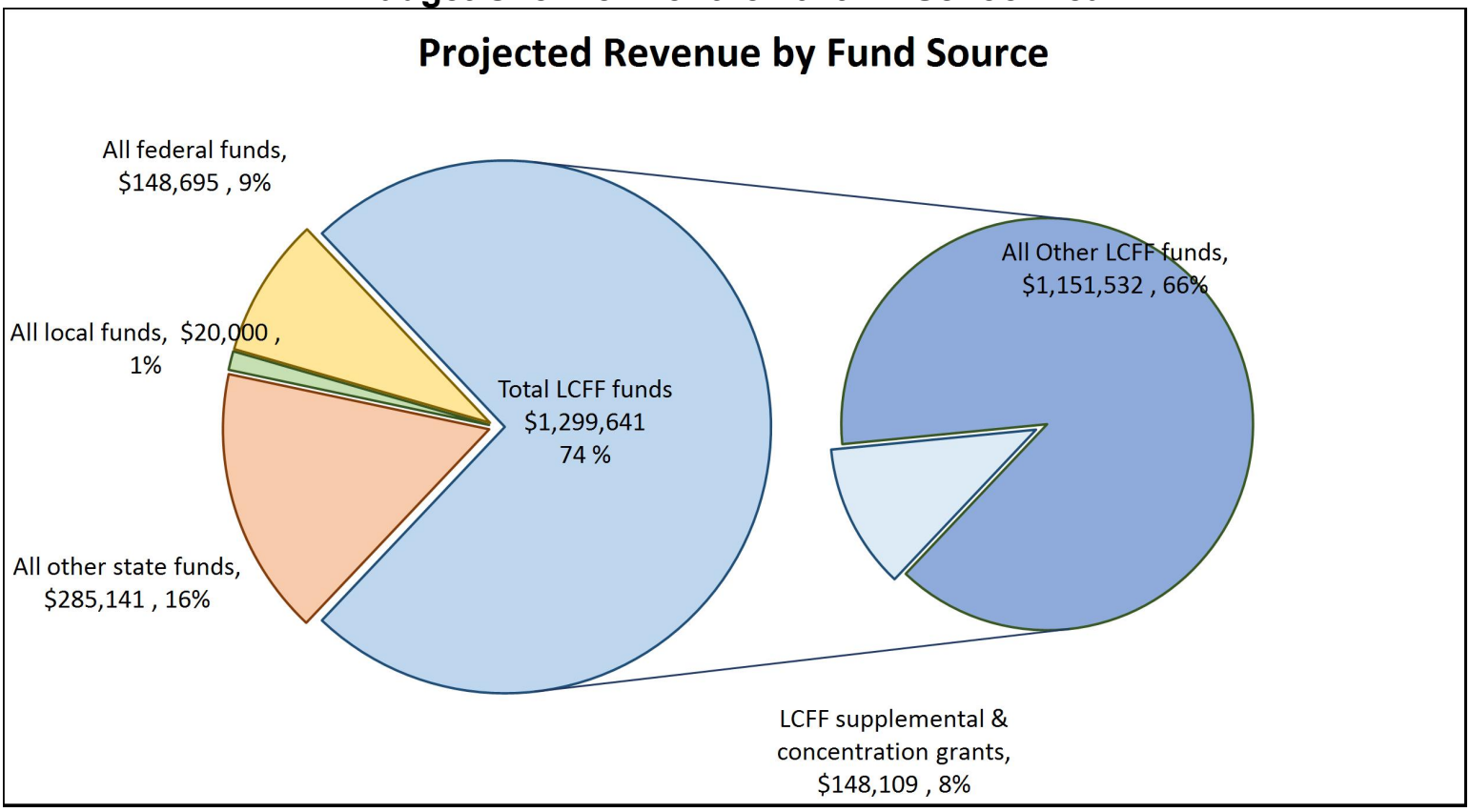
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chico Unified School District
CDS Code: 04-61424-0118042
School Year: 2026-27
LEA contact information:
Christia Marasco
Director
cmarasco@forestranchcharter.org
530-891-3154

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

Budget Overview for the 2026-27 School Year

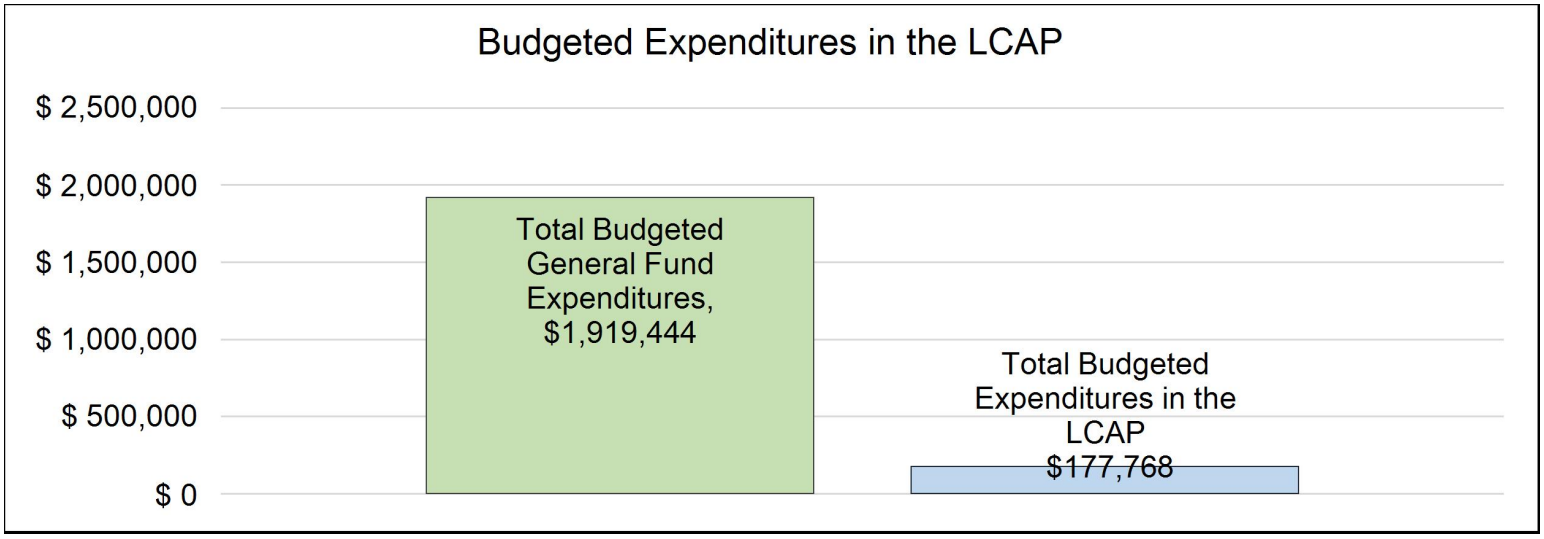


This chart shows the total general purpose revenue Chico Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chico Unified School District is $1,753,477, of which $1,299,641 is Local Control Funding Formula (LCFF), $285,141 is other state funds, $20,000 is local funds, and $148,695 is federal funds. Of the $1,299,641 in LCFF Funds, $148,109 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 Chico Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chico Unified School District plans to spend $1,919,444 for the 2026-27 school year. Of that amount, $177,768 is tied to actions/services in the LCAP and $1,741,676 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

