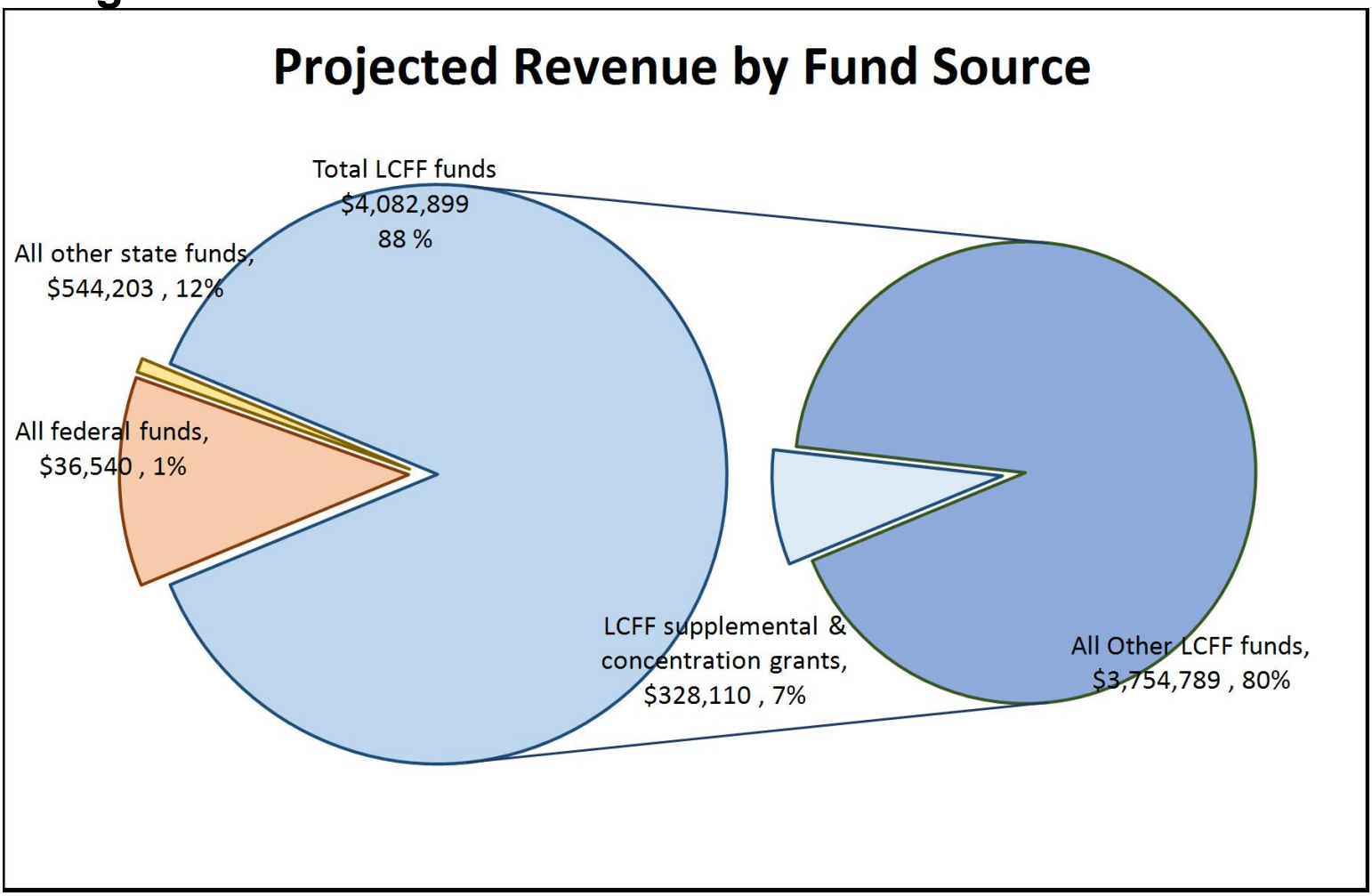
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allegiance STEAM Academy - Thrive Fontana
CDS Code: 36677100141952
School Year: 2025-26
LEA contact information:
Sebastian Cognetta
CEO

909-258-9937

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

Budget Overview for the 2025-26 School Year

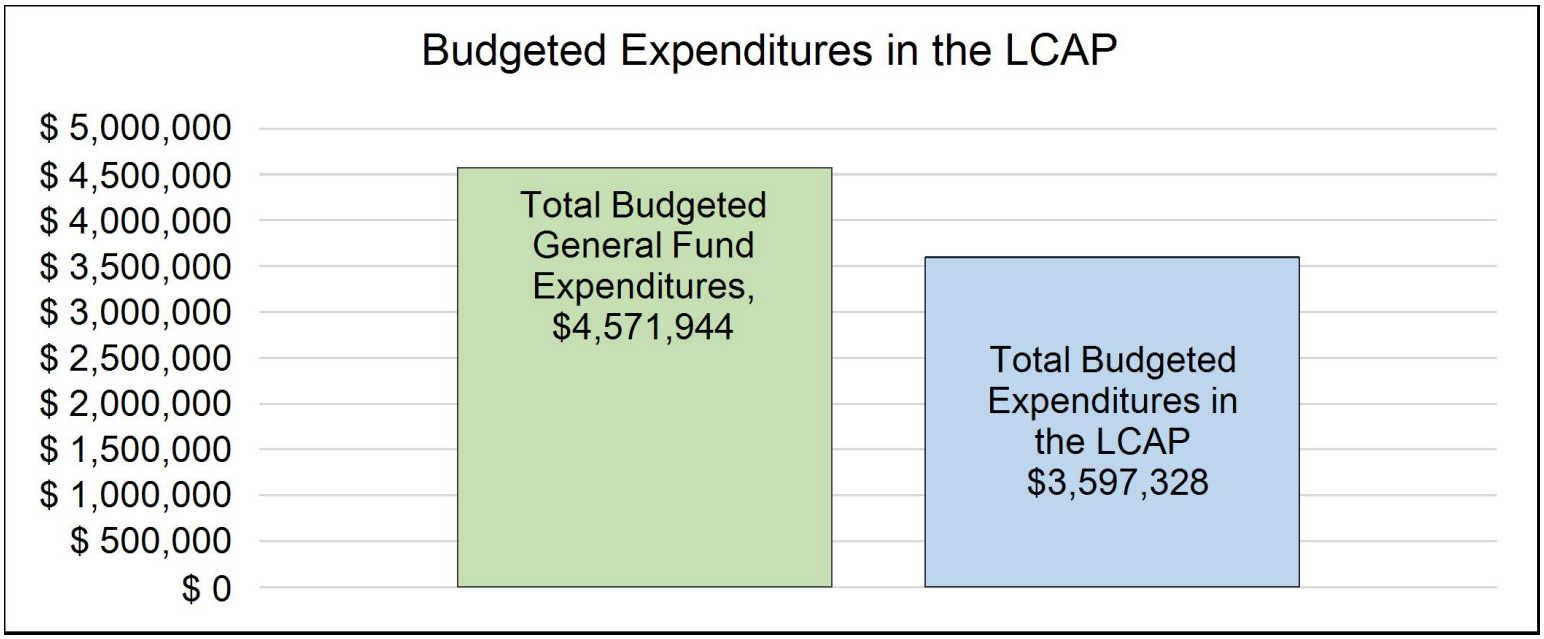


This chart shows the total general purpose revenue Allegiance STEAM Academy - Thrive Fontana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allegiance STEAM Academy - Thrive Fontana is $4,663,642, of which $4082899 is Local Control Funding Formula (LCFF), $544203 is other state funds, $0 is local funds, and $36540 is federal funds. Of the $4082899 in LCFF Funds, $328110 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Allegiance STEAM Academy - Thrive Fontana plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Allegiance STEAM Academy - Thrive Fontana plans to spend $4571944 for the 2025-26 school year. Of that amount, $3597328 is tied to actions/services in the LCAP and $974,616 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

