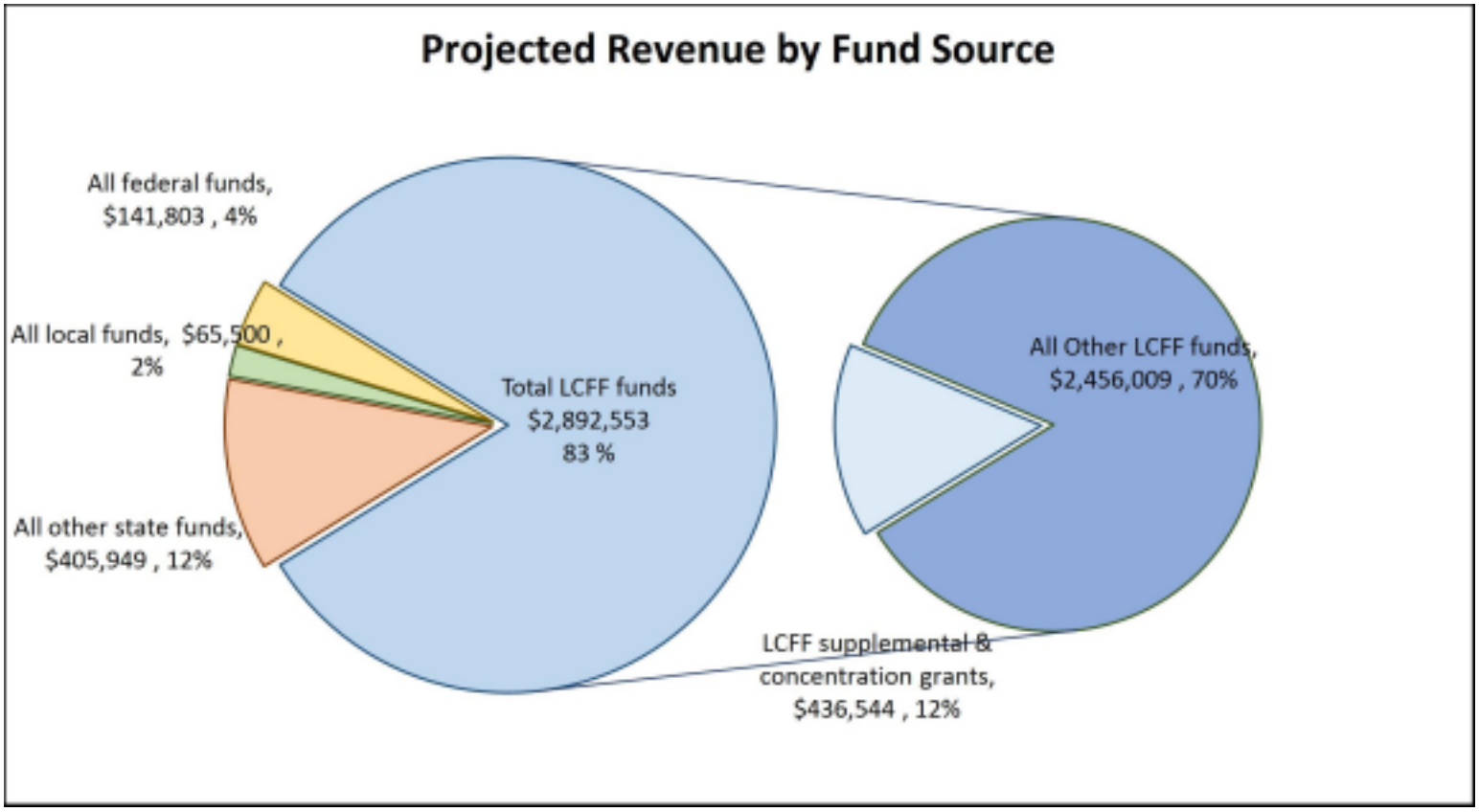
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Children's Community Charter School
CDS Code: 04-61531-6113765
School Year: 2025-26
LEA contact information:
Steve Hitchko
Principal/Superintendent
shitchko@aradiseccc s.org
5308772227

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

Budget Overview for the 2025-26 School Year



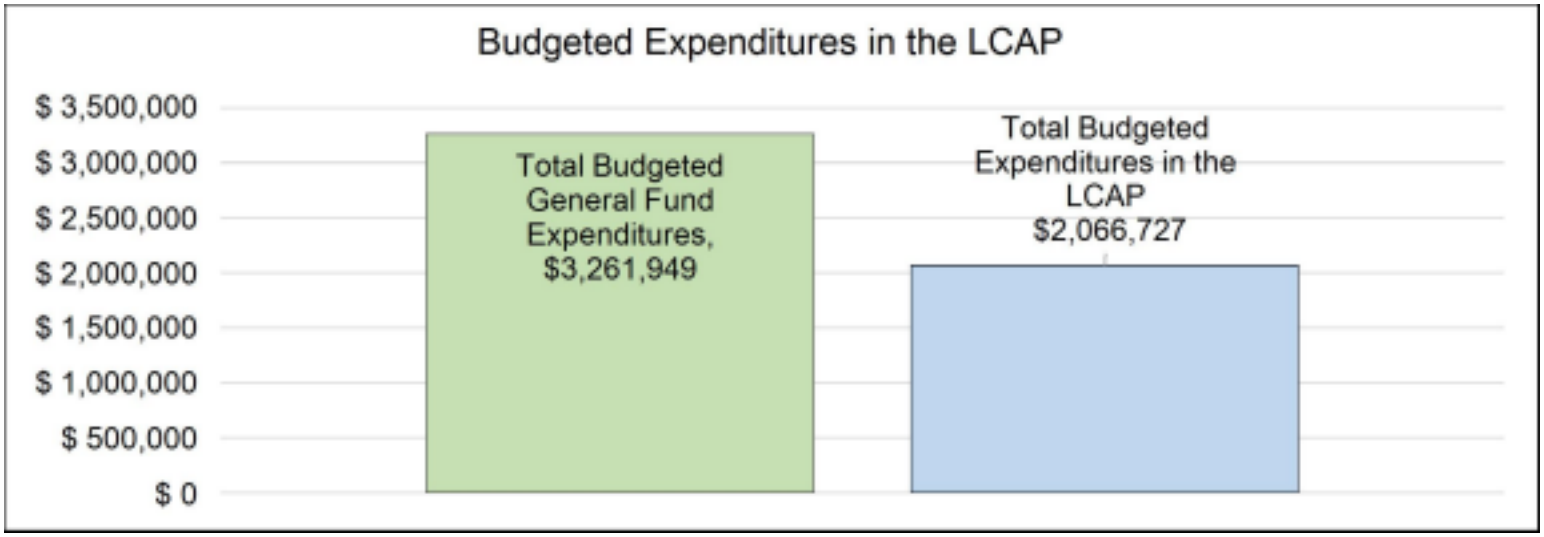
This chart shows the total general purpose revenue Children's Community Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Children's Community Charter School is $3,505,805, of which $2,892,553 is Local Control Funding Formula (LCFF), $405,949 is other state funds, $6,5500 is local funds, and $141,803 is federal funds. Of the $2,892,553 in LCFF Funds, $436,544

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 Children's Community Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Children's Community Charter School plans to spend $3,261,949 for the 2025-26 school year. Of that amount, $$2,066,727.00 is tied to actions/services in the LCAP and $1,195,222 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the LCAP support the core operational costs necessary to run the school but are not tied to specific LCAP goals. Examples include some professional services such as legal and audit fees. These ensure the school operates efficiently and remains in compliance with state and federal requirements.

