# LCFF Budget Overview for Parents

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| Local Educational Agency (LEA) Name: Chawanakee Academy Charter |
| CDS Code: 20-75606-0132936 |
| School Year: 2026-27 |
| LEA contact information: |
| Ashley Bourdon |
| Principal |
| abourdon@mychawanakee.org |
| 559-868-4200 |

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

## Budget Overview for the 2026-27 School Year

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

The text description for the above chart is as follows: The total revenue projected for Chawanakee Academy Charter is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Chawanakee Academy Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chawanakee Academy Charter plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Chawanakee Academy Charter is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Chawanakee Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP.  Chawanakee Academy Charter plans to spend $ 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 2026-27

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

The text description of the above chart is as follows: In 2026-27, Chawanakee Academy Charter's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Chawanakee Academy Charter actually spent $ for actions to increase or improve services for high needs students in 2026-27.

# 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 |
|---|---|---|
| Chawanakee Academy Charter | Ashley Bourdon<br>Principal | abourdon@mychawanakee.org<br>559-868-4200 |

# Plan Summary [2026-27]

## General Information

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

Chawanakee Academy Charter (CAC) is committed to providing a flexible learning environment that allows students in K-12 to meet the challenges they face academically, physically, and socially. The District's boundaries encompass a diverse area ranging from rural areas and foothills to developing urban areas; CUSD is the third largest district in the state geographically, spanning 867 square miles. Chawanakee Academy is an independent study homeschool where school and families work collaboratively together to provide a safe and supportive learning environment. CAC and CUSD are committed to processes and culture that builds relationships, relevancy, rigor, and resiliency.

Enrollment for 2024/2025 is 191 students. Chawanakee Academy Charter has 48.5% of students who are eligible for Free and Reduced Lunch. Chawanakee Academy Charter has 8.6 FTE teachers on staff. All teachers are appropriately assigned pursuant to Education Code Section 44258.9 and all are fully credentialed. (Data Source: CALPADS, as of CBEDS day 2024) Chawanakee Academy Charter is WASC-accredited (2025). Chawanakee Academy Charter and Chawanakee Unified School District's mission is to deliver high expectations through rigorous and relevant learning opportunities while developing personalized student experiences by building positive relationships and resiliency. The Chawanakee Unified School District will relentlessly pursue its mission of academic excellence for the students in its care by adhering to three core values:

- Teaching and Learning
- Student Engagement
- Character Development/Life and Career Skills

# Reflections: Annual Performance

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

Enrollment at Chawanakee Academy Charter (CAC) has slowly increased this year 2024-25. Enrollment also tends to see a jump mid-year as well. This can be illustrated in comparing the enrollment on CBEDS from 2023 to 2024 Also as expected, the enrollment count went up mid-year; enrollment increased from 191 on CBEDS day in October of 2024 to 175 to 191 as of May 2025.

Looking at the 2024 CA Dashboard, ALL students averaged 15.2 points below standard in ELA, and SED (low-income) students averaged 3.8 point below standard. In math, ALL students averaged 76.3 points below standard, and SED (low-income) students averaged 88.9 points below standard. Teachers engaged with Professional Development, through ERC, that focused on ELA and assessment work. This next year there will be a focus on Mathmatics.

The Dashboard data is confirmed by local data as well. CAC uses iReady assessments in ELA and math three times each year. Based upon the final (spring 2025) administration of the iReady assessments (grades 1-8 were administered this test), 50% of ALL students assessed on or above grade level in ELA and 50% of ALL students assessed on or above grade level in math. When disaggregating this data amongst non-SED students and SED students, 58% of non-SED students assessed on or above grade level in ELA and 45% of SED students assessed on or above grade level in ELA. In math, 47% of non-SED students assessed on or above grade level in math and 27% of SED students assessed on or above grade level in math.

CAC's graduation rate is 100% for ALL students (2024) and 100% for SED (low-income) students. (Data Source: 2024 CA Dashboard)

CAC's suspension rate has improved year over year, down to 0% on the 2024 CA Dashboard from 0.7% on the 2023 CA Dashboard.

CAC is focusing on its low-income students as the student group of greatest need. All actions supported by supplemental funds will principally target CAC's low-income students. Parent surveys, discussions with students, and strategy sessions with all teaching staff and administration to discuss the data and needs of low-income students has been a focus in the 2024-25 school year. CAC is was WASC accredited and will go through the process in another 6 years. This was process that was beneficial for the staff, students and parents. One of the biggest takeaways from the committee is that the adults are vested in finding solutions through a collaborative process.

On the 2024 dashboard the SED (low-income) students are in the Green category on the CA Dashboard in ELA and Yellow category for Math. Actions within the LCAP will specifically address this need for this targeted group. This action (or actions) may either by contributing using supplemental funds and/or non-contributing.

# Reflections: Technical Assistance

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

In the 2024-25 school year, we were in Differentiated Assistance support with Madera County for Special Education for ELA, Math, and Suspensions because we were RED on the dashboard in these three categories. As a district team, we met monthly and specially decided

to narrow in on improving suspension rates.  Our improvement plan will not only improve suspension rates for Special Education, this plan will improve suspension for all students. This will be a three year process that will improve suspension rates for Special Education students.

# 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.

Not applicable. There are no school in the LEA eligible for comprehensive support and improvement (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.

Not applicable. There are no school in the LEA eligible for comprehensive support and improvement (CSI).

