, and collaboration between general education teachers and SPED staff ensured accommodations were implemented consistently. Push-in instruction, co-teaching, and progress monitoring using i-Ready and teacher-developed assessments led to steady growth in literacy and math for students with IEPs. This action remained effective in promoting academic access, equity, and compliance with all special education requirements.

Action 3: Charter School Categorical Block Grant

Data: Smarter Balanced Results 2024 ELA 80 % | Math 66 % • Attendance 94 % (67 % of students with 96% or higher attendance)

Effectiveness: The Charter School Categorical Block Grant continued to provide essential, flexible funding that sustained Dixie Canyon's core instructional and operational priorities. Funds were used to maintain classroom aides, provide teacher X-time for instructional planning and collaboration, and purchase supplemental materials that supported standards-aligned instruction in all grade levels.

Aides assigned to primary and SPED classrooms strengthened small-group instruction and differentiated learning.

Block Grant resources and Educator Effectiveness Grant funds jointly supported professional development in data analysis, literacy, math fluency, and Universal Design for Learning.

The grant also supplemented intervention supports for students not meeting grade-level standards and high-dose learning sessions.

The flexibility of the Charter School Categorical Block Grant remained critical to maintaining staffing stability, supporting continuous professional growth, and ensuring that all students had access to high-quality learning experiences.

Action 4: Class Size Reduction

Data: Smarter Balanced ELA (80%) | Smarter Balanced Math (66%) | i-Ready BOY 2025 ELA (59%) Math (63%) | i-Ready MOY 2025–26 Diagnostic: Reading – 61% of students performing on or near grade level; Math – 49% performing on or near grade level (601 students assessed).

Effectiveness: Maintaining reduced student-teacher ratios in grades K–3 (approximately 24:1) strengthened early literacy and numeracy outcomes. Smaller class sizes allowed for increased individualized feedback, differentiated instruction, and frequent progress monitoring. i-Ready early-literacy benchmarks showed 68 percent of K–2 students meeting or exceeding expectations, confirming that reduced ratios supported foundational reading skills. Teachers reported greater capacity to provide targeted intervention within the instructional day, which contributed to steady performance on both i-Ready and Smarter Balanced assessments.

Action 5: Supplemental Early Education

Data: i-Ready Early Literacy Benchmarks K–2 (≈ 68 % of students on or above grade level)
i-Ready MOY 2025–26 Diagnostic: Reading – 61% of students performing on or near grade level and approximately 12% performing two or more grade levels below; Math – 49% performing on or near grade level and approximately 11% performing two or more grade levels below (601 students assessed; ~98% participation). BOY to MOY comparison shows a reduction in students performing two or more grade levels below (Reading: 17% → 12%; Math: 19% → 11%).

Effectiveness: Targeted early-literacy instruction in grades K–2 continued to be a strength of the school's academic program. Teachers used i-Ready Foundational Skills data to plan small-group phonics, fluency, and decoding lessons that closed gaps for emergent readers and English Learners. Instructional aides supported additional after-school practice and intervention. The 68 percent on-level rate represented steady growth and confirmed that this action was effective in building early reading proficiency and equity of access for young learners.

Action 6: Supplemental Arts Education

Data: Smarter Balanced ELA (80 %) | Smarter Balanced Math (66 %) | Student Attendance 94 % | Students with Excellent Attendance (96 % or Higher = 67 %) | Chronic Absenteeism 10–31 % by grade

Effectiveness: Arts instruction—delivered through VAPA specialists, PTA-funded visual arts, drama, and music programs, and enrichment vendors such as Dramamaniacs and Baba Dabble Do—continued to enhance student engagement, creativity, and school connectedness. Integration of the arts into core content and project-based learning strengthened motivation and persistence, particularly in upper-grade writing and performance tasks. Schoolwide attendance remained stable at 94 percent, with 67 percent of students maintaining 96 percent attendance or higher. Chronic absence rates varied by grade (10–31 percent), and continued focus on arts-based enrichment and PBIS recognition helped re-engage chronically absent students. Overall, supplemental arts programs remained effective in supporting both academic performance and positive student climate outcomes.