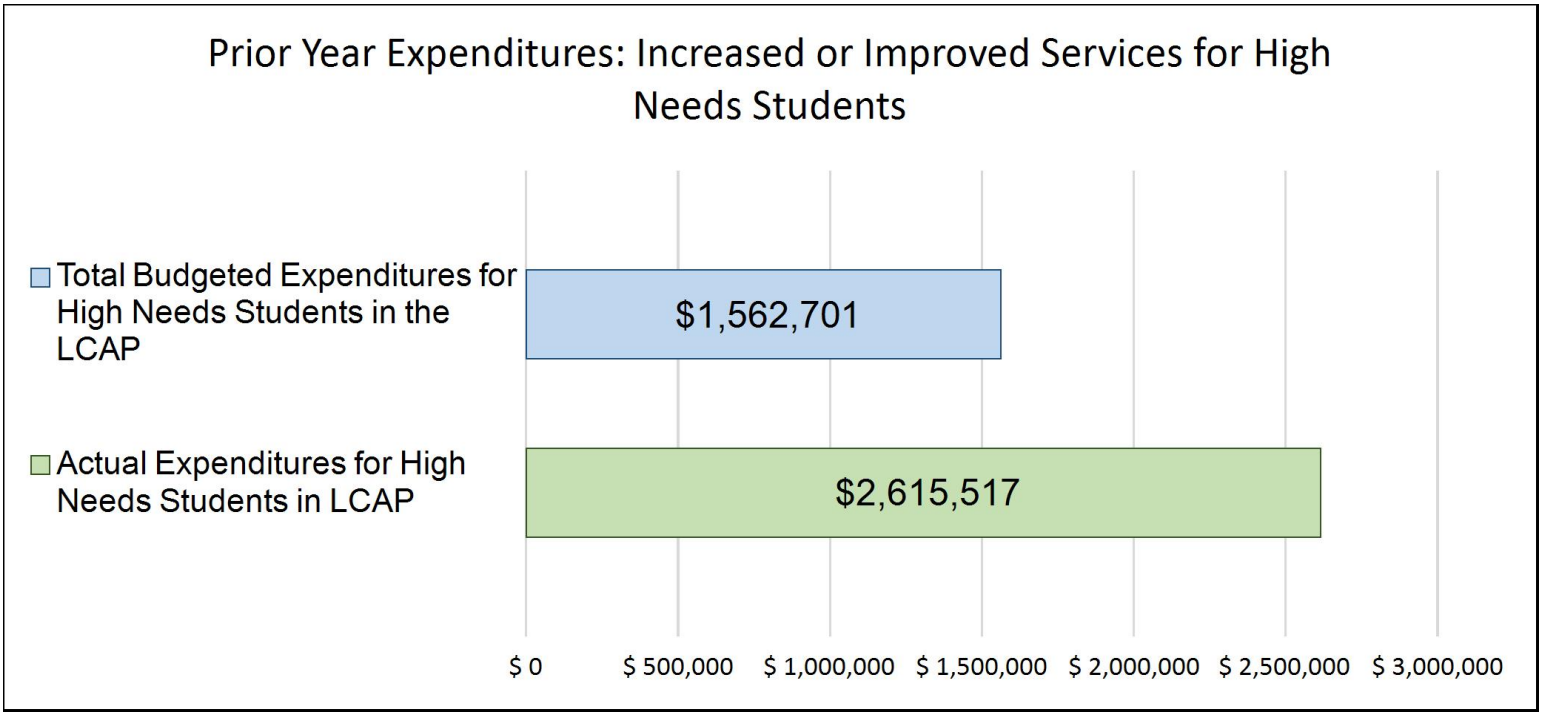
Expenditures not included in the 2025-26 Local Control and Accountability Plan include facility rent, operating costs, and administrative expenses

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

In 2025-26, Allegiance STEAM Academy - Thrive Fontana is projecting it will receive $328110 based on the enrollment of foster youth, English learner, and low-income students. Allegiance STEAM Academy - Thrive Fontana must describe how it intends to increase or improve services for high needs students in the LCAP. Allegiance STEAM Academy - Thrive Fontana plans to spend $3174888 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Allegiance STEAM Academy - Thrive Fontana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allegiance STEAM Academy - Thrive Fontana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Allegiance STEAM Academy - Thrive Fontana's LCAP budgeted $1562701 for planned actions to increase or improve services for high needs students. Allegiance STEAM Academy - Thrive Fontana actually spent $2615517 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Allegiance STEAM Academy - Thrive Fontana	Sebastian Cognetta CEO	sebastian.cognetta@asathrive.org 909-258-9937

Plan Summary [2025-26]

General Information

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

Allegiance STEAM Academy Thrive, Fontana (ASA) was authorized in April, 2022, and began serving students in August, 2023 for students in grades Transitional Kindergarten through 8th grade in the Fontana and surrounding communities. ASA operates under the authority of the Fontana Unified School District and is a STEAM-focused school complemented with World Languages, including Mandarin and Spanish.

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

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

Reflections: Annual Performance

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

As a newly established charter school in 2023–24, Allegiance STEAM Academy (ASA) Fontana does not yet appear on the California School Dashboard with color-coded indicators. Nonetheless, ASA Fontana's internal evaluation using MAP Growth data, stakeholder surveys, and qualitative feedback demonstrates strong academic progress, an inclusive school climate, and increasing family engagement in its first year of operation.

I. Academic Achievement and Growth
MAP Growth Results (Spring 2024 – Spring 2025)
ASA Fontana administered the NWEA MAP Growth assessments in both mathematics and reading across grades 3–8. Overall, these assessments show substantial gains in early grades, affirming the impact of ASA's rigorous, STEAM-aligned instructional program.

Math Performance Highlights:

Grade 3: +15 RIT points (187.6 ? 202.3); 58% of students met growth goals.

Grade 4: +17 RIT points (194.9 ? 211.7); 80% met growth targets, with a Conditional Growth Percentile of 85, one of the highest across all grades.

Grade 6 and 8: +7 and +6 RIT points respectively; over 65% of students in each grade met their growth targets.

Grade 5: Notable decline of -1 RIT point, with only 17% of students meeting their growth projections. This will drive targeted math support and intervention in 2024–25.

Reading Performance Highlights:

Grade 3: +17 RIT points (176.3 ? 193.7); 67% met growth targets.

Grade 4: Outstanding +21 RIT point growth (183.6 ? 204.3); 100% of students met their projected growth, with a School Conditional Growth Index of 7.13 and Percentile of 99.

Grade 5: +10 RIT points; 67% of students met growth projections, above national expectations.

Grades 6 and 8: Both posted +4 RIT growth with about 44% of students meeting targets.

Grade 7: No net growth; only 27% met projections, highlighting a priority area for reading instructional support.

These gains demonstrate strong foundational instruction in early grades and validate ASA's emphasis on rigorous, standards-based teaching. The lower performance in grades 5 and 7 math and reading will inform professional development, pacing, and intervention efforts for the upcoming year.

