LCFF Budget Overview for Parents

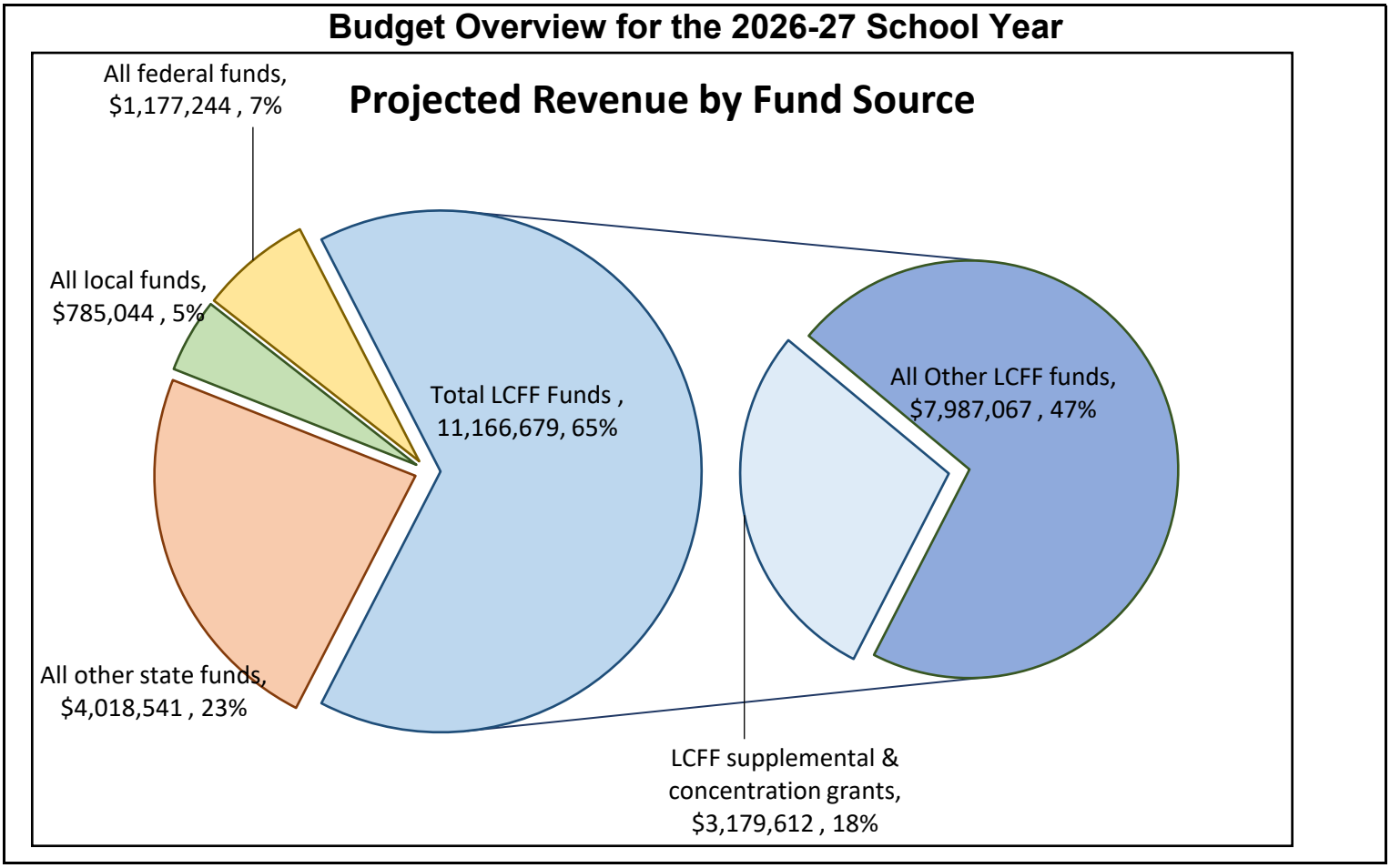
Local Educational Agency (LEA) Name: Liberty Charter

CDS Code: 20652430107938

School Year: 2026-27

LEA contact information: John McClure; Executive Director; (559) 675-2070, Ext. 2600; j.mcclure@libertyc