### *Monitoring and Evaluating Effectiveness*

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

Not applicable. There are no school in the LEA eligible for comprehensive support and improvement (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 |
|---|---|
| Teachers | 1. Professional development opportunities within the district<br>2. Monthly PLC meetings<br>3. Staff meetings with site specific PD<br>4. PD separate from district |
| Principals, Administrators, TOSAs, Directors | 1. Professional development opportunities within the district<br>2. Leadership meetings<br>3. Weekly TOSA meetings<br>4. Staff meetings with site specific PD<br>5. PD separate from district<br>6. Lead teacher/admin/TOSA meetings<br>7. Collaboration with MOT and Food Services |
| Students | 1. ASB leadership<br>2. Student showcase<br>3. Student input on school decisions<br>4. Weekly enrichment opportunities at three different locations<br>5. Opportunity for co-curricular activities<br>6. Field Trips and meet-ups |
| Parents | 1. Surveys<br>2. Ongoing communication via parent square.<br>3. Community events<br>4. Field trips and meet ups<br>5. On-going teacher-parent meetings |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 6. Informational night<br>7. Homeschool curriculum/instruction resource sharing with parents.<br>8. Supertintendent Forum held on April 23, 2025<br>9. Parent Advisory Meeting held on June 6, 2025 |
| SELPA | 1. 2 RSP teachers provide consult services weekly<br>2. Speech and language services |

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

The adopted LCAP has been influenced by the feedback provided by educational partners and specifically through surveys disseminated in conjunction with re-certifying for WASC accreditation. Student and parent feedback tell CAC that additional enrichment is desired to increase student engagement and connectivity to school.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Chawanakee Academy Charter will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students the services and materials needed to participate successfully in a 21st Century educational experience. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Chawanakee Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students the services and materials needed to participate successfully in a 21st Century educational experience. Based on state and local assessment data, educational partner consultation, and other collected data the District identifies this Goal and subsequent Actions as priorities for the District. Goal 1 is a broad goal in support of providing high-quality fully credentialed teachers, services and materials for our students. Chawanakee Unified does not receive concentration funding, is located in a rural setting spread across 687 square miles, and competes with larger urban districts for the same teacher pool. Students need sufficient access to standards-aligned instructional materials, instructional technology, connectivity, and a safe, clean environment within which students and learn and thrive.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Percentage of appropriately assigned and fully credentialed teachers | 100% Fully Credentialed<br>0% Misassignments<br>0 Vacancies<br><br>Fully Credentialed Metric:<br>Data Year: 2022-23 | 100% Fully Credentialed<br>0% Misassignments<br>0 Vacancies<br><br>Fully Credentialed Metric: | | 100% Fully Credentialed<br>0% Misassignments<br>0 Vacancie | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: 2023 CA Dashboard<br><br>Misassignments & Vacancies Metrics:<br>Data Year: 2023-2024<br>Data Source: District Calculated based on CBEDS 2023 | Data Year: 2022-23<br>Data Source: 2023 CA Dashboard<br><br>Misassignments & Vacancies Metrics:<br>Data Year: 2024-2025<br>Data Source: District Calculated based on CBEDS 2024 | | | |
| 1.2 | Facilities Inspection Tool (FIT) | All school sites were rated as being maintained in "good or exemplary" repair.<br><br>Data Year: 2023-24<br>Data Source: Facilities Inspection Tool (FIT) | All school sites were rated as being maintained in "good or exemplary" repair.<br><br>Data Year: 2024-25<br>Data Source: Facilities Inspection Tool (FIT) | | All facilities will be continue to be maintained in "good or exemplary" repair. | |
| 1.3 | 100% of students with access to standards-aligned instructional materials | 100%<br><br>Data Year: 2022-23<br>Data Source: 2023 CA Dashboard | 100%<br><br>Data Year: 2023-24<br>Data Source: 2024 CA Dashboard | | Maintain 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | Broad Course of study for all students, including unduplicated pupils and pupils with exceptional needs | Students enrolled in advanced academic courses:<br>All XXX%<br>Low-income XXX%<br><br>Students enrolled in VAPA courses:<br>All XXX%<br>Low-income XXX%<br><br>Data Year: 2023-24<br>Data Source: CALPADS Fall 2 | Students enrolled in advanced academic courses:<br>All 24.3%<br>Low-income 30.77%<br><br>Students enrolled in VAPA courses:<br>All 30%<br>Low-income 10.4%<br><br>Data Year: 2024-25<br>Data Source: District Calculator | | Students enrolled in advanced academic courses:<br>40%<br><br>Students enrolled in VAPA courses:<br>40% | |
| 1.5 | Level of implementation of state standards for all students | Full Implementation & Sustainability<br><br>Data Year: 2022-23<br>Data Source: 2023 CA Dashboard | Full Implementation & Sustainability<br><br>Data Year: 2023-24<br>Data Source: 2024 CA Dashboard | | Maintain Full Implementation & Sustainability levels | |
| 1.6 | Local iReady Benchmarks (K-8, ELA) | iReady ELA scores based upon the final administration of the assessment in Spring 2024.<br><br>Numbers below represent the percentage of ALL students assessing at | iReady ELA scores based upon the final administration of the assessment in Spring 2025.<br><br>Numbers below represent the percentage of ALL students assessing | | 55% of students in each grade assessing at or above grade level on the spring administration of iReady | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | or above grade level in ELA.<br><br>1 60<br>2 50<br>3 40<br>4 29<br>5 13<br>6 73<br>7 57<br>8 41<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA.<br><br>SED - 31%<br>NON-SED - 58% | at or above grade level in ELA.<br><br>1 36<br>2 100<br>3 30<br>4 25<br>5 40<br>6 48<br>7 53<br>8 65<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA.<br><br>SED - 45%<br>NON-SED - 50% | | | |
| 1.7 | Local iReady Benchmarks (K-8, Math) | iReady Math scores based upon the final administration of the assessment in Spring 2024.<br><br>Numbers below represent the percentage of ALL students assessing at or above grade level in Math. | iReady Math scores based upon the final administration of the assessment in Spring 2024.<br><br>Numbers below represent the percentage of ALL students assessing | | 40% of students in each grade assessing at or above grade level on the spring administration of iReady | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 1 80<br>2 38<br>3 23<br>4 29<br>5 22<br>6 36<br>7 38<br>8 26<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math.<br><br>SED - 21%<br>NON-SED - 46% | at or above grade level in Math.<br><br>1 50<br>2 50<br>3 18<br>4 38<br>5 20<br>6 28<br>7 13<br>8 58<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math.<br><br>SED - 27%<br>NON-SED - 38% | | | |
| 1.8 | Local NWEA Benchmarks (9-12, ELA) | Reading score averages on the spring administration of NWEA:<br><br>9th - 225<br>10th - 232.42<br>11th - 233.55<br>12th - 228.78<br><br>Data Year: 2023-24<br>Data Source: NWEA | Reading score averages on the spring administration of NWEA:<br><br>9th - 225.67<br>10th - 225.24<br>11th - 227.74<br>12th - 234.15 | | Average Scores on the NWEA assessments (spring administration):<br><br>9th- 235<br>10th- 240<br>11th- 240<br>12th- 240 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Year: 2024-25<br>Data Source: NWEA | | | |
| 1.9 | Local NWEA Benchmarks (9-12, Math) | Math score averages on the spring administration of NWEA:<br><br>9th - 232.17<br>10th - 239.83<br>11th - 237.75<br>12th - 238.22<br><br>Data Year: 2023-24<br>Data Source: NWEA | Math score averages on the spring administration of NWEA:<br><br>9th - 223.92<br>10th - 238.51<br>11th - 244.83<br>12th - 234.15<br><br>Data Year: 2024-25<br>Data Source: NWEA | | Average Scores on the NWEA assessments (spring administration):<br><br>9th- 235<br>10th- 240<br>11th- 240<br>12th- 240 | |
| 1.10 | CA Dashboard for grades 3-8 and 11 in ELA: Distance from Standard | 2023 CA Dashboard for grades<br>3-8 and 11 in ELA:<br><br>ALL Students: 25.2 points below grade-level standard<br><br>SED (low-income) students: 39.4 points below grade-level standard<br><br>Data Year: 2022-23<br>Data Source: 2023 CA Dashboard | 2024 CA Dashboard for grades<br>3-8 and 11 in ELA:<br><br>ALL Students: 15.2 points below grade-level standard<br><br>SED (low-income) students: 3.8 points below grade-level standard | | 0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Year: 2023-24<br>Data Source: 2024 CA Dashboard | | | |
| 1.11 | CA Dashboard for grades 3-8 and 11 in Math: Distance from Standard | 2023 CA Dashboard for grades<br>3-8 and 11 in Math:<br><br>ALL Students: 80.9 points below grade-level standard<br><br>SED (low-income) students: 99.8 points below grade-level standard<br><br>Data Year: 2022-23<br>Data Source: 2023 CA Dashboard | 2023 CA Dashboard for grades<br>3-8 and 11 in Math:<br><br>ALL Students: 76.3 points below grade-level standard<br><br>SED (low-income) students: 88.9 points below grade-level standard<br><br>Data Year: 2023-24<br>Data Source: 2024 CA Dashboard | | 0 points below standard | |