II. School Climate and Student Wellness
ASA Fontana prioritized creating a safe, inclusive, and respectful school environment in its first year:

81% of students reported that adults at school want them to succeed, and 84% felt teachers treat students with respect most or all of the time.

Parent survey results indicate a 7.2% improvement in perceptions of physical safety and a 9.2% increase in social-emotional safety over the course of the year.

Bullying and cleanliness emerged as key areas of concern, with 37% of students reporting they witnessed bullying "some of the time." Proactive SEL routines and peer leadership programs will be expanded in 2024–25.

III. Family and Community Engagement
ASA Fontana's parent survey showed a 9.8% increase in families feeling there were opportunities to be involved in school activities.

Communication tools like ParentSquare, weekly "Wolf Updates," and principal meet-ups helped establish a culture of transparency and responsiveness:

Over 60% of families agreed that they receive timely updates on student learning and school operations.

The 2024–25 LCAP includes new actions to further support multilingual outreach and parent education workshops.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

ASA is not identified for CSI.

Support for Identified Schools

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

ASA is not identified for CSI.

Monitoring and Evaluating Effectiveness

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

ASA is not identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, Local Community Members	During the 2024-25 school year, we conducted a variety of engagement activities. These included School Site Council meetings, English Learner Advisory Council meetings, "Howling with the Principal" sessions, and both regular and special Board Meetings. Additionally, we administered parent surveys such as the Triad Conference Survey at the beginning of the year and the LCAP survey in late winter. These efforts were successful, with 100% of parents participating in the LCAP Survey.
Teachers and Staff	ASA provides teachers and staff several opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and small group and individual meetings with supervisors.
Administrators	ASA provides administrators ample opportunities to provide input on LCAP-related goals, actions, and services, including surveys at the completion of weekly staff meetings, anonymous surveys throughout the year, and weekly one:one meetings with central office staff.

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

I. Engagement Process Overview
During the 2024–25 school year, Allegiance STEAM Academy (ASA) Thrive Fontana implemented a multi-tiered stakeholder engagement process to gather meaningful input from educational partners to inform the development of the 2025–26 Local Control and Accountability Plan (LCAP). Efforts were designed to center the voices of students, families, educators, and school leaders while aligning feedback to ASA’s strategic priorities and growth trajectory as a newly established charter school.

Engagement Activities Included:
Parent and Guardian Surveys
ASA administered a comprehensive LCAP survey in Spring 2025, yielding 278 parent/guardian responses across all grade levels (TK–8). The survey gauged perceptions of academic quality, enrichment offerings, communication effectiveness, and school climate.

Student Voice: Satisfaction Survey (Grades 3–8)
A total of 140 students completed the annual Student Satisfaction Survey. This survey captured student perspectives on learning relevance, school environment, peer relationships, and social-emotional supports.

Family Engagement Forums
ASA hosted recurring bilingual events such as “Howling with the Principal” and Coffee with Admin to facilitate ongoing dialogue around academic progress, school climate, and program design. These gatherings provided real-time feedback loops.

School Site Council and Governance Engagement
SSC members reviewed draft LCAP priorities in both English and Spanish, ensuring accessibility and informed discussion.
The ASA Board of Directors reviewed and approved final plan elements during its June 2025 public hearing.

Staff and Leadership Input
Teachers and staff provided structured feedback through instructional planning sessions, mid-year performance reviews, and the CEO’s strategic planning process.
Leadership collaborated in aligning LCAP objectives to the CEO Focus Area planning document and organizational metrics.

II. How Educational Partner Feedback Influenced the LCAP
The final 2025–26 LCAP was significantly shaped by trends and priorities that emerged from stakeholder feedback:

Academic Rigor and Instructional Quality
Parent Feedback: Over 90% of families reported satisfaction with academic instruction, particularly in STEAM and History/Social Science (+8.8% and +8.6% increases).

MAP Growth Results: Spring-to-Spring math gains were especially strong in grades 3 (+15 RIT) and 4 (+17 RIT), with over 70% of students in these grades meeting their growth targets.

LCAP Influence: Goal 1 was refined to strengthen support for upper-grade reading and math performance, including targeted interventions in grades 5 and 7 where growth fell below projections.

Student Safety and Belonging
Student Feedback: While 81% of students said adults care about their success, 37% reported witnessing bullying “some of the time”.

Parent Feedback: Families noted significant gains in perceptions of emotional (+9.2%) and physical (+7.2%) safety over the year.

LCAP Influence: Goal 3 includes expanded SEL routines, peer-led anti-bullying initiatives, and stronger alignment to ASA's restorative discipline framework.

Family Engagement and Communication
Survey Results: Families reported increased satisfaction with communication tools such as ParentSquare and the Weekly Wolf Update. Engagement rose notably (+9.8%) in families feeling they had opportunities to participate in school activities.

LCAP Influence: Goal 2 was expanded to include multilingual communication strategies, increased visibility of enrichment offerings, and targeted outreach to families of students needing academic support.

Data-Informed Equity Practices
Stakeholders emphasized the importance of closing gaps for students with disabilities, ELs, and those requiring intervention.

MAP reading growth in Grade 4 (100% met growth projections) highlighted the success of differentiated instruction in early grades. In contrast, Grade 7 reading showed no net growth, prompting further analysis and staffing adjustments.

LCAP Influence: Metrics were added to track participation in academic intervention meetings and general education engagement in IEP implementation.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FullyCredentialed Staff per Credential Status per the California Commission on Teacher Credentialing	87% of General, Special, and Enrichment Education teachers are credentialed.	82% of General, Special, and Enrichment Education teachers are credentialed in 2024-25		2026-27: 100% of General, Special, and Enrichment Education teachers are credentialed.	-18%
1.2	Students will perform at or above the performance levels of comparison schools per CAASPP.	2023-24 CAASPP % Met or Exceeded Standard: ELA: 40.88% (37.35% FUSD); Math 25.55% (22.66% FUSD)	Available Fall 2025			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading. NWEA Spring Norms (2020 Study): Math: 3rd Grade: 199.2 4th Grade: 208.7 5th Grade: 217.1 6th Grade: 221.5 7th Grade: 225.6 8th Grade: 229.4 Reading: 3rd Grade: 196 4th Grade: 204.1 5th Grade: 210.4 6th Grade: 214.8 7th Grade: 217.9 8th Grade: 221.3	Spring 2024 Mean RIT Scores: Math: 3rd Grade: 193.8 4th Grade: 210.3 5th Grade: 208.7 6th Grade: 207.8 7th Grade: 218.9 8th Grade: 218 Reading: 3rd Grade: 185.1 4th Grade: 199.0 5th Grade: 203.5 6th Grade: 208.6 7th Grade: 217.7 8th Grade: 210.2	Spring 2025 Mean RIT Scores: Math: 3rd Grade: 205.3 4th Grade: 210.3 5th Grade: 207.2 6th Grade: 216.5 7th Grade: 212.4 8th Grade: 220.8 Reading: 3rd Grade: 196.6 4th Grade: 203.0 5th Grade: 204 6th Grade: 207.5 7th Grade: 206.5 8th Grade: 218.3		Students' mean RIT score will be greater than the national norms for NWEA MAP in Math, Reading. NWEA Spring Norms (2020 Study): Math: 3rd Grade: 199.2 4th Grade: 208.7 5th Grade: 217.1 6th Grade: 221.5 7th Grade: 225.6 8th Grade: 229.4 Reading: 3rd Grade: 196 4th Grade: 204.1 5th Grade: 210.4 6th Grade: 214.8 7th Grade: 217.9 8th Grade: 221.3	Math: 3rd Grade: 11.5 4th Grade: 0 5th Grade: -1.5 6th Grade: 8.7 7th Grade: -6.5 8th Grade: 2.8 Reading: 3rd Grade: 11.5 4th Grade: 4 5th Grade: 0.5 6th Grade: -1.1 7th Grade: -11.2 8th Grade: 8.1

Goal Analysis [2024-25]

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

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

ASA Fontana implemented all four planned actions under Goal 1:

Staff Retention

Instructional Materials

Professional Development

Graduate Profile Development

Each of these actions was implemented on a schoolwide basis to benefit all students, particularly unduplicated pupils, in line with ASA's equity-driven charter model.