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

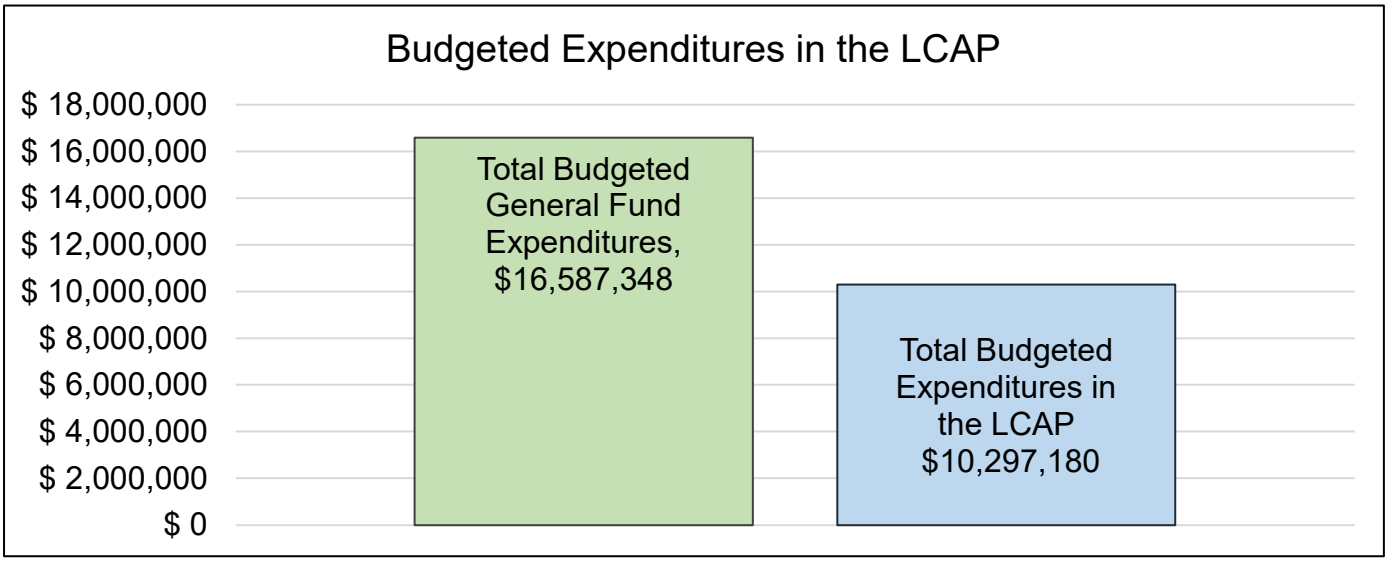


This chart shows the total general purpose revenue Liberty Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Liberty Charter is $17,147,508.00, of which $11,166,679.00 is Local Control Funding Formula (LCFF), $4,018,541.00 is other state funds, $785,044.00 is local funds, and $1,177,244.00 is federal funds. Of the $11,166,679.00 in LCFF Funds, $3,179,612.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Liberty Charter 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: Liberty Charter plans to spend $16,587,348.00 for the 2026-27 school year. Of that amount, $10,297,180.00 is tied to actions/services in the LCAP and $6,290,168.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