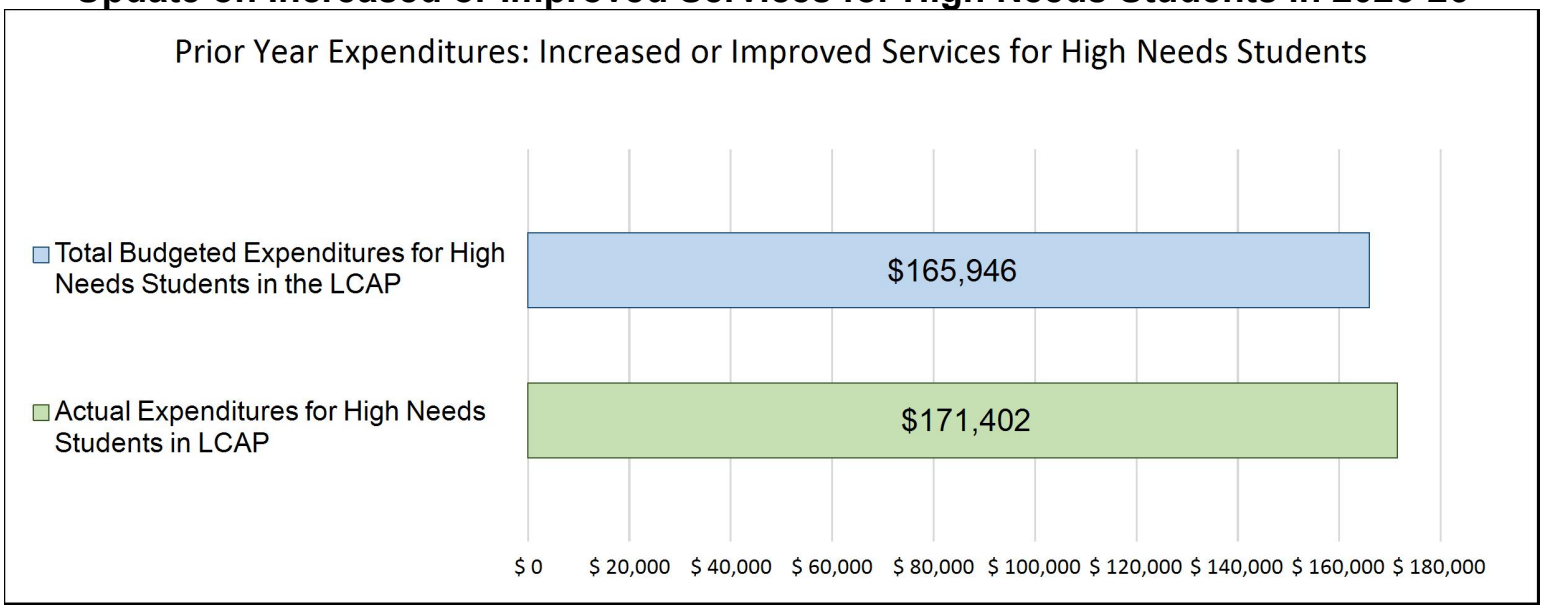
Spending not included in the LCAP are those expenditures that are usual and customary to running a small, independent charter school.

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

In 2026-27, Chico Unified School District is projecting it will receive $148,109 based on the enrollment of Foster Youth, English learner, and low-income students. Chico Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chico Unified School District plans to spend $148,168 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Chico Unified School District's LCAP budgeted $165,946 for planned actions to increase or improve services for high needs students. Chico Unified School District actually spent $171,402 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Unified School District	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154

Plan Summary [2026-27]

General Information

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

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered for two years by Chico Unified School District (CUSD) in 2008, for another five years in 2010, another five years in 2015 and for another five years in 2020. Our charter was extended in 2021 and is currently operational until June 2028. The school is chartered to serve transitional kindergarten through eighth grades, and currently serves 105 students in transitional kindergarten through eighth grades. Of those 59% are low income, 1.97% are English Language Learners, .9% are Foster Youth and 9.5% are students with disabilities. For the 2026-2027 school year we project a continued enrollment of 105 students. At Forest Ranch Charter School we believe in Family Centered Practices which help build stronger partnerships with families; Positive Behavior Intervention and Supports as a campus-wide approach for creating purposeful procedures and meaningful relationships; and Highly Effective Teaching methods to stimulate our student's curiosity and increase their academic success. These initial core features embraced by FRCS are part of California's MTSS (SEL) model. All FRCS plans, including our LCAP and Charter Renewal, focus on aligning with California's 8 priorities and components of the MTSS Framework. These share the same emphasis on stakeholder involvement that was part of our founding mission. We believe in educating the "whole" child through a balanced program which provides time for learning, leadership, social action, stewardship, creative expression, friendship and support. FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities and are moving toward an enhanced version of this through the Expeditionary Learning (EL) model. Weekly GATE (2-5) and/or Honors (6-8) activities and accelerated math placements ensure that advanced students are challenged and engaged. A strong student government, character education, and social action projects allow students opportunity to increase self- initiative and develop leadership skills. An elective rotation including art, drama, music, choir, dance, handwork, gardening, technology and sports helps stimulate interest in

life-long learning and self-enrichment. Values – FRCS pursues excellence in education through adhering to the following values: active engagement, security, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically). educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Reflections: Annual Performance

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

According to the CDE Dashboard (25), improvements were made in ELA for our socioeconomically dis. (SD) subgroup and maintained for all. Current i-Ready data shows a small increase in overall student growth and improved placement in ELA. In Math, FRCS increased by 4.3pt. (CDE Dashboard 25) but maintained for the socioeconomically disadvantaged group. However, current (2026) i-Ready data show less growth this year than last. On the 2025 Dashboard, FRCS came out as accelerated for growth in both ELA and math. Despite this, preliminary results this year are mixed with it being clear that significant improvements are still needed in both ELA and mathematics. On an encouraging note, FRCS decreased significantly in chronic absenteeism, overall individuals with behavioral referrals and overall suspensions. Survey measures indicate that students, staff and parents are generally feeling satisfied, safe and engaged on campus.