Action 7: Supplemental Afterschool Programs

Data: Smarter Balanced ELA (Grades 3–5 = 80 % met/exceeded) | Smarter Balanced Math (Grades 3–5 = 66 % met/exceeded) | California Science Test Grade 5 – Met/Exceeded (≈ 65 %)

Effectiveness: Dixie Canyon continued to provide robust enrichment and intervention opportunities after school that directly reinforced academic standards. Programs such as Mundo Academy, Beyond the Bell, Purple Planet, Baba Dabble Do (STEAM), and Dramamaniacs gave students extended access to literacy, math, and science learning in engaging, hands-on formats. Students in Grades 3–5 maintained strong performance on state assessments, with 80 percent meeting or exceeding ELA standards and 66 percent meeting or exceeding Math standards; fifth-grade science proficiency remained high at roughly 65 percent. Attendance and participation in after-school sessions were strong, and feedback from teachers and families indicated improved confidence and perseverance among participating students. This action continued to be highly effective in promoting academic growth, creativity, and real-world application of learning beyond the school day.

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

Data: Smarter Balanced ELA (80 %) | Math (66 %) | K–2 Early Literacy ≈ 68 % on/above grade level | California Science Test Grade 5 ≈ 65 % Met/Exceeded | English Learner Reclassification 22.7 %

Effectiveness: Supplemental and concentration funds continued to provide targeted instructional supports for English Learners, students in foster care, and low-income students. Funds sustained small-group literacy and math intervention, EL tutoring through Mundo Academy, and after-school academic enrichment that built access and confidence. Reclassification remained steady at 22.7 percent, and EL students showed improved participation and growth on local assessments. Academic performance for unduplicated pupils continued to align closely with overall schoolwide achievement on Smarter Balanced and science assessments, indicating that supplemental resources were being used effectively to advance equity and achievement for targeted groups.

Action 9: SENI Investments towards Academic Excellence

Data: Smarter Balanced ELA (80%) | Smarter Balanced Math (66%) | i-Ready BOY 2025 ELA (59%) Math (63%) | i-Ready MOY 2025–26 Diagnostic: Reading – 61% of students performing on or near grade level; Math – 49% performing on or near grade level (601 students assessed).

Effectiveness: Student Equity Needs Index (SENI) funds were used to expand academic equity and targeted support for historically underserved students. These funds complemented ELO-P and other supplemental allocations to strengthen high-dose tutoring through Mundo Academy and provided classroom materials for English Learners and students with disabilities. The school used SENI resources to

reduce barriers to instruction through small-group academic intervention, social-emotional support led by the PSW, and differentiated literacy and math materials for students performing below grade level. Budget monitoring and North Region oversight confirmed all funds were appropriately encumbered and aligned to the SENI plan. Data from i-Ready and Smarter Balanced assessments showed continued growth for targeted subgroups, particularly in early literacy and math foundations. The coordinated use of SENI and site-based resources ensured that interventions remained aligned to the district's equity framework and sustained academic access and achievement for all students.

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.

Dixie Canyon Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Dixie Canyon Charter's LCAP.

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	Base Instructional Supports, including General Fund School Program	Dixie Canyon Community Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $4,009,914 **School Discretionary Fund Cost: $440,296**	N
2	Base Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Dixie Canyon Community Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $440,296	N
3	Charter School Categorical Block Grant	Charter School Categorical Block Grant funds will be used to support instructional staffing, classroom aides, professional development, and supplemental instructional materials that strengthen standards-based instruction. These funds help sustain collaborative teacher planning, small-group instruction, and classroom resources that support student learning across all grade levels.	**School Discretionary Fund Cost: $252,998**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Dixie Canyon Community Charter.	District Cost: $1,037,452	Y
5	Supplemental Early Education	Dixie Canyon Charter will continue to implement early education programs to close equity gaps for English Learners, students in foster care, and low income students.	District Cost: $406,833	Y
6	Supplemental Arts Education	Dixie Canyon Community Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $60,012	Y
	Supplemental Afterschool Programs	Dixie Canyon Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Dixie Canyon Charter's LCAP.		

