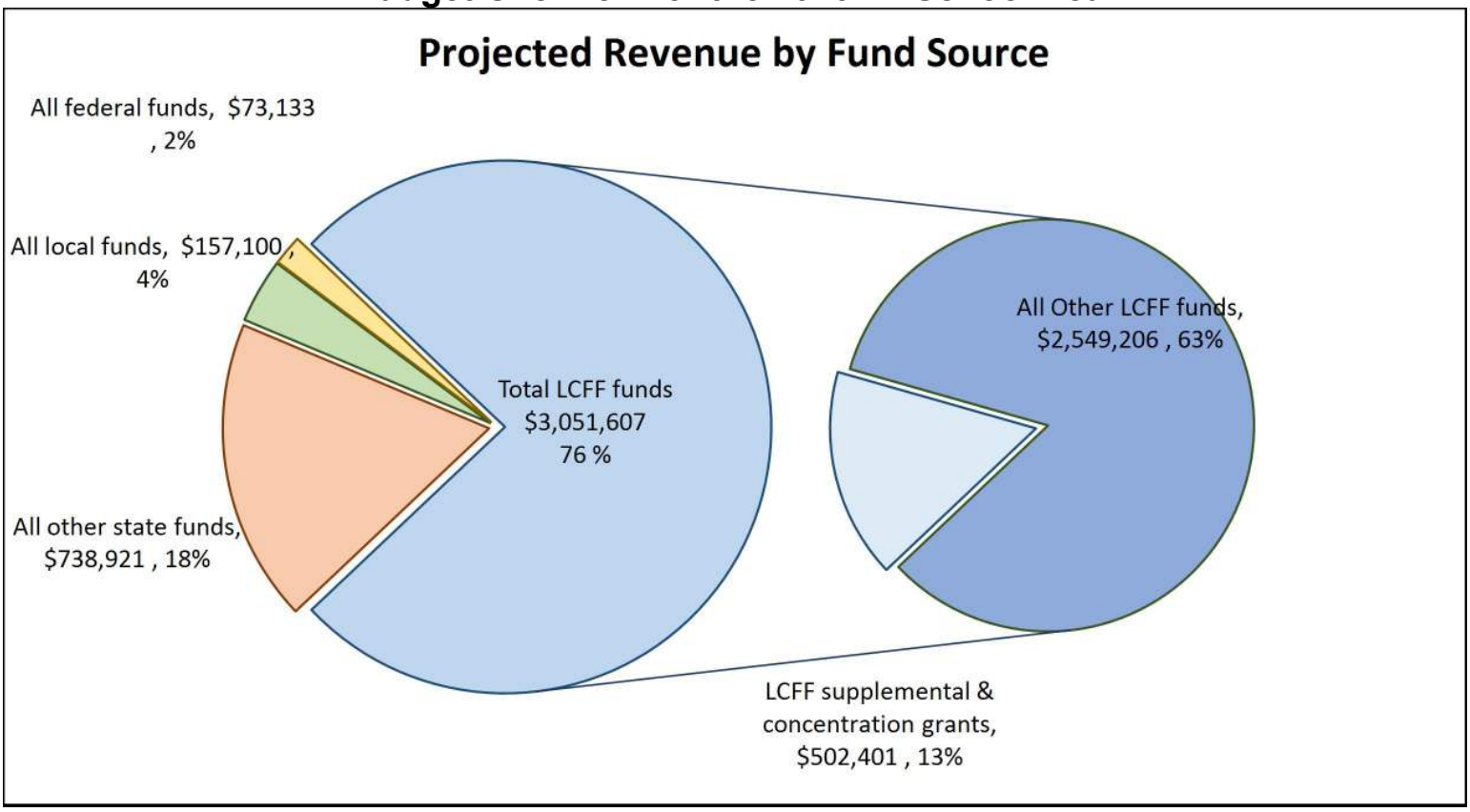
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas Charter School
CDS Code: 20652430100016
School Year: 2026-27
LEA contact information:
Tera Napier
Executive Director
tnapier@mystcs.org
5596756613

