LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Republic Leadership Academy

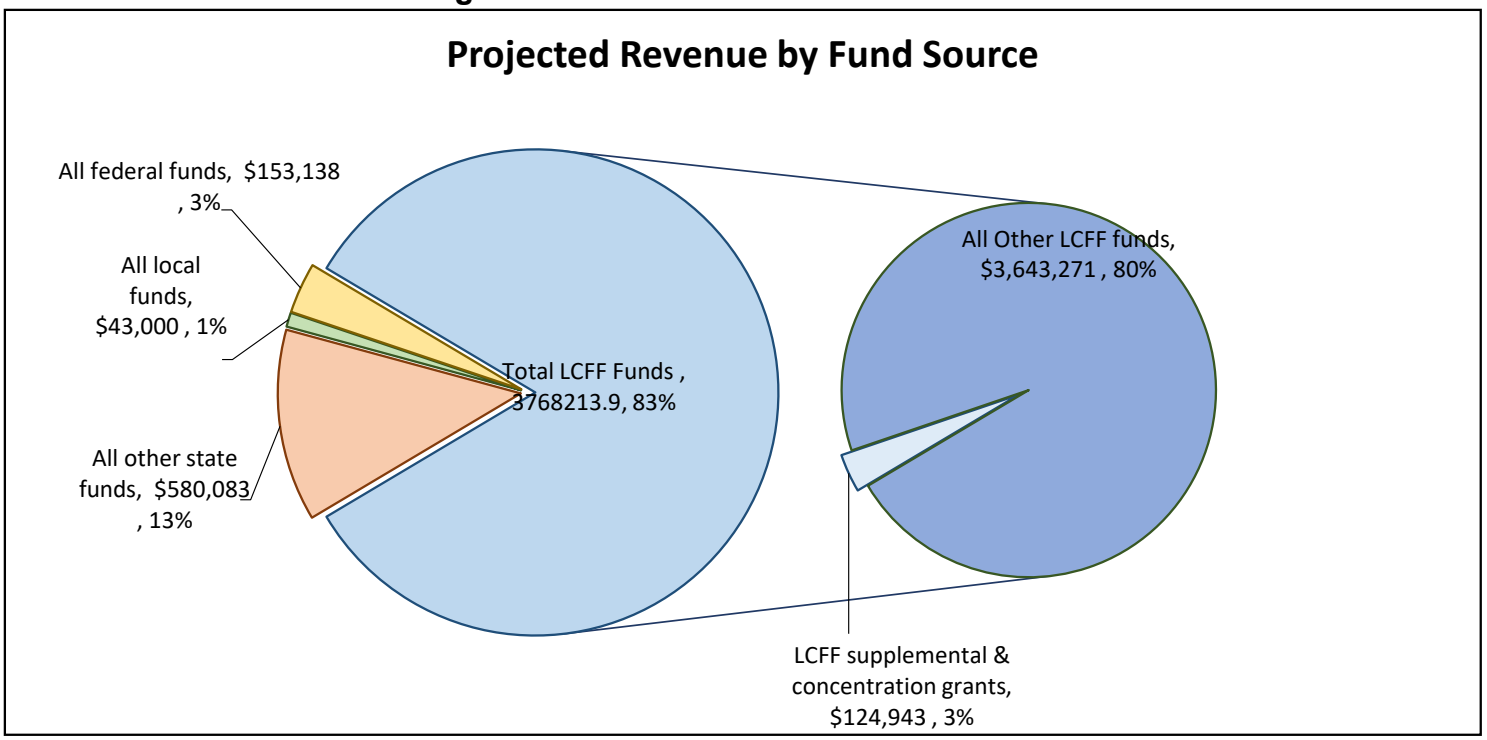
CDS Code: 30 10306 0142224

School Year: 2025-26

LEA contact information: Helen Suhr, Principal helen.suhr@crlacapo.org, 949-298-6040

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

Budget Overview for the 2025-26 School Year

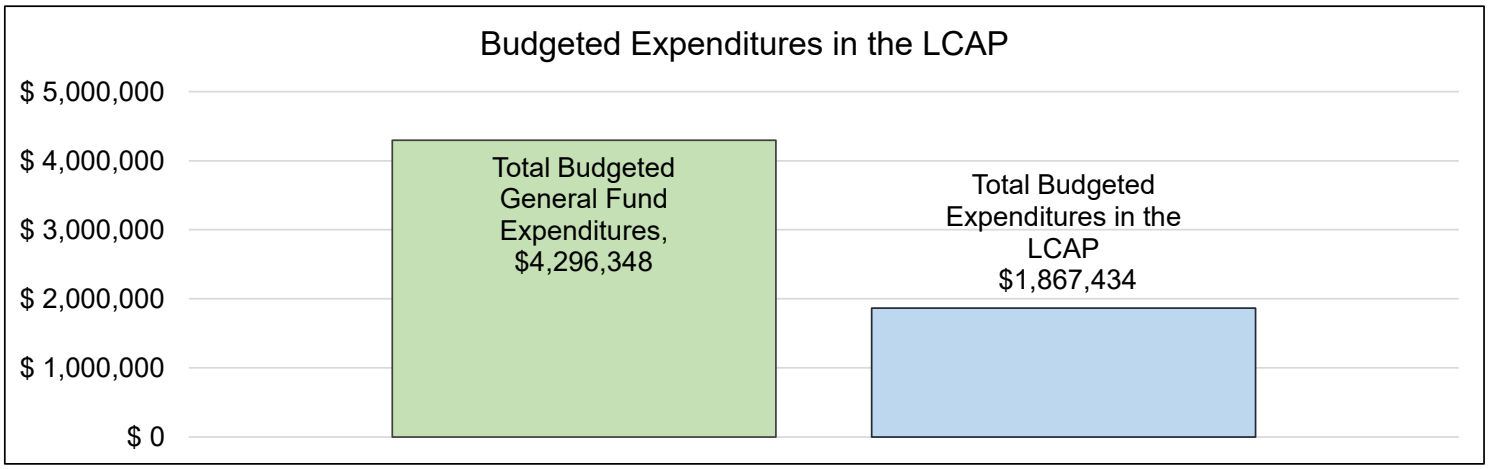


This chart shows the total general purpose revenue California Republic Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Republic Leadership Academy is $4,544,434.77, of which $3,768,213.90 is Local Control Funding Formula (LCFF), $580,082.63 is other state funds, $43,000.00 is local funds, and $153,138.24 is federal funds. Of the $3,768,213.90 in LCFF Funds, $124,943.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: California Republic Leadership Academy plans to spend $4,296,347.94 for the 2025-26 school year. Of that amount, $1,867,434.00 is tied to actions/services in the LCAP and $2,428,913.94 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

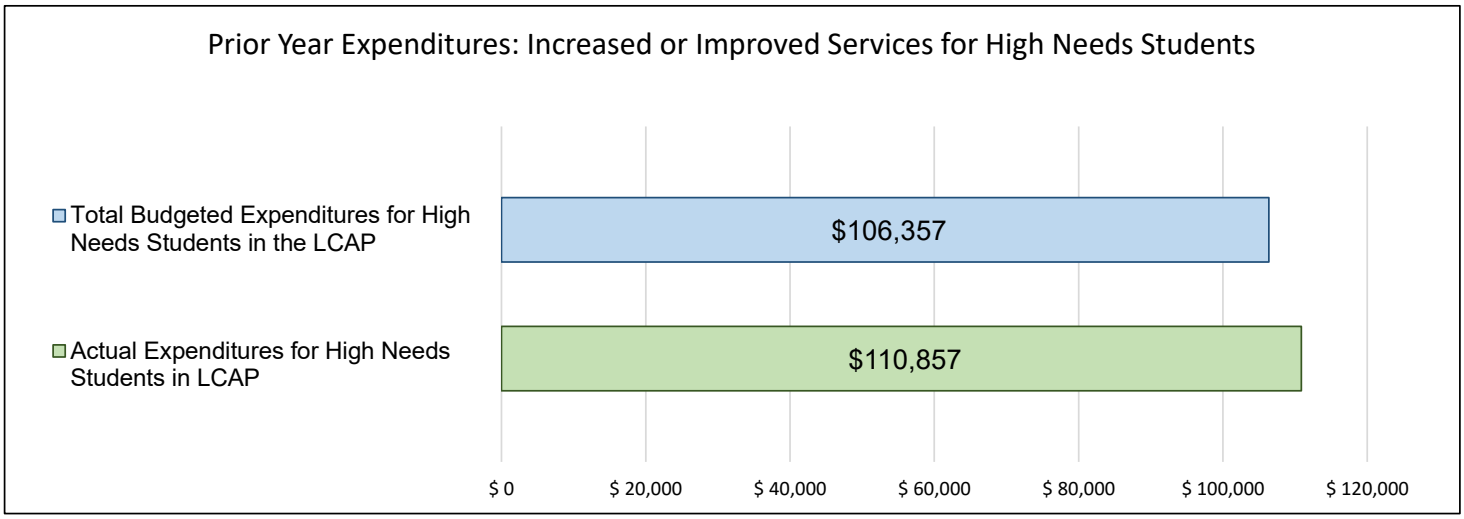
General fund budgeted expenditures that are not in the LCAP include all office supplies, cost of uniforms, all certified and classified employee salaries, full cost of employee benefits, food expenses, district oversight fees, all dues and membership, all licenses and fees, rentals, leases, repaids and noncapitalized improvements, equipment lease cost, all professional/consulting services and operating expenditures, all education consultants, legal fees, special education contractors, recruitment advertising, postage, shipping, delivery, and printing/copying fees, and fundraising costs.