Implementation Highlights
Staffing: ASA began the year with 87% of teachers credentialed but experienced a modest decline to 82% due to the loss of one of our teachers. Despite this, all classrooms were staffed, and long-term substitutes received administrative coaching support.

Materials and Curriculum: Core instructional programs were adopted and enhanced to align with ASA's STEAM vision. Teachers had access to high-quality materials in all content areas, including updated digital platforms for math and ELA.

Professional Learning: Staff engaged in training around Understanding by Design (UbD), the Engineering Design Process, and project-based learning. Targeted support for enrichment staff was partially implemented but requires deeper follow-through.

Graduate Profile: ASA began early work on defining a graduate profile with competencies such as academic proficiency, engineering problem-solving, and civic engagement. This work will continue in 2025–26 as part of deeper instructional alignment.

II. Successes and Challenges
Successes
MAP Growth: From Spring 2024 to Spring 2025, ASA Fontana students demonstrated substantial academic gains:

Math: Grades 3 and 4 saw impressive RIT growth (+15 and +17), with 58% and 80% of students meeting growth projections, respectively.

Reading: Grade 4 achieved +21 RIT growth, and 100% of students met their reading growth goals.

STEAM Engagement: Survey feedback from both students and parents reflected strong approval of STEAM instruction, with over 90% expressing satisfaction.

Challenges
Upper Grades Reading and Math: Grade 5 math declined (-1 RIT), and Grade 7 reading showed no net growth, with only 27% of students meeting projections.

Staff Credentialing: Mid-year staffing disruptions impacted continuity in instruction and may have affected outcomes in certain grades.

Graduate Profile: While the profile was drafted, implementation of aligned assessments and instructional strategies was delayed due to time constraints and competing PD 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.

There were no material differences between budgeted and actual expenditures for Actions 1.1–1.4. All actions were carried out within allocated LCFF and Title II funding. Personnel costs were slightly higher than anticipated due to the need for additional substitute coverage to address staffing fluctuations.

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

Staff Retention (1.1): Partially effective. Compensation remained competitive, but regional staffing shortages limited full effectiveness.

Instructional Materials (1.2): Highly effective. Materials were well-aligned and implemented with fidelity.

Professional Development (1.3): Moderately effective. Core PD was well-received; however, differentiated training for enrichment teachers needs expansion.

Graduate Profile (1.4): Development phase complete, but broader implementation was deferred to 2025–26.

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

Based on stakeholder feedback, MAP Growth outcomes, and alignment with ASA Thrive Fontana's Board-adopted Focus Areas, the following refinements will be made to Goal 1:

Integrated academic interventions will be embedded into Project-Based Learning (PBL) units, with special emphasis on improving outcomes in Grade 5 math and Grade 7 reading. These interventions will leverage interim assessment data and support struggling students within the instructional core, in alignment with the focus on data-driven instruction and service learning integration.

Credentialing and retention supports will include earlier candidate outreach, enhanced onboarding and induction, and a mid-year check-in cycle for credentialing status. This action directly supports the Board's priority to ensure that all classrooms are staffed by highly qualified educators and reflects ASA's commitment to staff development and operational excellence.

STEAM-focused professional development will evolve to include embedded instructional coaching, cross-grade collaboration, and planning time dedicated to Engineering Design Process and Understanding by Design frameworks. PD will be anchored to site-based walkthroughs and feedback protocols aligned with the CEO evaluation framework and Board metrics.

ASA will pilot the Graduate Profile rubric and performance tasks in Trimester 2 across all grade spans, with reporting checkpoints integrated into Howling with the Principal and School Site Council discussions. This supports the Board Focus Area to define and measure deeper learning competencies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Retention	Staff will prioritize attracting and retaining highly-qualified teachers and staff by offering competitive compensation and benefits and thoroughly vetting applicants.	$2,527,271.00	No Yes
1.2	Instructional Materials	Staff will recommend and procure evidence-based instructional materials that align to the ASA charter and programs with an emphasis on challenging students who are performing at and above grade level.	$209,700.00	No Yes
1.3	Professional Development	Staff will participate in Professional Development designed to further the implementation of ASA Fontana's rigorous STEAMaligned model, including Engineering Design Process, Understanding by Design, and Instructional Technology. Professional development, tailored specifically to enrichment programs such as Music, is also included.	$37,063.00	No Yes
1.4	Graduate Profile	Allegiance STEAM Academy will develop a graduate profile that: • Encapsulates the core competencies and attributes necessary for a student to be well-prepared for high school. • Demonstrates students' growth over time in these core competencies. Core Competencies: 1. Academic Proficiency: Mastery of essential academic content and skills across disciplines. 2. Engineering Solutions: Ability to apply engineering principles to solve	$35,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		complex problems. 3. Civic Responsibility and Service Learning: Engagement in community service and understanding of civic duties. 4. Critical Thinking: Skills to analyze, evaluate, and synthesize information effectively. 5. Whole Child Development: Focus on nurturing the emotional, social, and physical well-being of students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

ASA developed Goal 2 to ensure that stakeholders, including parents and the broader community, have access to real-time, relevant information about school operations, finances, governance, and student learning. By providing clear and timely information, the school seeks to encourage active participation and stronger partnerships within its educational community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Host a minimum of one educational partner event per month.	In 2023-24, educational partner events were held in 9 of the 10 months of the school year.	In 2024-25, educational partner events were held in 10 of the 10 months of the school year.		Host a minimum of one educational partner event per month.	+1 event
2.2	Provide a minimum of one academically centered parent information meeting per trimester.	In 2023-24, ASA held one academically centered parent information meeting per trimester with 90% of parents or guardians attending in person.	In 2024-25, ASA held one academically centered parent information meeting per trimester with 85% of parents or guardians attending in person.		Provide a minimum of one academically centered parent information meeting per trimester.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Solicit educational partner input once per trimester via survey.	In 2023-24, surveys were conducted in each of the trimesters with over 90% educational partner participation.	In 2024-25, surveys were conducted in each of the trimesters with over 90% educational partner participation, including 100% participation in the LCAP Parent Survey.		Solicit educational partner input once per trimester via survey.	0

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, ASA Fontana fully implemented all four actions planned under Goal 2, with strong alignment to both LCAP metrics and educational partner feedback:

Monthly Parent Events (Action 2.4): Events were held in all 10 months of the school year, surpassing the prior year baseline of 9 months.

Academically Centered Information Sessions (Action 2.2): Held once per trimester, maintaining the standard set in 2023–24, though attendance dipped slightly to 85% (down from 90%).

Surveys and Input (Action 2.1): Surveys were administered once per trimester, maintaining 90%+ participation and achieving 100% participation on the Spring LCAP Survey.

Parent Portal Communication (Action 2.3): Six communications were sent to parents throughout the year encouraging use of the Parent Portal for real-time access to attendance and academic data.

There were no substantive differences between the planned and implemented actions.