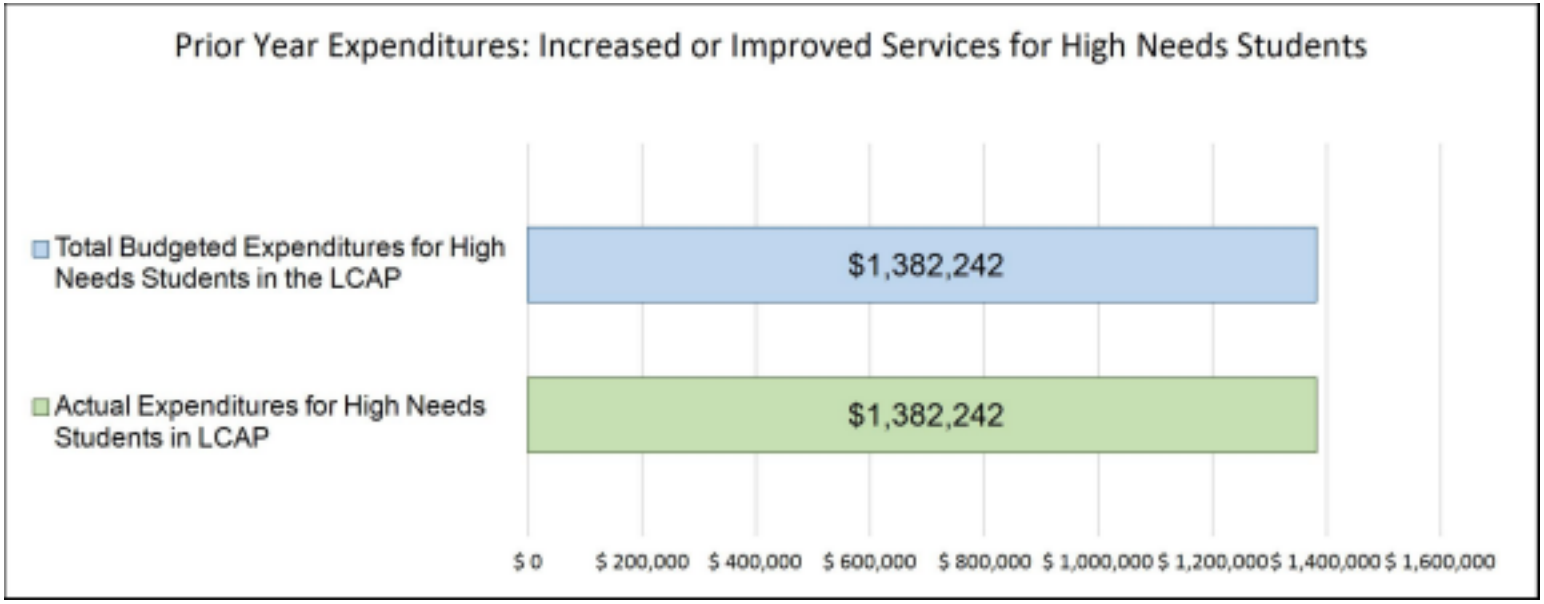
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Children's Community Charter School is projecting it will receive $436,544 based on the enrollment of foster youth, English learner, and low-income students. Children's Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Children's Community Charter School plans to spend $$1,885,772.00

towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Children's Community Charter School's LCAP budgeted $$1,382,242.00 for planned actions to increase or improve services for high needs students. Children's Community Charter School actually spent $$1,382,242.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Children's Community Charter School	Steve Hitchko Principal/Superintendent	shitchko@paradisecccs.org 5308772227

Plan Summary [2025-26]

General Information

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

Children's Community Charter School (CCCS) is located in Paradise, California. The CCCS campus is sitting on a beautiful ridge, atop a high mountain with the West Branch Feather River that runs below. Since the 2018 Campfire that devastated the town of Paradise, the school site has been in a rebuilding mode. Six years after the fire, the school has exceeded the prefire enrollment numbers. The town is recovering and hope is in the air. Many new families are moving into the Paradise area and many families are choosing Children's Community Charter School.

Because the fire is such a large part of CCCS's history, our message in response to this unique situation is that we are resilient. CCCS has made Trauma-Informed Practices a priority to address the outcome of going through tragedy. Add to a tragic fire, CCCS also went through the COVID-19 Pandemic along with the rest of the world in March of 2020. In March of 2020, the school was shut down to quarantine and finish out the rest of the year through a virtual platform. Again, our message in response to this unique situation is that we are resilient. Not only are we resilient, but we preserve as well. The Campfire and the Pandemic have shaped our vision of being the school that will move through challenges and end up better than before. We know that humans need each other to thrive and we are knit together like an extended family. We serve our students, our families, and our community in helping people learn and grow. CCCS is a unique small school of choice that fosters a sense of belonging and high academic expectations. Our educational program offers an enviornmental science niche with a focus on farm animals, fruit trees, and a working garden.

Moving into the 2025-2026 school year, CCCS continues to hold its mission statement as the driving factor. The mission is to educate the whole child. Children's Community Charter School has strong partnerships with families and the community.

CCCS is a direct-funded TK-8 Charter School that has been in operation since 1996 with a strong focus on parental involvement in and out of the classroom. We are a school that focuses on extra instructional support, a wrap-around support system (i.e., intervention for academics and behavior, a resource teacher, targeted mental health lessons, a speech teacher, and a solid MTSS team).

Our statistically significant student population is:

Female 49.8%
Male 50.2%
American Indian or Alaska Native 3.4%
Asian 3%
Filipino 0.5%
Hispanic or Latino 6.4%
Two or More Races 4.4%
White 81.3%
English Learners 2%
Foster Youth 0.5%
Homeless 3.9%
Socioeconomically Disadvantaged 65.5%
Students with Disabilities 10.3%

Reflections: Annual Performance

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

According to the 2024 (most recent) CDE Dashboard results, CCCS showed:
6.6 points below standard - Orange Ranking (Grades 3-8) for ELA per the CAASPP SBAC assessment - State of California average = 13.2 points below standard
30.5 points below standard - Orange ranking (Grades 3-8) for Mathematics per the CAASPP SBAC assessment - State of California average = 47.6 points below standard
The suspension rate = 0%
Chronic Absenteeism = 9.9% - Green Ranking - State of California average = 18.6%
Local Indicators:
*Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1) = met
*Implementation of State Academic Standards (Priority 2) = met
*Parent and Family Engagement (Priority 3) = met
*School Climate (Priority 6) = met
*Access to a Broad Course of Study (Priority 7) = met

When analyzing the California Dashboard statistics, it is evident that a CCCS needs to focus on the content areas of Math and ELA. The staff has gone to great lengths to increase math scores by participating in action research, piloting a new math curriculum, implementing math lesson studies, and participating in math coaching with a focus on the New Math Frameworks and the Mathematical Practices in action. Through a variety of metrics including but not limited to: student surverys, math mindset empathy interviews, and whole school movement associated to non-cognitive strategies, the staff was able to analzye the current reality all year long and adjust instruction. CCCS met with the local SELPA director to analyze our CCCS is meeting the needs of SWD on April 4, 2025.

