LCFF Budget Overview for Parents

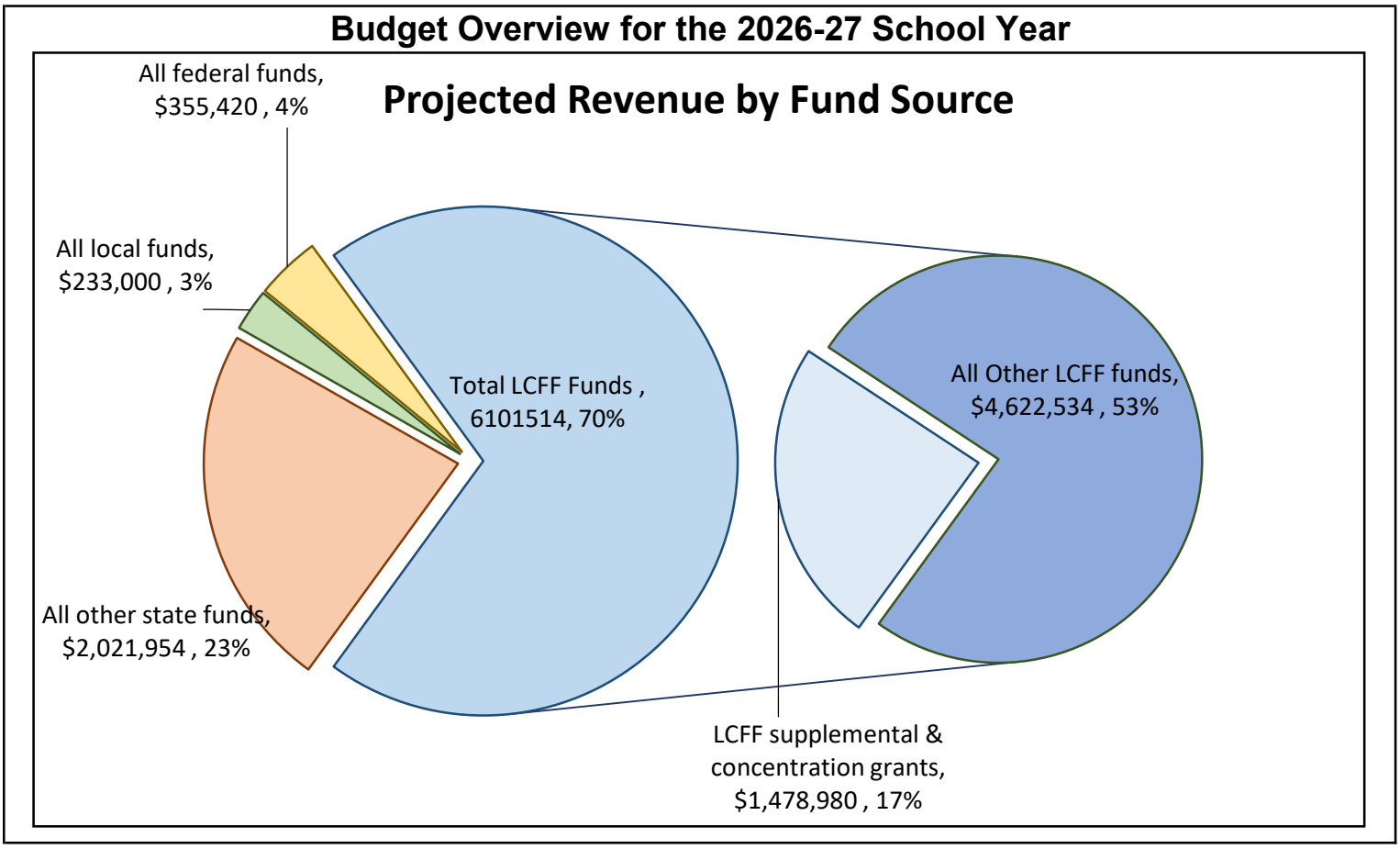
Local Educational Agency (LEA) Name: Century Community Charter School

CDS Code: 19647090107508

School Year: 2026-27

LEA contact information: Dana Means; dmeans@centurycharter.org; 310-412-2286

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

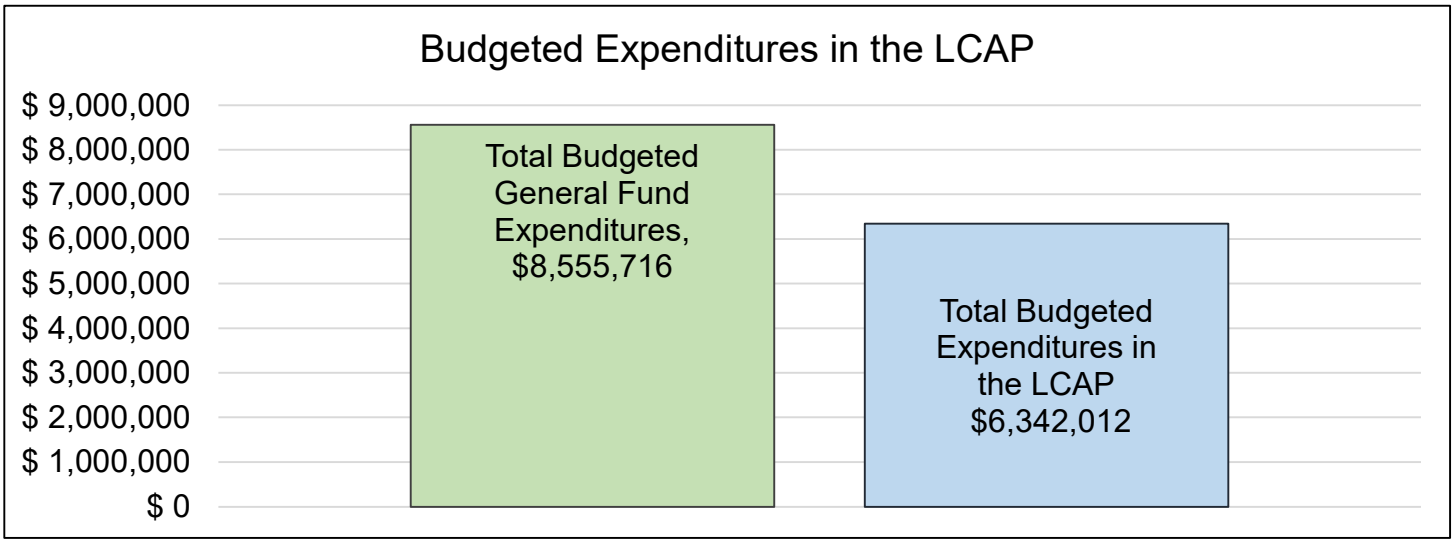


This chart shows the total general purpose revenue Century Community Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Century Community Charter School is $8,711,888.00, of which $6,101,514.00 is Local Control Funding Formula (LCFF), $2,021,954.00 is other state funds, $233,000.00 is local funds, and $355,420.00 is federal funds. Of the $6,101,514.00 in LCFF Funds, $1,478,980.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Century Community Charter School 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: Century Community Charter School plans to spend $8,555,716.00 for the 2026-27 school year. Of that amount, $6,342,012.00 is tied to actions/services in the LCAP and $2,213,704.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