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
Faculty and Staff	Regularly scheduled meetings and individual discussions during ITSP process, School Advisory Council Meeting (February and June 2026)
Students	Regularly scheduled Student Government meetings, survey data collected in February (2026), Town Hall (open to all stakeholders; May 2026)
Parents/Guardians of students	Reenrollment and Annual Survey (February and March 2026); Town Hall (May, 2025); School Advisory Counsel LCAP Meeting (February and June 2026)
Board Members/Community	Board Meeting (May, 2026)

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

Student needs, both academic and social/emotional, were discussed at multiple Faculty/Staff and student meetings. In addition, LCAP purpose and planning was discussed at BOD meetings and two, formal School Advisory Council Meetings. At these meetings the various funding sources were explained, metrics and survey data was reviewed and actions and expenditures were discussed. We also reviewed goals, and gathered input surrounding goals and action items. To create greater connection with families, individual information was collected through in person discussions on the phone, in person at school and at the bus stop from February through May discussing general satisfaction, parent/staff, concerns and thoughts on improvements for the 26-27 school year. Formal Student and Parent Surveys as well as a Town Hall meetings were conducted. Multiple sources of stakeholder data throughout the year were considered when developing LCAP goals. Specific feedback from teachers and staff that influenced the LCAP was the need for new math curriculum, more hands on and/or thematic literacy materials for Tier 1,2 and 3, continuing Go Guardian, reading promotion activities, more ways to offer social and educational enrichment activities for our Middle Schoolers and to connect them with other schools, changed schedule for middle school math, continued ways to improve overall school climate, the continued need for more active support and coaching for instructional aides on playground, and continued increase in use and support of SEL delivery in classrooms. Student input that contributed was; input about staff being more

supportive with student challenges a few students), a more welcoming campus (a few students only), more Outdoor Education, hands on learning movement, and PE. Parents were overall satisfied, but a few expressed concerns about other students not being kind and the need for more support in this area in classrooms. Another minor area of need (less than 15%) that came out in both student and parent surveys was student's not having a positive view of learning. We had a few parents specifically reference the need for greater confidentiality and understanding of student challenges and perspectives All of this feedback was used when developing action items as well as shared with various stakeholder groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase overall student achievement in core academic areas. Focus Goal 1: Improve schoolwide performance of all students in ELA in local and state measures, as well as decrease the gap between overall and our primary sub group (socioecon. disad.) (Dashboard - Yellow or Green) Focus Goal 2: Improve schoolwide performance in Math in local and state measures (Dashboard - Yellow) Focus Goal 3: Decrease Chronic Absenteeism	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (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.

While we have made some progress in improving academic achievement during our past LCAP cycle, many students still struggle to meet academic standards in both ELA and mathematics. Additionally, while student attendance rates are improving, they are still lower than pre Covid rates and we have had a steady increase in students that need more intensive academic supports. Scores have improved slowly in some areas, but continued growth is needed in all core subjects. We will continue to work toward improvements in core academic areas; specifically focusing on ELA and math, with an emphasis on reducing the achievement gap between our overall and our socioeconomically disadvantaged population. Although we had improvement this last year, we will continue to focus on decreasing chronic absenteeism, as not participating in school leads to increased gaps in learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Smarter Balanced Scores (ELA)	22/23 CAASPP Data - ELA Overall - Yellow - .1 B; maintained SD - Orange - 28.7 B; decreased 4.2	23/24 CAASPP Data-ELA Overall - Orange - 12.2 B; declined 12.1 SD - Orange - 29 B maintained	24/25 CAASPP Data-ELA Overall - Orange - 12.6B; maintained SD - No Color - 21.7B; increased 7.3 White - Yellow - 7.7B; increased 5.5 Hispanic - No Color - 34B; increased 45.7 (FYI - in Growth we were accelerated with 72.5% improving their placement)	increase by 2 pts annually in each group including LREBG (NAI)	All - maintained under 1 pt. change SD - increased 7.3 pt. White - increased 5.5pt. Hispanic - increased 45.7pt
1.2	CAASPP Smarter Balanced Scores	22/23 CAASPP Data - Math Overall - Yellow - 32.9	23/24CAASPP Data-Math Overall - Orange -	24/25 CAASPP Data - Math	increase by 2pts annually in each group including LREBG (NAI)	All - increased 4.3pt. SD - maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Math)	B; increased 16.6 SD - Yellow - 57.1B; increased 13.3	31B maintained SD - Yellow- 42.1B increased 15	Overall - Orange - 26.7B; increased 4.3 SD - No Color - 41.1B; maintained White - Green - 21.8B; increased 5.6 Hispanic - No Color - 58.1B; increased 12.7 (FYI - in Growth we were accelerated with 80% improving their placement)		White - increased 5.6pt. Hispanic - increased 12.7pt.
1.3	i-Ready or equivalent local measure (ELA)	a. 94% of students included b. 48% met typical growth goal c. 32% - 56% - change from below to at or above grade level	a. 90% of students included (this was due to students leaving and not attending school during later testing b.52% met typical	a. 98% of students included b. 67% met typical growth goal	1% gain each year in b-d	a. increased by 8% b. 15% increase in meeting growth c. 33% change; 10% more at at/above however due to timing of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		d. 59% - improved placement calculate baseline for SD students	growth goal c. 23% - 49% - change from below to at or above grade level d. 62% improved placement	c.29% - 62% change from below to at or above grade level d. 68% improved placement		testing some students are included in green that should be high yellow d. 6% increase improved placement
1.4	i-Ready or equivalent local measure (Math)	a. 93% b. 41% c. 19% - 41% d. 58% calculate baseline for SD students	a. 92% of students included (see above) b. 48% c. 13% - 50% d. 60%	a. 97% of students included b. 43% met typical growth goal c.12% - 48% change from below to at or above grade level d. 64% improved placement	1% gain each year in b-d	a. 5% decrease b. 7% increase in meeting growth c. 34% change; 2% less than last year (also both years more students are showing at/above than should due to timing of testing) d. 4 increase improved placement
1.5	CAST Scores (5th, 8th)	Overall: 48% at or above standard SD subgroup: 17% at or above standard	Overall: 40.91% at or above standard SD subgroup: 35.29% at or above standard	Overall: 25% at or above standard SD subgroup:	We will increase by 1% each year in our SD subgroup; 20% by year 3	Overall - 7% decrease in at/or above SD - 18% increase in at/or above
1.6	Instructional Materials	100% of all students had standards-aligned instructional materials in all core classes.	100%	100%	We will maintain 100%	stayed the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Teacher Assignments and Credentialing	100% of teachers were appropriately assigned	100%	100%	We will maintain 100%	stayed the same
1.8	Chronic Absenteeism	30%	24-25 year 33%	17%	Below 20%; Track progress in LREBG (NAI)	decreased by 16%
1.9	Student Attendance	92%	92%	95.79% through month 5; 94.48 end of year	94.5%	improved by 2.5%
1.10	Parent Engagement: At least 60% of parents will volunteer. At least 75% of parents/guardians will attend scheduled meetings, school sponsored educational family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 60% and 75% are reached in the above areas.	Currently 55% of parents volunteered and 91% attended a meeting or school sponsored event. This data did not differentiate between educational/social other types of events. A new baseline will be established measuring parent/guardian attendance at events/meetings, etc. geared around core subjects.	24-25 year 55% volunteered at least once 97% attended student events	25/26 year 58% volunteered at least once many frequently - 1,346 volunteer hours logged by families, staff, community 100% attended student events	At least 60% of parents will volunteer. At least 75% of parents/guardians will attend scheduled meetings, school sponsored educational family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 60% and 75% are reached in the above areas.	Volunteerism increased 2%. Attendance at events went up by 3%
1.11	Parent Involvement - Unduplicated Students: Parents of unduplicated and students with exceptional needs will be contacted at least once a	100% of families were contacted	100%	100%	We will maintain 100% of parents of unduplicated and students with exceptional needs will be contacted at least once a trimester to provide varied	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	trimester to provide varied information, training and support.				information, training and support.	
1.12	Middle School Drop Out Rates	0% - Middle School drop out rate - Schoolwise SIS	0%	0%	Maintain a 0% Middle School Drop Out Rate	maintained