7	Charter Supplemental/Concentration Funds in Lieu of EIA	Charter Supplemental and Concentration funds will be used to provide targeted academic support for English Learners, low-income students, and students in foster care through small-group intervention, tutoring, and supplemental instructional resources. These services increase access to academic support and help ensure equitable learning opportunities for unduplicated student groups.	**School Discretionary Fund Cost: $87,801**	Y
8	SENI Investments towards Academic Excellence	Student Equity Needs Index (SENI) funds will support targeted academic intervention, instructional materials, and tutoring supports designed to reduce barriers to learning for historically underserved students. These investments strengthen access to small-group instruction, high-dose tutoring opportunities, and classroom resources that support academic progress.	**School Discretionary Fund Cost: $306,632**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected, and respected. Dixie Canyon Community Charter will have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. We will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment, and leveraging community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 38.5% **African American/Black:** 40.9% **Hispanic/Latino:** 30.1% **English Learner:** 22.9% **RFEP:** 52.6% **Standard English Learner:** 30.9% **Students with Disability:** 34.3% **Low Income:** 29.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 51.6% **African American/Black:** 38.1% **Hispanic/Latino:** 51.1% **English Learner:** 33.3% **RFEP:** 50% **Standard English Learner:** 48.6% **Students with Disability:** 43.4% **Low Income:** 42.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 49.3% **African American/Black:** 35.0% **Hispanic/Latino:** 45.8% **English Learner:** 33.3% **RFEP:** 52.2% **Standard English Learner:** 45.7% **Students with Disability:** 37.6% **Low Income:** 36.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 55.0% **African American/Black:** 44.0% **Hispanic/Latino:** 54.0% **English Learner:** 36.0% **RFEP:** 56.0% **Standard English Learner:** 52.0% **Students with Disabilities:** 46.0% **Low Income:** 46.0%	**All Students:** +10.8% **African American/Black:** -5.9% **Hispanic/Latino:** +15.7% **English Learner:** +10.4% **RFEP:** -0.4% **Standard English Learner:** +14.8% **Students with Disability:** +3.3% **Low Income:** +7.2%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 19.2% **African American/Black:** 31.8% **Hispanic/Latino:** 31.3% **English Learner:** 34.3% **RFEP:** 21.1%	**2023-2024** **All Students:** 16% **African American/Black:** 26% **Hispanic/Latino:** 19% **English Learner:** 40% **RFEP:** 15%	**2024-2025** **All Students:** 15.0% **African American/Black:** 42.1% **Hispanic/Latino:** 19.0% **English Learner:** 42.9% **RFEP:** 21.7%	**2025-2026** **All Students:** 13.0% **African American/Black:** 24.0% **Hispanic/Latino:** 17.0% **English Learner:** 38.0% **RFEP:** 13.0%	**All Students:** -4.2% **African American/Black:** +10.3% **Hispanic/Latino:** -12.3% **English Learner:** +8.6% **RFEP:** +0.6%