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

Budget Overview for the 2026-27 School Year

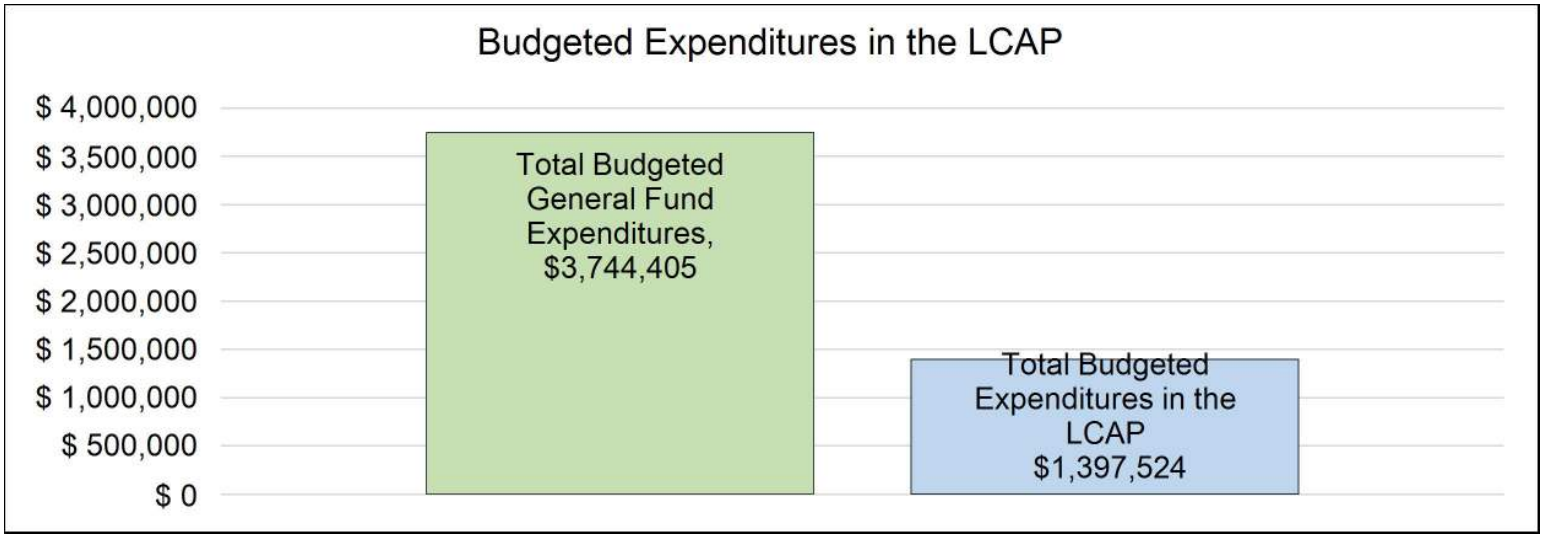


This chart shows the total general purpose revenue Sherman Thomas Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherman Thomas Charter School is $4,020,761, of which $3,051,607 is Local Control Funding Formula (LCFF), $738,921 is other state funds, $157,100 is local funds, and $73,133 is federal funds. Of the $3,051,607 in LCFF Funds, $502,401 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sherman Thomas Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sherman Thomas Charter School plans to spend $3,744,405 for the 2026-27 school year. Of that amount, $1,397,524 is tied to actions/services in the LCAP and $2,346,881 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

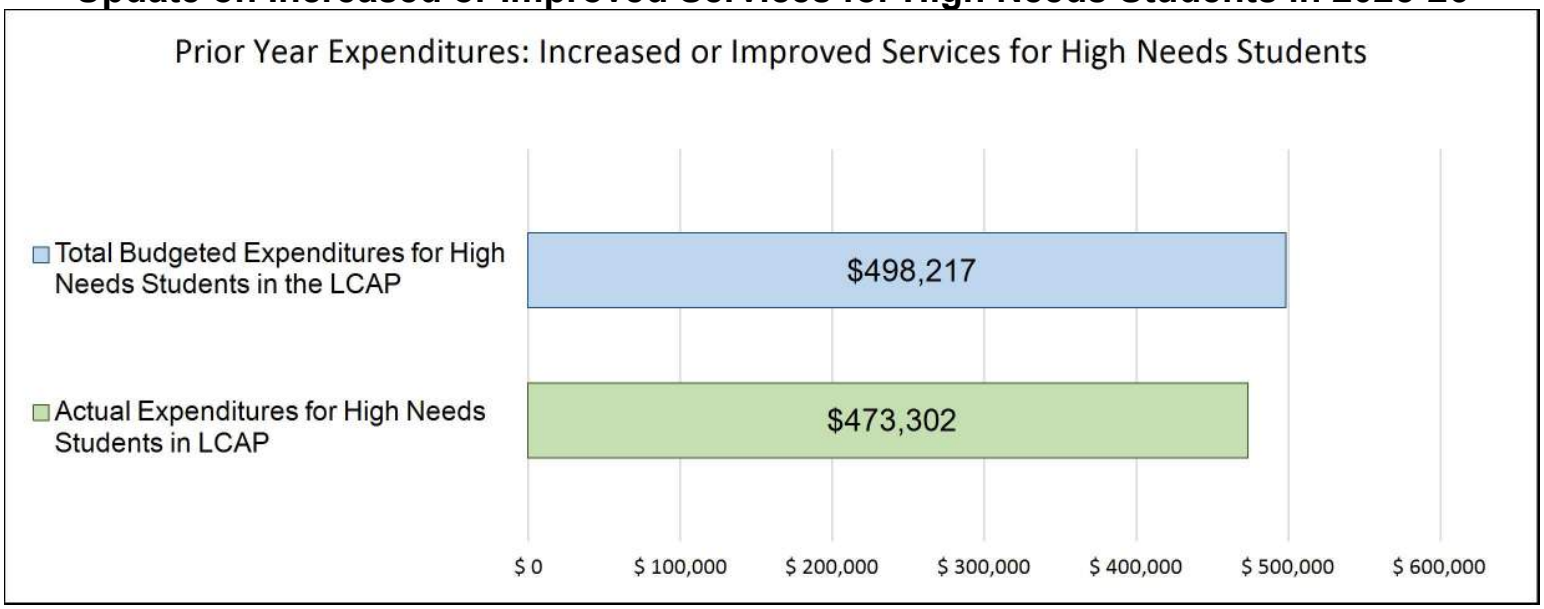
Teacher salaries, administrative costs, depreciation, legal costs, equipment leases, office supplies

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

In 2026-27, Sherman Thomas Charter School is projecting it will receive $502,401 based on the enrollment of Foster Youth, English learner, and low-income students. Sherman Thomas Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sherman Thomas Charter School plans to spend $540,837 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Sherman Thomas Charter School's LCAP budgeted $498,217 for planned actions to increase or improve services for high needs students. Sherman Thomas Charter School actually spent $473,302 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $24,915 had the following impact on Sherman Thomas Charter School's ability to increase or improve services for high needs students:

All actions were provided as planned. Other funding sources were used to pay paraprofessional salaries.

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
Sherman Thomas Charter School	Tera Napier Executive Director	tnapier@stcsca.org 5596756613

Plan Summary [2026-27]

General Information

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

The mission of Sherman Thomas Charter School (STCS) is to prepare a diverse, TK--8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner. For each child to reach his or her fullest potential, we believe:

- Every child must be held to clearly articulated, high expectations for achievement.
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every child.
- Teachers must be engaged in a reflective and collaborative environment of ongoing professional development that is focused on student achievement
- Multi-cultural and inter-generational activities must be taught and shared to expand understanding of ethnicity and historical life experiences of past generations

STCS enrolls students in Transitional Kindergarten through eighth grades. These grade levels represent a child's introduction to school at Transitional Kindergarten and a child's transition to High School. In order to foster a school culture that is aligned with the mission and to facilitate student recruitment, we believe that beginning with Transitional Kindergarten through eighth grade students is the most logical way to combine the implementation of the STCS mission. We have maintained an average student population of 200 for the past 13 years. We have developed a school that closely represents Madera in the socio-economic levels and ethnicities. The STCS student population is inclusive of students with a wide range of abilities, including those with special education needs and those who are English Language

Learners. In 2024-25, we served 233 students with diverse needs and backgrounds: 65% of students qualify for Free or Reduced Lunch; 7% of students are English Learners. In addition, about 8% of students qualify for special education services. Approximately 77% of STCS students identify as being Hispanic or Latino, and 22% as white.