Goal Analysis [2025-26]

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

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

Overall, most of our action items were fully implemented. There were a few actions we were able to use free or reduced cost services/materials (1.1, 1.3, 1.4, 1.7) which lead to reduced spending as well as a few items (1.3, 1.7, 1.9, 1.12) that we struggled with fully implementing. One of our most significant challenges continues to be student illness and family emergencies. Many actions contributed to reducing absence and supporting students academically with short term IS or when they returned to school (1.3, 1.6, 1.7, 1.8, and 1.13). Many actions also contributed to student's academic growth in ELA and mathematics. We needed to increase the amount of support in Homework Club (adding teacher time) to support increased numbers and more extensive needs. We also continued to improve intervention services and the creation, selection and effective usage of quality NGSS and CCSS curriculum. Another area that showed a substantive difference was Action 1.12 Nutrition Coordinator. We kept this in as our Nutrition Team thought they would need more support with menu changes as they increased cooking from scratch. They successfully created multiple new menu items that were healthy and enjoyed by students without the additional support so we will be greatly reducing funding in this area next year.

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

We had a slight material difference in actions 1.1, 1.2, due to receiving a discount, minor staffing challenges, and reduced student numbers. There was a more significant material difference for actions 1.3, 1.4, 1.6, 1.9 and 1.12. For Action 1.3 which focused on Academic Interventions and literacy we were able to utilize more free and discounted resources than we anticipated as well as engaging in a pilot for a new program that reduced costs significantly. For Action 1.4 materials were purchased for both Middle School Science as well as our K/1 class. Teachers were also able to use resources found on campus and reduced price resources. For Action 1.6 we moved Homework Club expense of one staff to ELOP. Due to increased numbers and need, we added a teacher early in the year to provide more extensive support. Action 1.9, Prof. Dev., was not contributing Ed. Effectiveness Funds. As we utilized Ed. Effectiveness Funds for a range of training, we ran short with money and utilized other funding sources to complete PD goals. We also received free or reduced training through our county office of education, SPED provider and curriculum pilots . Action 1.12 Nutritional Consulting, was left at 2000 because we were going to have menu changes and increase scratch cooked meals. We thought this would require more guidance/support with menus but did not need it.

We will reduce this area to 500 next year just in case a new need arises. We are still pretty new to providing nutrition services on our own and can't always anticipate what extra support will be needed.

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

Faculty, support staff and students worked hard toward meeting their academic goals. Overall, students were still scoring below average in math but their growth rates/progress were significant in both state testing and in i-Ready. In ELA the gains were a bit less but improvements were made from the year before in i-Ready and we saw a significant increase in CAASPP scores of our socioeconomically disadvantaged subgroup. Despite gains, we still have much work to get students working at grade level in all areas. In addition to consistent and effective interventions, attendance needs to stay a primary focus with alternatives for sick students being of critical importance as so much school time is missed due to illness or family emergency. We did make improvements in overall attendance and decreasing chronic absenteeism this year but still have work to do.

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.

Multiple changes will be made this upcoming year, including the addition or expansion of action items (1.3, 1.9, 1.14, 1.15) targeted to improve progress in ELA and/or mathematics of students identified in our LREBG Needs Assessment. We will also include LREBG spending in Action 1.7 (Chronic Absenteeism and Reengagement Plan) targeted to decrease chronic absenteeism. More specifically, we will provide a trained staff to act as a reengagement coordinator on the Attendance Team. They will assist in coordination of the delivery of evidence based Tier 2 and Tier 3 strategies to improve attendance and other outcomes for those identified in our needs assessment or other students that fall in this category. The reengagement coordinator will track data, facilitate supports and report progress to the team. We will track progress of students identified as chronically absent, low or very low in state testing (ELA and/or math) that were identified in our needs assessment. We will report progress through use of our state and local achievement measures (CAASPP/i-Ready; 1.1-1.4) and our chronic absenteeism measure (1.7).