		Standard English Learner: 31.2% **Students with Disability:** 25.7% **Low Income:** 28.8% *Source: Open Data Dashboard*	**Standard English Learner:** 21% **Students with Disability:** 19% **Low Income:** 24% *Source: Open Data Dashboard*	**Standard English Learner:** 20.8% **Students with Disability:** 22.2% **Low Income:** 25.3% *Source: Open Data Dashboard*	**Standard English Learner:** 19.0% **Students with Disabilities:** 17.0% **Low Income:** 22.0%	**Standard English Learner:** -10.4% **Students with Disability:** -3.5% **Low Income:** -3.5%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students**: 24.7% **African American/Black:** 31.8% **Hispanic/Latino:** 37.2% **English Learner:** 40% **RFEP:** 26.3% **Standard English Learner:** 36.6% **Students with Disability:** 32.9% **Low Income:** 34.2% *Source: Open Data Dashboard*	**2023-2024** **All Students**: 21.3% **African American/Black:** 33.3% **Hispanic/Latino:** 26% **English Learner:** 42.2% **RFEP:** 27.8% **Standard English Learner:** 27.9% **Students with Disability:** 31.6% **Low Income:** 31.5% *Source: Open Data Dashboard*	**2024-2025** **All Students**: 22.2% **African American/Black:** 55.0% **Hispanic/Latino:** 25.4% **English Learner:** 48.9% **RFEP:** 21.7% **Standard English Learner:** 26.8% **Students with Disability:** 29.4% **Low Income:** 32.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 17.0% **African American/Black:** 28.8% **Hispanic/Latino:** 22.0% **English Learner:** 37.0% **RFEP:** 23.3% **Standard English Learner:** 23.0% **Students with Disabilities:** 29.9% **Low Income:** 31.2%	**All Students:** -2.5% **African American/Black**: +23.2% **Hispanic/Latino:** -11.8% **English Learner:** +8.9% **RFEP:** -4.6% **Standard English Learner:** -9.8% **Students with Disability:** -3.5% **Low Income:** -2.2%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 56.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 44.1% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 51.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 59.7%	**All Staff:** -4.8%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.16%	**2023-2024** **All Students:** 0.15%	**2024-2025** **All Students:** 0.4%	**2025-2026** **All Students:** 0%	**All Students:** +0.24%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 2 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 1 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** -2
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 83.2% **Hispanic/Latino:** 76.3% **English Learner:** 63.6% **Standard English Learner:** 79.5% **Students with Disability:** 93.8% **Low Income:** 84.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 73.7% **Hispanic/Latino:** 70.6% **English Learner:** 63.6% **Standard English Learner:** 75.6% **Students with Disability:** 81% **Low Income:** 64.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 77.9% **Hispanic/Latino:** 83.3% **English Learner:** 75.0% **Standard English Learner:** 77.4% **Students with Disability:** 85.7% **Low Income:** 78.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.2% **Hispanic/Latino:** 79.3% **English Learner:** 70.0% **Standard English Learner:** 82.5% **Students with Disability:** 85.0% **Low Income:** 88.0%	**All Students:** -5.3% **Hispanic/Latino:** +7.0% **English Learner:** +11.4% **Standard English Learner:** -2.1% **Students with Disability:** -8.1% **Low Income:** -6.7%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 87.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 74.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** -1.7%
10	**Percent of Staff who Feel Safe at School (per School**	**2022-2023** **All Staff:** 98.3%	**2023-2024** **All Staff:** 95.2%	**2024-2025** **All Staff:** 97.2%	**2025-2026** **All Staff:** 100.0%	**All Staff:** -1.1%

	Experience Survey)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 77.5% **Hispanic/Latino:** 68.4% **Standard English Learners:** 66.7% **Students with Disability:** 81.3% **Low Income:** 79.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 71.7% **Hispanic/Latino:** 82.4% **Standard English Learners:** 78% **Students with Disability:** 81% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 75.3% **Hispanic/Latino:** 66.7% **Standard English Learners:** 74.2% **Students with Disability:** 77.3% **Low Income:** 69.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **Hispanic/Latino:** 85.0% **Standard English Learners:** 82.0% **Students with Disability:** 84.0% **Low Income:** 75.0%	**All Students:** -2.2% **Hispanic/Latino:** -1.7% **Standard English Learner:** +7.5% **Students with Disability:** -4.0% **Low Income:** -9.6%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 89.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 93.0%	**All Parents:** +4.0%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 60.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 58.1% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 71.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 64.0%	**All Staff:** +10.9%

Goal Analysis for [2025-2026]

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.