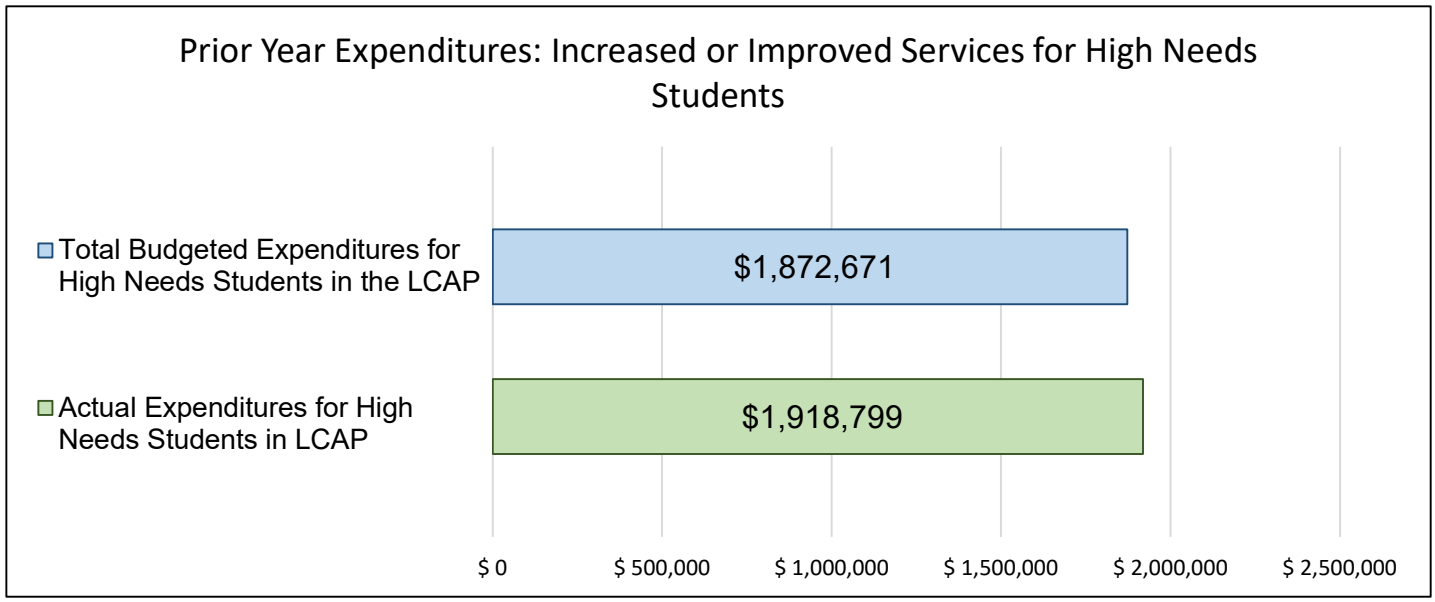
Utilities, internet, postage, oversight fees, back office services and administrative and operational salaries.

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

In 2026-27, Century Community Charter School is projecting it will receive $1,478,980.00 based on the enrollment of foster youth, English learner, and low-income students. Century Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Century Community Charter School plans to spend $1,636,794.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Century Community Charter School's LCAP budgeted $1,872,671.00 for planned actions to increase or improve services for high needs students. Century Community Charter School actually spent $1,918,799.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Century Community Charter School	Dana Means, Principal	dmeans@centurycharter.org 310-412-2286

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.

Century Community Charter School (CCCS) is an independent charter school serving 6th through 8th grade students, chartered by Lennox School District. We are the home of the Bears. CCCS is located in Inglewood, California, an urban city in the county of Los Angeles, and Inglewood residents are 48.5% African American and 41.7% Hispanic.

CCCS is a common core standards-driven project-based learning community. All of our teachers design their own curriculum based on the standards addressed. We are a Positive Behavior Intervention and Support (PBIS) school. Our Mission is to provide middle school-aged students a safe, secure, and positive learning environment that facilitates the growth and development of urban students beginning with the sixth grade. Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society. Century Community Charter School (CCCS) enables students to become self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which the targeted students will be held to high academic and behavioral standards. CCCS is driven to operate a school that will significantly outperform other public schools in the surrounding areas in preparing our students to succeed in secondary and post-secondary education.

In 2024-25, CCCS served 441 students with diverse needs and backgrounds: approximately 82.5% of students qualify for Free or Reduced Lunch and 20.9% are English Learners. In addition, about 8.4% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 78%. Approximately 83% of CCCS's students identify as being Hispanic or Latino and 12.9% as African American.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Century Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on four goals: Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society; Century Charter School's teachers will provide standards-based instruction that keeps students engaged through data driven, differentiated lessons; Families will be active participants in their child's education and develop and maintain healthy communication with their child and school's community; Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well

as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Century Community Charter School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The school does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

2025 CA Dashboard and Local Data Reflections

Century Community Charter is very proud of its very low suspension rate (Blue) and 0% expulsion rate in 2024-25. We attribute this to the school climate action and we are committed to continuing to provide a positive environment for all students. The positive culture at Century has also been highlighted through survey results which demonstrate that 93% of families report awareness of opportunities for parental input into decision-making. Students and teachers have also given positive feedback with 95% of teachers and 87% of students responding that they feel safe and connected to the school community.

Our school is also celebrating academic achievement and growth in both English Learner Progress Indicator (Green), which has increased by 7.2% and English Language Arts Indicator (Green), which has increased by 18.4 points. The Chronic Absenteeism Indicator (Orange) increased only slightly, but our attendance recovery procedures are in full effect. Overall, the data indicates that the actions described below are demonstrating some effectiveness.

Required Actions for Lowest Performing 2023 CA Dashboard Indicators/Student Groups

On the 2023 CA Dashboard, despite having a Chronic Absence rate of 11.8% compared to the State of California rate of 24.3%, the school's Chronic Absenteeism is 'Red' for all students and the Hispanic and Socioeconomically Disadvantaged subgroups. This is an increase from the previous year. To address this issue, the Pipeline Team is monitoring attendance and prioritizing incentives for students.

The school's 2023 CA Dashboard indicator is 'Red' for English Language Arts for the Students with Disabilities subgroup. The school is addressing this need by providing English intervention to students with disabilities, in addition to the supports this subgroup receives through the Special Education action. The school is also 'Red' on the CA Dashboard for Mathematics for the English learner subgroup. The school is addressing this need by providing teachers professional development on integrating specific strategies to support students in content understanding, especially Math, as well as language acquisition.

Learning Recovery Emergency Block Grant (LREBG)

Century has $315,177 in unexpended LREBG funds that will be spent the 2026-27 school year. The LREBG funded action can be found in Goal 1, Action 5 Summer and After School Enrichment Program.

The Century Community Charter needs assessment substantiated findings from the 2025 CA Dashboard related to academic achievement in English Language Arts and Mathematics. A review of state and local data indicates Long-Term English Learners and Students with Disabilities have significant needs in these areas. The needs assessment found that students need additional instructional time to meet grade level standards.

Based on this, Goal 1, Action 5 directly addresses these needs by providing academic support for those who are struggling in ELA and Math. This action falls under the allowable uses of the LREBG funds by providing additional instructional time after school and during the summer. Research that supports the benefits of summer school for remediating learning loss can be found here: https://www.gse.harvard.edu/ideas/usable-knowledge/23/06/summer-programs-can-help-kids-catch-after-covid Research supporting the benefits of after school programming can be found here: https://expandinglearning.org/research/vandell/. The metrics 1.3 and 1.4 (the percentage of students meeting/exceeding SBAC ELA and Math) will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Century Community Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Century Community Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Century Community Charter School is a single school LEA that is not eligible for comprehensive support and improvement.

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
Parent	Parents provided feedback during the above opportunities as well as Mental Health, Special Education, and general parent meetings, through Parent Square and responses to notifications and surveys we provided. Parents were invited to monthly Cafecitos focused on wellness, family meetings, and SSC or ELAC meetings. Parents provided feedback on surveys about strengths/needs of the school's program.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provided feedback during regular staff meetings, surveys, and groupme app discussions. During teacher meetings, input was gathered and information was disseminated to keep the teachers and staff informed of the upcoming events and reports on progress regarding the school. Feedback was provided and discussed in reflection of the topics discussed at each meeting.
Students	Students were surveyed regarding their experience, perspectives, and needs. In addition, at CCCS we have a Den System that allows for students to be in small families. This system promotes teamwork, school spirit, positive character traits, and student input. Students are able to voice what works well for their specific den and the school as a whole during weekly meetings.
School Site Council	The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed.
Community Stakeholders	CCCS evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are incarcerated are neither present nor served by CCSS. Likewise, CCSS teachers and personnel are not represented by a local bargaining unit.