# Goal Analysis [2025-26]

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

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

Chawanakee Academy has been able to hire and retain quality effective teachers. Training and supports have been provided to teachers to help support. In addition, materials and resources were provided to ensure student achievement.

Action 1.1- Hire and Retain Highly-Qualified Teachers- Implemented

Action 1.2- School Facilities Maintenance and Repairs- Implemented
Action 1.3 - Technology Integration- Implemented
Action 1.4 - Professional Development- Implemented. Teachers were provided Professional Development through ERC and Curriculum Associcates

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

No material differences

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

Action 1.1- Hire and Retain Highly-Qualified Teachers- Effective- Every child was provided with a highly-qualified teacher. Metric 1.1
Action 1.2- School Facilities Maintenance and Repairs- Effective- FIT report in "exemplary or good" standing. Metric 1.2
Action 1.3 - Technology Integration- Effective- every student was provided with a device to ensure student achievement and connectivity with their teacher. Metric 1.3
Action 1.4 - Professional Development- Effective- Every teacher participated in PD and increased student achievement. Metric 1.6, 1.7, 1.8, 1.9, 1.10, 1.11

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.

For the Year 3 outcomes, these are not attainable goals as written in the 2023-24 school year.
On Metric 1.6 iReady Reading this will change from 85% to 55%
On Metric 1.7 iReady Math this will change from 85% to 40%
On Metric 1.4, enrollment in VAPA will change from 80% to 40%
Because of this change, these are more attainable goals within these metrics.

**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** | Hire and Retain Highly-Qualified Teachers | Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly-qualified candidates, to retain experienced teachers, and reduce overall teacher turnover. | $1,065,366.00 | No |
| **1.2** | School Facilities Maintenance and Repairs | Maintain all CAC school facilities to continue to achieve "good" or "exemplary" repair status for all school sites on the most recent Facilities Inspection Tool (FIT) report. | $213,879.00 | No |
| **1.3** | Technology Integration | CAC will maintain a 1:1 student to device ratio district-wide through device refreshments to ensure students have the most recent and reliable technology. CAC will continue to prioritize equipment replacement, additional cameras and supplies, chargers, projectors, etc. | $5,550.00 | No |
| **1.4** | Professional Development | This action will provide professional development to include a focus on alignment, site-based coaching from the State and Federal Coordinator, and training specifically for supplemental curriculum in a non seat-based school environment.<br><br>The first component of this targeted professional development action will involve contracting services to educate, train, and coach our administrators, Lead Techers, and teaching staff on alignment across the various grade spans.<br><br>Curriculum Associates will offer site-based training and coaching (to each of the three K-8 sites) on the Ready Reading, Ready Math, and Ready Writing supplemental materials (beyond the base iReady assessment component). This will involve group and one-on-one coaching and advisement with classroom observations and feedback to increase student engagement and academic achievement. | $22,330.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Chawanakee Academy Charter and Chawanakee Unified will provide opportunities to increase the level of participation from students, parents, families, and staff so they are connected and engaged to their school to ensure student success. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data CAC identifies this Goal and subsequent Actions as priorities. Goal 2 is a broad goal focused on improving performance cross the wide range of metrics listed below. Opportunities parents and community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can promote educational success for their children. Students need to be supported in their efforts to be more connected to their school through enrichment opportunities.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Attendance Rate | 98.89% ADA rate<br><br>Data Source: P-2 2023-24 | 98.78% ADA rate<br><br>Data Source: P-2 2024-25 | | 99% ADA rate | |
| 2.2 | Chronic Absenteeism Rate | 5.8% Chronically Absent Rate (Orange)<br><br>Data Source: 2023 CA Dashboard<br>Data Year: 2022-23 | 0% Chronically Absent Rate<br><br>Data Source: 2024 CALPADS | | 0% Chronically Absent | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Year: 2024-25 | | | |
| 2.3 | Middle School Dropout Rate | 0%<br><br>Data Source: Manually calculated<br>Data Year: 2023-24 | 0%<br><br>Data Source: Manually calculated<br>Data Year: 2024-25 | | 0% | |
| 2.4 | High School Dropout Rate | 0%<br><br>Data Source: CALPADS<br>Data Year: 2023-24 | 0%<br><br>Data Source: CALPADS<br>Data Year: 2024-25 | | 0% | |
| 2.5 | High School Graduation Rate | 92.6%<br><br>Data Source: 2023 CA Dashboard<br>Data Year: 2022-23 | 100%<br><br>Data Source: 2024 CA Dashboard<br>Data Year: 2023-24 | | 100% | |
| 2.6 | Suspension Rate | 0.7%<br><br>Data Source: 2023 CA Dashboard<br>Data Year: 2022-23 | 0 %<br><br>Data Source: 2024 CA Dashboard<br>Data Year: 2023-24 | | 0% | |
| 2.7 | Expulsion Rate | 0%<br><br>Data Source: Manually calculated | 0% | | 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2023-24 | Data Source: Manually calculated<br>Data Year: 2024-25 | | | |
| 2.8 | Points Above or Below Standard in ELA and Math (CAASPP) | ALL Students:<br>ELA: 25.2 points below standard<br><br>Math: 80.9 points below standard<br><br>Low-Income (SED) Students:<br>ELA: 39.4 points below standard<br><br>Math: 99.8 points below standard<br><br>Data Source: 2023 CA Dashboard<br>Data Year: 2022-23 | ALL Students:<br>ELA: 15.2 points below standard<br><br>Math: 76.3 points below standard<br><br>Low-Income (SED) Students:<br>ELA: 3.8 points below standard<br><br>Math: 88.9 points below standard<br><br>Data Source: 2024 CA Dashboard<br>Data Year: 2023-24 | | 0 points below standard | |
| 2.9 | Annual Student Survey Data | NEED SOMETHING HERE. See Action 4 of this Goal. Need questions about connectivity to school, happy at school, happy with enrichment offered. | 98% of students reported they want to do well in school.<br><br>95% of students reported they come to class prepared. | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 88% reported that they are motivated to learn<br><br>82% reported that they like coming to school | | | |