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

In 2025-26, California Republic Leadership Academy is projecting it will receive $124,943.00 based on the enrollment of foster youth, English learner, and low-income students. California Republic Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. California Republic Leadership Academy plans to spend $124,943.00 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Republic Leadership Academy's LCAP budgeted $106,357.00 for planned actions to increase or improve services for high needs students. California Republic Leadership Academy actually spent $110,857.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Republic Leadership Academy Capistrano	Helen Suhr, Principal	helen.suhr@crlacapo.org, 949-298-6040

Plan Summary 2025-26

General Information

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

California Republic Leadership Academy is a new public charter Classical School, which opened its doors on August 17, 2023 in San Juan Capistrano (SJC). The school is located in Capistrano Unified School District in South Orange County. The neighboring community is suburban and was first founded in 1776, and it was incorporated as a city in 1961. According to the 2010 census, SJC is 56% White, 39% Hispanic or Latino, and 35% are of school age. During the inaugural year, the school served students in grades TK-5. As reported by the 2024 CA School Dashboard, the breakdown of our student demographics is as follows: 182 enrollment, less than 1% Black/African American, 4.9% 2 or more races, 18.1% Hispanic/Latino, and 76.4% white, and serving 12.6% students with disabilities, 17.6% students who are socioeconomically disadvantaged, and 0% English Learners. The Mission of the California Republic Leadership Academy is to develop the next generation of leaders in mind, character, and practice through a virtue-based education that leads a scholar to servant leadership through the pursuit of truth and the development of virtue and wisdom. California Republic Leadership Academy inspires and empowers the next generation of California's leaders to excel academically, to be proud Americans, proud Californians, and to impact the world with excellence derived from an education like that which produced the inspired servant leaders who founded our great nation.

A robust and content-rich curriculum provides the foundation for excellence in academics. Students come to a natural understanding of how morality has shaped the world from ancient history until now. Students are led and taught to see how people, decisions, and discoveries have created the world we live in today. Teachers provide unbiased instruction without an agenda, and they guide students to consider what those facts mean, encouraging students to ask questions. It is that spark of curiosity and a desire to know why which begins to instill a love of learning for our students. Critical thinking develops naturally, as students deeply consider what they've learned and try to make connections to their lives and what matters to them. They also practice critical thinking as they analyze subjects like math, Latin, and grammar. One of the main purposes of Classical Education is to inspire & cultivate virtue and wisdom in our students. As classical educators, we have a high view of humanity. Children are intrinsically curious about human nature and the natural world, and a content-rich curriculum teaches facts about the world and people. Students reflect on and think critically about those facts. Classical Education supports an emphasis on language, mathematics, the teacher as the central and main instructor. Our goal is not simply to teach students what to think, but HOW to think. We teach students to appreciate truth, beauty, and goodness because we believe that education is good for its own sake

Servant leadership education trains thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen how to think. Our scholars are prepared to motivate and inspire individuals, communities, and nations to a greater good, learning in an environment of freedom, wisdom, professionalism and rigor. As a school of choice, CRLA will encourage and seek parent involvement and support. Parent education and engagement will be provided at regular events, like: Academy Advisory Council meetings, Coffee with the Principal meetings, various parent committee meetings that address topics like safety/academics/fundraising/Special Education/English Learners/classical education. Parents will be notified and invited to attend any and all Board meetings.

CRLA Capistrano was not identified as an Equity Multiplier School

Reflections: Annual Performance

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

As we reflect on our annual performance using the California School Dashboard and local data, we recognize both our achievements and areas for growth at CRLA Capistrano. Over the past year, we have seen significant progress in key areas:

- Above Average ELA and Math Performance: In our first year, and first statewide assessment, we performed well in both English Language Arts (ELA) and Mathematics, scoring 42 points above standard in ELA and 40.9 points above standard in Math. Compared to statewide averages, where many schools struggle to meet grade-level standards, with a statewide average in ELA of 13.2 points below standard and 47.6 points below standard in Math, this performance is a notable strength despite being the first year of data collection.
- Zero Suspensions: We reported 0% suspension rate, indicating a safe and supportive learning environment for all students.
- Strong Family and Student Survey Data: Our 2024–25 family and student surveys reflect a strong and positive school climate. An overwhelming 98.75% of families reported feeling satisfied with the level of physical safety at the school, and 95% felt the same about emotional safety. Notably, 90% of families shared that they feel a strong sense of belonging and connectedness to the school community. Student feedback was similarly encouraging, with 92% of 3rd–5th grade students stating they feel safe at school and 98% expressing that they feel connected to their classmates and teachers. These results highlight our ongoing commitment to fostering a safe, inclusive, and welcoming environment for all students and families.

Despite these successes, we faced challenges, as we expected to encounter as a new school in our second year , particularly with a significant portion of our student body adjusting to a structured educational setting after coming from homeschooling backgrounds.

- High Chronic Absenteeism: 17.5% of students were chronically absent, while still lower than the state average, this is still higher than we desire and is an area that we continue to address through targeted student engagement strategies, parental involvement, and support systems.
- Student Group ELA and Math Achievement Gaps: The data reveals a significant achievement gap in both ELA and Mathematics for students with disabilities (SWD) and socioeconomically disadvantaged (SED) students when compared to all students at California Republic Leadership Academy Capistrano. Students with Disabilities scored 33 points below standard in ELA and 42.4 points below standard in Math, which is notably lower than the overall school performance of 42 points above standard in ELA and 40.9 points above

standard in Math. Socioeconomically Disadvantaged Students faced a similar gap, scoring 48.5 points below standard in ELA and 43.1 points below standard in Math, showing a need for targeted interventions to support these students in closing the achievement gap.

To address the achievement gaps in ELA and Math for Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students that we are seeing after our first SBAC administration, we will continue to strategically implement Action 3.6: Targeted Intervention. This year, we deployed both part-time and full-time Instructional Assistants to provide small-group, skill-specific support in literacy and math, anchored in the Multi-Tiered System of Supports (MTSS) framework. These academic interventions were complemented by behavioral supports, including the integration of a part-time school psychologist and the coordination of services through SST and COST teams, ensuring that students receive wraparound support. As we look ahead, we remain committed to deepening this work—focusing our efforts on intentional, data-driven support for SWD and SED students to close the achievement gap and ensure every student has the opportunity to succeed.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Community	Now in our second year of operations, we continue to prioritize meaningful family engagement in the Local Control and Accountability Plan (LCAP) process. In our first year, much of our focus was on establishing foundational structures to ensure compliance with state and federal planning requirements. With that foundation in place, we have expanded our efforts to actively involve families in shaping the educational experience at our school. Family engagement remains essential, not only for fostering a sense of ownership and partnership but also for ensuring that our LCAP is reflective of the community's values, priorities, and needs. As we continue to learn, grow, and refine our approach, the voices of our parents and guardians are critical in helping us align school initiatives with the expectations and aspirations of our families. This year, we engaged families through a variety of platforms designed to encourage dialogue, provide opportunities for input, and build a shared vision for student success. In particular, we continued our Parent Advisory Committee (PAC) meetings and utilized surveys and direct conversations to collect feedback on our progress and identify areas for growth. Outlined below are the ways in which we engaged with families throughout this LCAP process: - Family culture and LCAP feedback survey in March 2025 - Parent Advisory Committee (PAC) meetings: 3/24/25 and 4/18/25 - Coffee with the Principal: Bi-monthly - Curriculum Parent Trainings for Literacy and Math - Classical Education Parent Evening Training - EL and SPED Parent Events - 5th grade parent meeting in regards to Science Camps - Community building events with families

Staff/Administrators/Other Staff	Engaging our staff in the Local Control and Accountability Plan (LCAP) process remains a critical priority, ensuring that our strategies and goals are aligned with the realities of daily instruction and student support. Now in our second year of operations as a new school, we have deepened our engagement efforts, recognizing that the LCAP must be a living document—one that evolves based on the data, experiences, and insights gathered from those working most closely with students. In our first year, our LCAP was developed without the benefit of real-time operational insights. Now, with a fully active school community, the voices of our teachers and staff are essential in shaping a plan that accurately reflects our actions and impact. Their firsthand experiences provide critical feedback on what is working, where we face challenges, and how we can strategically adjust to better support students. To ensure ongoing reflection and meaningful participation, administrators and network leadership engaged during the midyear LCAP report process in December and January. These discussions focused on how our strategies align with student needs, how we are tracking progress, and where adjustments may be necessary. By involving staff in this iterative process, we strengthen the connection between our school's daily efforts and the overarching goals of the LCAP, making it an actionable and reflective tool rather than just a compliance document. Additionally, staff engagement ensures that the teaching strategies, interventions, and resources outlined in the LCAP are practical, evidence-based, and impactful. Through collaborative discussions, data reviews, and shared reflections, our educators help refine the plan, ensuring it remains a relevant and responsive roadmap for student success. Outlined below are the ways in which we engaged with our team throughout this LCAP process: - Staff culture and LCAP feedback survey in March - Staff LCAP engagement focused meeting in April - Team Meetings: Every week (focus of instructional updates/book club) and 2.5 weeks of PD in August - PD Days: curriculum, team building, SEL, Implicit Bias, Verbal De-escalation trainings during the year - COST, SST, and 504 Meetings - LCAP analysis meeting with network leadership in March/April - Weekly SPED Team Meetings

Students	Involving students in the LCAP process is essential to shaping strategies that align with their individual needs and goals. Engaging young learners in this dialogue fosters a sense of ownership and inclusion, empowering them to share their perspectives and experiences. This participation not only strengthens the impact of our planning efforts but also nurtures an early understanding of collaborative decision-making. We connected with our students through the following methods: - LCAP Feedback Survey: In March/April we administered a survey to assess students' sense of safety and connectedness - Monthly Principal Meetings where students engage in reading, virtue discussions, and activities - Monthly Student Assemblies recognizing students for demonstrating virtue and academic achievement
Board of Directors	We brought our LCAP Midyear Report for feedback and discussion February 24, 2025, and the LCAP 25-26 approval on May 19, 2025.