II. Successes and Challenges
Successes

Consistent Communication: Educational partner events were successfully held each month, and topics covered included governance updates, academic program overviews, and celebrations of student learning.

Strong Survey Participation: 100% participation in the LCAP Spring survey demonstrates high levels of family engagement and trust in ASA's feedback systems.

Multimodal Communication Strategy: Use of ParentSquare, text messages, flyers, and multilingual outreach improved stakeholder access to important information.

Challenges
Slight Drop in In-Person Attendance: Attendance at academically focused sessions dropped by 5 percentage points from the prior year. Some working families expressed scheduling conflicts, and ASA will explore adding recorded sessions or alternate time options in 2025–26.

Variability in Parent Portal Use: Despite six outreach efforts, usage analytics indicated inconsistent log-ins among some subgroups, particularly families new to ASA or less familiar with digital tools.

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

There were no material differences between budgeted and actual expenditures for Goal 2. All actions were implemented within the allocated LCFF and federal funding categories (Title I and Title III). Costs were consistent with planned levels and primarily supported staffing time for event coordination, translation services, printing, and communications platforms.

Additionally, the Planned and Actual Percentages of Improved Services were aligned for contributing actions, particularly those designed to enhance access for unduplicated student families (e.g., multilingual surveys, family training sessions).

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

The following actions demonstrated high effectiveness in supporting Goal 2:

Action 2.1 – Surveys: Highly effective; participation rates exceeded targets, and feedback led to direct adjustments in staffing, program offerings, and communication methods.

Action 2.2 – Academically Focused Sessions: Effective, though slightly impacted by participation barriers. The structure of these sessions provided important transparency and instructional clarity to families.

Action 2.3 – Parent Portal: Highly effective; outreach occurred resulting in an increase in usage patterns from 50% in 2023-24 to 88% in 2024.25.

Action 2.4 – Monthly Events: Highly effective for community-building and transparency. Events were well-attended and helped build strong family-school partnerships.

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

In response to data and stakeholder feedback, the following refinements will be made for the coming year:

Hybrid Options for Academic Information Nights: ASA will offer recorded or alternate-time sessions to increase participation among working families.

Parent Portal Training Campaign: ASA will introduce a beginning-of-year tutorial series to support families in navigating and using the portal more consistently.

Differentiated Event Types: Monthly events will be categorized as “Informational,” “Celebratory,” or “Advisory” to ensure clarity of purpose and allow families to prioritize attendance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Survey Data	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$1,000.00	No Yes
2.2	School Site Council	Hold School Site Council Meetings six times in the school year in order to inform proposed expenditures allocated through the Consolidated Application as well as to solicit input.	$1,500.00	Yes
2.3	Parent Portal	Provide parents access to real-time attendance and performance data through Student Information System and inform parents six times in the school year to access the Parent Portal.	$5,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Parent Events	Schedule in person monthly parent events to provide updates and showcase student learning and achievement. Provide ample notification to all educational partners on school events.	$1,100.00	No Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

ASA developed Goal 3 to create a school environment that prioritizes both physical and emotional security, thereby cultivating a school climate that encourages students to take risks and acquire skills essential in the STEAM fields. By focusing on a supportive and secure environment, the school enhances its ability to produce students who are well-prepared for future challenges in these critical areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate of 96% or greater.	In 2023-24, the attendance rate was 91%.	In 2024-25, the attendance rate was 88.6%.		Attendance Rate of 96% or greater.	-2.4%
3.2	100% of students that feel safe at school.	In 2023-24, 80% of survey respondents agreed that they feel safe at school.	In 2024-25, 87% of survey respondents agreed that they feel safe at school.		100% of students that feel safe at school.	7%
3.3	100% of students that feel supported at school.	In 2023-24, 86% of survey respondents agreed that they feel supported at school.	In 2024-25, 85% of survey respondents agreed that they feel supported at school.		100% of students that feel supported at school.	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Suspension Rate less than 1%	In 2023-24, the suspension rate was 1.6%	2024-25 Suspension Rate will be available in Fall, 2025.		Suspension Rate less than 1%	n/a

Goal Analysis [2024-25]

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

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

ASA Fontana implemented all four actions planned under Goal 3:

Action 3.1: Attendance Notification

Action 3.2: Student School Climate Survey

Action 3.3: Mental Health and Social Emotional Learning (SEL) Support

Action 3.4: Basic Services (Parent Events)

Each action was implemented as planned, without any substantive deviation from the original design. Notable implementation features included:

A new attendance notification system provided real-time updates to families via Parent Portal alerts and consistent follow-up letters.

Student climate surveys were issued and provided usable insights on student perceptions of safety and support.

Mental health supports included individual counseling, classroom SEL lessons, and a push-in model for students struggling with peer relationships and behavior.

ASA hosted monthly parent events, often connected to student learning or wellness themes.

No planned actions were removed or significantly altered.

II. Successes and Challenges
Successes

Increased student perception of safety: 87% of students reported feeling safe at school in 2024–25, an improvement of +7 percentage points from the prior year.

Expanded SEL services: Counseling support was integrated into classroom lessons and available by referral, helping to address student behavioral and emotional needs.

Consistent family engagement: Parent events occurred monthly as scheduled, with strong participation noted during student exhibitions and wellness forums.

Challenges
Chronic absenteeism persisted: Attendance fell from 91% to 88.6%, moving further from the 96% goal. This reflects the continued challenge of post-pandemic attendance recovery and will require additional Tier 2 and Tier 3 interventions.

Slight dip in perceived support: While safety ratings improved, the percentage of students reporting that they feel supported dropped slightly from 86% to 85%, prompting plans to refine SEL delivery models.

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

There were no material differences between budgeted and actual expenditures for Goal 3 actions. All funds allocated—primarily from LCFF and supplemental sources—were spent as planned to support the implementation of school climate improvements, counseling services, and engagement tools.

Likewise, there were no discrepancies between the planned and actual percentages of improved services for unduplicated pupils. All actions were implemented schoolwide with documented benefits for English learners, foster youth, and low-income students, especially through targeted outreach, SEL supports, and attendance interventions.

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

Action 3.1 (Attendance Notification): Partially effective. Notifications were sent consistently, but chronic absenteeism remained high. A stronger family partnership strategy will be needed.

Action 3.2 (Student Survey): Highly effective. The data gathered informed responsive practices, such as the expansion of conflict resolution strategies and SEL lessons.

Action 3.3 (Mental Health and SEL): Effective. Counseling services were widely accessed, and student behavior referrals decreased. However, Tier 1 SEL integration still varies by teacher.

Action 3.4 (Parent Events): Effective. Family participation was strong, and the events contributed to improved perceptions of safety and school-home partnership.

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.

Reflecting on 2024–25 results, ASA will implement the following changes in 2025–26:

Revise attendance strategies to include family attendance contracts, expanded Tier 2 support, and school social worker involvement for chronically absent students.

Refocus SEL routines by standardizing a Tier 1 SEL curriculum and ensuring schoolwide implementation fidelity.

Link parent events more explicitly to wellness and safety themes, e.g., “Digital Wellness Nights”.