The school does not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

2025 CA Dashboard Reflections

English Language Arts achievement (Orange) decreased 5 points to 57 points below standard. Mathematics achievement (Red) decreased 11 points to 97 points below standard. To address these academic needs, an intervention teacher pulls out small groups of students for targeted instruction while the teacher facilitates small group instruction in the classroom with other students. Additionally, the school is updating the math curriculum to ensure strong alignment between the California content standards and the curriculum used by students. This year the school purchased the new math curriculum for grades TK-5. This summer the school will purchase the new math curriculum for grades 6-8. Teachers have been utilizing the new curriculum but would benefit from additional professional development to strengthen implementation and learn best practices for adjusting curriculum pacing to best meet student learning needs.

English Learner (EL) Progress (no color due to less than 30 ELs) increased by 30 percentage points to 75% of ELs making progress or maintaining at the highest level on the 2025 ELPAC. We also reclassified 27% of our English Learners in 2024-25 and are on track to reclassify 38.5% next year based on preliminary 2026 ELPAC data. We attribute this success to the investment in additional curriculum resources and an updated instructional plan designed to meet the needs of ELs.

Chronic Absenteeism (Blue) decreased 4 percentage points to 5% chronically absent in 2024-25. We attribute this success to strong implementation of our Attendance Monitoring action. This year attendance has been more challenging with a handful of families struggling with excessive tardies and truancy. The school will strengthen the SARB process to address these issues early on next year.

Suspension (Orange) maintained at 4% of students suspended at least one day in 2024-25. On the 2023 CA Dashboard, the Suspension Rate indicator was 'Red' for all students and for the Hispanic and Socioeconomically Disadvantaged student subgroups. The overall rate was 7%, an increase of 1.5 percentage points from the previous year. To address this need, the school added mental health support for students struggling with behavior by hiring a counselor that counsels individual students and groups to support the development of coping and conflict resolution skills.

Learning Recovery Emergency Block Grant: Sherman Thomas Charter School has $89,662.37 in unexpended LREBG funds and plans to spend $75,436.24 on Goal 3, Action 3 Social Emotional and Mental Health in 2026-27. This action falls under the allowable uses of these funds to remove other barriers to learning by providing mental health support. The Suspension rate metric will be used to monitor the effectiveness of this action. Research supporting the effectiveness of counseling services for students can be found here: https://www.schoolcounselor.org/Publications-Research/Research/Impact-of-School-Counseling

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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	Parents provide feedback over the course of the year in small surveys and also in an annual survey conducted in March of 2026. Two LCAP parent meetings were held on 4/23/26 (one in the morning and one in the late afternoon). The Parent Advisory Council met to review the LCAP and provide feedback on 5/14/26. A public hearing was held on 5/26/26 and the board approved the LCAP on 6/23/26.
Students	Students were surveyed for their perceptions and feedback during the annual student survey administered on 3/27/26. The student council also provided feedback for the LCAP at meeting on 4/9/26.
Teachers, Administrators, and Other School Personnel	Teachers, Administrators, and Other School Personnel provide feedback during regular staff meetings and in one-on-one coaching conversations.

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

Feedback from parents, teachers, and administrators indicate satisfaction with the current plan, so no substantive updates will be made this year.

Parent feedback indicates that they appreciate the communication provided through the Bloomz app, but they would still like reminders of school events to be provided on paper, so they can put it on the refrigerator to be reminded.