Insert or delete rows, as necessary.

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

The development of the adopted LCAP was deeply informed by the consistent, positive feedback received from educational partners, including families, students, and staff. Across multiple engagement opportunities—such as surveys, meetings, and informal feedback—partners expressed overwhelming support for the school's current direction. Notably, 96.25% of families responded favorably to the statement, "I am satisfied with the level of instruction that students receive," and 93.75% agreed that "The school considers family voice and input when making decisions." In addition, 100% of staff shared that they believe the school fosters an atmosphere where every student can succeed.

Family and student survey results reinforced the importance of maintaining a strong, safe, and connected school culture. For example, 98.75% of families were satisfied with the level of physical safety, and 90% reported feeling a sense of belonging to the school community. Student responses echoed this sentiment, with 92% stating they feel safe at school and 98% feeling connected to classmates and teachers. This collective feedback affirmed that our foundational goals—focused on classical education, whole-child support, and strong relationships—should remain intact.

As a result of this input, no major structural changes were made to the LCAP goals. Instead, we will deepen our implementation efforts by continuing to cultivate a culture of safety and connection, reinforcing our classical education model, and investing in strategies that support attendance improvement and reduce chronic absenteeism. Our educational partners made it clear: they believe in our mission, and they want to see us continue building on what is working.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Create a school community that develops greater parent participation through family meetings, workshops, and special events, fostering collaboration and input in decision-making processes.	Broad

State Priorities addressed by this goal.

State Priorities: 3, 6

An explanation of why the LEA has developed this goal.

As we complete our second year of operation, creating a school culture that reflects and upholds CRLA's Mission and Vision remains one of our highest priorities. Throughout this year, we have worked to build strong relationships with families by fostering meaningful communication, offering opportunities for engagement, and creating inclusive spaces for collaboration and input. Maintaining this goal will ensure we continue to strengthen family-school partnerships by providing regular opportunities for parent participation through family meetings, workshops, and special events. We are committed to clear, timely, and accessible communication, inviting parents to volunteer and engage in school decision-making when appropriate. For parents of English Learners and students with IEPs, we will continue hosting targeted engagement meetings to share program information, answer questions, and gather feedback. In addition, we will administer parent, teacher, and student surveys (when appropriate) to collect data that will inform future planning and ensure all stakeholders feel welcomed, heard, and valued as active members of our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Efforts we make to seek parent input on making decisions (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 91% Strongly Agree and Agree to the question, “The school listens to family voice and input when making decisions”	SY 24-25: 93.75%		Increase satisfaction rate to 95%	+2.75 percentage points
2	How we will promote parental participation in programs for EL, Low-Income, and Foster Youth (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: Currently too low of a EL student count to gather data	SY 24-25 Family Survey: Currently too low of a EL student count to gather data		Will create an outcome if we have a significant number of EL students	NA
3	How we will promote parental participation in programs for students with special needs? (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 100% of families of students with disabilities responded Strongly Agree and Agree to the question “I am satisfied with the school’s parent engagement opportunities.”	SY 24-25: 100%		Maintain between 95%-100% satisfaction rate (Strongly Agree and Agree)	No difference

4	Surveys of parents to measure safety (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 96% Strongly Agree and Agree to the question “I am satisfied with the level of safety (physical/emotional) at the school.”	SY 24-25 Family Survey: 98.75% Strongly Agree and Agree to the question “I am satisfied with the level of physical safety at the school.” 95% Strongly Agree and Agree to the question “I am satisfied with the level of emotional safety at the school.”		Maintain between 95%-100% satisfaction rate (Strongly Agree and Agree)	Physical Safety: +2.75 percentage points Emotional Safety: -1 percentage point
5	Surveys of parents to measure school connectedness (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 88% Strongly Agree and Agree to the question “I feel a sense of belonging and connectedness to the school community”	SY 24-25: 90%		Increase satisfaction rate to 95%	+2 percentage points

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

All actions under Goal 1 were carried out as planned with fidelity and enthusiasm. Our focus on building a school community centered around meaningful parent participation, collaborative decision-making, and family engagement continues to lay a strong foundation for the culture we’re building at CRLA Capistrano.

We successfully implemented a variety of parent engagement opportunities, including consistent Coffee with the Principal meetings, which were held bi-monthly, and two Parent Advisory Committee (PAC) meetings. These gatherings have provided valuable space for dialogue, feedback, and community-building. We also hosted a Fall Festival, several restaurant fundraisers, and a Fall Jogathon, all of which were well attended and supported by our families.

The discipline policy was presented at the first Coffee with the Principal, sparking important conversation around school expectations and family partnership. We are on track to present the CAASPP results at the April parent meeting, ensuring families have the opportunity to engage in data-driven discussions about academic progress.

Communication has been consistent and multi-modal. Parents receive updates regularly through in-person conversations, phone calls, emails, newsletters, and ParentSquare, which has helped keep our community informed and connected. Despite efforts to modify meeting times to improve participation, attendance at some parent meetings has remained steady rather than increasing. In response, we've made it a practice to send some presentations afterward to ensure access and transparency.

We held two dedicated engagement meetings each for families of students with IEPs and English Learners. These events created space for deeper conversation about student progress and school supports. Similar to other engagement events, we explored different scheduling options to increase attendance, but participation remained largely consistent. Nevertheless, the value of these meetings remains high, and families appreciate having dedicated time to connect around specific student needs.

This year, we saw strong volunteer participation from families—supporting field trips, assisting at fundraisers, and helping on campus. Our Parent Association meetings were held every other month and are a key driver of family involvement and community leadership. We also offered multiple curriculum training opportunities for parents, including classical education sessions, as well as specific math and literacy workshops. While we've had success with parents attending celebratory events, attendance at more academic or informational sessions has been more limited. Parents of our youngest students, particularly in TK and Kindergarten, have been most consistent in showing up for these educational opportunities.

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

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for some actions within goal 1. Action 2- The estimated actual expenditures was slightly more than budgeted. The difference was approximately $560. Since the budget for this action was small, the material difference between the budgeted expenditures and estimated actual expenditures shows a 10%+ material difference. Two dedicated engagement meetings each for families of students with IEPs and English Learners were held. Time spent preparing for these meetings were not accurately accounted within the budgeted expenditures. Changes to the calculation of the budgeted expenditures will be implemented during the upcoming LCAP year. Action 3- The difference between the budgeted expenditures and estimated actual expenditures was significant for this action. The budgeted expenditures did not account for the role of Director of Outreach and Compliance which caused the estimated actual expenditures to be significantly higher because of this position.

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

The actions outlined under Goal 1 have proven highly effective in promoting family engagement and elevating parent voice in school decision-making processes. Survey data from the 2024–25 school year reflects continued growth and strong satisfaction among families. Notably, 93.75% of families agreed that the school listens to their voice and input—an increase from 91% the previous year. This

improvement directly aligns with ongoing efforts such as bi-monthly Coffee with the Principal events, LCAP Parent Advisory Committees, parent engagement opportunities, and accessible weekly communication through ParentSquare. These consistent touchpoints have fostered transparency and trust between families and school leadership.

Additionally, CRLA has successfully maintained high levels of engagement among key subgroups. 100% of families of students with disabilities reported satisfaction with the school's parent engagement efforts for a second consecutive year, while overall feelings of school connectedness rose from 88% to 90%. Satisfaction with safety also remains extremely high, with 98.75% of families agreeing their child is physically safe at school and 95% feeling emotionally safe. These outcomes can be attributed to our strategic implementation of inclusive engagement events, discipline policy discussions, and targeted meetings for parents of students with IEPs. Together, these actions have built a school culture rooted in collaboration, transparency, and shared responsibility.

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.

As we reflect on the implementation of Goal 1 during the first year of the current LCAP cycle, we are proud to report that no changes to the goal, metrics, target outcomes, or actions are planned for the coming year. Given the overwhelmingly positive response and active participation from families, we see this goal as a foundational strength for our school community.

As we move into Year 2 of the LCAP cycle, our focus will be on maintaining this positive momentum. We will continue to leverage the strong relationships and systems built in Year 1 while looking for opportunities to deepen engagement, especially with families who may not yet be as actively involved. Our current structure has proven effective, and we remain committed to building on these early successes to ensure all families feel welcomed, empowered, and integral to the success of our school.