An analysis of available data and input from stakeholders in accordance with the most recent Dashboard indicators showed that ELA and Mathematics will be the focus over the coming years. Students with Disabilities (SWD) showed gains in both ELA and Math according to the local iReady Diagnostic data in grades Kindergarten through 8th grade. The major focus areas include (but are not limited to): 1. Continue working with support staff (intervention and resource) in order to monitor and analyze growth goals for Students with Disabilities (SWD) and to celebrate all growth with the students and their families. We will use iReady, ESGI, Fountas and Pinnel, and STAR Reading as assessment tools.
2. Continue to implement a solid PBIS multi-tiered system to address culture, academics, behavior, and social/emotional learning for students. The goal is to analyze our systems in order to effectively promote a safe campus where students feel like they belong and where there is enough balance between a rigorous high expectation education and fun.
3. Implement a Multi-Tiered System of Support (MTSS) in order to ensure all of our systems are intertwined and functioning with fidelity. When it comes to Mathematics as a priority, the school will respond by increasing coaching through the Butte County Office of Education as a means to increase student outcomes in math. CCCS would like to see a continual upward trajectory in increased Mathematics scores as measured by the CAASPP SBAC assessment for Grades 3-8. We would like to see the needle continue to move up. Over the next three years, CCCS has commissioned a math coach to delve into the Mathematical Framework and the teaching staff will participate in Professional Development to successfully implement the new framework. Additionally, teachers will continuously meet in grade-level bands to collaborate about Mathematics results and proficiency in meeting essential standards per grade level.
These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate these particular areas of improvement.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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

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

CCCS Commitment to Educational Partner Engagement and Continuous Improvement

Children's Community Charter School (CCCS) is deeply committed to a continuous cycle of improvement grounded in intentional engagement with educational partners. We recognize that the most effective path to growth includes offering structured opportunities for feedback, analyzing stakeholder input, and implementing systems that address identified needs.Throughout the school year, CCCS provides multiple avenues for students, staff, and families to engage meaningfully in shaping our programs and informing the development of the LCAP. At least twice annually, each stakeholder group is invited to participate in electronic surveys that gather feedback on school climate, academic programs, and areas for growth. These surveys provide a baseline for monitoring satisfaction and identifying trends. Beyond formal surveys, educational partner input is actively sought through ongoing participation in key decision-making bodies. Monthly meetings with the Leadership Team, PBIS Team, Finance Committee, and the Board of Directors serve as important venues for collaboration and dialogue. For example, the Finance Committee includes representatives from parent, teacher, community, and administrative groups, who work together to review LCAP-aligned spending and inform future budget priorities. Student voice is central to our culture. CCCS maintains a weekly Student Leadership Committee made up of three student representatives from grades 3–8. These student leaders offer insights on school culture, help plan campus events, and receive leadership training to foster a sense of agency and responsibility. Monthly PBIS check-ins with students further support student feedback loops, and an open-door policy allows students to communicate directly with school leadership about changes they'd like to see on campus. Parental engagement is also prioritized. The CCCS Parent Involvement Committee (PIC) meets on the first Friday of each month to review school data, provide input on current initiatives, and help shape program direction. In addition, teachers and families maintain ongoing communication, and feedback from parent-teacher meetings is brought back to staff and leadership teams to support responsive planning. The administrator is intentionally visible before and after school, creating regular, informal opportunities for family input. At the community level, CCCS actively partners with organizations such as the Paradise Rotary Club and Paradise Parks and Recreation Department. These partnerships provide opportunities for community feedback and allow CCCS to share school successes and seek broader support. Finally, our monthly Board of Directors meetings are open forums where staff, students, and

families are encouraged to contribute their perspectives. These collective efforts ensure that our LCAP reflects the voices of those we serve and fosters a collaborative, inclusive approach to school improvement.
A summary of the feedback provided by specific educational partners.

According to the February 2025 Family Survey Data:
Some quantitative data:
Favorablity Rate:
*Physical Environment = 99%
*Instructional Environment = 98%
*Positive Culture = 96%
*Emotional Safety = 96%
*Family Satisfaction = 93%
*Sense of Belonging = 89%
*Discipline = 83%

Some qualitative data (Parent Narratives):
The staff is so amazing and they make the effort to know each child as an individual and not just another student in class. Amazing little school and the PIC is way cool! Whoever thought that up must be pretty awesome. The staff and culture are the exact environment we want for our daughter. I feel like her 1st grade class is getting the support it needs now. I couldn’t be happier to have her at CCCS. Yes it's just hard I feel like one of the few moms with my schedule. I'm doing my best. I wish i could be more included but it's hard as a single mom. It's our first year at CCCS and we could not have asked for a better school. Thank you guys for making us feel so comfortable and confident sending our child here. You all made the transition so much better than we could have hoped for. All the uncertain feelings I’ve felt from choosing a school has been calmed by choosing cccs. We love you all.

According to the October 2024 Staff Survey:
Some quantitative data:

Favoribilty Rate:
*Safety and Connection = 100%
*Climate for academic learning = 93%
*Emotional experience = 88%
*Opportunities for voice and leadership = 86%

According to the March 2025 Student Survey
Some quantitative data:
Favoribility Rate:
*Climate for support and academic learning = 86%
*Self Efficacy = 80%
*Sense of Belonging and Connectedness = 76%
*Self Management = 74%

Children's Community Charter School
LCAP Survey Analysis Narrative
Spring 2025

As part of our ongoing commitment to continuous improvement and stakeholder engagement, Children's Community Charter School (CCCS) collected survey data from families (February 2025), staff (October 2024), and students (March 2025). The analysis of this data reveals key trends and informs both our reflections and future actions as outlined in the Local Control and Accountability Plan (LCAP).

Stakeholder Survey Reflection

Overall, survey results indicate that CCCS is meeting or exceeding its baseline criteria for success of 80% favorability. Families, staff, and students reported high levels of satisfaction in several categories, affirming that CCCS is a safe, supportive, and academically focused school.

Family Feedback
Families expressed a high level of satisfaction, with favorability ratings including 99% for Physical Environment, 98% for Instructional Environment, and 96% for both Positive Culture and Emotional Safety. The overall Family Satisfaction rating was 93%, well above our 80% target. This feedback demonstrates strong family-school partnerships and reinforces that CCCS is seen as a trusted, nurturing, and high quality learning environment.

Staff Feedback
Staff reported a 100% favorability rating in Safety and Connection and 93% for the Climate for Academic Learning. Emotional Experience (88%) and Opportunities for Voice and Leadership (86%) were also strong, indicating overall staff satisfaction and engagement. The data shows that CCCS has cultivated a safe and collegial workplace where staff feel supported and empowered.

Student Feedback

Students reported an 86% favorability rate for Climate for Support and Academic Learning, and 80% for Self-Efficacy. However, only 76% felt a strong Sense of Belonging and 74% rated their Self-Management positively. One key area of concern that emerged from student input is the perception that “students are not well-behaved.” To address this, CCCS will work with our Student Leadership Team to explore solutions and enhance peer accountability and culture.

Influence of Educational Partner Input on LCAP Development
Educational partner feedback was instrumental in shaping several aspects of the LCAP across four main areas: culture, academics, partnerships, and student engagement.

Culture
CCCS will continue implementing schoolwide PBIS and MTSS frameworks to support positive behavior and student well-being. A part-time school counselor (funded through a partnership with Butte County Office of Education) provides weekly mental health and social-emotional support. All classroom teachers provide weekly SEL lessons. Staff will receive ongoing professional development in PBIS, MTSS, and trauma-informed practices, and will use PLCs to examine behavioral and emotional data to support targeted interventions.

Academics
Teachers will continue using PLCs to analyze academic data and adjust instruction to meet the needs of all learners. CCCS maintains a robust Intervention Department for students performing one to two grade levels below standards. To support academic excellence for all, students will also be offered enrichment opportunities beyond grade-level expectations. A focus remains on preparing all students for college or career readiness through a rigorous and supportive academic environment.