## Goal Analysis [2025-26]

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

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

Chawanakee Academy has increased parent participation and engagement throughout the year so students are more connected to school. An enrichment day was provided to students and learning labs for interventions. In addition, CAC hosted a showcase where students showcased their learning that involved the entire school community. Our homeschool families also participated in Professional Development for success as a homeschool parent.

Action 2.1- Communication- Implemented. Communication was provided consistently with parents through Aeries, Canvas, ParentSquare, and Raptor.
Action 2.2- Health Services- Implemented. The school nurse provided vision and hearing screenings, along with any other health concerns.
Action 2.3- Middle School Enrichment- Implemented. Students were involved in VAPA (music, band, drama, visual arts)
Action 2.4- Enrichment Opportunities- Implemented
Action 2.5- Expansion of Co-Curricular Activities- Implemented. Unduplicated students were able to attend 6th and 8th grade academic trips

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

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

Action 2.1- Communication- Effective-A total of 127 communications went out to parents
Action 2.2- Health Services- Somewhat Effective- The school nurse provided vision and hearing screenings, along with any other health concerns. 12 students total received vision/hearing screenings. This was not mandatory
Action 2.3- Middle School Enrichment- Effective Students were involved in VAPA (music, band, drama, visual arts). CAC has a high attendance rate, Metic 2.1
Action 2.4- Enrichment Opportunities- Effective- weekly enrichment provided for music and art classes for all K-12 had an opportunity to participate. Chronic Absenteeism dropped, Metric 2.2
Action 2.5- Expansion of Co-Curricular Activities- Effective. Unduplicated students were able to attend 6th and 8th grade academic trips. Metric 2.9, student survey.

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

No changed needed to the goals, metrics, target outcomes, or actions for the coming school year.

**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** | Communication | CAC will provide multiple methods for communication. The communication systems (Aeries, Canvas, ParentSquare, Class Dojo, Edlio, and Raptor) will be used to monitor school-to-home communications. District and school websites will provide current and emergency information.<br><br>Annual Parent Survey responses will help to gauge if current communication practices translate to more favorable survey responses. | $9,366.00 | No |
| **2.2** | Health Services | CAC will provide a registered nurse to oversee wellness for the entire student population to include routine vision and hearing screenings. | $28,197.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | Middle School Enrichment | This action will provide for prep-buyout costs at Minarets High School to enable 8th grade students to participate in electives and advanced classes and will enable students to obtain high school credits in middle school. Based upon 90 days/year (block schedule). | $22,649.00 | Yes |
| **2.4** | Enrichment Opportunities | This action will provide the following (1) FTE Roving Enrichment Teacher and sub-contracted enrichment on and off-site. | $33,442.00 | Yes |
| **2.5** | Expansion of Co-Curricular Activities | CUSD will provide funding so that all Unduplicated Students in the 6th grade may attend the overnight science trip at no cost (this 6th grade trip is a District standard for all elementary sites) as well as the 8th grade capstone science trip. | $2,532.00 | Yes |
| **2.6** | Special Education | All costs associated with the LEA's SPED program. | $41,879.00 | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | CUSD is a district of academic excellence that provides equity and access for all students in all student groups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 3 is a broad goal, focused on improving performance across a wide range of metrics including, but not limited to: ELA and Math scores on the California Assessment of Student Performance and Progress (CAASPP) System, increases in the percentage of students demonstrating college preparedness as measured by the EAP, and for those students not taking the CAASPP (grades TK-2, 9-10, and 12 grades) increases on internal assessments (iReady for elementary students and NWEA for high school students).