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	Parent Engagement	This action aims to bolster community and parental involvement in decision-making processes, fostering a sense of voice and belonging. To achieve this, we will implement a multi-faceted communication and engagement strategy, including: CRLA will host bi-monthly Coffee with the Principal meetings, at least 2 Parent Advisory Committees (PAC), our LCAP committee, and various parent outreach opportunities. Weekly Newsletters via ParentSquare: Distribute weekly newsletters to parents and community members, providing updates on school events, invitations to participate in various activities, and timely reminders to ensure ongoing engagement and information sharing. Organize a dedicated meeting for parents to discuss the California Assessment of Student Performance and Progress (CAASPP) results. This forum will serve as an opportunity for parents to gain insights into academic achievements and challenges, encouraging transparent communication and collaborative problem-solving. Discipline Policy Discussion: Convene a meeting focused on the school's discipline policy, inviting parents to review, discuss, and contribute to the development of fair and effective disciplinary measures. This session aims to align school practices with community values and expectations, ensuring a supportive and conducive learning environment for all students	$45,000	N
2	Special Education and English Learner Parent Engagement Events	At least twice a year, CRLA will host parent engagement meetings specifically for parents of English learners and students with IEPs.	$4,000	N
3	Parent Volunteer and Education	CRLA will actively recruit parent volunteers to participate in and support their child's education. Parents will also participate in their child's education by attending curriculum information and training events. Additionally, parents will play a significant fundraising role in collaboration with school leadership.	$43,858	N

Goal

Goal #	Description	Type of Goal
Goal 2	All students will attend school in a safe and clean environment with access to technology and a broad course of study that will support them in their academic progress and learning.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 5, 6, 7

An explanation of why the LEA has developed this goal.

As we continue to see the lasting effects of the COVID pandemic on our students and community, our commitment to cultivating a healthy and thriving school environment is more critical than ever. The pandemic has highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must be multi-faceted, incorporating evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every students feel a sense of belonging and safety in our school community.

By focusing on these areas, we not only adhere to our mission and vision, but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential. Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, inclusive of Campus Operations and Safety, Technology, Attendance Supports, Suspension Prevention, and Mental Health Supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facilities in “Good Repair” as measured by the SARC Data source: School Accountability Report Card	SY 23 - 24: Data not yet available	2023-24 SARC: Overall Rating of Good		Facilities in “Good Repair” as measured by the SARC	NA no baseline
2	Pupil Suspension Rates Data source: CA School Dashboard	SY 23 - 24: Only 1 suspension in the 23-24 school year	2024 CA School Dashboard: 0%		Maintain less than 2%	0%
3	Pupil Expulsion Rates Data source: Internal Calculations	SY 23 - 24: 0%	2024-2025: 0%		0%	No difference
4	Surveys of pupils to measure safety Data source: Internal student survey	SY 23 - 24: 73.7% Based on the survey question administered to 3-5th grade students: “I feel safe while I’m at school.”	SY 24-25: 92% Based on the survey question administered to 3-5th grade students: “I feel safe while I’m at school.”		80% or higher	+18.3 percentage points
5	Surveys of pupils to measure school connectedness Data source: Internal student survey	SY 23 - 24: 76.3% Based on the survey question administered to 3-5th grade students: “I feel connected to my classmates and teachers”	SY 24-25: 98% Based on the survey question administered to 3-5th grade students: “I feel connected to my classmates and teachers”		80% or higher	+21.7 percentage points

6	School Attendance Rate Data source: Internal Calculations	SY 23 - 24: 93.7% as of April 11th, 2024	SY 24-25: 95%		Maintain 94% or higher	+1.3 percentage points
7	Chronic Absenteeism Rate Data source: CA School Dashboard	SY 23 - 24: 22% Data Source: Measured internally as no Dashboard data available	2024 CA School Dashboard: All Students: 17.5% Hispanic: 32.4% Socioeconomically Disadvantaged: 29.8% Students with Disabilities: 11.4% White: 15.8%		Maintain less than 15%	All: +4.5 percentage points Hispanic: -10.4 percentage points SED: -7.8 percentage points SWD: +10.6 percentage points White: +6.2 percentage points

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

In the 2024-25 school year, all planned actions under Goal 2 were implemented as intended, with no substantive deviations from our original plan. Our goal to provide a safe, clean learning environment—enhanced with technology access and a rich academic program—was fully upheld across all areas. The systems we established have supported not only student learning but also staff efficacy and family trust in our operations.

Our campus operations team, including campus monitors, custodial staff, and our operations manager, maintained a clean, orderly, and safe school environment throughout the year. The return of our custodian for a second year provided continuity and familiarity, both of which contributed to positive feedback in our family and staff surveys. Additionally, all staff participated in safety-related training throughout the year, including those provided by our SELPA partners.

One ongoing challenge has been finding part-time support staff who are both committed to our mission and willing to stay long-term. While we've been able to fill most critical roles, the turnover in some part-time positions continues to be an area we're working to stabilize.

We continue to ensure all students have access to a Chromebook. We also expanded our tech infrastructure with the purchase of new Chromebooks, carts, and equipment for portable classrooms, including laptops and cameras.

We saw strong implementation of our attendance strategy this year, which included effective use of our School Pathways SIS, consistent outreach to families, and structured SST meetings to address chronic absenteeism. The attendance incentive program—featuring popsicle parties, certificates and gift cards—proved to be a strong motivator for many students, contributing to generally high attendance rates.

That said, we did face some challenges with chronic absenteeism, particularly among our youngest students in transitional kindergarten (TK), and during peak cold and flu seasons. These trends mirror statewide patterns and continue to be a focus of our intervention planning.

Our tiered discipline system was fully operational this year, with an emphasis on early teacher intervention, reflection forms, and restorative conversations. The formal discipline policy is clearly communicated to families, and parents remain highly involved in the behavior support process. Teachers received targeted coaching on classroom management, and the administrative team consistently monitored student behavior and discipline data.

While our overall structure is strong, we did see an increase in suspension rates this year. In response, we've implemented additional supports, including more frequent debriefs with families, coaching cycles for staff, and expanded use of our MTSS behavior supports. Growth has already been noted in students who received multiple interventions or suspensions, affirming that our restorative approach is having a positive impact over time.

Our part-time school psychologist played a pivotal role in student support this year. Her contributions included conducting IEP assessments, leading threat assessments, facilitating social skills groups, coaching teachers on responding to challenging behaviors, and contributing to our MTSS framework. She also supported two critical professional development sessions: one on implicit bias and another on verbal de-escalation provided by El Dorado SELPA program specialist.

Overall, this year's implementation of Goal 2 was a success, supported by strong systems, dedicated staff, and responsive leadership.

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

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for action 1, action 2, and action 6 within goal 2. Action 1- The estimated actual expenditures were significantly less than budgeted. The action was impacted by challenges faced by administration to find quality, committed staff to fill the needs of the school resulting in turnover. Action 2- The estimated actual expenditures were significantly less than budgeted. The LEA continues to ensure 1:1 Chromebooks for all students. Since much of the required technology was purchased during the 1st year of instruction, the need to purchase large numbers of Chromebooks was not necessary this school year. Although Chromebooks, carts, laptops, cameras, etc. was purchased when necessary. Action 6- The estimated actual expenditures were significantly less than budgeted. Students are offered a broad range of courses. The budgeted expenditures overstated certified teacher salaries causing a material difference between the budgeted expenditures and estimated actual expenditures.

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

The actions outlined in Goal 2 have been effective in fostering a safe, clean, and engaging school environment that supports student well-being and academic progress. The school's facilities received an "Overall Rating of Good" on the 2023–24 School Accountability Report Card (SARC), affirming the successful implementation of Action 2.1 through ongoing custodial support and the leadership of the Campus Operations Manager. Student survey results also point to a positive climate: 92% of 3rd–5th grade students reported feeling safe at school—up from 73.7% the previous year—and 98% indicated they feel connected to their classmates and teachers, a notable increase from 76.3%.

These gains highlight the effectiveness of CRLA's integrated approach, including structured discipline policies, school psychologist support, and investment in mental health services and campus supervision.

CRLA's continued commitment to student well-being and positive school culture is clearly reflected in its 0% suspension and expulsion rates in the 2024–25 school year. This outcome is a direct result of the proactive and restorative strategies implemented through Action 2.4. The school's structured discipline plan emphasizes early intervention, reflection, and relationship-building rather than punitive measures. Behavior reflection forms, one-on-one student-teacher discussions, and consistent parent involvement have created a framework where behavioral concerns are addressed constructively. Additionally, the involvement of the principal as a final step in the discipline process underscores a tiered support approach that prioritizes growth and accountability. The school psychologist also plays a key role in providing ongoing behavioral and emotional support, further contributing to a safe and inclusive learning environment where students are empowered to succeed without the disruption of exclusionary discipline.

While overall chronic absenteeism has improved—from 22% on the CA School Dashboard to 17.5% on the 2024 CA School Dashboard—the data indicates a continued need to address gaps among subgroups, particularly Hispanic students (32.4%) and socioeconomically disadvantaged students (29.8%). These gaps affirm the importance of sustaining and expanding the strategies outlined in Action 2.3. CRLA's efforts, including personalized family outreach, SST meetings for high-absentee students, and clear communication around Independent Study options, have begun to yield results. The Attendance Incentive Program and support from dedicated office staff have also played a key role in promoting regular attendance. The school will continue refining these supports to better engage high-needs students and close the remaining attendance gaps.

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.

As we reflect on the first year of implementation for Goal 2, we are proud of the consistency and strength of execution across all actions. Based on our positive outcomes and strong foundational systems, we will be maintaining the same goal, metrics, target outcomes, and core actions as we move into Year 2 of the LCAP cycle.

However, we are making a one minor revision to the language in action 2.6 to ensure it more accurately reflects the current structure and implementation on our campus. These adjustments are not changes in practice but rather updates to better align with how the work is actually taking place.