Partnerships
The Charter Advisory Group, composed of parents, staff, and administrators, meets four times annually to review LCAP progress and provide input on goals. To increase family engagement, CCCS has expanded its event calendar to include new events such as Family Movie Night and STEAM Night. Monthly Parent Involvement Committee meetings serve as a hub for planning events, collecting input, and cultivating a stronger sense of belonging.

Student Voice
Student input directly influenced goal setting, particularly in areas like school behavior, culture, and SEL. Students expressed a desire for improved peer behavior, which CCCS will address through student-led initiatives and leadership opportunities.

Special Education (SELPA)
CCCS met with the Butte County Office of Education SELPA to review how LCAP actions and services are aligned to the needs of Students With Disabilities (SWDs).

Staff Collaboration
Throughout the year, staff analyze academic, behavioral, and social-emotional data in PLCs to adjust practices and improve student outcomes. Staff feedback has also shaped priorities around school culture, staff voice, and collective responsibility for student success.

Conclusion

The 2024–2025 stakeholder engagement process reaffirmed that CCCS is on a strong path forward. Families are highly satisfied, staff report high levels of connection and support, and students are generally positive with clear feedback for growth. As we move forward, CCCS remains committed to creating a safe, inclusive, and high-performing school where all voices are valued and all learners are supported to thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Culture: We will cultivate a positive school environment that is socially, emotionally, culturally, and physically safe led by passionate staff members dedicated to and advocating for ALL students including ELs and SWD, their families, and our Paradise community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of School Climate and Stakeholder Input

Analysis of stakeholder surveys conducted during the 2024–2025 school year demonstrates a high level of overall satisfaction among CCCS staff, students, and families. Climate survey results indicate that CCCS is perceived as a supportive, safe, and positive learning environment by all educational partners.

In addition to survey data, CCCS reviewed discipline and attendance records to further evaluate school climate. During the 2024–2025 school year, there were 106 office referrals submitted, reflecting behavioral incidents that required administrative intervention. Notably, the school recorded zero suspensions, underscoring CCCS's commitment to proactive, restorative discipline practices. Average daily attendance remains strong, with approximately 95% of students in attendance, demonstrating consistent student engagement.

Through the LCAP development process, input was gathered from a wide range of stakeholders—including teachers, classified staff, CTA members, parents, Board members, students, and representatives from SELPA. A common theme across all groups was a desire to continue prioritizing school culture as a foundational component of student success.

To maintain and build on this positive trajectory, CCCS will continue to place school climate and culture at the forefront of our LCAP goals. Progress toward this goal will be monitored through a variety of data sources, including:

Student absenteeism rates

Office referral and discipline data

Student climate surveys

Staff culture and engagement surveys

Family satisfaction surveys

Suspension data

These ongoing measures will inform our efforts to ensure that CCCS remains a safe, inclusive, and nurturing environment for all students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Absenteeism	2023-2024 94.5%	95%		2026-2027 95%	0
1.2	Student Suspension	0%	0%		0%	0
1.3	Expulsion Rate	0%	0%		0%	0
1.4	Sense of Belonging	Students = 86% Staff = 100% Families = 92%	Students = 79% Staff = 91% Families = 92%		Students = 80% Staff = 80% Families = 80%	Students = -7% Staff = -9% Families = 0%
1.5	Positive School Climate	Students = 86% Staff = 100% Families = 97%	Students = 87% Staff = 100% Families = 99%		Students = 80% Staff = 80% Families = 80%	Students = +1% Staff = 0% Families = +2%
1.6	Middle School Drop Out Rate	0%	0%		0%	0

1.7	FIT Assessment	Good	Good		Good	No change
1.8	Chronic Absenteeism	7%	7%		3%	0

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation Summary

During the 2024–2025 school year, CCCS remained aligned with the planned actions outlined in the LCAP, with most goals implemented as intended and no substantive deviations from the original plan. The school continued to prioritize a safe and supportive environment, academic achievement, and meaningful engagement with educational partners. Core initiatives in culture, academics, and partnerships were fully implemented, and the alignment between stakeholder input and actions taken was strong.

School Culture and Climate
CCCS successfully implemented its planned Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) initiatives, continuing SEL push-ins in K–5 and providing schoolwide behavioral and emotional support through a full-time counselor, funded in partnership with Butte County Office of Education. Staff received professional development in PBIS and MTSS, and school leadership facilitated ongoing use of PLCs to review behavioral and social-emotional data.
One notable success was the zero suspensions recorded for the school year, indicating the effectiveness of proactive and restorative behavior systems. While 106 office referrals were documented, this was viewed as a manageable number given the school population and an opportunity for continued refinement of Tier 1 behavioral supports. Students' perception of peer behavior emerged as a challenge based on survey results, prompting the school to engage its Student Leadership Team to collaboratively address schoolwide behavior expectations and culture-building strategies.

Academic Interventions and Supports
Academic actions were implemented with fidelity. The CCCS Intervention Department continued to provide targeted support to students performing below grade level, while enrichment opportunities were offered to students ready to advance beyond standard expectations. Staff regularly engaged in PLCs to analyze academic data and adjust instruction accordingly. There were no significant deviations from the planned instructional strategies.

Stakeholder Engagement and Partnerships
CCCS successfully hosted regular meetings of the Parent Involvement Committee (PIC), the Charter Advisory Group, and the Finance Committee—all of which included diverse educational partners. These groups played a direct role in shaping LCAP priorities and reviewing progress. Students were meaningfully involved through a weekly Student Leadership Committee and monthly PBIS feedback sessions. Family participation was supported through the addition of new community events, including STEAM Night and Family Movie Night. One

implementation challenge involved ensuring broader participation across all family demographics. While core engagement remained strong, CCCS continues to explore strategies to ensure even more inclusive outreach and participation across stakeholder groups.

Conclusion
Overall, CCCS met or exceeded expectations in implementing the majority of its LCAP actions. Strengths include maintaining high levels of satisfaction among families, ensuring strong student attendance (95%), successfully implementing SEL and behavioral supports, and

sustaining a collaborative stakeholder process. Areas of ongoing focus include enhancing student perceptions of peer behavior and increasing the depth and diversity of stakeholder engagement. These insights will guide CCCS as it continues its cycle of reflection and improvement.

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.

For the 2024–25 school year, Children's Community Charter School (CCCS) reported no material differences between the budgeted and actual expenditures related to actions and services for high needs students. The school budgeted $1,382,242 and spent the full amount, resulting in a $0 difference. This full alignment between planned and actual expenditures indicates that CCCS was able to implement all
intended services for unduplicated students—foster youth, English learners, and socioeconomically disadvantaged students—without financial deviation.

Likewise, there were no differences reported between the planned percentage and estimated actual percentage of improved services for these student groups in 2024–25. The school effectively met its proportionality requirement through its contributing actions and expenditures.

For the upcoming 2025–26 school year, CCCS projects to receive $436,544 in LCFF supplemental and concentration grants and has committed to using $1,885,772 in contributing actions, exceeding the requirement to increase or improve services. The planned percentage to increase or improve services is projected at 17.775%, with no LCFF carryover, ensuring a strong continued commitment to targeted student support

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

Effectiveness of Actions in Meeting the Culture Goal

CCCS has made strong and measurable progress toward achieving its culture goal: cultivating a positive school environment that is socially, emotionally, culturally, and physically safe—driven by passionate staff advocating for all students, including English Learners (ELs), Students with Disabilities (SWD), and the broader Paradise community.

Key indicators reflect the effectiveness of actions taken to date:

Climate survey results show high satisfaction across stakeholder groups, with 96% of families reporting favorably on emotional safety and 100% of staff reporting favorably on feelings of connection and safety. This data strongly supports that CCCS is viewed as a physically and emotionally safe environment by both adults and families.