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

Due to positive feedback from our educational partners, we are continuing with LCAP implementation as previously planned. We will address the feedback around specific needs through refinement of our current program, but this will not require any changes to the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society.	Broad

State Priorities addressed by this goal.

Priority 4- Pupil Outcomes, Priority 7- Broad Course of Study, Priority 8- Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

We hold our students to high academic standards in order to prepare them to excel in a 21st century global society. Our students require a strong support system in order to meet these high academic standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Students on the GPA Board (3.0 or higher): % of students by grade level	74% 6th graders 39% 7th graders 35% 8th graders 49% total students Data Year: 2023-24 Data Source: Local	61% 6th graders 54% 7th graders 52% 8th graders 56% total students Data Year: 2024-25 Data Source: Local	67% 6th graders 48% 7th graders 60% 8th graders 58% total students Data Year: 2025-26 Data Source: Local	75% 6th graders 50% 7th graders 40% 8th graders 55% total students	6th graders: -7% 7th graders: +9% 8th graders: +25% Total Students:+7%
1.2	% of students with GPA at or above 2.5 by grade level	84% 6th graders 62% 7th graders 62% 8th graders 69% total Data Year: 2023-24 Data Source: Local	77% 6th graders 70% 7th graders 77% 8th graders 75% total Data Year: 2024-25 Data Source: Local	83% 6th graders 73% 7th graders 73% 8th graders 76% total Data Year: 2025-26 Data Source: Local	85% 6th graders 65% 7th graders 65% 8th graders 72% total	6th graders: -1% 7th graders: +11% 8th graders: +11% Total Students:+7%

1.3	SBAC ELA: % of students meeting/exceeding standard on SBAC for all students and each statistically significant subgroup	All Students: 39.4% SED: 39.4% EL: 11.2% SWD: 12.1% Black/African American: 34% Hispanic/Latino: 40% Data Year: 2022-2023 Data Source: CAASPP results	All Students: 41.7% SED: 41.9% EL: 9.6% SWD: 3.2% Black/African American: 35.2% Hispanic/Latino: 42% Data Year: 2023-2024 Data Source: CAASPP results	All Students: 49.7% SED: 48.8% EL: 11.5% SWD: 14.8% Black/African American: 42.9% Hispanic/Latino: 50.8% Data Year: 2024-2025 Data Source: CAASPP results	All Students: 48% SED: 39% EL: 13% SWD: 14% Black/African American: 36% Hispanic/Latino: 42%	All Students: +10.3% SED: +9.4% EL: +.3% SWD: +2.7% Black/African American: +8.9% Hispanic/Latino: +10.8%
1.4	SBAC Math: % students meeting/exceeding standard on SBAC for all students and each statistically significant subgroup	All Students: 20.6% SED: 20.7% EL: 2.3% SWD: 3% Black/African American: 20% Hispanic/Latino: 20.5% Data Year: 2022-2023 Data Source: CAASPP results	All Students: 22% SED: 22.2% EL: 0% SWD: 3.2% Black/African American: 22.2% Hispanic/Latino: 20.9% Data Year: 2023-2024 Data Source: CAASPP results	All Students: 28.7% SED: 27.8% EL: 9.2% SWD: 7.4% Black/African American: 23.2% Hispanic/Latino: 28.6% Data Year: 2024-2025 Data Source: CAASPP results	All Students: 30% SED: 20% EL: 4% SWD: 5% Black/African American: 22% Hispanic/Latino: 22%	All Students: +8.1% SED: +7.1% EL: +6.9% SWD: +4.4% Black/African American: +3.2% Hispanic/Latino: +8.1%

1.5	NWEA MAP Reading, Math and Language assessment to track growth- % meeting growth targets	**Math** 6th grade: 211.4 (49% met projection) 7th grade: 215.9 (41% met projection) 8th grade: 221.4 (54% met projection) **Reading** 6th grade: 214.2 (57% met projection) 7th grade: 214.3 (65% met projection) 8th grade: 219.7 (79% met projection) **Language** 6th grade: 210.1 (50% met projection) 7th grade: 214.2 (61% met projection) 8th grade: 218.6 (50% met projection)	**Math** 6th grade: (51% met projection) 7th grade: (37% met projection) 8th grade: (67% met projection) **Reading** 6th grade: N/A 7th grade: N/A 8th grade: N/A **Language** 6th grade: N/A 7th grade: N/A 8th grade: N/A Data Year: 2024-25 Data Source: NWEA Map Export	**Math** 6th grade: (45% met projection) 7th grade: (61% met projection) 8th grade: (71% met projection) **Reading** 6th grade: (62% met projection) 7th grade: (71% met projection) 8th grade: (65% met projection) **Language** 6th grade: (46% met projection) 7th grade: (58% met projection) 8th grade: (51% met projection) Data Year: 2025-26 Data Source: NWEA Map Export	**Math** 6th grade: 47% 7th grade: 42% 8th grade: 50% **Reading** 6th grade: 50% 7th grade: 55% 8th grade: 60% **Language** 6th grade: 45% 7th grade: 50% 8th grade: 50%	**Math** 6th grade: -4% 7th grade: +20% 8th grade: +17% **Reading** 6th grade: +5% 7th grade: +6% 8th grade: -14% **Language** 6th grade: -4% 7th grade: -3% 8th grade: +1%

		Data Year: 2023-24 Data Source: NWEA Map Export				
1.6	EL reclassification rate	10% Data Year: 2022-23 Data Source: DataQuest	16% Data Year: 2023-24 Data Source: DataQuest	25% Data Year: 2024-25 Data Source: DataQuest	15%	+15%
1.7	% of ELs improving on ELPAC (ELPI)	49.4% improved Data Year: 2022-2023 Data Source: CA Dashboard	41.1% improved Data Year: 2023-2024 Data Source: CA Dashboard	48.3% improved Data Year: 2024-2025 Data Source: CA Dashboard	55%	-1.1%
1.8	% of 8th graders participating in graduation ceremony (completed with 2.0 GPA and no more than 1 D, no F's, and no U's)	2022-23: 89% of 8th grade students participating in graduation ceremony Data Year: 2022-23 Data Source: Local	2023-24: 83% of 8th grade students participating in graduation ceremony Data Year: 2023-24 Data Source: Local	2024-25: 87% of 8th grade students participating in graduation ceremony Data Year: 2024-25 Data Source: Local	85% of 8th grade students participating in graduation ceremony	-2%

1.9	SPED growth in ELA and Math as measured by NWEA MAP	**Math** 6th grade: 194.4 (40% met projection) 7th grade: 194.7 (11% met projection) 8th grade: 205 (46% met projection) **Reading** 6th grade: 197.6 (33% met projection) 7th grade: 198.1 (22% met projection) 8th grade: 205.8 (62% met projection) **Language** 6th grade: 191.1 (67% met projection) 7th grade: 197.4 (60% met projection) 8th grade: 205.6 (77% met projection)	**Math** 6th grade: (42% met projection) 7th grade: (42% met projection) 8th grade: (50% met projection) **Reading** 6th grade: N/A 7th grade: N/A 8th grade: N/A **Language** 6th grade: N/A 7th grade: N/A 8th grade: N/A Data Year: 2024-25 Data Source: NWEA MAP	**Math** 6th grade: (44% met projection) 7th grade: (70% met projection) 8th grade: (58% met projection) **Reading** 6th grade: (67% met projection) 7th grade: (50% met projection) 8th grade: (55% met projection) **Language** 6th grade: (21% met projection) 7th grade: (75% met projection) 8th grade: (30% met projection) Data Year: 2025-26 Data Source: NWEA MAP	2% projection growth per year	**Math** 6th grade: +4% 7th grade: +59% 8th grade: +12% **Reading** 6th grade: +34% 7th grade: +28% 8th grade: -7% **Language** 6th grade: -46% 7th grade: +15% 8th grade: -47%

		Data Year: 2023-24 Data Source: NWEA MAP				
1.10	% of students enrolled in a broad course of study	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that Century's academic assessment scores have increased this year; ELA scores have even exceeded the state average. In addition, 60% of students have been demonstrating academic achievement according to GPA.