Action 2.6: Next year students in 6th and 7th will receive formal Latin instruction, not just Latin Roots.

Overall, our Year 1 implementation affirmed that our goals and strategies are well aligned to the needs of our students and community. We are looking forward to building on this strong foundation in Year 2.

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	Campus Operations and Safety	CRLA will continue to staff Campus Monitors, custodians, and a campus operations manager to maintain a clean facility and campus.	$336,474	N
2	Technology	The School will continue to ensure that we have 1:1 chromebooks for all students (3-6th grade) and 60 chromebooks for K-2nd grade to share. CRLA will also purchase projectors, printers, and telephones for all classes and office areas. The school will expand to 6th grade this year, which will require additional tech purchases for our 6th grade cohort and the teachers.	$88,826	N
3	Attendance Supports	The aim of this action is to enhance student attendance rates through a systematic and collaborative approach, utilizing both technology and human resources to monitor, support, and incentivize regular attendance. The components of this system include: - School Information System (SIS) Utilization: Implement School Pathways SIS to meticulously track student attendance, enabling real-time monitoring and early identification of attendance issues. - Office Management and Support: Allocate funds for back-office support to ensure attendance recording and compliance with state regulations. Employ a part-time Office Assistant dedicated to supporting the attendance tracking process and aiding in communications related to attendance. - Parental Engagement:Proactively contact parents when a pattern of absenteeism is observed to address concerns and provide support. Organize Student Study Team (SST) meetings for students exhibiting high absenteeism to develop personalized strategies and interventions aimed at improving their attendance. - Independent Study (IS) Program Enhancement: Collaborate with Icon to offer Independent Study options for students requiring long-term breaks during the academic year, ensuring continuity in education. Revise and communicate the Independent Study policy, recently endorsed by the board, to ensure clarity and understanding among parents and students. - Attendance Incentive Program: Implement an incentive program recognizing and rewarding perfect attendance with certificates and gift cards, aiming to motivate students to maintain consistent attendance.	$51,240	Y

4	Suspension Prevention	The aim of this Action is to minimize student suspensions through a structured and escalating discipline plan, focusing on corrective actions and parental involvement. This comprehensive approach involves several steps to address behavioral issues effectively and constructively: - Structured Discipline Plan Implementation: Establish a clear, step-by-step discipline plan that delineates the progressive actions taken as behavior issues escalate. Begin with verbal warnings to students, highlighting the specific behavior that needs to be corrected. - Behavior Reflection and Teacher Engagement: Implement the use of behavior reflection forms that students take home, prompting them to contemplate their actions and the consequences thereof. Facilitate a one-on-one conversation between the student and the teacher to discuss the behavior, its impact, and ways to improve. - Parental Involvement and Meetings: In cases where behavior issues persist, arrange a meeting involving the teacher, parent, and student to collaboratively discuss and address the behavior concerns. Ensure that these meetings aim to understand the root cause of the behavior, set clear expectations, and agree on a plan for behavior improvement. - Principal’s Intervention: Should the behavior continue to escalate despite the aforementioned steps, involve the principal in the disciplinary process. The principal's involvement signifies a higher level of concern and response, possibly leading to more serious consequences if the behavior does not improve. - Monitoring and Continuous Support: Regularly monitor the progress of students who have been through the discipline process to ensure they are receiving the support needed to succeed. Provide ongoing support and guidance to help these students adopt positive behaviors, including counseling, mentoring, or involvement in positive school activities.	$122,375	Y

5	Mental Health Support	This action focuses on enhancing mental health support within the school environment, leveraging the expertise of a part-time school psychologist to facilitate comprehensive services. The program aims to address the diverse mental health needs of students through assessment, direct support, and collaborative initiatives: - IEP Assessment and Management: Employ a part-time school psychologist who is responsible for conducting assessments related to Individualized Education Programs (IEPs). Ensure the psychologist is integral to the IEP process, including the initial assessments, plan development, and ongoing evaluations. - Classroom Observations and Teacher Collaboration: Regularly schedule the psychologist to observe students in classroom settings to identify potential behavioral or emotional issues early. Foster a close working relationship between the psychologist and teachers to share insights, strategize interventions, and implement classroom strategies that support identified students. - Direct Counseling Services: Provide direct counseling services to students as specified in their IEPs, with the school psychologist administering these sessions. Ensure that these services are tailored to the individual needs of students, aiming to support their emotional and social development. - Threat Assessment and Management: Task the psychologist with managing any potential threats within the school, conducting thorough assessments and developing management plans to ensure student safety. Develop a structured protocol for threat assessment and management, involving necessary staff and authorities when required. - Virtue Instruction Support: Collaborate with teachers to integrate the 10 virtues instruction into the school curriculum, where the psychologist plays a supportive role in delivering and reinforcing these values. Utilize the psychologist's expertise to incorporate psychological principles into virtue education, enhancing the program's effectiveness and relevance to student well-being. - Professional Development and Training: Offer professional development opportunities for staff, facilitated by the psychologist, to enhance their understanding of student mental health issues and effective intervention strategies. Encourage ongoing training to ensure the school community remains informed and equipped to support student mental health proactively.	$87,361	N

6	Broad Course of Study	Continue to provide a broad course of study for all grades, inclusive of: Math, Literacy/reading/writing, Art, Music, Science, History, Recitation (poetry), Literature, Penmanship, and in grades in grades 3 and up to include Formal grammar, Writing/composition, and additionally students in 6^{th}-8^{th} grade will receive formal Latin Instruction.	$439,268	N

Goal

Goal #	Description	Type of Goal
Goal 3	Enhance student academic achievement to meet and exceed proficiency levels through classical education, credentialed and developed school staff.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 8

An explanation of why the LEA has developed this goal.

We have developed this strategic goal to enhance student academic achievement to meet and exceed proficiency levels through classical education and a well-credentialed, continuously developed school staff. The rationale behind this goal stems from the classical education model's proven track record in cultivating critical thinking and a thorough understanding of human knowledge. This approach emphasizes mastery of the liberal arts and sciences, structured around grammar, logic, and rhetoric. By embedding these classical education principles into our curriculum, we aim to equip our students with the intellectual tools necessary for both academic success and virtuous living.

Furthermore, the success of our educational strategies is fundamentally linked to the expertise and ongoing professional development of our staff. By ensuring that our teachers are not only credentialed but also continuously engaged in professional growth opportunities, we can maintain a high standard of teaching that is both dynamic and responsive to the needs of our students.

Investing in our staff’s development also means they are better prepared to implement the classical education model effectively and adapt their teaching strategies based on student performance data and evolving educational practices. This goal reflects our belief that a well-supported and expertly trained staff is crucial to delivering an education that not only meets but exceeds the proficiency levels expected of our students.

By focusing on these key areas, we aim to create a learning environment where academic excellence is the norm, supported by a curriculum that fosters comprehensive intellectual development and a teaching staff that is skilled, motivated, and prepared to meet the challenges of a dynamic educational landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SBAC ELA and Math Data source: CA School Dashboard	SY 23-24: Baseline data coming end of SY 23-24.	2024 CA School Dashboard ELA: All: 42 pts above standard Socioeconomically Disadvantaged: 48.5 pts below standard Students with Disabilities: 33 pts below standard White: 36.9 pts above standard 2024 CA School Dashboard Math: All: 40.9 pts above standard Socioeconomically Disadvantaged: 43.1 pts below standard Students with Disabilities: 42.4 pts below standard White: 37.8 pts above standard		2026 CA School Dashboard ELA: All: 48 pts above standard Socioeconomically Disadvantaged: 40 pts below standard Students with Disabilities: 25 pts below standard White: 42.9 pts above standard 2026 CA School Dashboard Math: All: 46.9 pts above standard Socioeconomically Disadvantaged: 35.1 pts below standard Students with Disabilities: 34.4 pts below standard White: 43.8 pts above standard	NA: No baseline

2	% of EL students making progress toward ELPAC proficiency Data source: CA School Dashboard	SY 23-24: No baseline data due to less than 11 EL students	No Year 1 data due to less than 11 EL students		Will establish 3-year target if we receive significant number of English Learners	NA
3	EL Reclassification Rate Data source: Internal Calculations	SY 23-24: No baseline data due to less than 11 EL students	No Year 1 data due to less than 11 EL students		Will establish 3-year target if we receive significant number of English Learners	NA
4	Other Pupil Outcomes: MAP Assessment Data source: MAP Assessment	K-2 Math MAP percentages: 78.25% of students in grades K-2 met or exceeded Math standards. K-2 ELA MAP percentages: 67.5% of students in grades K--2 met or exceeded ELA standards.	K-2 Math MAP percentages: 78.25% of students in grades K-2 met or exceeded Math standards. K-2 ELA MAP percentages: 67.5% of students in grades K--2 met or exceeded ELA standards.		K-2 Math MAP percentages: 82.25% of students in grades K-2 met or exceeded Math standards. K-2 ELA MAP percentages: 71.5% of students in grades K-2 met or exceeded ELA standards.	NA 24-25 baseline
5	Teacher appropriately assigned and credentialed Data source: School Accountability Report Card	SY 23-24: 100%	SY 24-25: 100%		100%	No difference