Add a new metric to track student participation in SEL skill-building activities, such as peer mediation or wellness clubs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Notification	Provide parents access to real-time attendance and performance data through a revised notification process, including the Parent Portal and attendance correspondences.	$69,305.00	No Yes
3.2	SchoolClimate Survey-Students	Provide intuitive surveys that lead to direct and observable actions for stakeholders.	$1,000.00	No Yes
3.3	Mental Health and Social Emotional Learning Support	Strengthen the proactive social emotional learning program by providing more intensive support to students reporting a lack of belonging, safety, or support.	$319,785.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Basic Services	Schedule in person monthly parent events to provide updates and showcase student learning and achievement.	$389,104.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$328110	$0.00

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
8.036%	0.000%	$0.00	8.036%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Retention **Need:** Unduplicated pupils (including English learners, foster youth, and low-income students) benefit most from instruction delivered by experienced, highly qualified teachers who are trained to differentiate instruction, build culturally responsive relationships, and maintain consistency across	This action is implemented schoolwide because unduplicated students are distributed across all grade levels and classrooms. Ensuring that all classrooms are staffed with fully credentialed, highly qualified teachers benefits all students but is especially important for unduplicated pupils, who may require more intensive and consistent academic support, progress monitoring, and relationship-building from year to year.	Percentage of fully credentialed teachers by instructional assignment (General Ed, SPED, Enrichment) Annual teacher retention rate, disaggregated by grade span and subject area

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	the academic year. Stability in staffing is critical for these students to build trust, close learning gaps, and access tiered supports aligned to their needs. Chronic staffing shortages—particularly in math and upper-grade ELA—can disproportionately affect academic progress and classroom climate for unduplicated students, many of whom rely on school as a primary site of academic and socio-emotional stability. **Scope:** Schoolwide	By prioritizing staff recruitment, retention incentives, credentialing support (e.g., induction coaching), and early hiring, ASA increases the likelihood that unduplicated pupils are taught by stable, well-prepared educators with the skill set to deliver rigorous instruction and intervention aligned to MAP data and state standards.	Student MAP Growth, particularly for unduplicated pupils in core subjects Survey results (staff and parent), indicating perceptions of instructional quality and continuity Mid-year and end-of-year credential status checks and onboarding completion rates
1.2	**Action:** Instructional Materials **Need:** Unduplicated pupils—including English learners, foster youth, and low-income students—require accessible, engaging, and culturally relevant instructional materials that support academic success across content areas. These students often enter school with academic gaps and benefit from materials that offer multiple entry points, language supports, and scaffolded practice to help them access grade-level standards. Additionally, enrichment and STEAM-related materials must be inclusive to ensure equity in program participation.	This action is provided on a schoolwide basis to ensure that all classrooms, including those serving unduplicated pupils, have consistent access to evidence-based, standards-aligned instructional materials. These materials support: Tier 1 core instruction that integrates Universal Design for Learning (UDL) Differentiated learning pathways to meet diverse academic needs Multilingual support tools (e.g., visuals, translations, glossaries) Hands-on STEAM and enrichment materials that ensure equitable access to project-based learning	Teacher survey data on material effectiveness, alignment, and usability Student MAP Growth outcomes, disaggregated by subgroup (unduplicated pupils) Monitoring usage and integration of supplemental/intervention materials in classrooms with identified needs Family feedback on clarity and accessibility of take-home or digital materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Stakeholder feedback and MAP results showed performance gaps in Grade 5 math and Grade 7 reading, which particularly impacted unduplicated students and pointed to the need for more targeted resources to support differentiation and intervention. **Scope:** Schoolwide	Because unduplicated students are enrolled across all grade levels, equity of access to quality materials systemwide is essential. LEA-wide implementation also supports professional development alignment and consistency in instructional delivery.	(via LCAP survey or SSC input)
1.3	**Action:** Professional Development **Need:** Unduplicated pupils—particularly low-income students, English learners, and foster youth—require highly engaging, differentiated instruction that is accessible and responsive to their academic and linguistic needs. Professional development is necessary to strengthen teachers' capacity to implement Project-Based Learning (PBL) and evidence-based math instructional practices that build conceptual understanding and close persistent learning gaps. Spring 2025 MAP data revealed performance concerns in Grade 5 math (-1 RIT growth) and limited growth in Grades 7–8 math, underscoring the need to deepen teacher expertise in mathematical discourse, scaffolding, and data-informed re-teaching.	This action is offered on a schoolwide basis to ensure instructional consistency and equity across all classrooms. Professional development will be provided to general education, special education, and enrichment teachers so that unduplicated pupils—who are present in all learning environments—benefit from high-quality, differentiated instruction regardless of placement. Key professional development areas include: Project-Based Learning (PBL): Teachers will design and implement PBL units that integrate core content, college/career readiness, and service learning aligned to ASA's Graduate Profile. Mathematics Instruction: Math-specific PD will focus on: Conceptual math strategies and math talks Use of formative assessments to guide small group instruction	Percentage of teachers implementing at least one PBL unit per trimester, documented via planning logs or instructional artifacts Teacher participation rates in math-focused PD sessions Growth in math MAP scores, especially in Grades 5, 7, and 8 and among unduplicated pupils Classroom observation data on mathematical discourse, engagement strategies, and task complexity PD feedback surveys assessing teacher

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Math lesson design that incorporates real-world, culturally responsive tasks Vertical articulation of math content expectations and cognitive demand Data-Driven Instruction: Teachers will use MAP, DIBELS, and classroom-based assessments to adjust pacing and differentiate instruction in both PBL and core instruction. STEAM and UbD Alignment: Training will continue in the Engineering Design Process and Understanding by Design frameworks to support integrated, standards-based planning.	confidence and perceived impact
1.4	**Action:** Graduate Profile **Need:** Unduplicated pupils—especially English learners, foster youth, and low-income students—need clear expectations, authentic learning opportunities, and regular feedback on the skills that matter most for success in high school and beyond. These students benefit when schools make explicit the competencies required for deeper learning, such as collaboration, civic responsibility, and critical thinking, while providing targeted supports to develop them over time. Stakeholders have expressed a desire for ASA to define and measure non-academic skills (e.g., service learning, problem-solving, and emotional resilience) that are essential for	This action is implemented schoolwide because all students, including unduplicated pupils, deserve access to a comprehensive, whole-child learning framework. ASA's Graduate Profile outlines five core competencies: Academic Proficiency Engineering Solutions Civic Responsibility and Service Learning Critical Thinking Whole Child Development By explicitly teaching and assessing these competencies across content areas and grade spans, ASA ensures that unduplicated students	Pilot implementation rate of Graduate Profile rubrics and tasks in classrooms by Trimester 2 Student reflections or exhibitions tied to one or more Graduate Profile competencies Teacher feedback surveys on usability and impact of the rubric-based assessments Family awareness data (e.g., LCAP or SSC survey questions about understanding of Graduate Profile expectations)