Student feedback specific to how to improve math instruction indicates that overall students want teachers to slow down the pace of instruction. The school will provide professional development time for teachers to adjust their pacing plans to address this need. Many teachers have started using slide decks for math lessons. This structure enables the teacher to return to a slide if a student needs clarification. It also allows any students who were absent access to the content of the lesson. Lower grade students want to use more manipulatives and upper grade students feel the learning applications help them learn math.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Sherman Thomas Charter School will prepare a diverse TK--8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self--motivated, competent, lifelong learner.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In 2023, Sherman Thomas Charter School students in tested grades are scoring 50.1 points below standard in English Language Arts and 73 points below standard in Mathematics. In order to address these academic needs, the school will provide the following services. The school will provide common core aligned course materials to ensure all students have access to standards-aligned instructional resources at home and at school. The school will provide English Language Development services to ensure English Learners make progress on the ELPAC and reclassify as English language proficient. The school will monitor students' academic progress and provide intervention services for students who are not making adequate progress to ensure students continue to show growth on local and state assessments. All teachers will be provided professional development and coaching to ensure teachers are implementing all state adopted content standards using instructional strategies that best meet the needs of their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	% of English Learners making progress on the ELPAC Data Source: CA Dashboard	41.7% Data Year: 2022-23	45.5% Data Year: 2023-24	75% Data Year: 2024-25	55%	+33.3
1.3	EL Reclassification Rate Data Source: Local	17.64% Data Year: 2022-23	7.14% Data Year: 2023-24	26.67% Data Year: 2024-25	10%	+9.03
1.4	% of students meeting or exceeding standards on SBAC ELA assessments for all students and numerically significant subgroups Data Source: Dataquest	All Students: 25.69% SED: 23.75% SWD: 0% Hispanic/Latino: 23.93% White: 32.00% Data Year: 2022-23	All Students: 27.4% SED: 24.5% SWD: 7.1% Hispanic/Latino: 23.4% White: 38.5% Data Year: 2023-24	All Students: 26.6% SED: 23.2% SWD: 0% Hispanic/Latino: 22.9% White: 37.5% Data Year: 2024-25	Increase 6 percentage points	All Students: +0.9 SED: -0.6 SWD: 0 Hispanic/Latino: -1 White: +5.5
1.5	% of students meeting or exceeding standards on SBAC Math assessments for all students and numerically significant subgroups Data Source: Dataquest	All Students: 15.97% SED: 12.50% SWD: 0% Hispanic/Latino 11.11% White: 36.00% Data Year: 2022-23	All Students: 17% SED: 13.8% SWD: 0% Hispanic/Latino 15% White: 26.9% Data Year: 2023-24	All Students: 17.4 % SED: 12.6% SWD: 0% Hispanic/Latino: 14.6% White: 25% Data Year: 2024-25	Increase 6 percentage points	All Students: +1.4 SED: +0.1 SWD: 0 Hispanic/Latino: +3.5 White: -11
1.6	NWEA MAP: % of students meeting annual growth target in Reading and Math Data Source: Local Data	NWEA WINTER Reading 33.00 % NWEA WINTER Language Usage 38.00 %	NWEA Spring Reading 35% NWEA Spring Language Usage 34%	Spring Reading 63% Spring Language 64% Spring Math 58%	50%	Reading +30 Lang +26 Math +25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NWEA WINTER Math 33.00 % Data Year: 2023-24	NWEA Spring Math 35% Data Year: 2024-25	Data Year: 2025-26		
1.7	CA Science Test (CAST): % of students meeting/exceeding standards for all students and all numerically significant subgroups Data Source: Dataquest	All Students: 8.9 % SED: 15.4 % Hispanic/Latino: 2.7% Data Year: 2022-23	All Students: 10.2 % SED: 11.4% Hispanic/Latino: 7.3% Data Year: 2023-24	All Students: 18.5 % SED: 13.3% Hispanic/Latino: 14.3% White: 33.3% Data Year: 2024-25	Increase 6 percentage points	All Students: +9.6 SED: -2.1 Hispanic/Latino: +11.6
1.8	% of teachers properly credentialed and assigned Data Source: Dataquest	61% fully credentialed 39% Intern/STSP/PIP 100% Effective and properly assigned Data Year: 2023-24 Data Source: Local	88.9% Effective per ESSA Data Year: 2022-23 Data Source: Dataquest	70% Effective per ESSA Data Year: 2023-24 Data Source: Dataquest	100%	+9
1.9	% benchmarks, lesson plans, & curriculum maps aligned to state adopted standards, including ELD standards Data Source: Local Data	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

Action 1.1 Common Core aligned course materials: The school is updating the math curriculum to ensure strong alignment between the California content standards and the curriculum used by students. This year the school purchased the new math curriculum for grades TK-5. Next year the school will purchases new math curriculum for grades 6-8. Upper grade students have provided feedback that they do not like their math books, so hopefully the new curriculum will meet their needs. The school also purchased new science curriculum (Core Knowledge Science). Teachers have been utilizing the new curriculum but would benefit from additional professional development to strengthen implementation and learn best practices for adjusting curriculum pacing to best meet student learning needs. Students say they would like more opportunities for science experiments.

Action 1.3 Progress Monitoring and Action 1.4 Intervention: All teachers participated in PARSEC training. However, the facilitator presented too much information at once, and teachers need additional time to explore and fully understand the platform's features. Dedicated PD time was provided for teachers to identify two focus students each who are within five points of proficiency. Support includes in-class interventions and after-school tutoring; following each math lesson, these students receive additional help and do not leave until they demonstrate understanding. Teachers are documenting both the interventions implemented and the students receiving support. The school is working to change the assessment culture so that students try their best on the tests. The school has provided incentives to students who meet growth targets, and/or level up on the NWEA MAP assessments.

Action 1.4 Intervention: Student Feedback indicates that they need more support with writing essays and more opportunities to explain their thinking in different ways.

Action 1.5 Professional Development: Teachers have participated in a lot of very valuable professional development opportunities this year with all teachers participating in Kagan training, and some teaches attending the Charter Schools Development Conference, a Joyful Literacy conference, and an AMLE conference focused on classroom management strategies to support students in collaborative work. Additionally, ten teaches and staff are participating in the Community Engagement Initiative (CEI) work where they are learning best practices for family engagement.

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

Action 1.4 Intervention estimated actuals were lower than budgeted expenditures due to funding fewer non-special education pararprofessionals than originally planned.

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

The Common Core aligned course materials action has been effective as evidenced by 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home. It has also been effective in providing more up-to-date curricular materials in math and science.

The English Language Development action has been effective with a 30-percentage point increase to 75% making progress/maintaining on the ELPAC in 2025. The effectiveness is also evident with the 27% of English Learners who reclassified as Fluent English Proficient. Last year the school successfully restructured ELD and ensured that with the help of paraprofessionals, teachers were able to implement Designated ELD.

The Progress Monitoring and Intervention actions have not been as effective as anticipated with only very small increases in the proficiency rates in ELA and Math. Students did make significant gains in Science proficiency last year (+8.3 percentage points). NWEA MAP data from this year indicates these actions are starting to show effectiveness with large increases in the percentages of students meeting their growth targets in Math (+25), Language Usage (+26), and Reading (+30).

The Professional Development and Coaching action has been effective as evidenced by 100% of benchmarks, lesson plans, and curriculum maps aligned to the state adopted content standards, including ELD standards.

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

There are no changes planned for the coming year.