In terms of challenges with implementation this year, a few students in our Special Education program have been struggling; staff continue to strategize methods to better support them. Additionally, many families and students are struggling due to the current political climate.

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

The difference in Action #1 between the budgeted amount of $1,115,808 and the estimated actuals of $1,375,503 was due to higher than expected costs in our blended learning program. The difference in Action #2 between the budgeted amount of $977,498 and the estimated actuals of $832,879 was due to lower than expected staffing costs for our intervention program. The difference in Action #4 between the budgeted amount of $175,328 and the estimated actuals of $207,265 was due to spending more than anticipated on our school's technology infrastructure. The difference in Action #8 between the budgeted amount of $487,770 and the estimated actuals of $350,592 was due to lower than expected Special Education contractor costs. The difference in Action #9 between the budgeted amount of $330,064 and the estimated actuals of $204,850 was due to lower than expected staffing costs.

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

The Blended Learning, Academic Intervention, Curriculum and Instruction, Technology, Academic Intervention, and Summer Enrichment Program actions were effective as indicated by Students on the GPA Board (3.0 or higher): 67% of sixth grade students, 48% of seventh grade students, and 60% of eighth grade students. This reflects a 7 percent increase for all students. In addition, 83% of sixth grade

students, 73% of seventh grade students and 73% of eighth grade students earned a GPA at or above 2.5. This also reflects a 7 percent increase for all students. These actions were also effective in relation to the NWEA MAP assessments demonstrating the average percentage of students meeting growth targets on Math (59%) and English (66%) assessments and the SBAC assessments where 49.7% of students met or exceeded the standard in ELA and 28.7% of students met or exceeded the standard in Math, representing a 10% and 8% increase respectively.

The English Language Development action was also highly effective as indicated by the 48.3% of English Learners who improved on the ELPAC in 2025, a 7 percent increase from the previous year. The Broad Course of Study action's effectiveness is demonstrated by 100% of our students enrolled in a broad course of study. The Special Education action was effective as demonstrated by the percentage of students with disabilities achieving growth targets in Math (6th grade: 44%, 7th grade: 70%, 8th grade: 58%) and Reading (6th grade: 67%, 7th grade: 50%, 8th grade: 55%). These scores reflect an overall increase from the prior year and we expect growth targets for Special Education students to continue to improve.

The Graduation action was effective with 87% of 8th grade students participating in the graduation ceremony (completed with 2.0 GPA and no more than 1 D, no Fs, and no Us). This represents an increase from the previous year

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

We have removed the Achieve 3000 metric as we have discontinued usage of the program.

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	Blended Learning	CCCS will utilize a blended learning model that integrates technology with sound teaching that keeps all students engaged through data driven, differentiated instruction such as Achieve 3000 and Imagine Math. Teachers will utilize additional education technology platforms and resources to maximize instructional time such as Google Classroom, Brain Pop, Desmos, Ed Puzzle, Flocabulary, Illuminate, Legends of Learning, Mangahigh, Moby Max, Nearpod, and Newsela.	$1,553,221	N

1.2	Academic Intervention (Title I and LCFF)	• Two math intervention classes are provided for 6th and 7th graders on the verge of CAASPP proficiency during the school day in place of an elective to both review previous math content and preview upcoming content. Our CAASPP coordinator manages CAASPP testing and uses the results to place students in math intervention as needed. We also utilize Classtime, Strategic Thinking, Manga Math and iReady. • Literacy and Math Academies provide additional intervention services to students on weekends and during intersession. • English Intervention- Learning Ally provided to all students, including unduplicated students and students with disabilities.	$745,606	Y
1.3	Curriculum & Instruction	CCCS will provide all students high quality standards-aligned curriculum materials. • Eureka Math^2 • History Alive • NGSS standards-based, project-based, hands on learning opportunities to engage students. • Novels for each student to keep for interactive project-based, standards-aligned ELA units.	$43,314	N
1.4	Technology	Every classroom will have the necessary technology and technological support (IT Coordinator) to prepare every student for the 21st century. This will assist in activating students' ability to access information and prepare for college and careers. This includes Chromebooks and internet hotspots.	$206,853	N

1.5	Enrichment Program (LREBG)	CCCS offers summer and after school programs to provide enrichment offerings for all students and academic support for those who are struggling in ELA and/or Math. ● After school program provides additional instructional time for academic support. ● One week Bridge Program for new and returning students i. New students attend 3 hours daily ii. Returning students attend 1 hour daily ● The 4-week summer program is offered to all students at CCCS, offers small class sizes and a shorter day. Students choose up to 3 classes. Students who qualify for intervention have one academic class and two enrichment. Summer stipend for current staff. The following courses were offered: i. SEL/Skills Development ii. SEL/Social Justice iii. Art iv. Photography v. Readers Theater vi. Math Everyday Math Everywhere (MEME) vii. 7th & 8th Math Prep viii. Book Club ix. Leadership/Wellness This action falls under the allowable uses of the LREBG funds by providing additional instructional time after school and during the summer. Research that supports the benefits of summer school for remediating learning loss can be found here: https://www.gse.harvard.edu/ideas/usable-knowledge/23/06/summer-programs-can-help-kids-catch-after-covid Research supporting the benefits of after school programming can be found here: https://expandinglearning.org/research/vandell/. The metrics 1.3 and 1.4 (the percentage of students meeting/exceeding SBAC ELA and Math) will be used to monitor the effectiveness of this action.	$376,479 (LREBG $315,177)	N

1.6	English Language Development	CCSS provides a structured English Immersion program where English Learners receive instruction in English while integrating specific strategies to support students in content understanding, especially Math, as well as language acquisition. The school will ensure all English Learners receive high quality English Language Development so that they can progress on the ELPAC and reclassify as fluent English Proficient. ● All teachers implement Integrated ELD and a specific time in the school day allocated for teachers to provide Designated ELD. ● “Crash Course” for EL students and LTEL students in the summer to aid in reclassification efforts. ● EL Academies on weekends/intersession to support language acquisition, especially for LTEL students ● Teacher PD about ELD standards, including classroom. strategies to assist students with areas of deficit and develop necessary skills to demonstrate language proficiency. ● EL Coordinator tracks EL progress in Illuminate/Educlimber, provides PD for teachers on ELD strategies, and coordinates ELPAC administration ● Schoolwide vocabulary protocols are being established by departments to support EL students	$36,314	Y
1.7	Graduation	● Graduation ceremony for 8th grade students who meet expectations. ● Grade level chairs will prepare students for the expectations for graduation and conduct meetings with student-led groups. ● 8th grade leadership class to lead the “charge” for all 8th graders to get involved in their own success. ● 8th grade ELA class embeds college and career readiness and life skills in the curriculum near the end of the school year.	$26,608	N
1.8	Special Education	● The Assistant Principal will oversee all IEPs, ensure compliance, align goals with general education curriculum, attend trainings, and run meetings. ● 5 Teacher assistants assigned to the SPED cohort and they follow each of those students to ensure support in general ed classes, 2 SPED instructional aides in Special education classroom, RSP teacher, Edlogical for speech and language services and occupation therapy as needed.	$472,137	N

1.9	Broad Course of Study	CCCS provides all students a broad course of study: • 6th Choral music • 7th musical theater • 8th Leadership or Math Intervention • Health and Physical Education class: Block schedule 40 minutes focus health with nutrition/bullying/sex education and the remaining 60 minutes for physical education.	$297,957	Y

Goal

Goal #	Description	Type of Goal
2	Century Charter School's teachers will provide standards-based instruction that keeps students engaged through data driven, differentiated lessons.	Broad

State Priorities addressed by this goal.