Action 1: Base-Funded Health Supports

This action was fully implemented to address the needs of all students. Base-Funded Health Supports was implemented through the continued provision of full-time school nursing services to support student health and wellness. A school nurse was on campus daily to provide medical care, conduct health screenings, and deliver wellness education. The nurse collaborated with families and school staff to address health-related concerns and support student attendance. Communication with families was used to address health needs that may impact regular school participation. These services ensured consistent access to health supports for all students.

Action 2: Base-Funded School Climate Support Staff

This action was fully implemented to address the needs of all students. Base-Funded School Climate Support Staff was implemented through base-funded school climate staffing focused on student safety and social-emotional well-being. The Pupil Services and Wellness (PSW) counselor provided mental health services and led schoolwide wellness initiatives. Social-emotional learning activities were incorporated during lunch periods and schoolwide events. These supports were aligned with the school's Positive Behavior Interventions and Supports (PBIS) framework, including recognition systems and assemblies. Together, these structures supported consistent expectations and a positive school climate.

Action 3: Supplemental School Climate Support Staff

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Dixie Canyon Charter. The Supplemental School Climate Support Staff was implemented through supplemental school climate supports designed to promote equity, belonging, and student voice. Additional supports were provided for English Learners, students with disabilities, and other identified student groups. The school launched student affinity groups, including the Black Student Union, and designated an LGBTQ+ Faculty Liaison to support inclusive practices. The PSW counselor provided small-group supports and regular check-ins for students requiring additional social-emotional guidance. These efforts supported inclusive school practices and reduced barriers to student engagement.

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.

No material differences.

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

Action 1: Base-Funded Health Supports

Data: Percent of students with excellent attendance (96 % or higher = 67 %); Chronic Absenteeism Rate (10–31 % by grade, Power BI).

Effectiveness: Health and wellness supports remained strong and accessible to all students. The full-time school nurse provided daily care, wellness education, and health screenings that helped reduce health-related absences. Attendance data showed that two-thirds of students maintained excellent attendance, while chronic absence rates were addressed through increased communication with families and proactive health interventions. This action remained effective in ensuring students' physical health needs were met, allowing for consistent instructional access.

Action 2: Base-Funded School Climate Support Staff

Data: • Percent of Students Reporting "I feel safe in this school" (82 %) • Percent of Students Reporting "I feel like I am part of this school" (High agreement on SES 2024-25)

Effectiveness: Base-funded school climate supports continued to be highly effective in maintaining a safe and inclusive learning environment. The Pupil Services and Wellness (PSW) counselor led mental health services and schoolwide positive initiatives, including wellness themes and social-emotional learning activities during lunch. These efforts complemented the school's Positive Behavior Interventions and Supports (PBIS) framework and reinforced expectations through Friday "Caught in the Act" recognitions and bi-monthly assemblies. The School Experience Survey showed that 82 percent of students felt safe at school and reported high levels of respect from adults. Together, these data confirmed the effectiveness of the climate supports in promoting belonging and positive behavior campus-wide.

Action 3: Supplemental School Climate Support Staff

Data: • Percent of Students Who Feel Safe at School (82 %, SES 2024-25) • English Learner Reclassification Rate 22.7 %.

Effectiveness: Supplemental school climate supports targeted equity and belonging for English Learners, students with disabilities, and underrepresented groups. The PSW provided additional small-group and check-in supports for students who needed connection and behavioral guidance. School Experience Survey data reflected strong safety ratings and positive student feedback across subgroups, indicating these supports were effective in fostering inclusivity and reducing social-emotional barriers to learning.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Dixie Canyon Community Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Dixie Canyon Community Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Dixie Canyon Community Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
	SENI Investments towards Joy and Wellness	While Dixie Canyon Charter did not invest LCFF- SENI funds towards Joy and Wellness in 202-6-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.		