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Access to standards aligned instructional materials | 100%<br><br>Data Year: 2022-23<br>Data Source: Dashboard Fall 2023 | 100%<br><br>Data Year: 2023-24<br>Data Source: Dashboard Fall 2024 | | 100% access to standards aligned instructional materials | |
| 3.2 | CAASPP (ELA) | 40% of CAC students met or exceeded standard. | 41% of CAC students met or exceeded standard. | | 80% of CAC students met or exceeded standard. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 33% of Socioeconomically Disadvantaged students met or exceeded standards.<br><br>Data Year: 2022-2023<br>Data Source: CAASPP Results, CA Dashboard CA Dashboard | 39% of Socioeconomically Disadvantaged students met or exceeded standards.<br><br>Data Year: 2023-2024<br>Data Source: CAASPP Results, CA Dashboard CA Dashboard | | 70% of Socioeconomically Disadvantaged students met or exceeded standards. | |
| 3.3 | CAASPP (Math) | 18% of CUSD students met or exceeded standard.<br><br>7% of Socioeconomically Disadvantaged students met or exceeded standards.<br><br>Data Year: 2022-2023<br>Data Source: 2023 CAASPP Results | 18% of CUSD students met or exceeded standard.<br><br>14% of Socioeconomically Disadvantaged students met or exceeded standards.<br><br>Data Year: 2023-2024<br>Data Source: 2023 CAASPP Results | | 60% of CUSD students met or exceeded standard.<br><br>50% of Socioeconomically Disadvantaged students met or exceeded standards. | |
| 3.4 | EL students making progress toward English Proficiency | Due to the low amount of EL students in the District there is no data to report (less than 11). | Due to the low amount of EL students in the District there is no data to report (less than 11). | | 100% of EL students making progress toward English Proficiency | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3.5 | EL Reclassification Rate | Due to the low amount of EL students in the District there is no data to report (less than 11). | Due to the low amount of EL students in the District there is no data to report (less than 11). | | 100% EL Reclassification Rate | |
| 3.6 | AP Passage Rate | CAC students do not take part in AP courses or subsequent AP exams. | CAC students do not take part in AP courses or subsequent AP exams. | | 40% AP Passage Rate | |
| 3.7 | Percentage of pupils demonstrating college preparedness as measured by the EAP | 33.33% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA)<br><br>7.25% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)<br><br>Data Year: 2022-2023<br>Data Source: 2023 CAASPP Results | 35.6% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA)<br><br>7.8% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)<br><br>Data Year: 2023-2024<br>Data Source: 2023 CAASPP Results | | 60% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA)<br><br>50% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) | |
| 3.8 | Percentage of pupils who have successfully completed a-g requirements | All Students: XX%<br>SED Students: XX%<br><br>Data Year: 2023-24<br>Data Source: District calculation | All Students: 42%<br>SED Students: 24%<br><br>Data Year: 2024-25 | | 52% completed a-g requirements | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Source: District calculation | | | |
| 3.9 | Percentage of pupils who have successfully completed CTE course requirements | All Students: XX%<br>SED Students: XX%<br><br>Data Year: 2023-24<br>Data Source: District calculation | All Students: 32%<br>SED Students: 21%<br><br>Data Year: 2024-25<br>Data Source: District calculation | | The percentage of students who completed CTE course requirements increased from the prior year. | |
| 3.10 | Percentage of pupils who have successfully completed a-g and CTE course requirements | All Students: XX%<br>SED Students: XX%<br><br>Data Year: 2023-24<br>Data Source: District calculation | All Students: 32%<br>SED Students: 21%<br><br>Data Year: 2024-25<br>Data Source: District calculation | | The percentage of students who completed CTE course requirements increased from the prior year. | |
| 3.11 | CAASPP Results (Points Above or Below Standard in ELA and Math) | All Students:<br>ELA: 25.2 points below standard<br>Math: 80.9 points below standard<br><br>Low-Income Students:<br>ELA: 39.4 points below standard<br>Math: 99.8 points below standard<br><br>Data Year: 2022-23<br>Data Source: 2023 Dashboard | All Students:<br>ELA: 15.2 points below standard<br>Math: 76.3 points below standard<br><br>Low-Income Students:<br>ELA: 3.8points below standard<br>Math: 88.9 points below standard<br><br>Data Year: 2023-24 | | 0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Source: 2024 Dashboard | | | |
| 3.12 | Local iReady Benchmarks (K-8, ELA) | iReady ELA scores based upon the final administration of the assessment in Spring 2024.<br><br>Numbers below represent the percentage of ALL students assessing at or above grade level in ELA.<br><br>1 60<br>2 50<br>3 40<br>4 29<br>5 13<br>6 73<br>7 57<br>8 41<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA.<br><br>SED - 31%<br>NON-SED - 58% | iReady ELA scores based upon the final administration of the assessment in Spring 2025.<br><br>Numbers below represent the percentage of ALL students assessing at or above grade level in ELA.<br><br>1 36<br>2 100<br>3 30<br>4 25<br>5 40<br>6 48<br>7 53<br>8 65<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA.<br><br>SED - 45%<br>NON-SED - 50% | | 55% of students in each grade assessing at or above grade level on the spring administration of iReady | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3.13 | Local iReady Benchmarks (K-8, Math) | iReady Math scores based upon the final administration of the assessment in Spring 2024.<br><br>Numbers below represent the percentage of ALL students assessing at or above grade level in Math.<br><br>1 80<br>2 38<br>3 23<br>4 29<br>5 22<br>6 36<br>7 38<br>8 26<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math.<br><br>SED - 21%<br>NON-SED - 46% | iReady Math scores based upon the final administration of the assessment in Spring 2024.<br><br>Numbers below represent the percentage of ALL students assessing at or above grade level in Math.<br><br>1 50<br>2 50<br>3 18<br>4 38<br>5 20<br>6 28<br>7 13<br>8 58<br><br>Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math.<br><br>SED - 27%<br>NON-SED - 38% | | 40% of students in each grade assessing at or above grade level on the spring administration of iReady | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.14 | Local NWEA Benchmarks (9-12, ELA) | Reading score averages on the spring administration of NWEA:<br>9th-12th<br><br>229.83 RIT score<br><br>Data Year: 2023-24<br>Data Source: NWEA | Reading score averages on the spring administration of NWEA:<br>9th-12<br><br>228.13<br><br>Data Year: 2024-25<br>Data Source: NWEA | | Average Scores on the NWEA assessments (spring administration):<br><br>9th-12th<br><br>230 RIT score | |
| 3.15 | Local NWEA Benchmarks (9-12, Math) | Math score averages on the spring administration of NWEA:<br>9th-12th grade<br><br>238.32 RIT score<br><br>Data Year: 2023-24<br>Data Source: NWEA | Math score averages on the spring administration of NWEA:<br><br>234.87 RIT score<br><br>Data Year: 2024-25<br>Data Source: NWEA | | Average Scores on the NWEA assessments (spring administration):<br><br>9th-12th<br><br>240 RIT score | |

# Goal Analysis [2025-26]

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

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

Chawankee Academy Charter (CAC) was able to provide equity and access for all students in all student groups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready alongside of parents.