Priority 1- Basic Services, Priority 2- Implementation of State Standards

An explanation of why the LEA has developed this goal.

Teacher development is a crucial component of providing a high quality standards-based instructional program. Since Century's teachers develop much of their own curriculum, it is important they are provided appropriate support to ensure standards alignment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of teachers credentialed & properly assigned	Fully credentialed: 56.3% Data Year: 2022-23 Data Source: Local	Fully credentialed: 62% Data Year: 2023-24 Data Source: Local	Fully credentialed: 39% Data Year: 2024-25 Data Source: Local	60%	-17.3%
2.2	% of students with access to their own copies of standards-aligned instructional materials	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained

2.3	Teacher survey: % of teachers who report they have been appropriately trained & are confident teaching the CCSS, inputting data, scoring assignments using standards-based grading	89% Data Year: 2023-24 Data Source: Local	90% Data Year: 2024-25 Data Source: Local	95% Data Year: 2025-26 Data Source: Local	95%	+6%
2.4	Teacher evaluations: % of teachers evaluated once and observed 3x per semester	100% Data Year: 2023-24 Data Source: Local	90% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained
2.5	% of teachers receiving ongoing monthly lesson and unit plan feedback from the Dean of Instruction and Curriculum to ensure that all CCSS, NGSS, state, and ELD standards are implemented.	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that teacher retention efforts have been very successful. Century has created a positive environment for staff and students alike. In addition, three teachers will have cleared their credentials by the end of this school year.

Some challenges with implementation this year include the issue that several of our teachers are currently working on clearing their credentials. It can be a difficult process, and we are committed to supporting our staff through it.

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

The difference in Action #1 between budgeted expenditures of $39,425 and estimated actuals of $32,600 was due to fewer teachers than anticipated completing our credentialing program. The difference in Action #2 between budgeted expenditures of $109,455 and estimated actuals of $152,750 was due to increased professional development costs.

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

Professional development and Data Team actions supported results on the teacher survey to ensure that 95% of teachers have been appropriately trained & are confident teaching the CCSS, inputting data, scoring assignments using standards-based grading. In addition, these actions were effective in providing 100% of students with access to their own copies of standards-aligned instructional materials. Teacher observation and coaching actions have supported this survey metric as well, and have supported growth and development in regards to 100% of teachers being evaluated once and observed three times per semester and 100% of teachers receiving ongoing monthly lesson and unit plan feedback. The action of New Teacher Support and Credentialing (New Teacher Support) was slightly less effective given that 39% teachers were credentialed and properly assigned, a decrease from the prior year. Several teachers are currently working on clearing their credentials, so this percentage should increase next year.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming 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	New Teacher Support and Credentialing	New Teacher Support and Credentialing ● New Teacher induction meeting (Insight training) from Dean of Instruction and Curriculum. ● Beginning Teacher Support Induction and Administrative Credential Clearance (through LACOE). ● Maintaining records for teacher programs.	$40,174	N
2.2	Professional Development	Professional Development ● External Conferences will enable educators to develop more effective practices, knowledge and skills needed to address students' major learning challenges as well as strengthen their performance levels. ● Dean of C&I designs scope and sequence based on areas of need from MAP data. Workshops to support project-based learning, collaboration, strong classroom culture, etc., PLC's, Grade and department level collaboration.	$125,350	Y
2.3	Teacher Observation and Coaching	● Dean of Curriculum and Instruction will observe teaching staff. ● Department chairs will provide feedback to teachers to ensure all departments are teaching the standards-based curriculum.	$49,490	Y
2.4	Data Team	● Team to receive and decipher student data to determine student progress in ELA/Math and Science ● 4 staff members who hold teachers accountable for using data to inform lesson planning.	$20,000	Y

Goal

Goal #	Description	Type of Goal
3	Families will be active participants in their child's education and develop and maintain healthy communication with their child and school's community.	Broad

State Priorities addressed by this goal.

Priority 3- Parent Engagement

An explanation of why the LEA has developed this goal.

Local Control and Accountability Plan

Research shows family involvement impacts children's academic achievement. We are proud of the high percentages of parents who are currently demonstrating involvement by participating in school events and plan to increase the level of participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent survey (2x year): 75% will report a sense of connectedness with CCCS community	83% Data Year: 2022-23 Data Source: Local Survey	87% Data Year: 2023-24 Data Source: Local Survey	81.04%	85%	-1.96%
3.2	Parent survey: % of parents reporting awareness of opportunities for parental input into decision making	90% Data Year: 2023-24 Data Source: Local Survey	93% Data Year: 2024-25 Data Source: Local Survey	93.11%	90%	+3.11%
3.3	Parent volunteer hours: % completed	77% Data Year: 2023-24 Data Source: Local	10% Data Year: 2024-25 Data Source: Local	56%	75%	-21%
3.4	General Meetings: % of parents who attend at least 3 out of 7 meetings	28% Data Year: 2023-24 Data Source: Local Dashboard	15% Data Year: 2024-25 Data Source: Local Dashboard	18%	30%	-10%
3.5	High School nights: % of 8th grade parents participating	28% Data Year: 2023-24 Data Source: Local	38% Data Year: 2024-25 Data Source: Local	16%	30%	-12%

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that Century parents are successfully leading the school community; they provide support to each other and communicate regarding school activities. Additionally, more parents are accessing school resources; many have even signed up for coaching. This is especially significant because in the past we have struggled to connect parents with supportive school programming.

One challenge with implementation this year is that SNAP services were cut this year, affecting many families; fortunately our parents stepped up to support each other. Some families are also struggling with mental health issues and have been referred to outside counseling.

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

The difference in Action #2 between budgeted expenditures of $50,571 and estimated actuals of $42,008 was due to lower than anticipated parent training costs. The difference in Action #6 between budgeted expenditures of $22,950 and estimated actuals of $31,928 was due to higher than expected staffing costs.

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

The actions to provide College Success Services, Parent Trainings, Supports for Parents of English Learners, Parents as Leaders (PALs), Parent/Family Events, Parent Meetings, Mental Health Team Outreach, Technology Workshops, High School Nights and Communication were effective as parent survey results indicate 81% of our families feel connected to the CCCS community and 93% are aware of opportunities for parental input into decision-making. Having a variety of different opportunities and events available supports parent attendance at general meetings (18%) and high school nights (16%), although it has been more challenging to facilitate parent attendance in the current political climate. Our actions have been highly effective at promoting parent volunteerism with 56% of parents completing their volunteer hours this year, representing a 46% increase from the previous year.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming 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
3.1	College Success Services (Empowerment ED)	• Conduct parent workshops (2 per semester) • Train the trainer parent academy (once a year) • Parent Leadership Institute (once per semester)	$88,811	Y
3.2	Parent Training	• Staff conducts Literacy Classes for parents to promote literacy at home. • Parent Coordinator works with parents to provide information about our school and assist them in areas of need as it relates to engagement and involvement. • Class topics include financial literacy, substance prevention, parent coaching, and support for SPED parents	$41,200	Y
3.3	Supports for Parents of English Learners	• Parents of English learners meet regularly to discuss their child's level of proficiency and learn about resources to assist their child with the English language.	$20,696	Y
3.4	Parents as Leaders (PALs)	PALs meet twice a month to collaborate in planning school activities. PALs coordinator will manage communication, arrange meetings, and assist in planning activities throughout the year.	$5,000	N
3.5	Parent/Family Events	i. Family Nights: Family Nights give parents the opportunity to actively participate in curricular-based activities led by teachers in those specific subject areas. ii. Annual fundraisers: Bear Bounce Festival, Spring Raffle, Legacy Tiles	$0	N