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, we will engage, develop, and empower students to reach their full potential. Dixie Canyon Community Charter will leverage resources and programs within the larger community to provide services that support the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 70.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 64.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 73.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 73.0%	**All Parents:** +2.8%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 83.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.0%	**All Parents:** +2.0%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 69.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 71.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 74.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 72.0%	**All Parents:** +5.2%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 91.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.9% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.0%	**All Parents:** +2.3%

Goal Analysis for [2025-2026]

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.

While LCFF-SENI funds were not used for Engagement and Collaboration, the school implemented multiple structures to support family and community involvement. A Parent Center was established to provide a dedicated space for family engagement and resources. A Parent and Community Representative supported outreach, volunteer coordination, and communication with families. The school also partnered with the PTA and supported student-led events to encourage participation and school connectedness. Outreach and communication strategies were continuously reviewed and adjusted to support ongoing engagement efforts.

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.

No material differences.

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

While Dixie Canyon Community Charter did not invest LCFF- SENI funds towards Engagement and Collaboration, the school's work towards engagement and collaboration have been effective overall. The addition of a Parent Center and a Parent and Community Representative helped increase volunteer participation and parent involvement. Strong PTA partnerships and student-led events also contributed to improved school connectedness. While some communication and scheduling challenges remain, the school is refining outreach strategies to build on these successes.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
	SENI Investments towards Engagement and Collaboration	While Dixie Canyon Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.		

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Dixie Canyon Community Charter has developed this goal because it aligns with the strategic plan and creates a culture of shared responsibility for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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.

Action 1: LAUSD Support for Affiliated Charter Operations

This action was fully implemented to address the needs of all students. LAUSD Support for Affiliated Charter Operations was implemented through ongoing operational support provided by Los Angeles Unified to ensure compliance with state and federal requirements. Centralized district services supported facilities maintenance, instructional materials, and teacher credentialing. The school ensured that all teachers were appropriately credentialed and that students had access to standards-aligned instructional materials. Facilities and classrooms were maintained through regular inspections, walkthroughs, and oversight processes. Technology and modernization supports were implemented to maintain safe, functional, and well-equipped learning environments.

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.

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Data: Williams Act and FIT Reports 2023–24 (“High Performing,” no deficiencies), 100% appropriately credentialed teachers (2025–26 staff roster) and All students have access to standards-aligned materials.

Effectiveness: Operational support provided through Los Angeles Unified remains highly effective. Centralized services ensure compliance with state and federal standards for facilities, instructional materials, and teacher credentials. Ongoing modernization and technology upgrades have enhanced instructional quality and student safety. Oversight documentation and recent walkthroughs confirm that classrooms are clean, well-equipped, and accessible. The school continues to meet or exceed expectations for the “Basic” and “Conditions of Learning” priorities, demonstrating efficient use of resources and strong operational leadership.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Dixie Canyon will continue to receive centralized support for the operation of our school and its facilities.	School Discretionary Fund Cost: $2,940,537	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$394,433.00 (School Discretionary Funds - new S/C revenues) $1,906,670.34 (Total District and School S/C funds, including carryover)	$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
56.89%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	56.89%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Dixie Canyon Charter. Scope: School-wide	Los Angeles Unified School District, including Dixie Canyon Charter continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	**Action:** Supplemental Early Education **Need:** Increase the opportunity for students from low income families to have access to early education.	To address the needs of students from low income families, the District continues to implement the following support, at Affiliated Charter Schools such as Dixie Canyon Charter:	For the identified student group(s): EL, LI, FY, ALL ● DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2

	Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education is relevant because students from low-income families need equitable access to high quality early education programs. Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. **Scope:** School-wide	• ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. • In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. • For 2026-27, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
Goal 1 Action 6	Action: Supplemental Arts Education Need:	Los Angeles Unified School District, including Dixie Canyon Charter, receive a funding allocation to	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced

	Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts Education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Dixie Canyon Charter. Scope: School-wide	purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Dixie Canyon Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	Assessment: ELA-Grades 3-5 ● Smarter Balanced Assessment: Math-Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● Implementation of Academic Standards (All Students)
Goal 1 Action 7	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Dixie Canyon Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Charter Supplemental and Concentration funds are used to provide targeted academic support for English Learners, low-income students, and foster youth through small-group intervention, tutoring, and supplemental instructional resources. These services are designed to increase access to grade-level instruction, address learning gaps, and support consistent attendance and engagement. This action is provided schoolwide to ensure access while prioritizing the needs of unduplicated student groups.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in

			Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Dixie Canyon Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Implement a coordinated system of academic monitoring, intervention, and English Language Development to ensure equitable access to grade-level instruction and accelerate learning for English Learners, Low-Income students, and Foster Youth. This strategy emphasizes consistent use of assessment data, targeted instructional supports, and alignment of Designated and Integrated ELD practices with core content instruction. The strategy is designed to address subgroup academic gaps by strengthening instructional coherence, intervention coordination, and progress monitoring across grade levels. Research indicates that coordinated systems of data-informed instruction, targeted intervention, and aligned English Language Development practices are effective in improving academic outcomes for English Learners and students experiencing opportunity gaps.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		At Dixie Canyon Community Charter School, this strategy has been implemented through coordinated use of assessment data, intervention supports, and English Language Development practices. Review of school-level data, including CAASPP results, California School Dashboard indicators, i-Ready diagnostic data, and English Learner progress measures, indicates strong overall academic performance alongside persistent subgroup gaps. Practice experience shows that when academic monitoring, intervention coordination, and ELD supports are implemented consistently and aligned across grade levels, students demonstrate improved access to instruction and more timely identification of learning needs. This evidence supports the continuation and refinement of the strategy to strengthen outcomes for English Learners, Low-Income students, and Foster Youth.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Dixie Canyon Charter will also provide supplemental school climate support staffing. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Dixie Canyon Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement	●For the identified student group(s): EL, LI, FY, ALL Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	

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
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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

[Provide description here]

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.

Dixie Canyon Charter is not eligible for these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	29.15 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 656 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	40.27 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 656 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Dixie Canyon Community Charter 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Dixie Canyon Community Charter 2026-2027	$ 693,294	$ 394,433	56.89%	0.000%	56.89%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,087,727	$ -	$ -	$ -	$ 1,087,727.00	$ 914,303	$ 173,424

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 406,477	$ 33,819	$ 440,296	$ -	$ -	$ -	$ 440,296	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 224,020	$ 28,978	$ 252,998	$ -	$ -	$ -	$ 252,998	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 33,205	$ 54,596	$ 87,801	$ -	$ -	$ -	$ 87,801	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 250,601	$ 56,031	$ 306,632	$ -	$ -	$ -	$ 306,632	0.000%

Dixie Canyon Community Charter 2026-2027 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
$ 693,294	$ 394,433	56.89%	0.000%	56.89%	$ 394,433	0.000%	56.89%	**Total:**	$ 394,433
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 394,433

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	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 87,801	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 306,632	0.000%

Dixie Canyon Community Charter 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,182,105.00	$ 782,741.00

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	Base Instructional Supports, including General Fund School Program	No	$ 450,452	$ 305,510
1	3	Charter School Categorical Block Grant	No	$ 310,464	$ 223,056
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 108,568	$ 19,967
1	9	SENI Investments towards Academic Excellence	Yes	$ 312,621	$ 234,208

Dixie Canyon Community Charter 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 421,189	$ 421,189	$ 254,175	$ 167,014	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 108,568	$ 19,967	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 312,62	$ 234,208	0.000%	0.000%

Dixie Canyon Community Charter 2025-2026 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)
$ 760,916	$ 421,189	0.000%	55.353%	$ 254,175	0.000%	33.404%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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