Action 3.1- Local Assessment Systems- Implemented. iReady and NWEA were administered to students. Teachers and administration used to support and monitor academic achievement.
Action 3.2- Student Information and Intervention Dashboard- Implemented- Parsec was consistently used throughout the year to monitor data
Action 3.3- Supplemental Intervention Materials- Implemented. Materials and software were purchased for intervention.
Action 3.4- Curriculum and Instructional Alignment- Implemented- Teachers leads were given a stipend to align curriculum and support teachers.
Action 3.5- Credit Recovery- Implemented- Cyber High was purchased and implemented for students that needed credit recovery.

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.

None

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

Action 3.1- Local Assessment Systems- Effective- iReady and NWEA were administered to students. Teachers and administration used to support and monitor academic achievement.
Action 3.2- Student Information and Intervention Dashboard- Effective- Parsec was consistently used throughout the year to monitor data
Action 3.3- Supplemental Intervention Materials- Effective- Materials and software were purchased for intervention
Action 3.4- Curriculum and Instructional Alignment- Somewhat Effective Teachers leads were given a stipend to align curriculum and support teachers.
Action 3.5- Credit Recovery- Effective- Cyber High was purchased and implemented for students that needed credit recovery.

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.

Within the goal, one change that will be made is that the parent is also the teacher since CAC is a homeschool.
On Action 3.4, teacher lead will be part of P3CC, PLC guiding coalition, CVNIC. The will scale out the Professional development received.
In addition, on Metric 3.8 this has been changed to an attainable goal. This changed from 80% A-G ready to 52% A-G ready.
For the Year 3 outcomes, these are not attainable goals as written in the 2023-24 school year.
On Metric 1.6 iReady Reading this will change from 85% to 55%
On Metric 1.7 iReady Math this will change from 85% to 40%

**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** | Local Assessment Systems | Multiple online assessment programs (ESGI, iReady, NWEA, etc.) allow the District to support and monitor the academic achievement in reading, math, and learning progress of all students. CAC will continue to provide supplemental online academic assessment programs and software for all students.<br><br>This action will result in increased academic achievement and the enhanced learning for all students. | $15,040.00 | No |
| **3.2** | Student Information and Intervention Dashboard | CUSD will work with Parsec Education to create and monitor a customized data dashboard to align with LCAP-related actions and metrics. This will provide CAC leaders and staff with real-time student performance data. CAC will use Parsec Education's Student Information and Intervention Dashboard to make informed, proactive decisions for student interventions for academics, attendance, behavior, and social emotional learning. | $4,000.00 | No |
| **3.3** | Supplemental Intervention Materials | CUSD will provide supplemental intervention materials to support students in all grades in both ELA and math. These materials will also be used to support Goal 2, Action 6: Intervention Supports.<br><br>High school graduation rates will be used to assess the effectiveness of this action. | $34,473.00 | Yes |
| **3.4** | Curriculum and Instructional Alignment | This action will provide (3) grade span (K-5, 6-8, HS) Educational Leads and (2) subject-focused coordinators (one in science, one in math) to work on aligning curriculum, intervention, and assessment with overall District and state standards. | $19,690.00 | Yes |
| **3.5** | Credit Recovery | CAC will offer credit recovery for incoming students in grades 10-12 through the use of CyberHigh. | $1,990.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | High school graduation rates will be used to assess the effectiveness of this action. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$247,447 | $ |

**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 |
|---|---|---|---|
| 11.229% | 3.172% | $67,425.04 | 14.401% |

**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 |
|---|---|---|---|
| **1.4** | **Action:**<br>Professional Development<br><br>**Need:**<br>According to the 2024 CA Schools Dashboard for CUSD, CAC's low-income students perform below all students in both ELA and Math. The ELA data shows ALL students 15.2 points below standard and low-income students 3.8 points below standard. The math data shows | A need exists for additional professional development for teachers and support staff (aides, intervention staff) in both ELA and math, but with a greater focus on math. Studies show that teachers who receive substantial professional development (at least 14 hours minimum to see the positive gains) can boost their students' achievement by about 21 percentile points. (Yoon et al., 2007)<br><br>For the 2025 school year, Professional Development will be given to teachers TK-12 in | While this action is principally directed towards the academic needs for low-income students, all students may benefit from the focused and increased time allocated for professional development. |

| 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 |
|---|---|---|---|
| | all students 76.3 points below standard and low-income students 88.9 below standard. This correlates with CAC's internal iReady assessments in both ELA and math. Based upon the 2025 spring administration of iReady, an average of 50% of NON-SED students who took the assessment scored at or above grade level in ELA versus 45% of SED (low-income) students. In math, an average of 38% of NON-SED students who took the assessment scored at or above grade level in Math versus 27% of SED (low-income) students.<br><br>**Scope:**<br>LEA-wide | the area of Mathematics.<br><br>This action is being provided on an LEA-wide basis; CAC's state testing and internal assessments are low across all grade spans in both ELA and math. The need is not site or grade-specific; the need is universal LEA-wide.<br><br>Cited Source:<br>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department<br>of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs | The effectiveness of this action will be measured by increased academic achievement of low-income students as measured by the spring administration of iReady in reading and math as well as the CAASPP testing results. |
| **2.2** | **Action:**<br>Health Services<br><br>**Need:**<br>LEA-wide the Unduplicated Pupil Percentage (UPP) is 52%. However, a small amount of students received vision and hearing at CAC.<br><br>There is a need to support our underrepresented students with medical services to support academic achievement.<br><br>**Scope:** | No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn. Health-related problems play a major role in limiting the motivation and ability to learn, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners. There is a direct correlation between overall health and student attendance. (Basch, 2010)<br><br>To fill this need as identified, this action will pay for a district nurse (1.0 FTE) to administer medical | The effectiveness of this action will be measured by a reduction in the percentage of Unduplicated Students failing vision and/or hearing screenings and a reduction in chronic absenteeism of low-income 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 |
|---|---|---|---|
| | LEA-wide | screenings, initiate referrals, manage immunizations, support district-sponsored health fairs, and other duties as needed. The need for nurse-provided services is a great need for the entire district and in particular, its low-income and Unduplicated Students. The majority of low-income and Unduplicated Students resides in North Fork; North Fork is the most rural of all school sites within the District as well. There are minimal services locally and many families lack the means and ability to travel the long distances often required to access needed medical services. This year the mobile vehicle came out to North Fork and increased this service to families.<br><br>While this action is principally directed towards the academic needs for Unduplicated students throughout CUSD, all students in the district may benefit from a full-time nurse on staff.<br><br>Cited Source:<br>Basch, C. E. (2010). Healthier students are better learners: A missing link in school reforms to close the achievement gap (Research Review No. 6). New York: Campaign for Educational Equality, Teachers College, Columbia University. Retrieved from https://files.eric.ed.gov/fulltext/ED523998.pdf | |
| **2.3** | **Action:**<br>Middle School Enrichment<br><br>**Need:**<br>According to recent student and parent surveys, there is a desire for additional elective and advanced class options. CAC administration and staff want to provide additional options for students to increase | To better prepare future seniors to be on track to graduate with a regular high school diploma, 8th grade students will be able to participate in part of the District's Middle High program at the high school, enabling them to earn high school credits and take advanced classes. This will allow incoming freshmen to begin high school with credits already earned, allow students to possibly complete graduation requirements early, and allow | While this action is principally directed towards the academic needs for low-income 8th grade students, all 8th grade students may benefit from the opportunity to take advanced classes and |