3.6	Parent Meetings	• Cafecitos (Virtual): Parents have the opportunity to meet with the Principal during morning Cafecitos to discuss important school announcements and upcoming events. • Partnered with the Mental Health department to support parents regarding drugs and mental health. We hold in-person meetings for parents to discuss exposure. • Den Parent Meetings: Meetings are held once each semester to promote Den Pride in all our families. • State of the Union Parent Meeting: CCCS conducts a mid-year parent meeting to share the following with parents: i. LCAP goals and progress ii. Budget information iii. School information iv. Student overall progress • General Parent Meetings to address topics of interest/concern as they arise throughout the year • The Special Education Director plans and conducts workshops for parents of students with disabilities, communicates with parents, & translates workshops. The department also created videos for parents regarding IEPs. • Parent Orientations conducted in August to familiarize/remind new and returning parents of our mission, expectations for all, and opportunities as we welcome them to a new school year.	$31,314	N
3.7	Mental Health Team Outreach	• Wellness Workshops and Parent Meetings: Mental Health Team provided monthly workshops for parents to bring to light the importance of specific strategies to develop and maintain well-being in our families. • Wellness Parent Newsletters: A Wellness newsletter will go out every second Wednesday of the month. • Wellness Resources for students/families, and staff on website and distributed via ParentSquare • Outreach and follow-up with individual families as needed or requested • Access to Holman Group for staff support	$0	N
3.8	Technology Workshops	• Workshops provided to parents to assist them in navigating the technological aspects of their child's education. We teach parents how to access their child's grades, navigate our website, their teacher's Weeblies, and email their teachers. Parents can also come in for individual tech support.	$0	N
3.9	High School Nights	• CCCS conducts two High School Nights during semester 1 to allow 7th & 8th grade parents to attend informational sessions presented by various high schools.	$0	N

3.10	Communication	CCCS provides various forms of communication, including translations, to ensure all families are informed at all times i. ParentSquare ii. Newsletter iii. Website, including instructional videos for parents to support their students iv. Parent Handbook v. Powerschool- Enrollment	$9,384	N

Goal 4

Goal #	Description	Type of Goal
4	Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement.	Broad

State Priorities addressed by this goal.

Priority 5- Pupil Engagement, Priority 6- School Climate

An explanation of why the LEA has developed this goal.

In order to maintain our positive culture, we must prioritize climate actions and services, especially for our Low Income students, English Learners, Foster Youth, and students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student survey: % of students who report feeling safe, respected, sense of belonging, and have access to resources to aid in social emotional wellness	80% Data Year: 2023-24 Data Source: Local Survey	88% Data Year: 2024-25 Data Source: Local Survey	87.34%	85%	+7.34%

4.2	Teacher survey: % feel safe and connected to the school community	94% Data Year: 2023-24 Data Source: Local Survey	96% Data Year: 2024-25 Data Source: Local Survey	95.17%	95%	+1.17%
4.3	Parent survey: % feel school is safe	87% Data Year: 2023-24 Data Source: Local Survey	88% Data Year: 2023-24 Data Source: Local Survey	86.44%	85%	-.56%
4.4	ADA	95% Data Year: 2023-24 Mid-year Data Source: P-2	96.1% Data Year: 2024-25 Mid-year Data Source: P-2	95.33%	95%	+.33%
4.5	Chronic absence rate	All Students: 11.8% English Learners: 12.5% SED: 11.8% SWD: 12.2% African American: 16.7% Hispanic: 11.3% Data Year: 2022-23 Data Source: CA Dashboard	All Students: 11.9% English Learners: 11.3% SED: 11.7% SWD: 16.3% African American: 8.9% Hispanic: 12.4% Data Year: 2023-24 Data Source: CA Dashboard	All Students: 12.4% English Learners: 7.9% SED: 12% SWD: 18.6% African American: 17.2% Hispanic: 11.4% Data Year: 2024-25 Data Source: CA Dashboard	All Students: 11%	All Students: +.6% English Learners: -4.6% SED: +.2% SWD: +6.4% African American: +.5% Hispanic: +.1%

4.6	Suspension rate	All Students: .9% English Learners: 1% SED: 1% SWD: 2.4% African American: 0% Hispanic: 1% Data Year: 2022-23 Data Source: CA Dashboard	All Students: .7% English Learners: 1.7% SED: .8% SWD: 0% African American: 0% Hispanic: .8% Data Year: 2023-24 Data Source: CA Dashboard	All Students: .4% English Learners: 1% SED: .5% SWD: 0% African American: 0% Hispanic: .5% Data Year: 2023-24 Data Source: CA Dashboard	All Students: 1%	All Students: -.5% English Learners: Maintained SED: -.5% SWD: -2.4% African American: Maintained Hispanic: -.5%
4.7	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0%	Maintained
4.8	Facilities in good repair	Overall Good Data Year: 2023-24 Data Source:SARC	Overall Good Data Year: 2024-25 Data Source:SARC	Overall Good Data Year: 2025-26 Data Source:SARC	Overall Good	Maintained
4.9	Middle School Dropout Rate	2.29% Data Year: 2022-23 Data Source: CALPADS	1% Data Year: 2023-24 Data Source: CALPADS	.34% Data Year: 2024-25 Data Source: CALPADS	0%	-1.95%

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that Century has experienced fewer behavioral issues this school year. As a result, our suspension rate is very low. Additionally, there is a great deal of buy-in from students regarding our DEN system; high student engagement has contributed positively to our school climate.

In terms of challenges, we have continued to struggle with chronic absenteeism. Unfortunately, illness was rampant this year, which led to increased absences. Still our attendance recovery efforts are in full effect, and we anticipate improvements in the next school year.

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

The difference in Action #3 between the budgeted amount of $147,650 and the estimated actuals of $111,436 was due to lower than expected staffing costs. The difference in Action #7 between the budgeted amount of $16,357 and the estimated actuals of $10,182 was due to lower than anticipated training costs. The difference in Action #8 between the budgeted amount of $241,376 and the estimated actuals of $288,271 was due to higher than expected student trip expenses.

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

The actions aligned to this goal, including Uniform and Spirit Wear, Den Days, Positive Behavior Intervention, Sports and Enrichment, Mental Health Program, Social Emotional Learning, Staff PD and Student Reward Trips have all contributed to promoting positive behaviors. These actions were highly effective as reflected by survey results which showed that 87% of students and 95% of teachers feel safe and connected to the school community and 86% of parents feel the school is safe. When student culture is affected positively in this way, ADA remains high (95% overall) and our middle school dropout rate remains low (0%), 1% lower than the previous year. The decreased suspension rate of .4% and expulsion rate of 0% from 2024-25 reflect our increased efforts to engage all students and prioritize a positive school climate.

The Facilities, Health and Safety Action was effective as referenced by the “Overall Good” rating of our facilities.