The EL Reclassification Baseline and Year 1 data were corrected to reflect accurate data. The timing of the reclassification process was changed, pushing some projected reclassifications into the following year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Core aligned course materials	STCS will provide all students with standards-aligned curriculum resources and instructional materials to ensure students have access to rigorous content that will support accelerated reading/math improvement. Based on our parent surveys, we found that our socioeconomically disadvantaged students did not have reliable internet at home. Common Core-aligned course materials include Core Knowledge Language Arts (CKLA) curriculum, Shurley English Curriculum, Science, HMH, Savvas, and Education Life Skills. Many of these programs have online components that require teachers to print and make copies. In addition, teachers also have access to online curriculum, self-paced learning, such as eSpark. The school provides 1-to-1 devices to support curriculum access.	$103,225.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	English Language Development	STCS will provide an English Learner Academic Coach to mentor and support STCS teachers in implementing ELD strategies during direct instruction. STCS teachers will provide all English Learners high quality integrated and designated ELD instruction so that students can progress on the ELPAC and reclassify as Fluent English Proficient. • Provide a coach and mentor for classroom teachers and test students on the initial and summative ELPAC • Provide professional development to all teachers of English Learners and RFEP students will receive ongoing professional development in SDAIE and ELD instructional strategies, best practices in providing Integrated and Designated ELD, as well as using personalized learning data to inform instructional decisions, especially for our highest need students. • Provide small group instruction with the teacher for Designated ELD • Instructional Aides provide support to other students so that the teacher can work with the highest need students. • Use the Core Knowledge/Language Studio ELD component (1st-5th grades), My Perspectives ELD component iLit (6th-8th grades), and Shurley English grammar program	$19,103.00	Yes
1.3	Progress Monitoring	STCS will regularly administer assessments to monitor student progress in Math, Reading, Language Usage, and Science so that students can be provided instruction that meets their specific needs based on data. Parsec will help monitor these assessments. • NWEA MAP (Math, Reading, Language Usage, & Science) testing 3x a year • Rigby PM Ultra Benchmark Reading 2x a year • Renaissance • DIBELS K-2 and students reading below grade level 2x a year • RDRS Screen for K-2nd grades • Parsec • EdTech	$29,795.00	Yes
1.4	Intervention	The intervention teacher will provide additional small-group instruction for students with the highest academic needs to close the achievement gap.	$258,673.74	Yes

Action #	Title	Description	Total Funds	Contributing
		i) Instructional Aides provide support for whole group work while the certificated teacher works with the highest-need students in a small group. ii) Support students with disabilities iii) Logging and documenting services provided & using MAP scores to drive instruction iv) Flexible seating		
1.5	Professional Development and Coaching	STCS will provide professional development and coaching for all teachers to have the knowledge, skills, and tools to provide high-quality first instruction to all students to lower the learning gap. • PD for all teachers • Teacher coaching: biweekly walkthroughs by administrators or lead teachers, teacher mentors, Observe for Success for teachers to set professional goals	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sherman Thomas Charter School will support the development of the "whole child" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

While educating the whole child has always been a strength of Sherman Thomas Charter School, it is such an important piece of our mission that we must ensure that we continue to provide programs and content that support the social, emotional, and physical needs of the child. We must ensure that we provide a connection between the school and the families we serve to maintain our solid attendance rate and level of parent engagement. We must provide courses that support the development of a well- rounded child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate for all students and numerically significant subgroups Data Source: CA Dashboard	All students: 3% SED: 3% SWD: 0% English Learners: 0% Hispanic/Latino: 2% White: 2% Data Year: 2022-23	All students: 8% SED: 9% SWD: 9% English Learners: 0% Hispanic/Latino: 9% White: 7% Data Year: 2023-24	All students: 5% SED: 5% SWD: 0% English Learners: 13% Hispanic/Latino: 6% White: 2% Data Year: 2024-25	<2%	All students: +2 SED: +2 SWD: 0 English Learners: +13 Hispanic/Latino: +4 White: 0
2.2	Attendance Rate	95.64%	96%	96%	96%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: SIS Attendance Reports	Data Year: 2023-24	Data Year: 2024-25	Data Year: 2025-26		
2.3	Middle School Dropout Rate Data Source: CALPADS 8.1c	0% Data Year: 2022-23	0% Data Year: 2023-24	0% Data Year: 2025-26	0%	Maintained
2.4	% of students engaged in Math, English Social Science, Science, Health, Physical Education, and Visual or Performing Arts instruction Data Source: Master Schedule	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
2.5	% of families participating in family survey Data Source: Survey	8% (26/215 families) Data Year: 2023-24	12% Data Year: 2024-25	31% (61 responses/ ~200 families) Data Year: 2025-26	50%	+23
2.6	% parent surveys with positive responses regarding opportunities for participation in programs and input in decision-making Data Source: Survey	80% Data Year: 2023-24	71% Data Year: 2024-25	82% Data Year: 2025-26	90%	+2
2.7	% of parents attending school activities	82% Back to School Night 86% Patriotic concert Data Year: 2023-24	70% Back to School 45% Open House	70% open House	90%	-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-25			
2.8	% parent Surveys with positive responses around school connectedness Data Source: Survey	81% of parents respond favorably to the school "keeps me well-informed about school activities"	Strongly Agree 63% Neutral 17.9% Data Year: 2024-25	Agree: 80% Neutral: 15% Data Year: 2025-26	90%	-1
2.9	% student surveys with positive responses around school connectedness Data Source: Survey	91% of students with positive responses to "All students are respected and treated fairly by the people who work at this school." Data Year: 2023-24	Strongly Agree 70% Neutral 18% to "All students are respected and treated fairly by the people who work at this school."	Strongly Agree and Agree 74% to "All students are respected and treated fairly by the people who work at this school."	90%	-17

Goal Analysis [2025-26]

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

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

All planned actions were successfully implemented, although the middle school program is no longer offering electives. Instead, the school has hired an art teacher who is providing art instruction to all students in grades 1-8.

2.2 Enrichment: the school would like to be able to offer additional electives/enrichment programming for students but does not have the funding/staffing to do so. As part of the Community Engagement Initiative (CEI), the school is looking to expand offerings through community partnerships. Students are enjoying the field trips this year with the planetarium providing a "field trip" on the school campus and other grades travelling offsite to places like museums and pumpkin patches.