Changes to action items that will be funded with LCAP dollars will include the reduction of tech aide time in Action 1.1, the reduction of i-Ready cost in Action 1.2 (we will use i-Ready only for assessment and not for instruction), the reduction of spending in Action 1.3 Intervention as new spending will fall under LREBG funds (1.14), the addition of new Math curriculum/materials to Action 1.4, the addition of 6000 to Action 1.9 for Beginning Teacher Induction Program and Expeditionary Learning Training.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Internet and Tech. Support	provide faculty/staff development in technology and target implementation with evaluation built into ITSP plan as well as Tech. Aide Support for students and teachers. Use Go Guardian to filter inappropriate content, further teacher student communication and maximize on task student learning time while students are using their computers.	$20,927.00	Yes
1.2	i-Ready Diagnostic	Deliver i-Ready on-line assessment to 1-8th grade students throughout year to track progress.	$1,400.00	Yes
1.3	MTSS - Academic Interventions/Math Int. Program/ELA materials	We will continue the development of a more integrated intervention program with multiple Tier 2 and 3 options, where progress is reviewed regularly by Intervention Staff and teachers (MTSS Implementation Team). Increase number of whole team meetings and regular review of student data and successes by admin./Intervention Teacher. Do the Math/Reflex and a range of other math interventions will be added for elementary/middle School students struggling in math. "A review of 26 high quality studies indicates that explicit teaching combined with extensive practice is effective for students with learning disabilities and low-achieving students" (National Mathematics Advisory Panel, 2008) Recent data surrounding the efficacy of both Do the Math and Reflex with a wide range of student populations (including those that are socioeconomically disadvantaged) is available on site in our LCAP binder. We will also be adding materials to increase hands on, multi sensory interventions for early literacy and students struggling in reading development.	$3,000.00	Yes
1.4	NGSS Science Implementation and quality CCSS aligned curriculum	Middle School teacher will train in and use Savaas, Elevate, for science instruction and work to add labs and additional STEM opportunities. Teachers in grades 3-7 will train in and use Imagine IM working to align with existing yearlong plans and develop rigorous tier 1 math instruction for all students. Additionally, literacy materials will be purchased to support trial of Open Source Expeditionary Learning Units that align with teacher's year long plans. Track teacher implementation and student progress through classroom observation, self- assessment rubrics, student grades on tests, local and state measures.	$13,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Home to School Transport	Provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status. New bus drivers will be hired and trained to be able to continue transportation for all.	$22,275.00	Yes
1.6	Homework Club/Academic Tutoring	Offer Homework Club for students needing homework assistance. Offer academic tutoring, small group interventions and homework support through Homework Club/Academic Tutoring.	$1,500.00	Yes
1.7	LREBG - Chronic Absenteeism and Reengagement Plan	Continue to decrease chronic absenteeism using preventative practices/reengagement strategies prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals. Review chronically absent and truant student list at each MTSS Implementation Committee meeting. Using LREBG funds to provide a trained staff to act as a reengagement coordinator on the Attendance Team (Administrator, Office Manager, MTSS Leads). They will assist in coordination of the delivery of evidence based Tier 2 (mentoring, home visits) and Tier 3 (case management) strategies to improve attendance and other outcomes for those identified in our needs assessment or other students that fall in this category. The reengagement coordinator will track data, facilitate supports and report progress to the team. o Assign MTSS Lead Teachers to leadership role with attendance to support student motivation, outreach and further success.	$3,600.00	No
1.8	Parent Notification and Parent/Student Portal	Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments. Teach and support 6-8th grade usage of portal weekly. In the last trimester teach and support 5th graders to regularly use the portal.	$1,500.00	Yes
1.9	CCSS/NGSS PD	Provide PD that supports individual teacher goals for implementation of CCSS and NGSS, particularly new goals surrounding Beginning Teacher Induction Program, EL Learning Writing/ Thinking Maps and early literacy.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	ELD Teacher Coordinator	Assign a teacher to act as EL Test Coordinator and provide ELD program support to other teachers on campus. Work with faculty to discuss and report student progress throughout the year	$500.00	No Yes
1.11	Visual and Performing Arts Support/Instruction	Maintain personnel/materials to support visual and performing arts instruction.	$4,250.00	Yes
1.12	Nutrition Services Program	Recently we were notified that our authorizing district is no longer willing to provide Nutrition Services for our school. Hire a consultant to assist staff with planning and implementation of a federally compliant school nutrition program.	$1,000.00	Yes
1.13	Instructional Aide Support	Use instructional aides to support increased small groups and 1/1 tutoring time in classrooms.	$45,288.00	Yes
1.14	LREBG - Tiered ELA/Math Intervention	LREBG Funds will also be used to support Tier 2 and 3 intervention materials including Imagine Math and RAVO. Both programs are evidence based and will be used to support students/student groups identified in our Needs Assessment.	$2,000.00	No
1.15	LREBG - PD to support understanding and delivery of tiered supports	Faculty/Staff will be trained in intervention programs used, as well as general information and strategies that help them to support low performing students in ELA/mathematics or those that are chronically absent Specific programs include RAVO, Wilson, Imagine Math, Touch Math and Do the Math.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase efficiency and effectiveness of campus-wide Positive Behavior Intervention and Support Program including multiple tiered Social Emotional Learning and other supports to provide a safe, caring environment for all learners. Focus Goal 1: Have all Staff that work with students certified in MTSS Focus Goal 2: Increase Wellness Planning/Lessons and Mindfulness Education for Middle School students	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Over the past five years, we have had an increasing number of students join us that struggle with serious family issues as well as a range of learning and behavioral challenges. While our staff is well trained in advanced PBIS strategies, the increase in traumatized and/or students with significant behavioral challenges has created a need for increased support for faculty/support staff, students and their families to create a positive and effective learning environment that is healthy and safe for everyone.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Referrals - computerized referral system	Meet with Tier 2 PBIS Team to establish baseline goals	31	26	25 or less	we had a decrease of 5 individuals less referred than the prior year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		surrounding referral target goals Maintain a rate of less than 25 referrals (individual) per year - 23/24 year - 23 Track individual student progress in decreasing referrals from year to year				
2.2	Faculty PBIS Strategies Implementation Goals - Track implementation of Individual Teacher Goals through observation, Survey Data and Self Report; Assessment Rubric	Establish baseline of average score in 24/25 school year			baseline in new CKH/EL procedures	
2.3	Faculty/Staff Training PBIS - all regular staff will receive basic training upon hire in PBIS with increased training in new strategies each year.	100% of staff were trained in 23/24 school year	100%	all but 1	100%	maintained
2.4	Staff Implementation Goal - PBIS; All staff supporting students will choose an individual goal off PBIS Strategies worksheet and will receive coaching/support	Establish baseline of average score in the 20/25 school year	goals chosen and support teams developed. ratings need to be established	Faculty goals met	Establish new goals that include CKH and EL Procedures	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monthly; Admin./Faculty Observ. and self assessment data will be analyzed twice a year and collective averages on a five point scale will be used as measure of success					
2.5	Suspension Rate Maintain suspension rate of less than 3%.	23/24 school year - 3.5%	24/25 school year - 5 in school; 2 out of school	25/26 school year - 1 in school; 1 out of school; need %	maintain less than 3%; green or blue on dashboard	decreased in and out of school
2.6	Expulsion Rate Maintain expulsion rate of at or near 0%	23/24 school year - 0%	24/25 school year - 0%	25/26 school year - 0% at this time	maintain 0%	maintained

Goal Analysis [2025-26]

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

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

Most actions were fully implemented with the exception of material differences in actions 2.1, 2.3, and 2.7 (see below) and portions of 2.2, 2.6, and 2.8. For Action 2.2, Parent Education, we held regular meetings and much individual coaching was provided. We did not deliver all of the group trainings in our plan and will work toward full delivery next year. For Action 2.6, Counseling, Social Skills and Student Support, we still need to provide training/support to all aides in executive function coaching for students in need. Action 2.8, MTSS Engagement Leadership Team, we met frequently with various stakeholder groups and reported detailed information as well as data analysis, goal setting and review. The whole Leadership Team met more frequently than the prior year but still need to work on meeting all Leadership team goals/tasks as a group rather than individually.

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.

We had a material difference in spending on items 2.1, 2.3, and 2.7. For Action 1, Janitorial, we actually improved overall campus cleanliness as other salaried people stepped in to clean when we were short, however we spent a little less than anticipated because of staff shortages related to illness and staff turnover. Action 2.3 is related to MTSS training and certification and is non contributing. We have extra funds carried over from a prior phase of MTSS and are working to best utilize these funds by the extended summer deadline for training needs of staff. For Action 2.7, Middle School Wellness and SEL, teachers made improvements in both of these areas but we used alternate free

materials in place of Inner Explorer. We will be reviewing new programs next year that tie in with the training we received through MTSS funds in Capturing Kids Hearts and EL's Crew.

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

Overall number of referrals and suspensions were down and student satisfaction and positive teacher ratings were up. Faculty, students and support staff (with the exception of a small cohort in one class) reported significant improvements in climate, work completion and an overall positive school atmosphere. In addition, most actions were fully implemented and faculty, staff and students worked together to make campus a supportive and healthy place for learning.