Our actions related to increasing attendance were partially effective this year, as our Chronic Absence rate (12.4%) reflects a slight increase from last year’s rate. To address this issue, the Leadership Team is prioritizing attendance recovery and incentives for students. We hope to see Chronic Absence Rate decrease next year due to our efforts.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming 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
4.1	Uniform and Spirit Wear	CCCS has a uniform and spirit wear policy for students to feel a sense of pride in self and school ● Full Uniform: vest with den patch, white button-down shirt, navy blue uniform pants ● Wednesday spirit attire: Den polos (parents received vouchers) ● Friday Den T-shirts: earned privilege by selecting any one of the following: participation in after school enrichments, Name on the GPA board, no referrals, no uniform violations, 100% homework completion ● Honors: Honors polo with jeans for those with a 3.5 GPA or higher	$81,600	N
4.2	Den Days	Den Days (on extended days) organized by the Leadership Team ● Challenges between the different dens ● Student participation is earned ● Monitoring student attendance and incentives ● Extended Days/Wednesdays focus on SEL/character curriculum	$47,000	N
4.3	Positive Behavior Intervention and Support and Multi Tiered Systems of Support	● School-wide intervention system ● Data tracker of referrals ● National PBIS Conference ● Tiered Re-Engagement Policy ● Attendance monitoring ● School Counselor	$109,293	N
4.4	Sports and Enrichments	● Athletic Director to run sports program ● Better Bears Program: after school program where students receive homework assistance and tutoring (funded by ASES grant) ● Arts/Entrepreneurial program ● Partnered with Core 4 to facilitate after school programming	$387,705	N

4.5	Mental Health Program	i. School therapists: one for school-wide support and another for students with IEPs ii. School counselor focusing on day to day discipline iii. Intervention counselor iv. Monthly Staff Tool Kits with strategies to assist staff with personal wellness as well as wellness of students and families – delivered monthly v. Virtual Wellness Rooms	$8,000	N
4.6	Social Emotional Learning	• SEL Curriculum implemented during Advisory and Workshops- participants read a novel and completed a workbook • Advisory • Friendship Club to promote inclusion & connection of SPED students with general education friends • SEL lessons for students embedded into curriculum- implementing Ruler as a framework	$466,560	Y
4.7	Staff PD	• Entire staff focuses on how to highlight strengths and weaknesses to better serve CCCS students • Staff PD Retreat to reaffirm duties and commitment to the overall culture and climate of CCCS, which contributes to the overall academic success of all students completed 19-20, occurs every 2 years	$18,545	Y
4.8	Student Reward Trips	Student Reward Trips (Students trips suspended due to COVID-19- will resume when it is safe to do so.) • WOLF Camp: students with 3.5 GPA along with teacher referral of students with lower GPAs, but demonstrate leadership potential • Raging Waters • Skyzone • Knott's Berry Farm • 8th grade science trip to Astrocamp • Intervention: Select students go camping • Reward trip to Wild Rivers • Other field trips as requested by teachers • Summer Spain trip • Spring Break camping trip	$253,237	N
4.9	Facilities, Health & Safety	• Well-maintained facilities • Annual update and training on Safety Plan • Public Health protocols implemented	$780,164	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,478,980	$171,265

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
32%	0%	$0	32%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2, 1.9	Our Long-term English Learners are performing 108.1 points below standard and our Special Education students are performing 136.5 points below standard on the CAASPP Math exam.	Two math intervention classes are provided for 6th and 7th graders on the verge of CAASPP proficiency during the school day in place of an elective to both review previous math content and preview upcoming content. Our CAASPP coordinator manages CAASPP testing and uses the results to place students in math intervention as needed. We also utilize Classtime, Strategic Thinking and Manga Math. These services are principally directed towards Special Education students and Long-term English learners, but are provided on a schoolwide basis because all students will benefit.	SBAC Math: % of students meeting/exceeding standard on SBAC for all students and each statistically significant subgroup % of students enrolled in a broad course of study

2.2, 2.3, 2.4	Our Long-term English Learners are performing 108.1 points below standard and our Special Education students are performing 136.5 points below standard on the CAASPP Math exam.	Additional external conferences and opportunities for professional development in regards to best practices for working with struggling populations will enable educators to develop more effective practices, knowledge and skills needed to address students' major learning challenges as well as strengthen their performance levels. The Dean of Curriculum and Instruction will also continue to observe teaching staff regularly, providing additional feedback regarding instructions for special populations. These services are principally directed towards Special Education students and Long-term English learners, but are provided on a schoolwide basis because all students will benefit.	% of students with access to their own copies of standards-aligned instructional materials Teacher evaluations: % of teachers evaluated once and observed 3x per semester Teacher survey: % of teachers who report they have been appropriately trained & are confident teaching the CCSS, inputting data, scoring assignments using standards-based grading
3.1, 3.2	Parents and guardians of our socioeconomically disadvantaged students and English learners need additional opportunities that increase their ability to support their students' learning. Parents and guardians of our socioeconomically disadvantaged students and English learners need additional information about how to navigate the pathway to college.	These actions provide parents of our socioeconomically disadvantaged students and English Learners additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college.These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but are provided on a schoolwide basis because all students will benefit.	Parent survey (2x year): 75% will report a sense of connectedness with CCCS community General Meetings: % of parents who attend at least 3 out of 7 meetings
4.6, 4.7	On the 2023 CA Dashboard, Socioeconomically Disadvantaged students are at the Red level for chronic absenteeism and English Learners are at the Orange level.	Social Emotional Learning supports and Staff Professional Development on culture/climate are provided as a way to support the well-being of our students and remove additional barriers to learning and engagement. These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but are provided on a schoolwide basis because all students will benefit.	Student survey: % of students who report feeling safe, respected, sense of belonging, and have access to resources to aid in social emotional wellness Chronic absence rate ADA

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	On the 2025 CA Dashboard, English Learners performed 25.1 points below standard on the CAASPP ELA exam (Yellow) and 70.3 points below standard on the CAASPP Math exam (Yellow).	All teachers implement Integrated ELD and a specific time in the school day allocated for teachers to provide Designated ELD. We also offer a “Crash Course” for EL students and Long Term English Learners in the summer to aid in reclassification efforts and EL Academies on weekends/intersession to support language acquisition. Our EL Coordinator tracks EL progress in Illuminate, provides PD for teachers on ELD strategies, and coordinates ELPAC administration	CAASPP ELA and Math
3.3	Parents and guardians of English learners need additional opportunities that increase their ability to support their students’ learning. They benefit from targeted outreach to support their students in English Language Development and regular attendance.	To support the need of parents of English learners, and Foster Youth to have additional opportunities to learn how to support their child’s learning, we are providing additional parent support through increased parent programming.	Parent survey: % of parents reporting awareness of opportunities for parental input into decision making

Insert or delete rows, as necessary.

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

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.

Century Community Charter is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 1, Action 2 Academic Intervention maintains the high level of existing staffing that provides direct academic support to students.

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,622,534	$ 1,478,980	32.00%	0.000%	32.00%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,743,857	$ 1,346,953	$ -	$ 251,202	$ 6,342,012	$ 4,559,655	$ 1,605,037