6	Access to Standards-Aligned Instructional Materials Data source: School Accountability Report Card	SY 23-24: 100%	SY 24-25: 100%		100% of students have access to standard-aligned materials	No difference
7	Implementation of State Standards Data source: Local Indicator Survey	SY 23-24: 100% of teachers are implementing academic content and performance standards adopted by the state board, inclusive of programs and services for our English Learners, as applicable.	SY 24-25: 100% of teachers are implementing academic content and performance standards adopted by the state board, inclusive of programs and services for our English Learners, as applicable.		100%	No difference
8	Surveys of teachers to measure safety Data source: Internal staff survey	SY 23 - 24 Staff Survey: 93% of staff Strongly Agree and Agree to the question “I am satisfied with the level of safety (physical/emotional) at the school.	SY 24-25: 87.5%		Increase to 95% or above	-5.5 percentage points

9	Surveys of teachers to measure school connectedness Data source: Internal staff survey	SY 23 - 24 Staff Survey: 100% of staff Strongly Agree and Agree to the question “I feel a sense of belonging and connectedness to the school community	SY 24-25: 100%		Maintain above 95%	No difference
10	SBAC ELA and Math proficiency Data source: CAASPP	Grades 3-6 ELA CAASPP: 77% Grades 3-6 Math CAASPP: 79%	Grades 3-6 ELA CAASPP: 77% Grades 3-6 Math CAASPP: 79%		Grades 3-6 ELA CAASPP: 81% Grades 3-6 Math CAASPP: 83%	NA 24-25 baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

During the 2024-25 school year, all actions outlined in Goal 3 were implemented as planned, without any substantive deviations. Our focus on enhancing student academic achievement through classical education, a well-supported teaching staff, and strategic interventions has remained at the core of our instructional and leadership priorities. The structures and systems built this year have laid a strong foundation for long-term academic success.

Every staff member was appropriately onboarded prior to the start of the school year, with credentials and qualifications reviewed and verified. Our back-office support, through ICON SM and our benefits agency, ensured compliance in payroll and benefits management. The office manager played a key role in day-to-day HR processes, though we have identified a need for additional training and support in this area to ensure sustainability and efficiency as the team continues to grow.

All students and teachers had access to the necessary curriculum materials, including those aligned with our classical education model. Resources were in place for all grade levels, including new additions in kindergarten and sixth grade. Importantly, English Learners and students with disabilities also received materials tailored to their instructional needs.

Staff development was a highlight of the school year. All team members participated in a wide range of professional development opportunities across academic instruction, classical pedagogy, assessment training, safety, and social-emotional learning. The principal also took staff on school visits to observe best practices at other classical schools. These site visits have proven to be both inspiring and effective in shaping instructional practice at CRLA Capistrano.

Our Assistant Principal has taken the lead on ELD and Intervention program implementation and has received extensive training in EL instruction, MTSS, and curriculum strategies. Teachers have received training to support ELD instruction and preparation for the ELPAC, and these practices are embedded across classrooms. The AP meets regularly with support staff and instructional aides to ensure alignment in interventions and supports. This year, the SELPA was an invaluable partner in supporting our SPED program. Bi-Weekly meetings have helped ensure compliance, quality services, and consistent professional development. SELPA representatives also visited campus and conducted in-person trainings for all staff. While implementation was successful, we continue to face the challenge of hiring and retaining high-quality support staff who are mission-aligned and committed to staying through the full academic year.

We implemented a robust intervention structure grounded in the MTSS framework. COST meetings were held at the beginning of the year to identify students in need of support, and these were followed by regular MTSS check-ins. The Principal, the Assistant Principal, and individual teachers met biweekly to discuss student progress and adjust interventions accordingly. Students were identified using assessments such as DIBELS and through classroom data from our literacy program. Our school psychologist was a key contributor in this area, leading social skills groups and supporting individual student plans.

Overall, Goal 3 implementation has been successful, and we are encouraged by the academic systems we've built to ensure students are supported, staff are developed, and our classical instructional model is consistently executed.

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

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for actions 4 and 5 within goal 3. Action 4- The estimated actual expenditures were more than budgeted. The AP took the lead on implementing the ELD and Intervention program and received extensive training in EL instruction, MTSS, and curriculum strategies. Teachers and instructional staff received training on effective ELD strategies and effective intervention/MTSS strategies. The budgeted expenditures was underestimated and did not account for the extensive training in EL instruction, MTSS, and curriculum strategies. Action 5- The estimated actual expenditures were slightly more than budgeted by approximately $310. Since the budget for this action was small, the material difference between the budgeted expenditures and estimated actual expenditures shows a 10%+ material difference. Expenditures related to weekly meetings with the SELPA as well as consistent professional development were accounted for within this action. However, the challenge of hiring and retaining high-quality support staff who are mission-aligned and committed to staying through the full academic year impacted the actual expenditures.

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

The implementation of Goal 3 actions has been highly effective in promoting overall academic achievement at CRLA. According to the 2024 CA School Dashboard, all students scored 42 points above standard in ELA and 40.9 points above standard in Math—clear evidence that the classical curriculum, instructional materials, and structured assessment system, including the use of MAP Growth benchmarks, are supporting strong student outcomes. The school has maintained 100% of teachers as appropriately credentialed and assigned, demonstrating the success of Action 3.1 in ensuring high-quality, standards-aligned instruction. In addition, all staff received classical pedagogy training, assessment preparation, and SEL-focused professional development as part of Action 3.3, which has strengthened teacher capacity across grade levels.

Despite these strong overall results, the data also underscores a need to address achievement gaps. Socioeconomically disadvantaged students scored 48.5 points below standard in ELA and 43.1 points below in Math, while students with disabilities scored 33 points and 42.4

points below standard respectively. These disparities highlight the importance of the work outlined in Actions 3.5 and 3.6. CRLA's Multi-Tiered System of Supports (MTSS), led by Instructional Assistants, COST teams, and SST meetings, provides critical academic and behavioral interventions. In addition, ongoing training for special education and intervention staff has helped sustain a supportive learning environment while identifying and addressing barriers to learning. Moving forward, the school is committed to building on these strong foundations while increasing the intensity and precision of support for its underserved student groups, ensuring that all students are meeting and exceeding academic proficiency.

In addition to academic performance, staff feedback confirms the effectiveness of the school's efforts to create a supportive and high-functioning instructional environment. According to the 2024–25 staff survey, 100% of teachers agreed they feel a sense of belonging and connectedness to the school community, and 87.5% reported satisfaction with the physical and emotional safety of the school environment. These results reflect the strength of CRLA's culture of collaboration, professional development, and shared mission. Through consistent training in classical education, academic standards, and behavioral and mental health supports, teachers feel equipped and valued—essential conditions for sustaining high-quality instruction and continued student growth.

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

Based on stakeholder feedback and continued review of performance data, we are making a key adjustment to the metrics for Goal 3 in the upcoming year. While the overall goal, target outcomes, and actions will remain consistent due to their demonstrated effectiveness, we are refining our approach to measurement. Specifically, we are replacing our previous phonics assessment metric with the MAP assessment for English Language Arts (ELA) and Math to ensure a more comprehensive understanding of student growth. Additionally, we are adding a new metric—SBAC percent proficient in ELA and Math—to complement our existing Distance from Standard (DFS) measures. These changes are intended to enhance our ability to monitor academic achievement across all student groups and inform instructional planning moving forward.

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	Professional and reliable onboarding(HR support)	All staff will be reviewed for necessary credentials and degrees before onboarding. ICON SM and benefits agency will support CRLA to appropriately onboard all staff, including payroll management, and benefits management and distribution Office Manager to provide additional HR and onboarding support	$95,245	N
2	Curriculum and Materials	The school will maintain purchases for all necessary curriculum and materials, inclusive of a new K classroom and 6th grade. This is inclusive of ensuring that any English Learners have access to ELD curriculums during designated and integrated instruction. CRLA is a charter school and has chosen a specific curriculum program guide to support implementation of our academic standards and goals. We do not use the Common Core curriculum. This year, we have implemented NWEA/MAP Growth Assessments as BOY, MOY, and EOY benchmarks. These assessments measure growth in math and reading and are taken by all students K-6th grade. Our TK program does not participate, but has its own developmental and academic assessments and progress markers. MAP Growth is a standardized assessment that is used nation-wide by private and public schools and meets most state standards. We believe that our benchmark assessments meet or exceed state standards.	$120,400	N
3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	All staff will participate in professional development and training for best practices in: academic instruction, state assessments, safety, leadership, social and emotional learning, and behavior and crisis management. Additionally, all staff will attend classical education training from an external provider. Staff will also attend necessary professional development events that may require travel.	$81,425	N
4	ELPAC/ ELD Intervention Development	Teachers and instructional staff will receive training to prepare students for the ELPAC assessment. They will also be trained on effective ELD strategies. All staff will be trained in effective intervention/MTSS strategies. They will also attend necessary professional development events that may require travel. We will hire a new AP that will support with the ELD development and training.	$40,644	Y

5	Training For special education	Teachers and instructional staff will receive training on supporting students who have an IEP. They will also attend necessary professional development events that may require travel. In order to continue to provide excellent targeted support for our students with disabilities, we will hire an additional paraprofessional.	$3,855	N
6	Targeted Intervention	To effectively address the academic needs in literacy and math, we will employ both part-time and full-time Instructional Assistants (IAs). These IAs will be specifically tasked with delivering focused instruction and support in these core areas, aiming to boost student proficiency and close achievement gaps. Behavioral support is a critical component of our intervention program, recognizing the need to provide students with a holistic support system that addresses both academic and behavioral development. This facet of the program will integrate strategies to improve student behavior, thereby enhancing the overall learning environment and enabling better academic engagement and success. Our intervention efforts will be grounded in the Multi-Tiered System of Supports (MTSS) framework, which allows for the provision of support at varying levels of intensity based on student needs. This systematic approach ensures that all students receive the necessary support to thrive academically and socially. The Coordination of Services Teams (COST): COST happens at the beginning of the school year and helps to determine which students need an SST. Student Study Team (SST) meetings will be organized to engage parents actively in the intervention process, ensuring a partnership between the school and families in addressing students' specific needs. These meetings are essential for sharing progress, discussing challenges, and planning future steps to support student learning and development. Additionally, a part-time School Psychologist will be available to contribute to the behavioral and academic support structures within the school. This professional will assist in assessing student needs, providing psychological services, and supporting the implementation of effective interventions.	$307,463	Y