2.4 Communication: Parent feedback indicates that they appreciate the communication provided through the Bloomz app, but they would still like reminders of school events to be provided on paper, so they can put it on the refrigerator to be reminded.

2.5 Parent Engagement: The learning that is occurring as a result of the CEI work has prompted a lot of reflection on family communication and engagement practices. This year the school has experimented with a variety of new practices to determine what is most effective for engaging STCS families. Short surveys with only a few questions have been administered at various points in the year to capture quick feedback. The school will also provide food at Open House this year to boost attendance. The family survey link will be available at Open

House and families will be encouraged to complete the survey while they are at the Open House event. This year the school provided a sign-up sheet for parents to volunteer to read a story to their child's class during Read Across America Week and there were about 10 parents who volunteered. The school hopes to build on this success for next year. The Parent Advisory Council (PAC) will have a booth at Open House to hopefully recruit more parents to participate. Additionally, the PAC is organizing a Water Day with different fun stations for the kids. Parent and community engagement will continue as a primary focus for the upcoming year. Parent survey results will be utilized to inform and guide these engagement efforts. Unfortunately, as the school year has continued, parent engagement has decreased. There were no parents in attendance at the parent LCAP meeting or the Parent Workshop on managing anxiety. The school recorded the LCAP parent meeting, so that parents who could not attend could view it online. Students have a lot of ideas for school events that include families, such as Muffins with Moms and Donuts with Dad.

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.

Action 2.3 Emergency Support estimated actuals were lower than budgeted expenditures due to families not needing any individualized support from this budget.

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

The Attendance Monitoring action was effective with a decrease in chronic absenteeism in 2024-25. This year attendance has been more challenging with a handful of families struggling with excessive tardies and truancy. The school will strengthen the SARB process to address these issues early on next year.

The Enrichment and Emergency Support actions have been effective as evidenced by 100% of students are participating in a broad course of study.

Parent and student survey results indicate decreases in feeling of school connectedness, but this may be due to adding a "Neutral" response option this year.

The Communication and Parent Engagement actions have been effective as evidenced by the increased percentage of parents attending overall school activities and parent survey results. However, there was a drop in participation in Back to School Night this year.

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

There are no changes planned for the coming year.

2.2 Enrichment - - Removed electives for students in grades 6-8

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Monitoring	To keep students in attendance, we will provide an attendance clerk. STCS will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system. • Attendance clerk (time increased) • Monitoring chronic absenteeism & communicating the importance of attendance to families • Planning for pre-arranged absences (distance learning) • Tiered Re-engagement System • PowerSchool Training plus Enrollment Express • Materials and supplies	$59,002.80	Yes
2.2	Enrichment	STCS will provide all students access to a broad course of study that includes arts, health, physical education, career education, afterschool sports, and field trips to support the child's development. • Health curriculum that educates students about the negative effects of drug use • Kids Heart Challenge • PE and after school sports – Madera Unified Elementary School League • Field Trips – different field trips for each grade level	$134,926.04	Yes
2.3	Emergency Support	STCS will provide emergency support to our families in need that includes Socioeconomically Disadvantaged, Homeless, and/or Foster Youth. • Individualized Supports	$500.00	Yes
2.4	Communication	STCS will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between the family and the school. STCS will provide the Bloomz app which will translate messages into their home language automatically which will allow for better communication.	$60,174.27	Yes

Action #	Title	Description	Total Funds	Contributing
		• parents track academic performance in real-time via PowerSchool • Bloomz app to build school community, teacher classrooms – translates to home language (ie. Punjab & Spanish) • Newsletters		
2.5	Parent Engagement	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will increase student's academic & social-emotional development through increased parental engagement. STCS will also update and maintain its school website to meet all ADA compliance needs. • Parent Advisory Council • Annual parent survey • Additional surveys for parents targeting current needs and initiatives • Parent Workshops and CEI • Back to School Night • Open House • Read Across America • Campus beautification & garden greenhouse • Parent Night, new parent orientation, Bloomz page for communication/questions • Training for teachers on how to engage parents • Trimester family nights • Working Arts (school website)	$9,774.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture that will improve student outcomes and close performance gaps.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sherman Thomas Charter School clearly provides a safe environment for students as evidenced by student, parent, and teacher survey results with very high levels of positive responses regarding school safety. Some students are still struggling to make good decisions and engage in prosocial behaviors as evident by the 7% suspension rate in 2022-23. This goal is needed to ensure these students get the support they need to make good decisions going forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents with positive responses regarding school safety Data Source: Parent Survey	85% Data Year: 2023-24	92% Data Year: 2024-25	Physically Safe: 85% Emotionally Safe: 79% Data Year: 2025-26	90%	Maintained
3.2	% of students with positive responses regarding school safety Data Source: Student Survey	78% Data Year: 2023-24	Strongly Agree-62% Neutral 25% Data Year: 2024-25	Physically Safe: 81% Emotionally Safe: 75%	90%	Maintained
3.3	Suspension Rate for all students and all	All Students: 7% SED: 6%	All Students: 3.6% SED: 3%	All Students: 3.8% SED: 4%	<1.5%	All Students: -3.2 SED: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	numerically significant subgroups Data Source: CA Dashboard	SWD: 28% English Learners: 6% Hispanic/Latino: 8% White: 4% Data Year: 2022-23	SWD: 4% English Learners: 8% Hispanic/Latino: 5% White: 0% Data Year: 2023-24	SWD: 4% English Learners: 19% Hispanic/Latino: 4% White: 2% Data Year: 2024-25		SWD: -4 English Learners: +13 Hispanic/Latino: -4 White: -2
3.4	Expulsion Rate Data Source: Dataquest	0% Data Year: 2022-23	0% Data Year: 2023-24	0% Data Year: 2024-25	0%	Maintained
3.5	Facility Condition Data Source: SARC	Facility in Good Repair Data Year: 2023-24	Facility in Good Repair Data Year: 2024-25	Facility in Fair Repair Data Year: 2025-26	Facility in Good Repair	Declined
3.6	% of teachers with positive responses regarding school safety	100% Data Year: 2023-24	Strongly Agree-50% Neutral 44% Data Year: 2024-25	Strongly Agree or Agree: 86% Neutral 14%	90%	-14

Goal Analysis [2025-26]

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

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

All actions have been successfully implemented.