| 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 |
|---|---|---|---|
| | engagement and connectivity at school, something particularly difficult in a non seat-based school.<br><br>**Scope:**<br>LEA-wide | them to take more elective courses in high school. Those planning to graduate will be less likely to be deficient in credits. When students' skills are improved during middle school, the results by the end of high school are greatly improved in terms of college and career readiness and graduation rates. (ACT, 2008)<br><br>Cited Source:<br>ACT. (2008). The forgotten middle: Ensuring that all students are on target for college and career readiness before high school. Iowa City, IA: Author. Retrieved from https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf | expanded electives at the high school while also earning high school credit.<br><br>The effectiveness of this action will be measured by improved responses on Annual Student Surveys and increases in Graduation Rates based upon the CA Dashboard. |
| **2.4** | **Action:**<br>Enrichment Opportunities<br><br>**Need:**<br>According to recent student and parent surveys, there is a desire for additional elective and advanced class options. CAC administration and staff want to provide additional options for students to increase engagement and connectivity at school, something particularly difficult in a non seat-based school.<br><br>**Scope:**<br>LEA-wide | This action will provide students with additional enrichment opportunities both during scheduled on-site enrichment days as well as off-site (e.g. AR Workshops, Color me Mine). An additional FTE teacher dedicated to enrichment will held to administer the additional enrichment planned when students are on-site. This teacher will also help to coordinate off-site enrichment for all students. | While this action is principally directed towards the academic and engagement needs for low-income students, all CAC students may benefit from this action.<br><br>The effectiveness of this action will be measured by improved responses on Annual Surveys. |
| **2.5** | **Action:**<br>Expansion of Co-Curricular Activities<br><br>**Need:** | Children who take school trips have better grades, higher graduation rates from high school and college, and greater income. Field trips give diverse and financially-in-need students equal | While this action is principally directed towards the needs for low-income students, all |

| 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 |
|---|---|---|---|
| | According to recent student and parent surveys, there is a desire for additional elective and advanced class options. CAC administration and staff want to provide off-site academic trips and ensure no financial barriers exist for low-income students to increase engagement and connectivity at school, something particularly difficult in a non seat-based school.<br><br>**Scope:**<br>LEA-wide | opportunity to experience things outside classroom that their families may not be able to afford. (Beckett et al., 2009) This action will remove existing financial barriers for all low-income students to participate in academic trips.<br><br>Cited Source:<br>Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation<br>and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides. | students may benefit from this action.<br><br>The effectiveness of this action will be measured by increases in improved responses on Annual Student Surveys and qualitative feedback from site administrators. |
| **3.3** | **Action:**<br>Supplemental Intervention Materials<br><br>**Need:**<br>According to the 2023 CA Schools Dashboard for CAC, the District's low-income students perform below ALL students in both ELA and Math.<br>This correlates with CAC's internal iReady assessments (grades K-8) in both ELA and math and high school internal NWEA assessments (grades 9-12).<br><br>There is a need for supplemental instruction materials in ELA and math and especially for the LEA's low-income students. | This action will provide the necessary supplemental instructional materials to be carried out by teachers and intervention support staff. One-on-one or small-group supplemental instruction is one of the most versatile and potentially transformative educational tools in use today. Tutoring/intervention programs yield consistent and substantial positive impacts on learning outcomes. Key to that instruction is targeted supplemental materials. (Nickow et al., 2020)<br><br>This action will be provided on an LEA-wide basis. The need for intervention services in not grade specific. All grades, in both ELA and math, need targeted intervention services supported with appropriate supplemental instruction materials. | While this action is principally directed toward low-income students, providing supplemental intervention materials may benefit all students.<br><br>This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP. |

| 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:**<br>LEA-wide | Cited Source:<br>Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence [EdWorkingPaper: 20–267]. Annenberg Institute at Brown University. https://doi.org/10.26300/eh0c-pc52 | |
| **3.4** | **Action:**<br>Curriculum and Instructional Alignment<br><br>**Need:**<br>According to the 2023 CA Schools Dashboard for CAC, the District's low-income students perform below ALL students in both ELA and Math.<br>This correlates with CAC's internal iReady assessments (grades K-8) in both ELA and math and high school internal NWEA assessments (grades 9-12).<br><br>There is a need for supplemental instruction materials in ELA and math and especially for the LEA's low-income students.<br><br>**Scope:**<br>LEA-wide | Alignment with district goals, state and district standards and assessments, and other professional learning activities, including formative teacher evaluation, support teacher learning and lead to improved student outcomes. (Archibald et al., 2011)<br><br>This action is provided on an LEA-wide basis as achievement on state assessments and internal assessments are below standards and district-set goals in both ELA and math and for every grade.<br><br>Cited Sources:<br>Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011, January 31). High-Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. Retrieved April 5, 2019, from https://eric.ed.gov/?id=ED520732. | While this action is principally directed toward low-income students, providing curriculum, instruction, and assessment alignment will benefit all students.<br><br>This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP. |

### *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.

Not applicable.