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$124,943	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.429%	0%	$0	3.429%

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
2.3	Attendance Supports We have identified specific attendance needs for our unduplicated student group, representing 18% of our student population, which is primarily composed of socioeconomically disadvantaged students. This demographic is particularly vulnerable to the impacts of higher chronic absenteeism rates and lower ADA, which is a recognized on our 2024 CA School Dashboard performance with Socioeconomically Disadvantaged students reporting 29.98% chronically absent, over 12% higher than our overall average of 17.5% Our data from the first two years corroborates the trend that unduplicated students exhibit lower attendance rates compared to their peers.	The comprehensive attendance action plan is designed to address the identified need of improving attendance rates among our unduplicated student groups, particularly those who are socioeconomically disadvantaged. However, while the action is principally directed towards these students, the strategies implemented are beneficial on an LEA-wide or schoolwide basis to foster an inclusive and supportive educational environment for all students. While this action targets the needs of unduplicated students, implementing it schoolwide ensures that all students benefit from a structured and supportive attendance system. This inclusive approach is essential for fostering a positive school culture and enhancing student engagement across the board.	2.2: Suspension Rates 2.3: Expulsion Rates 2.4: Surveys of pupils to measure safety 2.5: Surveys of pupils to measure school connectedness 2.6: School Attendance Rate 2.7: Chronic Absenteeism Rate

2.4	Suspension Prevention: We have identified specific suspension prevention needs for our unduplicated student group, representing 18% of our student population in our inaugural year of operations, which is primarily composed of socioeconomically disadvantaged students. This demographic is particularly vulnerable to the impacts of higher suspension rates, which is a recognized statewide issue as indicated by the California School Dashboard (all students: 3.2%, SED: 4% suspension rates). While our 2024 CA School Dashboard reported 0% suspension during our first year, we understand that as we continue operations, our unduplicated populations are disproportionately impacted by higher suspensions.	Providing suspension prevention support is crucial for supporting unduplicated populations as it directly addresses and mitigates the factors leading to disciplinary actions that can negatively impact these students' educational trajectories. While the prevention support we provide is principally directed toward our small unduplicated population, the supports and interventions we will provide will benefit all students in avoiding suspensions and preventing behaviors that lead to suspensions.	2.2: Suspension Rates 2.3: Expulsion Rates 2.4: Surveys of pupils to measure safety 2.5: Surveys of pupils to measure school connectedness 2.6: School Attendance Rate 2.7: Chronic Absenteeism Rate

3.6	Targeted Intervention We have identified specific intervention needs for our unduplicated student group, representing 18% of our student population in our inaugural year of operations, which is primarily composed of socioeconomically disadvantaged students. This demographic is particularly vulnerable to the challenges that can impede their academic and social progress. These challenges might include limited access to educational resources, language barriers, or lack of stability at home. Targeted interventions are designed to address these specific barriers directly, ensuring that these students have the necessary support to succeed on par with their peers.	Providing targeted interventions will support our unduplicated populations on a school-wide basis by addressing specific academic and behavioral needs that directly impact their ability to succeed. By employing both part-time and full-time Instructional Assistants who are dedicated to delivering focused instruction in literacy and math will directly address the academic disparities often seen in unduplicated populations. By providing tailored support in these critical areas, IAs help boost student proficiency and close achievement gaps, ensuring that students who need extra help receive it promptly and effectively. Integrating behavioral support into the intervention program acknowledges the interconnectedness of academic performance and behavioral development. By improving student behavior, the program enhances the overall learning environment, which is crucial for enabling better academic engagement and success. This holistic approach ensures that interventions address all facets of student development, fostering an environment conducive to learning for all, particularly those who might struggle with behavioral challenges.	3.1: SBAC ELA and Math 3.2: % of EL students making progress toward ELPAC proficiency 3.3: EL Reclassification Rate

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

3.4	This action is specifically designed to address the unique needs of English Learners (ELs), who currently represent a small but potentially growing segment of our student population. Our proactive approach aims to effectively support multilanguage learner students by anticipating their educational requirements and ensuring that our instructional staff is fully equipped to meet their specific learning challenges. Identified Needs: Language Proficiency and Academic Achievement: Our English Learners face distinct challenges in achieving language proficiency, which directly impacts their overall academic performance and access to the curriculum. The need to develop language skills is crucial for these students to successfully engage with grade-level content and participate fully in all academic areas. Preparation for ELPAC: The English Language Proficiency Assessments for California (ELPAC) is a critical tool that measures the progress of English Learners towards English language proficiency. Our ELs need targeted preparation to ensure they can demonstrate their true capabilities and continue advancing in their language acquisition. Effective Integration into Mainstream Education: English Learners require specialized instructional strategies that support their integration into mainstream classes while also addressing their unique language learning needs. This integration is essential for promoting a sense of belonging and equity within the school community. Professional Development for Teachers and Staff: There is a significant need for ongoing professional development for teachers and instructional staff to ensure they are equipped	All teachers and instructional staff will undergo comprehensive training focused on delivering effective English Language Development (ELD) strategies. This includes instructional methods that are tailored to boost language acquisition and literacy, directly impacting ELs' ability to access and engage with the curriculum at all academic levels. In the event that we receive more English Learners, our staff will be equipped to meet their academic needs. Part of the training will include Multi-Tiered System of Supports (MTSS) strategies which are essential for identifying and addressing the academic and behavioral needs of ELs. This structured support system ensures that interventions are timely, effective, and inclusive of all necessary supports for English Learners. While we have not seen an increase in behavioral challenges with our very limited number of English Learners, we know that the state data shows EL students with higher suspension rates than the overall population. The Assistant Principal (AP) dedicated to ELD program oversight ensures that the LEA has the leadership necessary to adapt and scale the ELD interventions. The AP will monitor the effectiveness of teaching strategies and program implementation, making adjustments as needed based on student performance and feedback.	3.1: SBAC ELA and Math 3.2: % of EL students making progress toward ELPAC proficiency 3.3: EL Reclassification Rate

	with the latest Effective Language Development (ELD) strategies and interventions. This training will enhance their ability to support English Learners through differentiated instruction and tailored intervention strategies. Scalable Support Systems: Given the potential increase in the number of English Learners, our LEA must develop scalable systems of support that can adapt as our EL population grows. This includes having a dedicated administrative point (Assistant Principal) to oversee and enhance ELD programs and training, ensuring consistent and effective support for these students.		

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.

NA

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.

NA as we are not above 55% unduplicated

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	NA - Single School LEA	NA - Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA - Single School LEA	NA - Single School LEA

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-25 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 %)
2024-25	$ 2,900,865	$ 97,701	3.368%	0.290%	3.658%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,818,380	$ 87,330	$ -	$ 15,798	$ 1,921,508.06	$ 1,269,353	$ 652,155

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Parent Engagement	All	No	LEA-wide	N/A	All	On-Going	$ 45,239	$ -	$ 45,239	$ -	$ -	$ -	$ 45,239	0.000%
1	2	Special Education and English Learner Parent Engagement Events	Els and SPED	No	LEA-wide	N/A	All	On-Going	$ 3,420	$ -	$ 3,420	$ -	$ -	$ -	$ 3,420	0.000%
1	3	Parent Volunteer and Education	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 10,648	$ 10,100	$ -	$ -	$ 548	$ 10,648	0.000%
2	1	Campus Operations and Safety	All	No	LEA-wide	N/A	All	On-Going	$ 220,385	$ 181,326	$ 401,711	$ -	$ -	$ -	$ 401,711	0.000%
2	2	Technology	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 145,283	$ 145,283	$ -	$ -	$ -	$ 145,283	0.000%
2	3	Attendance Supports	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 31,143	$ 2,138	$ 33,282	$ -	$ -	$ -	$ 33,282	0.000%
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 7,993	$ -	$ 7,993	$ -	$ -	$ -	$ 7,993	0.000%
2	4	Suspension Prevention	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 74,160	$ -	$ 74,160	$ -	$ -	$ -	$ 74,160	0.000%
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 19,032	$ -	$ 19,032	$ -	$ -	$ -	$ 19,032	0.000%
2	5	Mental Health Support	All	No	LEA-wide	N/A	All	On-Going	$ 91,907	$ -	$ 6,769	$ 85,138	$ -	$ -	$ 91,907	0.000%
2	6	Broad Course of Study	All	No	LEA-wide	N/A	All	On-Going	$ 517,056	$ 33,152	$ 550,208	$ -	$ -	$ -	$ 550,208	0.000%
3	1	Professional and Reliable Onboarding (HR support)	All	No	LEA-wide	N/A	All	On-Going	$ 14,769	$ 72,708	$ 87,476	$ -	$ -	$ -	$ 87,476	0.000%
3	2	Curriculum and Materials	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 135,353	$ 135,353	$ -	$ -	$ -	$ 135,353	0.000%
3	3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 68,993	$ 64,595	$ -	$ -	$ 4,398	$ 68,993	0.000%
3	4	ELPAC/ ELD Intervention Development	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 24,431	$ -	$ 24,431	$ -	$ -	$ -	$ 24,431	0.000%
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 6,270	$ -	$ 6,270	$ -	$ -	$ -	$ 6,270	0.000%
3	5	Training for Special Education	SPED	No	LEA-wide	N/A	All	On-Going	$ 679	$ 2,554	$ 1,041	$ 2,192	$ -	$ -	$ 3,233	0.000%
3	6	Targeted Intervention	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 139,807	$ -	$ 128,955	$ -	$ -	$ 10,852	$ 139,807	0.000%
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 73,062	$ -	$ 73,062	$ -	$ -	$ -	$ 73,062	0.000%