Behavioral and discipline data provide further evidence of positive school culture. The school experienced zero suspensions during the 2024–2025 school year, and the number of office referrals (106) is within expected range for a school of CCCS's size. These outcomes reflect the success of implemented PBIS and MTSS frameworks, as well as the proactive, restorative approach to student behavior.

Targeted SEL supports have been effectively implemented, including weekly SEL instruction through a dedicated K–5 health teacher and daily availability of a full-time counselor (funded through partnership with BCOE). Staff continued to engage in professional development focused on MTSS and trauma-informed practices, ensuring consistent, schoolwide application of positive behavior and emotional support strategies.

Inclusive student engagement efforts such as the Student Leadership Committee (grades 3–8) and monthly PBIS feedback sessions have amplified student voice in shaping campus culture. While student surveys revealed a concern about peer behavior, CCCS responded promptly by involving student leaders in identifying solutions—demonstrating responsiveness and adaptability in implementation.

Efforts to engage all educational partners—including families of ELs and SWDs—have been evident through monthly PIC meetings, the Charter Advisory Group, and ongoing collaboration with SELPA. These platforms have provided opportunities for families to offer input, review data, and help shape the cultural priorities of the school.

While implementation has been highly effective overall, CCCS recognizes the need for continued work in enhancing students' perception of peer behavior and in ensuring a deeper sense of belonging for all learners. These insights will drive refinement of Tier 1 behavior systems and expansion of culturally responsive practices.

In summary, actions to support the culture goal have been largely effective, as demonstrated by favorable stakeholder feedback, positive discipline trends, and strong implementation of support structures. Ongoing efforts will focus on refining behavioral expectations, expanding student voice, and continuing to elevate inclusive practices for all students, particularly ELs and SWDs.

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.

Adjustments to the Goal, Metrics, Target Outcomes, or Actions Based on Reflection

As a result of ongoing data analysis, stakeholder feedback, and reflection on prior implementation, CCCS has made several strategic refinements to the culture goal and its related actions for the 2025–2026 school year. While the foundational goal remains unchanged—cultivating a socially, emotionally, culturally, and physically safe environment—specific actions and progress indicators have been refined to increase impact and better align with observed needs.

Key adjustments include:

Increased focus on student behavior and peer interactions:
Student survey feedback indicated concerns regarding peer behavior. In response, CCCS will deepen its use of PBIS data and strengthen student leadership involvement to co-create behavior expectations and promote peer-to-peer accountability. This includes refining Tier 1 supports and expanding restorative practices.

Broader use of academic and behavior data as cultural indicators:

While culture-specific surveys and discipline data remain central metrics, CCCS will now more intentionally analyze connections between student well-being, attendance, coping skills, and academic performance in ELA and math—recognizing these as deeply interrelated indicators of school climate.

Integration of Chico State's NorCal ELC Project:
CCCS staff will participate in the Chico State NorCal ELC project in 2025–2026. This professional learning community will support teams in implementing small tests of change focused on math and writing instruction. Through a structured improvement cycle, staff will assess current instructional realities, plan targeted changes, implement strategies, analyze data, and respond accordingly.

This collaborative work is designed to build instructional coherence while also fostering stronger student engagement, social-emotional development, and resilience—ultimately contributing to an increase in academic achievement.

Revised progress indicators for the culture goal now include:

Improved student attendance

Decrease in office referrals

Observable increase in student coping skills and self-regulation

Corresponding increases in academic outcomes in math and ELA

These changes reflect CCCS's commitment to responsive, data-informed school improvement. By aligning instructional shifts with culture based outcomes, CCCS aims to create a more integrated and sustainable model of support for all learners.

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

Acti		Description	Total Funds	Contributing

1.1	Implement Multi Tiered System of Supports (MTSS).	Implement MTSS and Positive Behavior Support System (e.g. special assemblies, awards, conferences, substitutes, trainings, activities, food events, incentives for staff and students, and materials) to support positive environments for ALL students including Students with Disabilities (SWD) and English Learners (ELs), staff, and families.	$66,790.00	Yes

Acti		Description	Total Funds	Contributing
1.2	Mental Health	Implement Mental Health as a priority (e.g., counelor, Mental Health professional development [adult and student SEL, Trauma Informed Practices, Character Strong, Brain Science, De-Escalation Strategies, etc.])	$4,200.00	Yes
1.3	Highly Qualified Teachers	Recruit and retain highly qualified and effective teachers and paraprofessionals. Staff will build and support a positive school culture for ALL students including Students with Disabilities and English Learners and support new teachers during their internships and teacher induction programs with mentors and Induction coaches. We are adding 1.0 FTE of classified staff using the additional 15% concentration to support our unduplicated students.	$1,844,767.00	Yes
1.4	After School Care	Provide After School Care (ASC). Provide extended learning opportunities and enrichment in After School Care to reinforce a positive school culture and academic learning activities to support positive environments for ALL students (e.g., ASC staff, enrichment curriculum and supplies, scholarship opportunities).	$2,500.00	Yes

1.5	Maintain and Modernize Safe Campus	Maintain and modernize a safe campus for staff, students, and families to learn and grow (e.g., site grounds, classroom furniture upkeep, playground equipment).	$38,710.00	Yes
1.6	Field Trips	Field Trips; Offer field trips to students in grades TK-8 in an effort to increase a positive school climate and culture.	$7,140.00	Yes
1.7		Activities Offer extra enrichment opportunities (ie gardening, enviornmental science, farm animals, sports, etc.)		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academics: We will take collective responsibility for providing a guaranteed, viable curriculum in all subject areas so that ALL students including ELs and SWD meet or exceed grade-level academic standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college or career success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Academics has always been at the top of the list as an indicator of student achievement. At CCCS we value academic achievement and know it comes through a foundation of love and safety. Academic achievement will show when students have a growth mindset and feel safe to take a risk and make a mistake. CCCS offers education through a lens of discovery, safety, rigor, and high expectations. Academic assessments will show growth for ALL students including Students with Disabilities and English Learners. The local academic indicator will gauge the increase of student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide SBAC Assessment	2022-2023 ELA = 44.79% met or exceeds standards Math = 36.46% met or exceeds standards	2023-2024 ELA = 48.60% met or exceeds standards Math = 41.13% met or exceeds standards		2025-2026 ELA = 53% Math = 45%	ELA = +4.4% Math = +3.87%
2.2	EL Reclassification	2023-2024	N/A		2025-2026	0 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1 student			2 students	

2.3	ELPAC Levels	4 students Level 1 = 1 Level 2 = 2 Level 3 = Level 4 = 1	N/A		all students move up one level	
2.4	CCSS Implementation Including ELs and ELD Standards	100%	100%		100%	100%
2.5	CCSS Instructional Materials for Every Student	100%	100%		100%	100%
2.6	Teacher Missassignn	office and CALPADS - we do not have any misassignments but it is reported that way - new system.	0%		0%	0%
2.7	iReady January Diagnostics	2023-2024 Overall Reading = 52% meets and/or exceeds standards Math = 42% meets and/or exceeds standards	2024-2025 Overall Reading = 56% meets and/or exceeds standards Math = 48% meets and/or exceeds standards		Overall Reading = 60% Math = 50%	Reading = +4% Math = +2%

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, CCCS implemented all planned academic actions with fidelity and no substantive differences from the original plan. The school maintained a robust Intervention Department, supported paraprofessionals through MTSS, and utilized PLCs to analyze academic data and adjust instruction. Professional development was aligned to key instructional priorities, including math, ELD, and data-driven practices. Students had access to high-quality instructional materials, 1:1 technology, and supplemental online platforms. A key success was measurable academic progress: CCCS is nearing its end goal outcomes with iReady scores reaching 56% in reading (goal: 60%) and 48% in math (goal: 50%). SBAC results similarly show strong growth, with ELA at 48.6% (goal: 53%) and math at 41.13% (goal: 45%). These results reflect the effectiveness of the school's instructional strategies and ongoing commitment to preparing all students— including ELs and SWDs—for academic success.