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	preparing unduplicated pupils for future opportunities. Students with disrupted learning histories or inconsistent support systems especially benefit from a clear, student-centered roadmap. **Scope:** Schoolwide	are not only taught content but also the skills and mindsets needed for lifelong success. This action includes the development and piloting of performance-based tasks and rubrics that align with the Graduate Profile. These tools will be used in classrooms to assess student growth in a manner that values diverse ways of demonstrating learning, providing more equitable access to success for all students.	Integration of competencies into PBL unit plans and classroom learning targets
2.1	**Action:** Survey Data **Need:** Unduplicated pupils—especially English learners, foster youth, and low-income students—often face barriers to having their families' perspectives consistently heard and addressed in school decision-making. Their families may encounter obstacles such as language differences, limited access to digital platforms, or unfamiliarity with school governance structures. There is a clear need for intuitive and multilingual survey tools that provide these families with meaningful opportunities to express concerns, highlight priorities, and shape school policies and programs. Input from these families is essential to inform the design of interventions that effectively meet their children's academic and social-emotional needs.	This action is provided schoolwide to ensure all families, including those of unduplicated pupils, have regular and meaningful opportunities to provide input. ASA's survey strategy includes: Multilingual formats in English and Spanish Multiple delivery modes, including online and paper copies Direct follow-up to non-respondents Clear alignment between survey results and visible actions or changes By consistently soliciting feedback and using it to inform decision-making, the school creates an inclusive environment where all families feel their voices matter. Since unduplicated pupils are enrolled throughout the school, this action supports equity and broad engagement across the entire student population.	Participation rates in surveys each trimester, disaggregated by parent subgroup (e.g., English learner families, low-income households) Completion rate on the annual LCAP Parent Survey (target: 90%+) Number of decisions influenced by survey data, as documented in school communications and leadership minutes Parent perception data on whether they feel informed and heard School Site Council agendas and minutes reflecting incorporation of feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** School Site Council **Need:** Unduplicated pupils—specifically English learners, foster youth, and low-income students—need their families to be actively involved in decision-making processes that affect student supports, programs, and services. However, these families may not be familiar with school governance roles or may feel uncertain about how to contribute meaningfully. To meet the needs of unduplicated pupils, the school must provide a clear, accessible, and welcoming structure for parent input that connects directly to school planning and resource allocation. Regularly held School Site Council (SSC) meetings create a formal avenue for this input to be gathered, discussed, and incorporated into school-wide strategies. **Scope:** Schoolwide	This action is implemented schoolwide to ensure that the families of unduplicated pupils—who are enrolled in all grade levels and classrooms—have a consistent, structured, and transparent opportunity to participate in school planning and decision-making. The SSC at ASA Fontana: Meets five times per year and is open to the entire school community Includes parent representatives, including those of unduplicated pupils Reviews site-level academic data, budget proposals, LCAP goals, and Title I/III expenditures Encourages participation through bilingual communication, accessible scheduling, and agenda items tied to student needs and outcomes This action supports inclusive governance and ensures that programs designed for unduplicated pupils are informed directly by the families most impacted.	Number of SSC meetings held per year (target: five) Attendance records and participation levels, including representation from families of unduplicated pupils Meeting agendas and minutes documenting review of data, expenditures, and stakeholder feedback Parent feedback surveys assessing understanding of SSC purpose and satisfaction with opportunities for input Documented impact of SSC recommendations on LCAP, budget adjustments, or instructional program changes
2.3	**Action:** Parent Portal **Need:**	This action is provided on a schoolwide basis because unduplicated students are enrolled in all grade levels and classrooms. Ensuring that all families have access to and understand how to	Percentage of families with active Parent Portal accounts, disaggregated by student subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils—particularly English learners, foster youth, and low-income students—benefit from consistent adult monitoring of their academic progress, attendance, and behavior. Many of these students depend on school-based structures for academic success and require families to be well-informed and engaged in their educational experience. Families of unduplicated pupils may need additional support accessing and navigating online systems such as the Parent Portal, which provides real-time data on grades, assignments, and attendance. Without accessible digital tools and support to use them, these families may be unaware of early warning signs or intervention opportunities. **Scope:** Schoolwide	use the Parent Portal helps promote consistent academic support at home and strengthens family-school partnerships. ASA Fontana supports parent engagement through: Multiple outreach efforts encouraging families to activate their portal accounts Written and verbal instructions in English and Spanish In-person and phone-based assistance for families who need help logging in Regular reminders and user-friendly links shared via ParentSquare and the Weekly Wolf Update These strategies aim to equip all families, particularly those of unduplicated pupils, with the tools they need to stay informed and intervene early when students fall behind.	Frequency of parent logins and usage analytics Number of outreach communications and support sessions offered Parent survey responses indicating understanding of and comfort with the portal Attendance and grade monitoring data, used to track family engagement in academic support
2.4	**Action:** Parent Events **Need:** Unduplicated pupils—particularly English learners, foster youth, and low-income students—benefit when their families are actively engaged in the school community. Family engagement has been shown to improve student attendance, behavior, and academic outcomes. However, some families may face barriers such as work schedules,	This action is implemented schoolwide to ensure all families—especially those of unduplicated pupils—have access to events that build a sense of community, provide valuable information, and offer direct support from staff. ASA Fontana hosts monthly educational partner events that include: “Howling with the Principal” forums Family education nights and academic showcases	Number of monthly events held (target: 10 per year) Family attendance rates, tracked by event and subgroup representation Parent surveys indicating satisfaction with events and perceived relevance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	language differences, or unfamiliarity with school routines that limit their ability to participate. There is a need to provide regular, accessible, and meaningful events that foster connection, build trust, and give families of unduplicated pupils opportunities to learn about school programs, access resources, and celebrate student success. **Scope:** Schoolwide	Multilingual presentations and interpretation services Celebrations of learning, such as student exhibitions and cultural events By offering events throughout the year in various formats and languages, ASA removes barriers to participation and ensures that families of unduplicated pupils feel welcome and included in the life of the school.	Event feedback forms documenting takeaways and requests for future topics Documented changes made in response to family feedback (e.g., scheduling, content focus, translation offerings)
3.1	**Action:** Attendance Notification **Need:** Unduplicated pupils—particularly English learners, foster youth, and low-income students—are more likely to experience chronic absenteeism due to a range of challenges, including transportation barriers, housing instability, caregiver availability, and limited access to healthcare. These absences contribute to missed instructional time and widen academic achievement gaps. There is a need to increase family awareness and accountability around student attendance and to ensure that families are notified promptly and clearly when patterns of absenteeism emerge. Early, frequent, and supportive communication can help re-engage	This action is provided on a schoolwide basis because unduplicated pupils are enrolled across all grade levels and classrooms, and improving attendance benefits all students, especially those at risk of disengagement. The revised attendance notification system includes: Automated real-time alerts via the Parent Portal and ParetSquare Follow-up letters and phone calls for multiple-day absences Tiered response tracking that triggers intervention meetings when attendance thresholds are crossed Integration with counseling and administrative teams for follow-up	Overall attendance rate, with a target of 96% (currently at 88.6%) Chronic absenteeism rate, disaggregated by subgroup Number of attendance letters and follow-up contacts issued Parent Portal login and alert engagement data Tiered intervention meeting records linked to attendance improvement plans