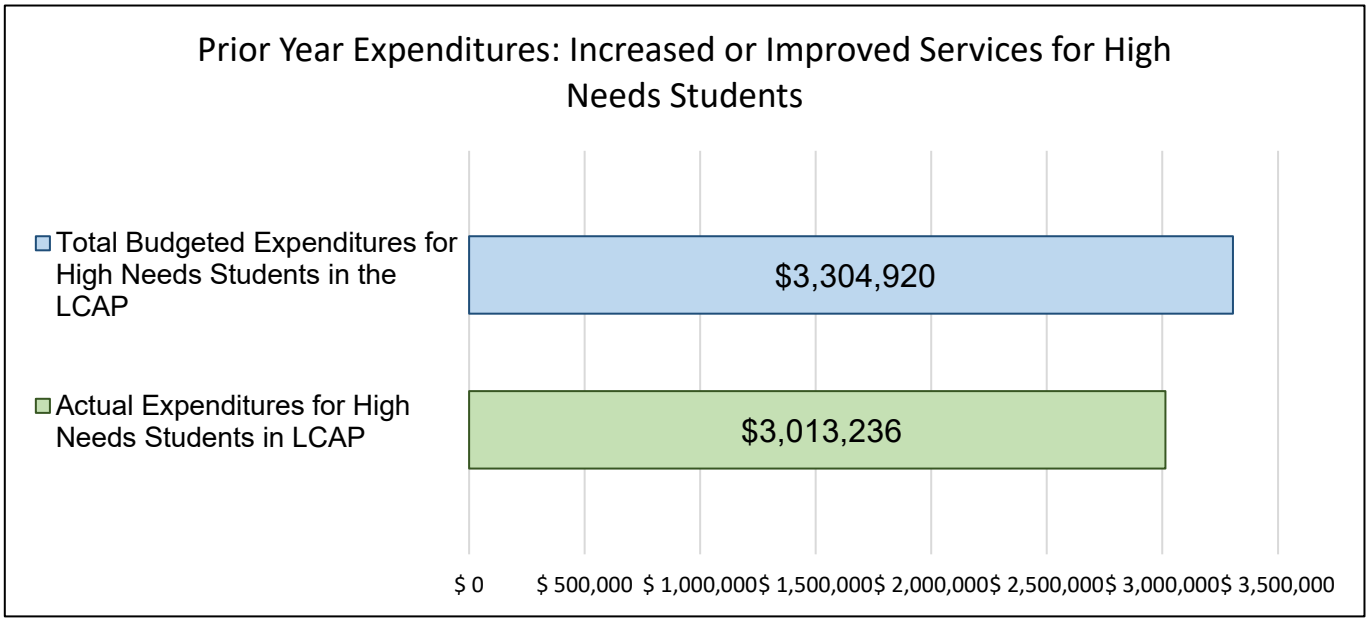
Business and Accounting Services, Legal and Oversight Fees, Food Services, insurance, equipment leases, the majority of teacher salaries.

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

In 2026-27, Liberty Charter is projecting it will receive $3,179,612.00 based on the enrollment of foster youth, English learner, and low-income students. Liberty Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Charter plans to spend $3,384,961.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Liberty Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Liberty Charter 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, Liberty Charter's LCAP budgeted $3,304,920.00 for planned actions to increase or improve services for high needs students. Liberty Charter actually spent $3,013,236.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $291,684.00 had the following impact on Liberty Charter's ability to increase or improve services for high needs students:

All services were provided as planned. Other sources of funding were used to provide professional development for teachers and additional math support for students.

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
Liberty Charter	John McClure Executive Director	(559) 675-2070 Ext. 2600 j.mcclure@libertycharterschool.org

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.

Established in 2005 and entering our 20th year, Liberty Charter (formerly Ezequiel Tafoya Alvarado Academy) is proud of our heritage and distinctive educational emphasis. We are a TK-8 independent public charter school located in Madera. The school's focus is on empowering economically underprivileged Latino children in Madera, through education. These efforts are intended to develop future leaders in the state's extremely large Latino community, where children often attend underserved public schools.

We offer a uniquely personalized experience for our students and families where relationships are built and honored. Our staff, some of whom have been here since day one, develop deep mentoring connections with our students. Most of our students are with us from Transitional Kindergarten to 8th grade, and our teachers and staff members are dedicated to forming and implementing an educational and social bond that transforms.

As an intentionally small, self-contained, charter school, our families have unparalleled access to faculty and administration to team together to reach their child's full potential. Our administration is open to connecting with parents, respecting families, and students' inherent dignity, and working to find positive solutions for student needs. Teachers and staff maintain open lines of communication and actively work with students to create targeted academic interventions, with our goal being for every student to achieve success and readiness for adult life.

While Liberty Charter School is a small school, we offer a wide range of programs that set us apart. All student meals are prepared daily by our on-site kitchen staff. The school offers multiple music programs, including a traditional concert band, a string band, and a Mariachi band. Liberty Charter School also provides a full-time mental health counseling program to support students' social and emotional needs.