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

For the upcoming year (26-27) we will work towards fully implementing all actions as well as continuing to use the remaining MTSS funds to implement Capturing Kids Hearts and EL's Crew program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physically Safe Janitorial/Inspections	Provide physically safe environment aligned to Covid needed modifications/facilities inspections and custodial staffing. All staff trained in cleaning procedures and implementing daily sanitizing in their space.	$3,828.00	Yes
2.2	Parent Education Opportunities	Provide monthly education, support and connection type groups to parents/guardians of students on various developmental stages and topics as well as one on one or small group support in PBIS and individualized needs.		No
2.3	Faculty/Staff Training	Implement more advanced training series for faculty/staff that have completed initial PBIS training. Use available Safe Schools trainings for ease of delivery as well as SWIFT and county PBIS resources. Offer follow up training/coaching in various MTSS elements for certified staff. Train Faculty/Staff in Capturing Kids Hearts as well as EL Learning Crew	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Procedures incorporating further MTSS training and Campus Absolutes (MTSS Grant Funds; Not Contributing)		
2.4	Data Collection	Implement computerized tracking of referrals with detailed information to track progress. Track and report type of referrals at Faculty and Safety Committee meetings.	$2,000.00	Yes
2.5	Town Hall Meetings/Crew	Hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and twice monthly Elementary Town Hall meetings surrounding climate/LifeSkills. Implement EL Crew Model in unison with this.		No
2.6	Counseling, Social Skills and Student Support	Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups. Include ADHD type coaching and student check in support as needed for students struggling with executive function. Access school -based counseling services for students receiving Medi-Cal as needed. ERHMS Funding will be used to fund on site counseling services. This is not contributing. Classroom aides (see Action 1:14) will be trained to provide coaching surrounding executive functioning for students in need.	$8,000.00	No
2.7	Tiered SEL/LifeSkills and Wellness Programs	Use an array of SEL materials owned by school and provided by school psychologist including classroom LifeSkill Program to improve SEL training with students. Continue to work with parents, students, and faculty to make improvements to Middle School and Elementary Wellness program. Provide push in support to teachers in need monthly on classroom implementation and how to increase student engagement. Purchase CKH/Crew or other Wellness program materials for use by students in SEL/Wellness. Purchase new student learning and sensory materials to support self regulation, SEL and Wellness.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Meet regularly with MTSS Implementation Team and Reengagement Staff to evaluate and implement various Universal, Tier 2 and Tier 3 level supports for students with repeat referrals or teacher identified internalizing/social skill issues. Establish and Operate an Effective Tier 2 Sub-Team to support increased student behavioral concerns. Conduct annual FIA and set MTSS goals for classrooms and campus wide. Monitor and evaluate progress throughout year and report at Faculty and Safety Meetings. Continue MTSS Elementary and Middle School Lead Teacher positions.	$7,000.00	Yes
2.9	Study/Interactive Learning Experiences	Continue to provide study trips (including overnight trips 4-8th) and interactive learning options across all grades. Additionally, some prior trips that are no longer available, due to Covid 19 program losses, will be revised or new ones will be chosen.	$10,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$148,109	$3,689

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.821%	0.000%	$0.00	12.821%

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:** Internet and Tech. Support **Need:** Access to computers or internet; support with accessing and using computer based learning **Scope:** LEA-wide	Internet access allows students to use on-line programs and tech aides provide computer support to teachers to keep things running smoothly and safely and to assist students with on-line learning resources. The addition of Go Guardian allows teachers to filter inappropriate content, communicate better with students and keep students more focused on learning.	Annual student survey surrounding tech support and student access to computer/internet as needed for school.

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
1.2	**Action:** i-Ready Diagnostic **Need:** 24/25 CAASPP data shows that our socioeconomically disadvantaged (SED) sub group (our only significant unduplicated student) population is scoring lower than our overall school population in both ELA and math at 21.7pt. below and 41.1pt. below respectively. i-Ready will act as a local measure to monitor progress of individual students as well as different student groups and report results to various stakeholders. **Scope:** LEA-wide	i-Ready is a local diagnostic measure that will allow us to track student progress throughout the year and across multiple years. It is our primary local measure to monitor academic success.	Benchmark data for 1st and 2nd and CAASPP assessment data
1.3	**Action:** MTSS - Academic Interventions/Math Int. Program/ELA materials **Need:** 24/25 CAASPP data shows that our socioeconomically disadvantaged (SED) sub group, our only significant unduplicated student, population is scoring lower than our overall school population in both ELA and math at 21.7 below and 41.1 below respectively. **Scope:** LEA-wide	As our overall scores averages on CAASPP are 12.6 and 26.7 points below standard and we have many students scoring below grade level on i-Ready as well, it is more inclusive to deliver interventions in ELA and math school wide to those in need. Programs such as Reflex, Imagine, RAVO, Wilson, Orton-Gillingham and Do the Math have demonstrated success in improving performance in students, including low income student populations. We will provide a range of tier 2 and 3 interventions school wide and monitor progress.	tier 2 intervention entrance and exit assessments; i-Ready scores; CAASPP scores; reading and spelling assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** NGSS Science Implementation and quality CCSS aligned curriculum **Need:** Our socioeconomically disadvantaged students are scoring lower than our overall group in CAASPP (ELA, math) and CAST testing. However all groups are performing below average in all areas. There is a need to increase skills in ELA, math and science. **Scope:** LEA-wide	As the percentage of students in the school that is socioeconomically dis. is well over half (59%) and our school is focused on equity driven inclusive practices, we will deliver the discipline specific Savaas curriculum to the whole Middle School and use the same materials using a UDL model for all regardless of socioeconomic status. Savaas curriculum is a research supported, NGSS curriculum. We will also start a pilot of Imagine IM Math curriculum for all students in 3rd - 7th grades. This is an evidence based program that encourages hands on learning, student discourse and critical thinking.	administrator observation; student test scores; CAST scores; student survey data
1.5	**Action:** Home to School Transport **Need:** Many of our socioeconomically dis. students do not have reliable transportation and rely on the bus to get to and from school. School absence due to unreliable transportation increases lost learning time. We know this information through parent interviews and survey data as well as student report. We are also located 15 miles up a mountain from city of Chico, where 30% of our students live. **Scope:** LEA-wide	Providing reliable, free transportation to all allows our students to get to school regularly and safely.	Bus rider logs; attendance data
1.6	**Action:** Homework Club/Academic Tutoring	Homework Club is offered to all students in 2-8th (1st grade when space permits) and staffing is	Parent/Student Surveys; Student academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: many of our socioeconomically disadvantaged students do not have adequate support with homework at home. There is a need to increase math and ELA CAASPP scores; access to tutoring and additional math, reading and writing support **Scope:** LEA-wide	increased when numbers require this. It is provided for all students because even though there is a performance gap between unduplicated and other students scores, our overall student scores are below average and all students at the school would benefit from additional homework support. Research shows that 1/1 tutoring and targeted support can increase academic for all students including those that come from low income families ().	assessments and grades; Program Attendance Logs
1.7	**Action:** LREBG - Chronic Absenteeism and Reengagement Plan **Need:** Increase Attendance to improve academic performance **Scope:**	Research shows that communicating the value of attendance to families, tracking more meaningful information about reasons for absences, providing individualized communications/supports to families and improving school climate can improve attendance Rapaport, A., Saavedra, A.R., Polikoff, M., Silver, D., & Garland, M.W. (2026). A deep exploration of chronic absenteeism – causes, consequences, and potential solutions. Volume II. Root Causes of Absenteeism: A Nationally Representative Survey of Adults and Teens. University of Southern California.	
1.8	**Action:** Parent Notification and Parent/Student Portal **Need:** many of our socioeconomically disadvantaged students have missing assignments which leads to lower grades and decreased skill building.	Although more of our low income students are challenged by this so are other students. We teach and require all students to use the data system and track progress so they can improve their self monitoring skills and responsibility in completing assignments as well as working to improve scores. Additional support is provided to all students and families as needed so as to be inclusive and not single out any specific population.	monitoring logs for parent/guardian and student usage, grades and missing assignment records