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.

For the 2024–2025 school year, there were no material differences between budgeted expenditures and estimated actual expenditures for Goal #2. All planned academic actions—including intervention staffing, instructional materials, technology integration, professional development, and online learning platforms—were implemented as budgeted. Likewise, there were no differences between the planned and actual percentages of improved services for unduplicated students (English learners, low-income students, and students with disabilities). CCCS fully met its proportionality requirement, ensuring that academic supports were delivered as intended to drive student achievement

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

For the 2024–2025 school year, there were no material differences between budgeted expenditures and estimated actual expenditures for Goal #2. All planned academic actions—including intervention staffing, instructional materials, technology integration, professional development, and online learning platforms—were implemented as budgeted. Likewise, there were no differences between the planned and actual percentages of improved services for unduplicated students (English learners, low-income students, and students with disabilities). CCCS fully met its proportionality requirement, ensuring that academic supports were delivered as intended to drive student achievement.

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

As a result of ongoing data analysis and staff reflection, CCCS made several adjustments to Goal #2 for the 2025–2026 school year. While the core academic goal remains unchanged, the school is placing increased emphasis on improving instructional coherence and student engagement through participation in the Chico State NorCal ELC project. This initiative will support small tests of change focused on math and writing instruction using a structured improvement cycle. Staff will assess current instructional practices, implement targeted strategies, analyze outcomes, and adjust based on findings. In addition, CCCS will more intentionally analyze connections between student well-being, attendance, and academic performance, recognizing the interdependence of these factors. These refinements aim to increase achievement

for all students, particularly English learners and students with disabilities, while maintaining momentum toward the school's academic outcome targets.

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

Acti		Description	Total Funds	Contributing
2.1	Provide a Robust Intervention Department	Provide a robust Intervention department; Implement a Multi-tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program by providing paraprofessional(s) to support all students including Students with Disabilities (SWD).		Yes
2.2	Technology Staff	Provide technology staff to support 1:1 devices and state of the art technology for the staff and all students including ELs of CCCS.	$34,980.00	Yes
2.3	Instructional Materials and Supplies	Provide Common Core State Standards (CCSS) aligned instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.	$19,540.00	Yes
2.4	Professional Development	Provide high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate Mental Health, CCSS, NGSS, ELD, in all academic content areas, including our priority on PLCs (Professional Learning Communities) to focus on effective collaboration, essential standards, common assessments, data analysis, and effective instructional strategies.		Yes

2.5	Technology Learning Curriculum	Provide cutting edge supplemental and Common Core State Standard online learning platforms for student academic achievement and supplemental learning.	$26,150.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partnerships: We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuing and advocating for the future success of ALL our students including ELs and SWD.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CCCS has made partnerships with families, other charter leaders, County Offices of Education, and Paradise Unified School District as a goal because we know we are better partnered with others than by ourselves. CCCS is a community school and we value teaching our students to be citizen minded as well as service minded. Our partners come with a wealth of knowledge and resources and we regularly integrate that into our very fabric of who we are.

Measuring and Reporting Results

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

						Baseline
3.1	After School Programs	2023-2024 9 Track and Field Esports Basketball Music Club Science Club Board Game Club Spanish Club Environmental Science Club Sports Club	2024-2025 15 Sports Club Mindful Yoga Performance Dance Competitive Science Spanish Club Board Game Club Probability and Statistics Club Creative Writing		2026-2027 7-10 offerings	+6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Music Club Basketball for boys Basketball for girls Basketball for co ed Cross County Esports			

3.2	Number of Scheduled Family Opportunities	2023-2024 10 Back to School Night Movie Night Carnival Winter Performance Parent Involvement Committee Volunteering in Class STEAM Night Awards Assemblies Jogathon Incentive Day	2024-2025 24 Monthly PIC Meetings(9 meetings) Back to School Night Family Day Movie Night Carnival Costume Parade Parent Teacher Conference Week Winter Performance Awards Assemblies (2 of them) Mother Son Dance Father Daughter Dance STEAM Night Gold Nugget Parade Open House Book Fair		7-10 offerings	+14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Family Satisfaction Rate of School	2023-2024 92%	93%		80% = Success	+1

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, CCCS fully implemented all planned actions under Goal #3 with no substantive differences between the original plan and actual implementation. The school prioritized building strong family and community partnerships through increased communication, regular family engagement events, and expanded after-school programs. Key successes included hosting 24 scheduled family events—more than double the prior year—and offering 15 after-school programs, reflecting significant growth in both outreach and student engagement. CCCS also sustained strong communication channels using PowerSchool, Remind, and regular flyers. One implementation challenge was ensuring equitable participation across all family demographics; while engagement was strong overall, CCCS continues to refine strategies to reach and involve families from underrepresented groups. Overall, the school met or exceeded expectations in fostering meaningful partnerships that support student success.

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.

For the 2024–2025 school year, there were no material differences between budgeted expenditures and estimated actual expenditures for Goal #3. All planned actions—including family communication tools, family engagement events, and coaching stipends for extracurricular activities—were implemented as budgeted. Similarly, there were no discrepancies between the planned and actual percentages of improved services for unduplicated students. CCCS fulfilled its proportionality requirement, ensuring that the intended supports for family engagement and student participation were delivered equitably and effectively.

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

The actions implemented under Goal #3 have been highly effective in strengthening school, family, and community partnerships. CCCS significantly expanded opportunities for engagement by increasing after-school programs from 9 to 15 and hosting 24 family events—well beyond the initial target. Family satisfaction remained strong, with a 93% favorability rate, indicating that parents feel welcomed, informed, and involved in their child's education. Student participation in extracurricular activities increased, supported by coaching stipends and scholarships that made programs more accessible to unduplicated students. While outreach to all family demographics remains a growth area, overall feedback and participation data demonstrate that the actions taken have meaningfully advanced the goal of building inclusive, collaborative partnerships.

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

Based on reflections from the 2024–2025 school year, CCCS made targeted refinements to further strengthen family and community engagement. While the core goal remains the same, the school plans to enhance outreach strategies to ensure broader participation across all family demographics, especially those historically less represented. This includes more personalized invitations to events, expanded use of translation services, and flexible scheduling of activities to accommodate working families. CCCS also plans to sustain the expanded number of after-school programs and family events, recognizing their positive impact on student engagement and sense of belonging. Metrics for family participation and satisfaction will continue to be closely monitored, with an added focus on disaggregating data to identify and address any gaps in engagement among unduplicated student groups.