Action 3.2 School Culture has been very successful this year. “Aggies” has been developed into an acronym representing core values: Accountable, Generous, Grateful, Inspiring, and Enthusiastic. These values are reinforced through visible and engaging schoolwide practices, including posters and a large display in the front office. Recognition has evolved from student-of-the-month lunches to award assemblies where parents are invited, and students receive a school shirt. The shirt serves as a symbol of support—students who are struggling are encouraged to seek out peers wearing the shirt as trusted helpers. Student council plays an active role by organizing games

during assemblies to build school spirit. Additionally, “Aggie Pride” tickets are used to recognize positive behavior; each ticket includes the school logo and a personalized message before being placed in a collection jar. Teachers whose tickets are drawn also receive a shirt, further promoting staff involvement and a shared sense of community.

Action 3.3 Social Emotional and Mental Health: The presence of a school site counselor has proven highly beneficial, allowing for dedicated time to address students' emotional needs. The school counselor facilitates a program called Lean In Girls, which brings together a group of girls to focus on building self-esteem and practicing positive affirmations. In addition, during Red Ribbon Week, the counselor led presentations and activities for all students from TK–8th grade, with content differentiated to be developmentally appropriate for each grade level.

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.

Action 3.1 Facilities estimated actuals were higher than budgeted expenditures due to a rent increase.

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

The Facilities action has been somewhat effective as evidenced by the Facility Inspection results showing the facility to be in fair repair.

The School Culture and Socioemotional Health actions have been effective as evidenced by maintenance of the suspension rate in 2024-25 and maintenance in parent and student positive responses about school safety. Teacher survey data indicates an increase in teachers sense that the school community is safe.

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

There are no changes planned for next year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	STCS will maintain according to public health protocols for sanitizing and janitorial services and regularly repair facilities to ensure a clean safe campus for students.	$572,053.60	No

Action #	Title	Description	Total Funds	Contributing
3.2	School Culture	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, STCS will create school environments that welcome and support all our student populations. STCS will promote a positive school culture by implementing HeartSmart and provide regular school events such as Kickoff Rally at the start of the year, Caught Being Good awards, Student of the Month – lunch with Principal/awards, Spirit Awards at assemblies, Battle of the Books, and Patriotic Concert. The school is also developing a strong student leadership program to ensure all student voices are heard and incorporated into planning.	$44,860.00	Yes
3.3	Social Emotional and Mental Health (LREBG)	The school will support students social emotional and mental health by teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. STCS will provide a curriculum and programs that foster Social-Emotional Learning for teachers to use in their classrooms. The school will also provide a counselor that meets with students individually and in small groups to support the development of self-management and conflict resolution skills.	$75,436.24	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$502,401	$41,289

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
19.708%	1.501%	$36,692.15	21.209%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Common Core aligned course materials **Need:** English Learners and Low Income students need curriculum resources that include embedded supports to scaffold the learning experience to ensure that the content is accessible.	This action provides additional curriculum resources with embedded supports. This action is principally directed toward the SED subgroup, but it benefits all students and will be provided on a LEA-wide basis.	1.4 & 1.5 % of students meeting or exceeding standards on SBAC ELA and Math assessments for the SED subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Progress Monitoring **Need:** On the 2022-23 CAASPP assessments, 24% of the SED subgroup met/exceeded ELA standards and 13% met/exceeded Math standards. This group will benefit from additional progress monitoring to ensure instruction is tailored to the students' individual needs. **Scope:** LEA-wide	This action will provide assessments to monitor student progress. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	1.4 & 1.5 % of students meeting or exceeding standards on SBAC ELA and Math assessments for the SED subgroup
1.4	**Action:** Intervention **Need:** On the 2022-23 CAASPP assessments, 24% of the SED subgroup met/exceeded ELA standards and 13% met/exceeded Math standards. This group will benefit from instruction that is tailored to the students' individual needs. **Scope:** LEA-wide	This action provides additional staffing to provide small group instruction based on assessment data that is tailored to individual student needs. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	1.4 & 1.5 % of students meeting or exceeding standards on SBAC ELA and Math assessments for the SED subgroup
1.5	**Action:** Professional Development and Coaching	This action provides additional staffing to provide professional development to support teacher implementation of small group instruction based	1.4 & 1.5 % of students meeting or exceeding standards on SBAC ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Reading Comprehension in all grades is lower than the state average, specifically in our student groups for English Learners and our socioeconomically disadvantaged students scored 16 points lower than all students. This group will benefit from instruction that is tailored to the students' individual needs. **Scope:** LEA-wide	on assessment data that is tailored to individual student needs. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	and Math assessments for the SED subgroup
2.1	**Action:** Attendance Monitoring **Need:** Socioeconomically Disadvantaged students, Foster Youth, and English Learners have additional barriers to attending school each day. **Scope:** LEA-wide	Through the outreach of the attendance clerk, the school can provide appropriate supports so that students attend school each day. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	2.1 Chronic Absenteeism Rate for SED and EL subgroups
2.2	**Action:** Enrichment **Need:** The majority of high needs students do not have opportunities outside of the school day to participate in a variety of activities, such as the arts or trips to museums. **Scope:**	This action provides arts education and field trips to ensure high needs students have access to this type of experience. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	2.9 % student surveys with positive responses around school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Communication **Need:** Parents of socioeconically disadvantaged students and English Learners benefit from additional communication about what is happening at school and how they can best support their child in a language that is most accessible to them. **Scope:** LEA-wide	This action provides additional communication services to ensure parents receive information from the school translated into the language that is most accessible to them. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	2.8 % parent Surveys with positive responses around school connectedness
2.5	**Action:** Parent Engagement **Need:** In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development. **Scope:** LEA-wide	The school will increase student's academic & social-emotional development through increased parental engagement opportunities. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	2.6 % parent surveys with positive responses regarding opportunities for participation in programs and input in decision-making