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
	As our students get older it is increasingly more important for them to learn to keep track of their own progress in various subjects/classes electronically. According to parent and student report many of our low income families need additional help to support their students with this. **Scope:** LEA-wide		
1.9	**Action:** CCSS/NGSS PD **Need:** socioeconomically disadvantaged students **Scope:** LEA-wide Schoolwide		i-Ready, CAASPP scores, CAST scores
1.11	**Action:** Visual and Performing Arts Support/Instruction **Need:** access to VAPA activities at school and integrated into classroom curriculum helps to create equity in opportunity as many of our socioeconomically disadvantaged students do not have the opportunity to participate in these types of activities at home or outside of the school setting.	Arts integration school wide supports equity for all and many studies suggest that arts integration has positive effects on academic achievement in students, including those from socioeconomically disadvantaged backgrounds (Valls, Black, & Myyoung, 2019; Graham & Brouillette, 2016; Inok, Weltsek, & Tabone, 2014)	VAPA assistant support logs, student achievement local measures in math, ELA and science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.12	**Action:** Nutrition Services Program **Need:** Fifty nine percent of our students come from socioeconomically disadvantaged homes. Many of these students and their parents rely on school meals to get the nutrition they need. **Scope:** LEA-wide	Our Nutrition Programs serve all interested students at FRCS. Good nutrition is strongly linked to academic achievement. School meals are especially critical for many students from low income families. Low income, school aged children who eat breakfast at school have a better quality of diet than those who eat breakfast elsewhere (Action for Healthy Kids, 2012; P.P. Basiotis, M Lino & R.S. Anand, 1999).	student participation in Nutrition programs; daily meal counts
1.13	**Action:** Instructional Aide Support **Need:** many of our students, including a significant number of our socioeconomically disadvantaged student population are below grade level in either math or ELA or both. **Scope:** LEA-wide	Instructional aides in the classroom are able to support small group and 1/1 support as well as many other activities in the classroom. Research surrounding use of instructional aides (IA) in the classroom shows that IA's when used effectively can lead to increased academic achievement for struggling students (including those that come from a socioeconomically disadvantaged background) (C.T. Clotfelter, S.W. Hemelt & H.F. Ladd, 2016; L. Goe & L. Matlach, 2014).	Activity Logs for Instructional Aides; Student i-Ready and other local measures of achievement
2.1	**Action:** Physically Safe Janitorial/Inspections **Need:** increased rate of illness in all student populations with a markedly higher rate of	Clean, organized and disinfected campuses affect the health and social/emotional wellness of all students on campus by reducing rates of illness and increasing student satisfaction while on campus (as indicated by survey data). Research shows that frequent sanitizing leads to decreased	Training logs; Cleaning logs; attendance data; student satisfaction survey items

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
	illness in our socioeconomically disadvantaged population **Scope:** LEA-wide	illness. As our socioeconomically disadvantaged population is more than half the students on campus we will provide these actions campus wide for practical reasons.	
2.4	**Action:** Data Collection **Need:** Fifty nine percent of our student population is socioeconomically disadvantaged. **Scope:** LEA-wide	Tracking behavioral data allows us to provide more customized tiered interventions/services as well as the ability to better analyze effectiveness of the interventions being delivered and change when necessary. This is part of our school wide PBIS program which strives to meet the needs of all students including those who are socioeconomically disadvantaged. Customized, multifaceted behavioral interventions supported by data have been linked to more positive outcomes and decreased behavioral incidents in SED student populations.	referral data; student surveys;
2.7	**Action:** Tiered SEL/LifeSkills and Wellness Programs **Need:** According to parent/student/teacher report as well as counseling and behavioral referral data, many in our SED student population have a need for social/emotional support and learning. **Scope:** LEA-wide	Studies show SEL programs have a long term impact on academic growth and that all students, regardless of their background, can benefit from positive social emotional learning (National Commission on Social Emotional and Academic Development; The Aspen Institute, 2017)	Student and parent survey data; classroom observation; collection of teacher lesson plans/YLP
2.8	**Action:** MTSS/Reengagement Leadership Team - Program Evaluation	The listed action will provide a team to organize, address and assess the effectiveness of all interventions/resources utilized. This data will guide change as needed. Research in	MTSS Leadership Meeting Minutes; Tier 2 Sub Team Minutes; annual FIA results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Fifty nine percent of our student population is socioeconomically disadvantaged. According to parent/student/teacher report as well as counseling and behavioral referral data, many in our SED student population have a need for social/emotional support and learning. **Scope:** LEA-wide	implementation science shows that strong and engaged site leadership leads to systemic improvements in meeting goals as wellas more positive outcomes for historically under resources student groups (T.Courchane, L.E. Jones, A. McCart, et. al., 2023; A. McCart &D. Miller, 2020).	
2.9	**Action:** Study/Interactive Learning Experiences **Need:** socioeconomically disadvantaged students often do not have as many opportunities for "being there experiences" as their peers **Scope:** LEA-wide	In line with our inclusive philosophy, this action will be delivered to all students. Interactive study trips provide "being there experiences" that maximize sensory input, increase students opportunity for reference points to later make further connections to academic content and skills being learned, as well as increase attention/positive emotions surrounding content being learned. Research shows that brain compatible strategies such as these increase students academic performance and social/emotional skills (S.J. Kovalik & K.D. Olsen, 2010; T.R. Bonnema, 2009).	Student "study trip" rosters; teacher's "study trip" objective sheets

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** ELD Teacher Coordinator **Need:** identification, assessment and on going support for EL students **Scope:** Limited to Unduplicated Student Group(s)	assigned teacher will deliver assessments and act as a resource to other teachers as needed	ELPAC data

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.

Additional Concentration Grant Funding

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

The loss of ESSER funding meant that classroom aide positions were going to be reduced from four to two. The additional concentration grant funding allowed the school to retain one of the positions set to be eliminated.