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
1	1	Blended Learning	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 1,375,901		$ 1,553,221		$ -		$ 1,553,221
1	2	Academic Intervention (Title I and LCFF)	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 745,606	$ -	$ 574,503		$ -	$ 171,103	$ 745,606
1	3	Curriculum and Supplies	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 43,314	$ 43,314		$ -		$ 43,314
1	4	Technology	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 113,911	$ 92,942	$ 206,853		$ -		$ 206,853
1	5	Enrichment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 368,750	$ 7,729	$ 43,880	$ 332,599	$ -		$ 376,479
1	6	Support for English Learners	English learners	Yes	Limited	English learners	All Schools	Ongoing	$ 36,314	$ -	$ 36,314		$ -		$ 36,314
1	7	Graduation	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 12,000	$ 14,608	$ 26,608		$ -		$ 26,608
1	8	Special Education	SPED	No	LEA-wide	N/A	All Schools	Ongoing	$ 353,210	$ 118,927	$ 60,536	$ 350,751	$ -	$ 60,850	$ 472,137
1	9	Broad Course of Study	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 297,957	$ -	$ 214,573	$ 83,384	$ -		$ 297,957
2	1	New Teacher Support	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 2,000	$ 38,174	$ 40,174	$ -	$ -		$ 40,174
2	2	Professional Development	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 77,329	$ 48,022	$ 106,101	$ -	$ -	$ 19,249	$ 125,350
2	3	Teacher Coaching	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 49,490	$ -	$ 49,490	$ -	$ -		$ 49,490
2	4	Data Team	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 20,000	$ -	$ 20,000	$ -	$ -		$ 20,000
3	1	College Success Services	All	Yes	LEA-wide	All	All Schools	Ongoing		$ 88,811	$ 88,811	$ -	$ -	$ -	$ 88,811
3	2	Parent Training	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 41,200	$ -	$ 41,200	$ -	$ -	$ -	$ 41,200
3	3	Support for Parents of English Learners	All	Yes	Limited	English Learners	All Schools	Ongoing	$ 18,488	$ 2,208	$ 20,696	$ -	$ -	$ -	$ 20,696
3	4	Parents as Leaders	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000
3	5	Family Events	All	No	LEA-wide	N/A	All Schools	Ongoing		$ -	$ -	$ -	$ -	$ -	$ -
3	6	Parent Meetings	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 31,314	$ -	$ 31,314	$ -	$ -	$ -	$ 31,314
3	7	Mental Health Team Outreach	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -
3	8	Technology Workshops	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -
3	9	High School Nights	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -		$ -	$ -	$ -	$ -
3	10	Communication	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 9,384	$ 9,384	$ -	$ -	$ -	$ 9,384
4	1	Uniform & Spirit Wear	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 81,600	$ 81,600	$ -	$ -	$ -	$ 81,600
4	2	Den Days	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 47,000	$ -	$ 47,000	$ -	$ -	$ -	$ 47,000
4	3	PBIS and Attendance	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 109,293	$ -	$ 109,293	$ -	$ -	$ -	$ 109,293
4	4	Sports and Enrichments	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 165,782	$ 221,923	$ -	$ 387,705	$ -	$ -	$ 387,705
4	5	Mental Health Program	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 8,000	$ -	$ 8,000	$ -	$ -	$ -	$ 8,000
4	6	Social Emotional Learning	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 466,560	$ -	$ 466,560	$ -	$ -	$ -	$ 466,560
4	7	Staff P.D. on Culture/Climate	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 8,160	$ 10,385	$ 18,545	$ -	$ -	$ -	$ 18,545
4	8	Student Reward Trips	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 253,237	$ 253,237	$ -	$ -	$ -	$ 253,237
4	9	Facilities, Health & Safety	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 206,391	$ 573,773	$ 587,649	$ 192,515	$ -	$ -	$ 780,164

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	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,	Totals by Type	Total LCFF Funds
$ 4,622,534	$ 1,478,980	32.00%	0.000%	32.00%	$ 1,636,794	0.000%	35.409%	**Total:**	$ 1,636,794
								LEA-wide Total:	$ 1,579,784
								Limited Total:	$ 57,010
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Academic Intervention (Title I and LCFF)	Yes	LEA-wide	All	All Schools	$ 574,503	0.000%
1	6	Support for English Learners	Yes	Limited	English learners	All Schools	$ 36,314	0.000%
1	9	Broad Course of Study	Yes	LEA-wide	All	All Schools	$ 214,573	0.000%
2	2	Professional Development	Yes	LEA-wide	All	All Schools	$ 106,101	0.000%
2	3	Teacher Coaching	Yes	LEA-wide	All	All Schools	$ 49,490	0.000%
2	4	Data Team	Yes	LEA-wide	All	All Schools	$ 20,000	0.000%
3	1	College Success Services	Yes	LEA-wide	All	All Schools	$ 88,811	0.000%
3	2	Parent Training	Yes	LEA-wide	All	All Schools	$ 41,200	0.000%
3	3	Support for Parents of English Learners	Yes	Limited	English Learners	All Schools	$ 20,696	0.000%
4	6	Social Emotional Learning	Yes	LEA-wide	All	All Schools	$ 466,560	0.000%
4	7	Staff P.D. on Culture/Climate	Yes	LEA-wide	All	All Schools	$ 18,545	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,063,405	$ 6,010,905

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	Blended Learning	No	$ 1,115,808	$ 1,375,503
1	2	Academic Intervention (Title I and	Yes	$ 977,498	$ 832,879
1	3	Curriculum and Supplies	No	$ 40,365	$ 42,465
1	4	Technology	No	$ 175,328	$ 207,265
1	5	Enrichment	No	$ 392,055	$ 383,500
1	6	Support for English Learners	Yes	$ 38,950	$ 36,928
1	7	Graduation	No	$ 24,000	$ 26,321
1	8	Special Education	No	$ 487,770	$ 350,592
1	9	Broad Course of Study	Yes	$ 330,064	$ 204,850
2	1	New Teacher Support	No	$ 39,425	$ 32,600
2	2	Professional Development	Yes	$ 109,455	$ 152,750
2	3	Teacher Coaching	Yes	$ 51,393	$ 50,461
2	4	Data Team	Yes	$ 20,000	$ 20,000
3	1	College Success Services	Yes	$ 62,566	$ 62,560
3	2	Parent Training	Yes	$ 50,571	$ 42,008
3	3	Support for Parents of English	Yes	$ 19,664	$ 21,015
3	4	Parents as Leaders	No	$ 5,000	$ 5,000
3	5	Family Events	No	$ -	$ -
3	6	Parent Meetings	No	$ 22,950	$ 31,928
3	7	Mental Health Team Outreach	No	$ -	$ -
3	8	Technology Workshops	No	$ -	$ -
3	9	High School Nights	No	$ -	$ -
3	10	Communication	No	$ 9,200	$ 9,200
4	1	Uniform & Spirit Wear	No	$ 80,000	$ 80,000
4	2	Den Days	No	$ 47,000	$ 47,000
4	3	PBIS and Attendance	No	$ 147,650	$ 111,436
4	4	Sports and Enrichments	No	$ 494,165	$ 494,165
4	5	Mental Health Program	No	$ 8,000	$ 8,000
4	6	Social Emotional Learning	Yes	$ 463,486	$ 485,167
4	7	Staff P.D. on Culture/Climate	Yes	$ 16,357	$ 10,182
4	8	Student Reward Trips	No	$ 241,376	$ 288,271
4	9	Facilities, Health & Safety	No	$ 593,309	$ 598,860

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,529,379	$ 1,872,671	$ 1,918,799	$ (46,128)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Academic Intervention (Title I and LCFF)	Yes	$ 806,554	$ 832,879	0.000%	0.000%
1	6	Support for English Learners	Yes	$ 38,950	$ 36,928	0.000%	0.000%
1	9	Broad Course of Study	Yes	$ 253,494	$ 204,850	0.000%	0.000%
2	2	Professional Development	Yes	$ 89,637	$ 152,750	0.000%	0.000%
2	3	Teacher Coaching	Yes	$ 51,393	$ 50,461	0.000%	0.000%
2	4	Data Team	Yes	$ 20,000	$ 20,000	0.000%	0.000%
3	1	College Success Services	Yes	$ 62,566	$ 62,560	0.000%	0.000%
3	2	Parent Training	Yes	$ 50,571	$ 42,008	0.000%	0.000%
3	3	Support for Parents of English Learners	Yes	$ 19,664	$ 21,015	0.000%	0.000%
4	6	Social Emotional Learning	Yes	$ 463,486	$ 485,167	0.000%	0.000%
4	7	Staff P.D. on Culture/Climate	Yes	$ 16,357	$ 10,182	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,519,507	$ 1,529,379	0.000%	33.840%	$ 1,918,799	0.000%	42.456%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

Local Control and Accountability Plan Instructions

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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- 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.

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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.

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- 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,

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- 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.

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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.

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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.

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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.

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- 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:

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Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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- 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.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

- 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

Local Control and Accountability Plan Instructions

- **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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