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** School Culture **Need:** The suspension rate in 2022-23 for Socioeconomically Disadvantaged students and English learners was 6% for each group. **Scope:** LEA-wide	This action will foster a positive school climate with activities and awards for achievement and appropriate behavior. This action is principally directed toward SED, EL, and Foster Youth subgroups, but it benefits all students and will be provided on a LEA-wide basis.	3.3 Suspension Rate for all SED and EL subgroups

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Language Development **Need:** English Learners need targeted instruction designed to support rapid acquisition of English language and differentiated instruction to ensure access to grade level content. **Scope:** Limited to Unduplicated Student Group(s)	This action provides additional staffing to provide targeted instruction to English Learners and professional development to all staff on best practices for supporting English learners in accessing and progressing towards mastery of grade level standards.	1.2 % of English Learners making progress on the ELPAC
2.3	**Action:** Emergency Support	This fund ensures the school can support students with these types of needs as they arise.	2.1 Chronic Absence Rate for SED and Foster Youth subgroups

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: At times Low Income or Foster Youth students need access to school supplies, clothing, or other basic items. **Scope:** Limited to Unduplicated Student Group(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.

Not applicable

Additional Concentration Grant Funding

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

The additional concentration grant funding is not enough to increase the number of staff providing direct services to students, so instead the funds will be used for retaining existing staff members in Goal 1, Action 4 Intervention.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,549,206	502,401	19.708%	1.501%	21.209%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$914,372.48	$475,048.21	$0.00	$8,103.00	$1,397,523.69	$727,583.44	$669,940.25

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Common Core aligned course materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$103,225.00	$41,850.00	$61,375.00			$103,225.00	
1	1.2	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$18,103.00	$1,000.00	$1,000.00	$10,000.00		$8,103.00	$19,103.00	
1	1.3	Progress Monitoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$29,795.00	$22,807.00	$6,988.00			$29,795.00	
1	1.4	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$248,673.74	$10,000.00	$207,255.44	$51,418.30			$258,673.74	
1	1.5	Professional Development and Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$20,000.00	$10,000.00			$30,000.00	
2	2.1	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$47,372.80	$11,630.00	$59,002.80				$59,002.80	
2	2.2	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$124,926.04	$10,000.00	$107,806.04	$27,120.00			$134,926.04	
2	2.3	Emergency Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.4	Communication	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		Ongoing	$34,193.02	$25,981.25	$25,981.25	$34,193.02			$60,174.27	

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
			Low Income			Low Income										
2	**2.5**	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,774.00	$9,774.00				$9,774.00	
3	**3.1**	Facilities	All	No			All Schools	Ongoing	$178,878.60	$393,175.00	$373,535.95	$198,517.65			$572,053.60	
3	**3.2**	School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$44,860.00	$44,860.00				$44,860.00	
3	**3.3**	Social Emotional and Mental Health (LREBG)	All	No			All Schools	Ongoing	$75,436.24	$0.00		$75,436.24			$75,436.24	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,549,206	502,401	19.708%	1.501%	21.209%	$540,836.53	0.000%	21.216 %	**Total:**	$540,836.53
								LEA-wide Total:	$539,336.53
								Limited Total:	$1,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Common Core aligned course materials	Yes	LEA-wide	Low Income	All Schools	$41,850.00	
1	**1.2**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
1	**1.3**	Progress Monitoring	Yes	LEA-wide	Low Income	All Schools	$22,807.00	
1	**1.4**	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$207,255.44	
1	**1.5**	Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.1**	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,002.80	
2	**2.2**	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,806.04	

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	2.3	Emergency Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$500.00	
2	2.4	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,981.25	
2	2.5	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,774.00	
3	3.2	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,860.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,248,198.00	$1,117,521.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Common Core aligned course materials	Yes	$97,286.00	$76,094.42
1	**1.2**	English Language Development	No		0
1	**1.3**	Progress Monitoring	Yes	$35,177.00	$29,990.20
1	**1.4**	Intervention	Yes	$307,009.00	182,683.99
1	**1.5**	Professional Development and Coaching	Yes	$32,970.00	$33,592.63
2	**2.1**	Attendance Monitoring	Yes	$56,134.00	$53,432.46
2	**2.2**	Enrichment	Yes	$82,042.00	$80,550.08
2	**2.3**	Emergency Support	Yes	$500.00	0
2	**2.4**	Communication	Yes	$5,891.00	$3,746.09
2	**2.5**	Parent Engagement	Yes	$15,450.00	$15,666.00
3	**3.1**	Facilities	No	$542,391.00	$567,357.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	School Culture	Yes	$6,200.00	$5,369.89
3	**3.3**	Social Emotional and Mental Health (LREBG)	No	$67,148.00	69,037.78

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
437,295	$498,217.00	$473,302.36	$24,914.64	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Core aligned course materials	Yes	$39,415.00	$76,094.42		
1	1.3	Progress Monitoring	Yes	$27,280.00	$22,166.80		
1	1.4	Intervention	Yes	$245,105.00	$182,683.99		
1	1.5	Professional Development and Coaching	Yes	$20,000.00	$33,592.63		
2	2.1	Attendance Monitoring	Yes	$56,134.00	$53,432.46		
2	2.2	Enrichment	Yes	$82,042.00	$80,550.08		
2	2.3	Emergency Support	Yes	$500.00	0		
2	2.4	Communication	Yes	$5,891.00	$3,746.09		
2	2.5	Parent Engagement	Yes	$15,450.00	15666.00		
3	3.2	School Culture	Yes	$6,400.00	$5,369.89		

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)
$2,445,325	437,295	2.973%	20.856%	$473,302.36	0.000%	19.355%	$36,692.15	1.501%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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