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

Acti		Description	Total Funds	Contributing
3.1	Family Communication	Increase and sustain parent communication to keep our partners informed (e.g., Powerschool, Remind, websites, SEL, events, flyers, etc.).	$15,950.00	Yes
3.2	Coaching Stipends and Scholarship Opportunities	Coaching stipends and scholarship opportunities for students. Provide coaching stipends for stakeholders to coach a program (e.g., flag football, volleyball, basketball, Girls on the Run, Tech Gaming, etc.). Partner with Paradise and Oroville Parks and Recereation to offer programs or additional opportunities to the CCCS students.		Yes
3.3	Interaction with Families	Provide opportunities for interaction with families. Provide opportunities for scheduled Family Nights throughout the school year (e.g., Winter program, Carnival, Family Day, Art Night, Spring Performance, STEAM Night, End of Year Promotions, etc.). Provide PIC opportunities for families to learn about school initiatives and provide input and feedback for future direction.	$6,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Acti		Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Acti		Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$436,544	$30,799

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the

for the Coming School Year			Coming School Year
17.775%	0.000%	$0.00	17.775%

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:** Implement Multi-Tiered System of Supports (MTSS). **Need:** The longer an individual is exposed to poverty and stress, the greater the impact on cognition, emotions, self-regulation, and learning. (Lipina & Colombo, 2009) Quality of instruction can be one of the most significant life events that help students overcome the	Through the MTSS lens, we will plan, develop, and implement a Tiered Resiliency plan schoolwide that focuses on protective factors identified in resiliency research. The number one key to a Tier I school wide is promoting positive relationships with at least one adult at school.	1.4 Sense of Belonging; 1.1 Student Absenteeism; 1.8 Chronic Absenteeism

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

	deficits associated with the sparsity of resources. Good instruction shows an estimated 0.36 to 0.54 standard deviation in student test performance which is two years of academic progress (Buhl-Wiggers et al., 2017). Numerous research studies have associated the risk factor of poverty to negative life outcomes such as inferior physical health (Jason & Jarvis, 1987; Pollitt, 1994), poor school performance (Dubow & Ippolito, 1994; Guo, 1998), and increased likelihood of social, emotional, and behavioral problems (Duncan, Brooks-Gunn, & Klebanov, 1994). According to our attendance data, our low income students showed an increase in chronic absenteeism. We will continue to refine our MTSS system. **Scope:** Schoolwide		
1.2	**Action:** Mental Health **Need:** The long term ramification of having a positive adult relationship statistically improves educational attainment, longer employment, higher earning, and fewer arrests throughout adulthood. (Schwartz et al., 2013) Resiliency studies determined, out of all the protective factors identified, that having a positive long term relationship with an adult was consistently present in everyone who	A counselor on campus will attend to student needs with mental health and targeted social emotional lessons to increase awareness in normalizing positive mental health.	1.5 Positive School Climate; 1.6 Middle School Drop Out Rate

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
	overcame risk. This single universal protective factor can change a person's life trajectory. (Sanchez, 2021) Cultivating positive relationships is one way we regulate cortisol levels, which will improve brain functioning and emotional stability. Schools whose staffs become skillful at promoting protective factors will see an improvement in the academic and behavioral performance of students regardless of presenting issues. Promoting the perception of a caring relationship is that it increases the student's capacity to take on challenges (Schnall et al., 2008) **Scope:** Schoolwide		
1.3	**Action:** Highly Qualified Teachers **Need:** Historically, the teaching occupation has not had the kind of structured induction and initiation processes common to many white collar occupations and characteristic of the traditional professions (Waller 1932; Lortie 1975; Tyack 1974). In recent years, however, there has been a growth in support, guidance and orientation programs – collectively known as induction – for beginning elementary and secondary teachers during the transition into their first teaching jobs. CCCS offers induction for preliminary teachers and offers a mentor to all other teachers (credentialed, PIP, Intern, etc.).	All new teachers will be assigned an induction coach or a mentor.	1.4 Sense of Belonging; 1.5 Positive School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.4	**Action:** After School Care **Need:** Our low income students are in need of of after school care. **Scope:** Schoolwide	With a partnership with the ELOP grant, we are able to offer After School Care (ASC). Strudents participate in academics, nutrition, enrichment, and physical fitness.	1.4 Sense of Belonging
1.5	**Action:** Maintain and Modernize Safe Campus **Need:** Maintain and modernize a safe campus for staff, students, and families to learn and grow (e.g., site grounds, classroom furniture upkeep, playground equipment). **Scope:** Schoolwide	Having a safe and modern campus is a priority to SED students as measured by the annual climate survey and School Site Council input. To address this need, we will continue to update and modernize our campus.	

1.6	**Action:** Field Trips **Need:** SED students need opportunities to engage in learning through field trip experiences. **Scope:**	Offer field trips to students in grades TK-8 in an effort to increase a positive school climate and culture. Based upon input from our unduplicated families through parent teacher conferences, families would like more opportunities to go on field trips.	1.1 Student Absenteeism

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
	Schoolwide		
1.7	**Action:** Enrichment Activities **Need:** Offer SED students after school enrichment opportunities. **Scope:** Schoolwide	Through the ELOP grant, our school will offer various clubs for students to participate in (Board Game, Environmental Science, Music, Spanish, Sports Club, etc.).	1.4 Sense of Belonging
2.1	**Action:** Provide a Robust Intervention Department **Need:** According to the state testing (SBAC), low socioeconomic students are showing a slight decline in academic achievement from last school year. **Scope:** Schoolwide	Implement strategies to promote equity and inclusivity in math classrooms. Train paraprofessionals to strategically support student learning gaps.	2.1 Statewide SBAC Assessment; 2.2 EL Reclassification; 2.3 ELPAC levels

2.2	**Action:** Technology Staff **Need:** All students, including low socioeconomic students, need access to 1:1 technology. **Scope:** Schoolwide	Provide 1:1 technology for students in order to ensure digital 21st Century learning opportunities. All unduplicated students will have access to technology through a 1:1 Chromebook to student ratio and access to all CCCS purchased computer programs to support academics.	2.7 iReady January Diagnostic

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
2.3	**Action:** Instructional Materials and Supplies **Need:** Provide Common Core State Standards (CCSS) aligned instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum. **Scope:** Schoolwide	As identified by iReady Diagnostics and SBAC scores, Socioeconomically Disadvantaged (SED) students show a need for increased academic intervention. Based on such data, we will continue to provide curriculum and support in Common Core State Standards. While this action supports all students at the school, it was developed to specifically address the needs of our unduplicated students and support these students in making significantly more progress than their peers.	2.4 CCSS Implementation Including ELs and ELD Standards

2.4	**Action:** Professional Development **Need:** Highly trained staff to deliver content with confidence. **Scope:** Schoolwide	Provide high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate CCSS, NGSS, ELD, in all academic content areas, including our priority on PLCs (Professional Learning Communities) to focus on effective collaboration, essential standards, common assessments, data analysis, and effective instructional strategies. In an effort to increase academic achievement for all unduplicated students, CCCS will invest in professional development in content areas such as math and English Language Development. CCCS teachers will continue to be trained in content areas, analyze student data, respond to student data in a collaborative way, and put interventions in place to fill the educational gaps as needed.	2.4 CCSS Implementation Including ELs and ELD Standards
2.5	**Action:** Technology Learning Curriculum **Need:** Students need access to online learning platforms (ie, iReady, Mystery Science,	All students, including SED students, will have access to online learning platforms that will close the learning gap.	2.7 iReady January Diagnostic

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
	Typing, Zearn, Prodigy, Epic, etc.) to enhance learning. **Scope:** Schoolwide		

3.1	**Action:** Family Communication **Need:** All families need access to a two way communication system. **Scope:** Schoolwide	Prioritize parent communication to keep our partners informed (e.g., Powerschool, Remind, websites, SEL, events, flyers, etc.). It is a priority for CCCS to communicate with all families. As such, CCCS will continue to provide communication for all unduplicated students through Powerschool, Remind, the website, through flyers, and through translators.	3.3 Family Satisfaction Rate of School
3.2	**Action:** Coaching Stipends and Scholarship Opportunities **Need:** Low SED students need opportunities to participate in sports (Cross Country, Basketball, Flag Football, Girls on the Run). **Scope:** Schoolwide	Based on participation data in after school sports, all unduplicated students will be offered scholarship opportunities for participation.	3.1 After School Programs
3.3	**Action:** Interaction with Families **Need:** Family engagement is a priority.	Provide opportunities for interaction with families. Provide opportunities for scheduled Family Nights throughout the school year (e.g. Classroom Plays, Carnival, STEAM night, Book Fair, End of Year Promotions, etc.). Provide parent Charter Advisory opportunities for families to learn about school	3.2 Number of Scheduled Family Opportunities

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:	initiatives and provide input and feedback for future direction. All SED students are considered first when planning family events. This action is a very important piece of the larger picture of educating children. Partnering with families is essential to the success of students.	