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students before chronic attendance issues take hold. **Scope:** Schoolwide	By making attendance data transparent and proactive, ASA helps families of unduplicated students better understand the importance of daily attendance and connect them with resources when barriers arise.	
3.2	**Action:** SchoolClimate Survey-Students **Need:** Unduplicated pupils—including English learners, foster youth, and low-income students—often face heightened challenges related to school connectedness, emotional safety, and peer belonging. These students may be more vulnerable to bullying, disengagement, or isolation, and their voices can be underrepresented in typical classroom feedback loops. There is a need for consistent, developmentally appropriate tools that allow all students—including those from historically underserved backgrounds—to express how safe, supported, and connected they feel at school. Understanding their experience helps the school respond with targeted strategies to improve conditions for learning and well-being. **Scope:** Schoolwide	This action is implemented schoolwide to ensure that the perspectives of all students, including unduplicated pupils, are captured in a systematic and equitable manner. ASA administers student climate surveys three times per year to gather input on: Feelings of safety and support Peer relationships and bullying Emotional well-being and adult connections Engagement with classroom activities and enrichment Surveys are anonymous, intuitive, and administered in a familiar digital format. Results are disaggregated by subgroup to identify trends affecting unduplicated students and shape campuswide priorities, SEL programming, and mental health interventions.	Percentage of students reporting feeling safe at school (target: 100%; 2024–25 result: 87%) Percentage of students reporting feeling supported by adults (target: 100%; 2024–25 result: 85%) Survey participation rate each trimester Disaggregated climate results, especially for unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Mental Health and Social Emotional Learning Support **Need:** Unduplicated pupils—particularly foster youth, low-income students, and English learners—may encounter elevated stressors at home and in the community, including housing insecurity, trauma exposure, and limited access to mental health services. These factors can negatively impact emotional regulation, peer relationships, attendance, and academic performance. There is a clear need for accessible school-based mental health resources and SEL instruction that support these students' well-being, reduce barriers to learning, and build their confidence and resilience in navigating the school environment. **Scope:** Schoolwide	This action is implemented schoolwide because unduplicated pupils are enrolled in all grade levels and benefit from integrated systems of support that include both universal SEL instruction and targeted mental health services. The action includes: Individual and group counseling provided by trained mental health professionals Push-in SEL lessons on conflict resolution, self-regulation, and empathy Tier 2 interventions for students identified through referrals or climate survey data Collaboration between school leaders, counselors, and teachers to monitor and support student needs These services reduce risk factors and equip unduplicated pupils with the tools necessary for academic persistence, healthy social development, and emotional growth.	Number of students receiving mental health services, disaggregated by subgroup Reduction in behavior incidents and referrals, especially among unduplicated students Student perception survey results (e.g., "I know how to manage strong emotions," "I feel supported by adults at school") Frequency and reach of Tier 1 SEL lessons by grade level
3.4	**Action:** Basic Services **Need:** Unduplicated pupils—particularly low-income students, foster youth, and English learners—rely heavily on schools to provide safe, stable, and well-maintained environments where learning can thrive. These students may not have access to consistent adult supervision,	This action is implemented schoolwide to ensure every student, especially those most reliant on the school setting, learns in an environment that is physically safe, emotionally supportive, and academically prepared. Key components include:	Rate of fully credentialed teachers Completion of facilities inspections with no findings Number of Williams complaints filed (target: zero)

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	quiet study spaces, or reliable infrastructure outside of school. As such, it is critical that ASA ensures fully credentialed teachers, well-equipped classrooms, and safe campus conditions for all students. Parent feedback and school site council input also indicate that family confidence in basic services (facilities, staffing, materials) is a key factor in their perception of school safety and quality. **Scope:** Schoolwide	Monitoring of Williams Act requirements, ensuring access to instructional materials, credentialed staff, and safe facilities Routine facilities inspections and prompt maintenance responses Security protocols and visitor check-in procedures Accessible, inclusive communications (e.g., bilingual signage and emergency alerts) Parent meetings and events that inform families of available services and gather input on perceived needs These systems are essential to supporting unduplicated students, who benefit from consistency, structure, and a learning environment that minimizes disruption and risk.	Parent survey results on perception of safety and campus cleanliness Student survey results related to comfort and readiness to learn

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

ASA - Thrive Fontana does not receive additional concentration funds

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4082899	328110	8.036%	0.000%	8.036%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,174,888.00	$400,440.00	$0.00	$22,000.00	$3,597,328.00	$3,036,128.00	$561,200.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Retention	All	No Yes	School wide				$2,452,771.00	$74,500.00	$2,349,676.00	$177,595.00			$2,527,271.00	
1	1.2	Instructional Materials	All	No Yes	School wide				$0.00	$209,700.00	$187,700.00			$22,000.00	$209,700.00	
1	1.3	Professional Development	All	No Yes	School wide				$37,063.00	$0.00	$37,063.00				$37,063.00	
1	1.4	Graduate Profile	All	No Yes	School wide				$0.00	$35,500.00	$35,500.00				$35,500.00	
2	2.1	Survey Data	All	No Yes	School wide		All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.2	School Site Council		Yes	School wide		All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.3	Parent Portal	All	No Yes	School wide		All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Parent Events	All	No Yes	School wide		All Schools		$0.00	$1,100.00	$1,100.00				$1,100.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Attendance Notification	All	No Yes	School wide		All Schools		$69,305.00	$0.00	$69,305.00				$69,305.00	
3	3.2	SchoolClimate Survey-Students	All	No Yes	School wide		All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	All	No Yes	School wide		All Schools		$241,785.00	$78,000.00	$96,940.00	$222,845.00			$319,785.00	
3	3.4	Basic Services	All	No Yes	School wide		All Schools		$235,204.00	$153,900.00	$389,104.00				$389,104.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4082899	328110	8.036%	0.000%	8.036%	$3,174,888.00	0.000%	77.761 %	**Total:**	$3,174,888.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,174,888.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Staff Retention	Yes	Schoolwide			$2,349,676.00	
1	**1.2**	Instructional Materials	Yes	Schoolwide			$187,700.00	
1	**1.3**	Professional Development	Yes	Schoolwide			$37,063.00	
1	**1.4**	Graduate Profile	Yes	Schoolwide			$35,500.00	
2	**2.1**	Survey Data	Yes	Schoolwide		All Schools	$1,000.00	
2	**2.2**	School Site Council	Yes	Schoolwide		All Schools	$1,500.00	
2	**2.3**	Parent Portal	Yes	Schoolwide			$5,000.00	
2	**2.4**	Parent Events	Yes	Schoolwide		All Schools	$1,100.00	
3	**3.1**	Attendance Notification	Yes	Schoolwide		All Schools	$69,305.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	SchoolClimate Survey-Students	Yes	Schoolwide		All Schools	$1,000.00	
3	3.3	Mental Health and Social Emotional Learning Support	Yes	Schoolwide		All Schools	$96,940.00	
3	3.4	Basic Services	Yes	Schoolwide		All Schools	$389,104.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,841,156.00	$2,769,688.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Retention	Yes	1687717	1544732.93
1	**1.2**	Instructional Materials	Yes	145730	63342.15
1	**1.3**	Professional Development	Yes	118406	177229.28
1	**1.4**	Graduate Profile	Yes	25900	
1	**1.5**	Extended Learning Opportunity	Yes	219628	342198.26
2	**2.1**	Survey Data		1000	
2	**2.2**	School Site Council		1500	
2	**2.3**	Parent Portal	Yes	5000	2579.24
2	**2.4**	Parent Events	Yes	2000	4396.57
3	**3.1**	Attendance Notification	Yes	96680	88126.87
3	**3.2**	SchoolClimate Survey-Students	Yes	1000	1119.32
3	**3.3**	Mental Health and Social Emotional Learning Support	Yes	535095	471973.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Basic Services	Yes	1500	73990.02

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
212831	$1,562,701.00	$2,615,517.69	($1,052,816.69)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Retention	Yes	1343172	1544732.93		
1	1.2	Instructional Materials	Yes		43410		
1	1.3	Professional Development	Yes	36505	177229.28		
1	1.4	Graduate Profile	Yes	25900			
1	1.5	Extended Learning Opportunity	Yes		207959.64		
2	2.3	Parent Portal	Yes		2579.24		
2	2.4	Parent Events	Yes		4396.57		
3	3.1	Attendance Notification	Yes	96680	88126.87		
3	3.2	SchoolClimate Survey-Students	Yes	1000	1119.32		
3	3.3	Mental Health and Social Emotional Learning Support	Yes	57944	471973.82		
3	3.4	Basic Services	Yes	1500	73990.02		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2716827	212831	0.00	7.834%	$2,615,517.69	0.000%	96.271%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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