2024-25 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)
$ 2,900,865	$ 97,701	3.368%

Goal #	Action #	Action Title
2	3 (continued)	Attendance Supports (Unduplicated Pupils)
2	4 (continued)	Suspension Prevention (Unduplicated Pupils
3	4 (continued)	ELPAC/ ELD Intervention Development (Un
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)

LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
0.290%	3.658%	$ 106,357	0.000%	3.666%	**Total:**	$ 106,357
					LEA-wide Total:	$ 106,357
					Limited Total:	$ -
					Schoolwide Total:	$ -

Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
Yes	LEA-wide	All	All	$ 7,993	0.000%
Yes	LEA-wide	All	All	$ 19,032	0.000%
Yes	LEA-wide	All	All	$ 6,270	0.000%
Yes	LEA-wide	All	All	$ 73,062	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,921,508.06	$ 1,681,625.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Parent Engagement	No	$ 45,239	$ 43,740
1	2	Special Education and English Learner Parent Engagement Events	No	$ 3,420	$ 3,982
1	3	Parent Volunteer and Education	No	$ 10,648	$ 57,537
2	1	Campus Operations and Safety	No	$ 401,711	$ 328,428
2	2	Technology	No	$ 145,283	$ 77,835
2	3	Attendance Supports	No	$ 33,282	$ 35,363
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Yes	$ 7,993	$ 8,416
2	4	Suspension Prevention	No	$ 74,160	$ 73,962
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Yes	$ 19,032	$ 16,320
2	5	Mental Health Support	No	$ 91,907	$ 85,408
2	6	Broad Course of Study	No	$ 550,208	$ 420,355
3	1	Professional and Reliable Onboarding (HR support)	No	$ 87,476	$ 79,452
3	2	Curriculum and Materials	No	$ 135,353	$ 125,313
3	3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	No	$ 68,993	$ 70,445
3	4	ELPAC/ ELD Intervention Development	No	$ 24,431	$ 29,648
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Yes	$ 6,270	$ 6,542
3	5	Training for Special Education	No	$ 3,233	$ 3,547
3	6	Targeted Intervention	No	$ 139,807	$ 135,753
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Yes	$ 73,062	$ 79,579

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 95,200	$ 106,357	$ 110,857	$ (4,501)	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)
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Yes	$ 7,993	$ 8,416.00	0.000%	0.000%
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Yes	$ 19,032	$ 16,320.00	0.000%	0.000%
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Yes	$ 6,270	$ 6,542.00	0.000%	0.000%
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Yes	$ 73,062	$ 79,579.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,768,178	$ 95,200	0.290%	3.729%	$ 110,857	0.000%	4.005%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 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 %)
2025-26	$ 3,643,271	$ 124,943	3.429%	0.000%	3.429%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,763,677	$ 89,339	$ -	$ 14,418	$ 1,867,434.00	$ 1,323,612	$ 543,822

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Parent Engagement	All	No	LEA-wide	N/A	All	On-Going	$ 44,070	$ 930	$ 44,200	$ -	$ -	$ 800	$ 45,000	0.000%
1	2	Special Education and English Learner Parent Engagement Events	Els and SPED	No	LEA-wide	N/A	All	On-Going	$ -	$ 4,000	$ -	$ 2,800	$ -	$ 1,200	$ 4,000	0.000%
1	3	Parent Volunteer and Education	All	No	LEA-wide	N/A	All	On-Going	$ 34,320	$ 9,538	$ 43,858	$ -	$ -	$ -	$ 43,858	0.000%
2	1	Campus Operations and Safety	All	No	LEA-wide	N/A	All	On-Going	$ 119,115	$ 217,359	$ 336,474	$ -	$ -	$ -	$ 336,474	0.000%
2	2	Technology	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 88,826	$ 88,826	$ -	$ -	$ -	$ 88,826	0.000%
2	3	Attendance Supports	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 41,986	$ 100	$ 42,086	$ -	$ -	$ -	$ 42,086	0.000%
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Unduplicated Pupils	Yes	Limited	All	All	On-Going	$ 9,154	$ -	$ 9,154	$ -	$ -	$ -	$ 9,154	0.000%
2	4	Suspension Prevention	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 101,054	$ -	$ 98,076	$ 2,978	$ -	$ -	$ 101,054	0.000%
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Unduplicated Pupils	Yes	Limited	All	All	On-Going	$ 21,321	$ -	$ 21,321	$ -	$ -	$ -	$ 21,321	0.000%
2	5	Mental Health Support	All	No	LEA-wide	N/A	All	On-Going	$ 86,484	$ 877	$ 48,563	$ 37,921	$ -	$ 877	$ 87,361	0.000%
2	6	Broad Course of Study	All	No	LEA-wide	N/A	All	On-Going	$ 430,041	$ 9,227	$ 416,737	$ 22,531	$ -	$ -	$ 439,268	0.000%
3	1	Professional and Reliable Onboarding (HR support)	All	No	LEA-wide	N/A	All	On-Going	$ 40,335	$ 54,910	$ 95,245	$ -	$ -	$ -	$ 95,245	0.000%
3	2	Curriculum and Materials	All	No	LEA-wide	N/A	All	On-Going	$ 43,711	$ 76,689	$ 113,312	$ 4,657	$ -	$ 2,431	$ 120,400	0.000%
3	3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	All	No	LEA-wide	N/A	All	On-Going	$ 15,620	$ 65,805	$ 73,315	$ 2,910	$ -	$ 5,200	$ 81,425	0.000%
3	4	ELPAC/ ELD Intervention Development	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 26,565	$ 8,285	$ 26,574	$ 4,366	$ -	$ 3,910	$ 34,850	0.000%
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Unduplicated Pupils	Yes	Limited	All	All	On-Going	$ 5,794	$ -	$ 5,794	$ -	$ -	$ -	$ 5,794	0.000%
3	5	Training for Special Education	SPED	No	LEA-wide	N/A	All	On-Going	$ 3,855	$ -	$ 2,982	$ 873	$ -	$ -	$ 3,855	0.000%
3	6	Targeted Intervention	All (Excluding Unduplicated Pupils)	No	LEA-wide	N/A	All	On-Going	$ 211,513	$ 7,276	$ 208,486	$ 10,303	$ -	$ -	$ 218,789	0.000%
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Unduplicated Pupils	Yes	Limited	All	All	On-Going	$ 88,674	$ -	$ 88,674	$ -	$ -	$ -	$ 88,674	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,643,271	$ 124,943	3.429%	0.000%	3.429%	$ 124,943	0.000%	3.429%	**Total:**	$ 124,943
								LEA-wide Total:	$ -
								Limited Total:	$ 124,943
								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 (%)
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Yes	Limited	All	All	$ 9,154	0.000%
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Yes	Limited	All	All	$ 21,321	0.000%
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Yes	Limited	All	All	$ 5,794	0.000%
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Yes	Limited	All	All	$ 88,674	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,867,434.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Parent Engagement	No	$ 45,000	$ -
1	2	Special Education and English Learner Parent Engagement Events	No	$ 4,000	$ -
1	3	Parent Volunteer and Education	No	$ 43,858	$ -
2	1	Campus Operations and Safety	No	$ 336,474	$ -
2	2	Technology	No	$ 88,826	$ -
2	3	Attendance Supports	No	$ 42,086	$ -
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Yes	$ 9,154	$ -
2	4	Suspension Prevention	No	$ 101,054	$ -
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Yes	$ 21,321	$ -
2	5	Mental Health Support	No	$ 87,361	$ -
2	6	Broad Course of Study	No	$ 439,268	$ -
3	1	Professional and Reliable Onboarding (HR support)	No	$ 95,245	$ -
3	2	Curriculum and Materials	No	$ 120,400	$ -
3	3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	No	$ 81,425	$ -
3	4	ELPAC/ ELD Intervention Development	No	$ 34,850	$ -
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Yes	$ 5,794	$ -
3	5	Training for Special Education	No	$ 3,855	$ -
3	6	Targeted Intervention	No	$ 218,789	$ -
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Yes	$ 88,674	$ -

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 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 124,943	$ -	$ 124,943	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)
2	3 (continued)	Attendance Supports (Unduplicated Pupils)	Yes	$ 9,154		0.000%	0.000%
2	4 (continued)	Suspension Prevention (Unduplicated Pupils)	Yes	$ 21,321		0.000%	0.000%
3	4 (continued)	ELPAC/ ELD Intervention Development (Unduplicated Pupils)	Yes	$ 5,794		0.000%	0.000%
3	6	Targeted Intervention	No	$ -	$ -	0.000%	0.000%
3	6 (continued)	Targeted Intervention (Unduplicated Pupils)	Yes	$ 88,674		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)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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