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		The school anticipates having four classified staff providing direct instruction to 105 students.
Staff-to-student ratio of certificated staff providing direct services to students		The school anticipates having seven certificated staff providing direct instruction to 105 students.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,155,221	148,109	12.821%	0.000%	12.821%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$148,168.00	$29,600.00	$0.00	$0.00	$177,768.00	$117,662.00	$60,106.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Internet and Tech. Support		Yes	LEA-wide				$14,421.00	$6,506.00	$20,927.00				$20,927.00	
1	1.2	i-Ready Diagnostic		Yes	LEA-wide				$0.00	$1,400.00	$1,400.00				$1,400.00	
1	1.3			Yes	LEA-wide				$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.4	NGSS Science Implementation and quality CCSS aligned curriculum		Yes	LEA-wide				$0.00	$13,200.00	$13,200.00				$13,200.00	
1	1.5	Home to School Transport		Yes	LEA-wide				$22,275.00	$0.00	$22,275.00				$22,275.00	
1	1.6	Homework Club/Academic Tutoring		Yes	LEA-wide				$1,500.00	$0.00	$1,500.00				$1,500.00	
1	1.7	LREBG - Chronic Absenteeism and Reengagement Plan	All	No			All Schools		$3,600.00	$0.00		$3,600.00			$3,600.00	
1	1.8	Parent Notification and Parent/Student Portal		Yes	LEA-wide				$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.9	CCSS/NGSS PD		Yes	LEA-wide Schoolwide				$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.10	ELD Teacher Coordinator	English Learners EL Students	No Yes	Limited to Unduplicated Student Group(s)	English Learners			$500.00	$0.00	$500.00				$500.00	
1	1.11	Visual and Performing Arts Support/Instruction		Yes	LEA-wide				$4,250.00	$0.00	$4,250.00				$4,250.00	
1	1.12	Nutrition Services Program		Yes	LEA-wide				$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	Instructional Aide Support		Yes	LEA-wide		Specific Schools:		$45,288.00	$0.00	$45,288.00				$45,288.00	
1	1.14	LREBG - Tiered ELA/Math Intervention	All students identified in our LREBG Needs Assessment as well as new students that are identified during initial screening as struggling in either ELA or math.	No			All Schools		$0.00	$2,000.00		$2,000.00			$2,000.00	
1	1.15	LREBG - PD to support understanding and delivery of tiered supports	All	No			All Schools		$0.00	$1,000.00		$1,000.00			$1,000.00	
2	2.1	Physically Safe Janitorial/Inspections		Yes	LEA-wide				$3,828.00	$0.00	$3,828.00				$3,828.00	
2	2.2	Parent Education Opportunities	All	No			All Schools									
2	2.3	Faculty/Staff Training	All	No			All Schools		$15,000.00	$0.00		$15,000.00			$15,000.00	
2	2.4	Data Collection		Yes	LEA-wide				$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.5	Town Hall Meetings/Crew	All	No			All Schools									
2	2.6	Counseling, Social Skills and Student Support	All	No			All Schools		$0.00	$8,000.00		$8,000.00			$8,000.00	
2	2.7	Tiered SEL/LifeSkills and Wellness Programs		Yes	LEA-wide				$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation		Yes	LEA-wide				$7,000.00	$0.00	$7,000.00				$7,000.00	
2	2.9	Study/Interactive Learning Experiences		Yes	LEA-wide				$0.00	$10,000.00	$10,000.00				$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,155,221	148,109	12.821%	0.000%	12.821%	$148,168.00	0.000%	12.826 %	**Total:**	$148,168.00
								LEA-wide Total:	$147,668.00
								Limited Total:	$500.00
								Schoolwide Total:	$8,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Internet and Tech. Support	Yes	LEA-wide			$20,927.00	
1	**1.2**	i-Ready Diagnostic	Yes	LEA-wide			$1,400.00	
1	**1.3**	MTSS - Academic Interventions/Math Int. Program/ELA materials	Yes	LEA-wide			$3,000.00	
1	**1.4**	NGSS Science Implementation and quality CCSS aligned curriculum	Yes	LEA-wide			$13,200.00	
1	**1.5**	Home to School Transport	Yes	LEA-wide			$22,275.00	
1	**1.6**	Homework Club/Academic Tutoring	Yes	LEA-wide			$1,500.00	
1	**1.8**	Parent Notification and Parent/Student Portal	Yes	LEA-wide			$1,500.00	
1	**1.9**	CCSS/NGSS PD	Yes	LEA-wide Schoolwide			$8,000.00	
1	**1.10**	ELD Teacher Coordinator	Yes	Limited to Unduplicated	English Learners		$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
1	1.11	Visual and Performing Arts Support/Instruction	Yes	LEA-wide			$4,250.00	
1	1.12	Nutrition Services Program	Yes	LEA-wide			$1,000.00	
1	1.13	Instructional Aide Support	Yes	LEA-wide			$45,288.00	
2	2.1	Physically Safe Janitorial/Inspections	Yes	LEA-wide			$3,828.00	
2	2.4	Data Collection	Yes	LEA-wide			$2,000.00	
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	LEA-wide			$2,500.00	
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	LEA-wide			$7,000.00	
2	2.9	Study/Interactive Learning Experiences	Yes	LEA-wide			$10,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$196,135.00	$181,643.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Internet and Tech. Support	Yes	$23,111.00	$22,779.00
1	**1.2**	i-Ready Diagnostic and Instruction	Yes	$6,830.00	$5,710.00
1	**1.3**		Yes	$4,000.00	$1,631.00
1	**1.4**	NGSS Science Implementation and quality CCSS aligned curriculum	Yes	$4,000.00	$2,872.00
1	**1.5**	Home to School Transport	Yes	$29,960.00	$33,208.00
1	**1.6**	Homework Club	Yes	$0.00	$1,266.00
1	**1.7**	Chronic Absenteeism and Reengagement Plan	No		
1	**1.8**	Parent Notification and Parent/Student Portal	Yes	$1,500.00	$1,869.00
1	**1.9**	CCSS/NGSS PD	No	$7,189.00	$2,760.00
1	**1.10**	ELD Teacher Coordinator	No Yes	$500.00	$653.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Visual and Performing Arts Support/Instruction	Yes	$4,250.00	$4,250.00
1	1.12	Nutrition Services Program	Yes	$2,000.00	$0.00
1	1.13	Instructional Aide Support	Yes	$64,500.00	$69,952.00
2	2.1	Physically Safe Janitorial/Inspections	Yes	$3,795.00	$895.00
2	2.2	Parent Education Opportunities	No		
2	2.3	Faculty/Staff Training	No	$15,000.00	$191.00
2	2.4	Data Collection	Yes	$2,000.00	$2,400.00
2	2.5	Town Hall Meetings	No		
2	2.6	Counseling, Social Skills and Student Support	No	$8,000.00	$7,290.00
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	$2,500.00	$869.00
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	$7,000.00	$9,442.00
2	2.9	Study/Interactive Learning Experiences	Yes	$10,000.00	$13,606.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$149,641.00	$165,946.00	$171,402.00	($5,456.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Internet and Tech. Support	Yes	$23,111.00	$22,779.00		
1	1.2	i-Ready Diagnostic and Instruction	Yes	$6,830.00	$5,710.00		
1	1.3	MTSS - Academic Interventions/Math Int. Program/ELA materials	Yes	$4,000.00	$1,631.00		
1	1.4	NGSS Science Implementation and quality CCSS aligned curriculum	Yes	$4,000.00	$2,872.00		
1	1.5	Home to School Transport	Yes	$29,960.00	$33,208.00		
1	1.6	Homework Club	Yes	$0.00	$1,266.00		
1	1.8	Parent Notification and Parent/Student Portal	Yes	$1,500.00	$1,869.00		
1	1.10	ELD Teacher Coordinator	Yes	$500.00	$653.00		
1	1.11	Visual and Performing Arts Support/Instruction	Yes	$4,250.00	$4,250.00		
1	1.12	Nutrition Services Program	Yes	$2,000.00	$0.00		
1	1.13	Instructional Aide Support	Yes	$64,500.00	$69,952.00		
2	2.1	Physically Safe Janitorial/Inspections	Yes	$3,795.00	$895.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Data Collection	Yes	$2,000.00	$2,400.00		
2	**2.7**	Tiered SEL/LifeSkills and Wellness Programs	Yes	$2,500.00	$869.00		
2	**2.8**	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	$7,000.00	$9,442.00		
2	**2.9**	Study/Interactive Learning Experiences	Yes	$10,000.00	$13,606.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,138,552	$149,641.00	0.00%	13.143%	$171,402.00	0.000%	15.054%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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