## Additional Concentration Grant Funding

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

CAC does not receive additional concentration grant funding.

| **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, all direct services at CAC are providing currently by certificated staff |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | 1:22 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $2,203,586 | $247,447 | 11.229% | 3.172% | 14.401% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,493,987.00 | $26,396.00 | $0.00 | $0.00 | $1,520,383.00 | $1,226,386.00 | $293,997.00 |

| 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 | Hire and Retain Highly-Qualified Teachers | All | No | | | All Schools | Ongoing | $1,065,366.00 | $0.00 | $1,065,366.00 | | | | $1,065,366.00 | |
| 1 | 1.2 | School Facilities Maintenance and Repairs | All | No | | | All Schools | Ongoing | $55,988.00 | $157,891.00 | $213,879.00 | | | | $213,879.00 | |
| 1 | 1.3 | Technology Integration | All | No | | | All Schools | Ongoing | $0.00 | $5,550.00 | $5,550.00 | | | | $5,550.00 | |
| 1 | 1.4 | Professional Development | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $22,330.00 | $22,330.00 | | | | $22,330.00 | |
| 2 | 2.1 | Communication | All | No | | | All Schools | Ongoing | $0.00 | $9,366.00 | | $9,366.00 | | | $9,366.00 | |
| 2 | 2.2 | Health Services | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $28,197.00 | $0.00 | $28,197.00 | | | | $28,197.00 | |
| 2 | 2.3 | Middle School Enrichment | Low Income | Yes | LEA-wide | Low Income | All Schools 8th Grade | Ongoing | $0.00 | $22,649.00 | $22,649.00 | | | | $22,649.00 | |
| 2 | 2.4 | Enrichment Opportunities | Low Income | Yes | LEA-wide | Low Income | | Ongoing | $29,024.00 | $4,418.00 | $33,442.00 | | | | $33,442.00 | |
| 2 | 2.5 | Expansion of Co-Curricular Activities | Low Income | Yes | LEA-wide | Low Income | All Schools 6th & 8th grade | Ongoing | $0.00 | $2,532.00 | $2,532.00 | | | | $2,532.00 | |
| 2 | 2.6 | Special Education | | | | | | Ongoing | $28,121.00 | $13,758.00 | $41,879.00 | | | | $41,879.00 | |
| 3 | 3.1 | Local Assessment Systems | All | No | | | All Schools | Ongoing | $0.00 | $15,040.00 | | $15,040.00 | | | $15,040.00 | |
| 3 | 3.2 | Student Information and Intervention Dashboard | All | No | | | All Schools | Ongoing | $0.00 | $4,000.00 | $4,000.00 | | | | $4,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.3 | Supplemental Intervention Materials | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $34,473.00 | $34,473.00 | | | | $34,473.00 | |
| 3 | 3.4 | Curriculum and Instructional Alignment | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $19,690.00 | $0.00 | $19,690.00 | | | | $19,690.00 | 1.0 |
| 3 | 3.5 | Credit Recovery | All | No | | | All Schools | Ongoing | $0.00 | $1,990.00 | | $1,990.00 | | | $1,990.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $2,203,586 | $247,447 | 11.229% | 3.172% | 14.401% | $163,313.00 | 1.000% | 8.411 % | **Total:** | $163,313.00 |
| | | | | | | | | **LEA-wide Total:** | $163,313.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| 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** | **1.4** | Professional Development | Yes | LEA-wide | Low Income | All Schools | $22,330.00 | |
| **2** | **2.2** | Health Services | Yes | LEA-wide | Low Income | All Schools | $28,197.00 | |
| **2** | **2.3** | Middle School Enrichment | Yes | LEA-wide | Low Income | All Schools<br>8th Grade | $22,649.00 | |
| **2** | **2.4** | Enrichment Opportunities | Yes | LEA-wide | Low Income | | $33,442.00 | |
| **2** | **2.5** | Expansion of Co-Curricular Activities | Yes | LEA-wide | Low Income | All Schools<br>6th & 8th grade | $2,532.00 | |
| **3** | **3.3** | Supplemental Intervention Materials | Yes | LEA-wide | Low Income | All Schools | $34,473.00 | |
| **3** | **3.4** | Curriculum and Instructional Alignment | Yes | LEA-wide | Low Income | All Schools | $19,690.00 | 1.0 |

# 2026-27 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $1,520,383.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Hire and Retain Highly-Qualified Teachers | No | $1,065,366.00 | |
| **1** | **1.2** | School Facilities Maintenance and Repairs | No | $213,879.00 | |
| **1** | **1.3** | Technology Integration | No | $5,550.00 | |
| **1** | **1.4** | Professional Development | Yes | $22,330.00 | |
| **2** | **2.1** | Communication | No | $9,366.00 | |
| **2** | **2.2** | Health Services | Yes | $28,197.00 | |
| **2** | **2.3** | Middle School Enrichment | Yes | $22,649.00 | |
| **2** | **2.4** | Enrichment Opportunities | Yes | $33,442.00 | |
| **2** | **2.5** | Expansion of Co-Curricular Activities | Yes | $2,532.00 | |
| **2** | **2.6** | Special Education | | $41,879.00 | |
| **3** | **3.1** | Local Assessment Systems | No | $15,040.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **3** | **3.2** | Student Information and Intervention Dashboard | No | $4,000.00 | |
| **3** | **3.3** | Supplemental Intervention Materials | Yes | $34,473.00 | |
| **3** | **3.4** | Curriculum and Instructional Alignment | Yes | $19,690.00 | |
| **3** | **3.5** | Credit Recovery | No | $1,990.00 | |

# 2026-27 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) |
|---|---|---|---|---|---|---|
| | $163,313.00 | | | | | |

| 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 | 1.4 | Professional Development | Yes | $22,330.00 | | | |
| 2 | 2.2 | Health Services | Yes | $28,197.00 | | | |
| 2 | 2.3 | Middle School Enrichment | Yes | $22,649.00 | | | |
| 2 | 2.4 | Enrichment Opportunities | Yes | $33,442.00 | | | |
| 2 | 2.5 | Expansion of Co-Curricular Activities | Yes | $2,532.00 | | | |
| 3 | 3.3 | Supplemental Intervention Materials | Yes | $34,473.00 | | | |
| 3 | 3.4 | Curriculum and Instructional Alignment | Yes | $19,690.00 | | 1.0 | |

# 2026-27 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) |
|---|---|---|---|---|---|---|---|---|
| $2,125,496 | | 0% | 11.123% | | | | $67,425.04 | 3.172% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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