Limited Actions

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

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

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

CCCS has no limited actions contributing to the increased or improved services requirement. All contributing actions are implemented schoolwide and supported by LCFF expenditures.

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.

Children's Community Charter School (CCCS) will use the additional concentration grant add-on funding to increase classified staffing that directly supports unduplicated students, including foster youth, English learners, and low-income students. Specifically, CCCS is allocating the funds to add a 1.0 FTE classified staff member to enhance academic and behavioral support within the school's Multi-Tiered System of Support (MTSS). This added position will assist with interventions, small group instruction, and supervision, ensuring more personalized
attention and timely support for high-needs students. This investment aligns with CCCS's commitment to equity and helps ensure that all students have access to the services they need to succeed.

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	10:225	10:210
Staff-to-student ratio of certificated staff providing direct services to students	11:225	11:210

2025-26 Total Planned Expenditures Table

Totals	2,456,009	436,544	17.775%	0.000%	17.77

Totals	$1,885,772.00	$163,615.00	$13,140.00	$4,200.00	$2,066,

1	**1.1**	Implement Multi-Tiered System of Supports (MTSS).	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$66,790.0
1	**1.2**	Mental Health	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$4,200.00
1	**1.3**	Highly Qualified Teachers	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$1,844,7 67 .00	$0.00
1	**1.4**	After School Care	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$2,500.00
1	**1.5**	Maintain and Modernize Safe Campus	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$38,710.0
1	**1.6**	Field Trips	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$7,140.00

1	**1.7**	Enrichment Activities	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X				
2	**2.1**	Provide a Robust Intervention Department	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X				

2	**2.2**	Technology Staff	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X			$18,700.00	$16,280.0
2	**2.3**	Instructional Materials and Supplies	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X			$0.00	$19,540.0
2	**2.4**	Professional Development	English Learners X Foster Youth X Low Income X	Yes X	School wide X	English Learners X Foster Youth X Low Income X				

2	**2.5**	Technology Learning Curriculum	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$26,150.0
3	**3.1**	Family Communication	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X			$0.00	$15,950.0
3	**3.2**	Coaching Stipends and Scholarship Opportunities	English Learners X Foster Youth X Low Income X	Yes X	Schoo l wide X	English Learners X Foster Youth X Low Income X				
3	**3.3**	Interaction with Families	English Learners X Foster Youth X Low Income X			English Learners X Foster Youth X Low Income X			$0.00	$6,000.00

2025-26 Contributing Actions Table

2,456,009	436,544	17.775%	0.000%	17.775%	$1,885,772.00	0.000%	76.782 %	**Total:**	$1,885,772.00
								LEA-wide Total:	$0.00

								Limited Total:	$0.00
								Schoolwide Total:	$1,885,772.00

1	**1.1**	Implement Multi-Tiered System of Supports (MTSS).	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$66,790.00	
1	**1.2**	Mental Health	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income			
1	**1.3**	Highly Qualified Teachers	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$1,681,152.00	
1	**1.4**	After School Care	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$2,500.00	
1	**1.5**	Maintain and Modernize Safe Campus	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$38,710.00	
1	**1.6**	Field Trips	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income			
1	**1.7**	Enrichment Activities	XYes	XSchoolwide	XEnglish Learners			

					XFoster Youth			

					Low Income			
2	**2.1**	Provide a Robust Intervention Department	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income			
2	**2.2**	Technology Staff	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$34,980.00	
2	**2.3**	Instructional Materials and Supplies	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$19,540.00	
2	**2.4**	Professional Development	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income			
2	**2.5**	Technology Learning Curriculum	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$26,150.00	
3	**3.1**	Family Communication	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income		$15,950.00	
3	**3.2**	Coaching Stipends and Scholarship Opportunities	XYes	XSchoolwide	XEnglish Learners XFoster Youth			

					X Low Income			
3	**3.3**	Interaction with Families			X English Learners X Foster Youth X Low Income			

2024-25 Annual Update Table

Totals	$1,596,662.00	$1,596,662.00

1	**1.1**	Implement Multi-Tiered System of Supports (MTSS).	Yes X	63,702.00	63,702
1	**1.2**	Mental Health	Yes X	49,200.00	49,200
1	**1.3**	Highly Qualified Teachers	Yes X	1,378,913.00	1,378,913
1	**1.4**	After School Care	Yes X	2,500.00	2,500
1	**1.5**	Maintain and Modernize Safe Campus	Yes X	12,316.00	12,316
1	**1.6**	Field Trips	Yes X	7,000.00	7,000

1	**1.7**	Enrichment Activities	Yes X		
2	**2.1**	Provide a Robust Intervention Department	Yes X		
2	**2.2**	Technology Staff	Yes X	17,000.00	17,000
2	**2.3**	Instructional Materials and Supplies	Yes X	19,156.00	19,156
2	**2.4**	Professional Development	Yes		

			X		
2	**2.5**	Technology Learning Curriculum	Yes X	33,000.00	33,000
3	**3.1**	Family Communication	Yes X	$7,875.00	7,875
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes X		
3	**3.3**	Interaction with Families		$6,000.00	6,000

2024-25 Contributing Actions Annual Update Table

$393,947	$1,382,242.00	$1,382,242.00	$0.00	0.000%	0.000%	0.000%

1	**1.1**	Implement Multi-Tiered System of Supports (MTSS).	XYes	$63,702.00	63,702		
1	**1.2**	Mental Health	XYes	$12,000.00	12,000		
1	**1.3**	Highly Qualified Teachers	XYes	$1,214,693.00	1,214,693		
1	**1.4**	After School Care	XYes	$2,500.00	2,500		
1	**1.5**	Maintain and Modernize Safe Campus	XYes	$12,316.00	12,316		
1	**1.6**	Field Trips	XYes				
1	**1.7**	Enrichment Activities	XYes				
2	**2.1**	Provide a Robust Intervention Department	XYes				
2	**2.2**	Technology Staff	XYes	$17,000.00	17,000		
2	**2.3**	Instructional Materials and Supplies	XYes	$19,156.00	19,156		

2	**2.4**	Professional Development	XYes				
2	**2.5**	Technology Learning Curriculum	XYes	$33,000.00	33,000		
3	**3.1**	Family Communication	XYes	$7,875.00	7,875		

3	**3.2**	Coaching Stipends and Scholarship Opportunities	XYes				

2024-25 LCFF Carryover Table

2,280,281	$393,947	0	17.276%	$1,382,242.00	0.000%	60.617%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or

more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:

        ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and ▪

        An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

        - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

        - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

            - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

        - Actions may be grouped together for purposes of these explanations.

        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

- Principals,

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

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

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

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

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

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

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

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

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

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable

committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

LCAP. Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the

engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices

they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. •

LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. • Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

actions associated with the goal.

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when

completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

synonymous. **Limited Actions**

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

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

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment.

A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for

which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA

reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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