Art instruction is built into the weekly schedule for every class, from Transitional Kindergarten through 8th grade. The school offers a full-time Reading Intervention program for students in Kindergarten through 6th grade, as well as a full-time Math Intervention Specialist supporting students in grades 3 through 8. Kindergarten and 8th grade students each participate in a celebratory promotion or graduation ceremony at the end of the school year.

In the primary grades, Kindergarten through 3rd grade, each classroom is supported by a paraprofessional to assist teachers in implementing the instructional program. Transitional Kindergarten classrooms are supported by two paraprofessionals to meet the needs of our youngest learners. Students in 7th and 8th grade also have the opportunity to participate in Student Council, providing leadership development opportunities.

The community of Madera, which is over 80% Latino has been a huge supporter of the school. We have become a recognized institution in the city and our enrollment is a measure of that success. The school served approximately 704 students in Transitional Kindergarten through the 8th grade in 2024-25. Significant student groups include 92% Socioeconomically Disadvantaged; 44% of English Learners; 10% of students qualifying for special education services; 2% Homeless, and 1% Foster Youth. Approximately 97% of Liberty Charter's students identify as Hispanic or Latino. To better support the needs of the learning community, the school recently purchased the property they have been using, but now have access to 100% of the facility. This has greatly expanded classroom, office, gymnasium, and cafeteria space.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Liberty Charter which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements to include focusing on three goals.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council and District English Learner Advisory Council (DELAC).Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The councils will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year. The decisions will consider the needs of the school based on student achievement data to include SBAC, ELPAC, and interim assessment data, cumulative assessments, and attendance and student demographic data to include all the significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

The school is not eligible for Equity Multiplier funding.

Reflections: Annual Performance

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

IDENTIFIED PROGRESS

State Indicators

The 2025 CA Dashboard rated English Learner Progress ‘Blue’ both for all English Learners (56% making progress) and Long Term English Learners (72% making progress).

The 2025 CA Dashboard rated English Language Arts ‘Yellow’ at 61 points below standard, which is an improvement of 11 points from the previous year. Mathematics is rated ‘Yellow’ as well at 85 points below standard, which is an increase of 7 points from the previous year. All but one of the school’s subgroups are also making progress in English Language Arts and Math demonstrating that actions providing additional Literacy and Math support are effective. Students with Disabilities maintained at the same level in English Language Arts, but increased in Math.

The 2025 CA Dashboard rated Chronic Absenteeism ‘Yellow’ with an 9.7% chronic absence rate (a 11 percentage point decrease from 2021-22). By implementing the attendance initiative action as planned, the school's average daily attendance has rebounded and we have seen a decrease in the number of students who are chronically absent since the return to in-person instruction. Doubling our bus capacity from two buses to four has also helped to support student attendance..

Local Indicators

All state-mandated local indicator requirements were met.

IDENTIFIED NEEDS

State Indicators

The 2025 CA Dashboard rated Suspension ‘Orange’ with 2.5% of students suspended at least one day.

IDENTIFIED NEEDS from the 2023 CA Dashboard and Actions Added to Address Needs

The English Learner (-100 points), Students with Disabilities (-114 points), and Socioeconomically Disadvantaged (-62 points) student groups rated ‘Red’ on the 2023 CA Dashboard. In response to this data, the additional reading intervention teacher who has been hired to work with groups of students needing additional reading support based on state and local assessment data will be retained (Action 1.2). Also, the school has hired additional reading intervention teachers through a contract with Linda Mood Bell. Linda Mood Bell will also provide teachers with professional development on instructional strategies for literacy development.

On the 2023 CA Dashboard, the English Learner and Students with Disabilities student groups rated ‘Red.’ In response to this data, the additional math intervention teacher who has been hired to work with groups of students needing additional math support based on state and local assessment data will be retained (Action 1.3). Additionally, the school plans to pilot a new math curriculum aligned to the updated California math framework and the CA Common Core Math standards to ensure teachers have access to up-to-date materials to support best practices in math instruction. Teachers will be provided with professional development to support implementation of the piloted

curriculum. To provide additional support with both reading and math, the two additional paraprofessionals who were hired to lower the staff to student ratios will be retained. To address the needs of students with disabilities, the additional special education teacher hired to work with students on both reading and math will be retained.

Learning Recovery Emergency Block Grant (LREBG)

Liberty Charter has $447,291 in unexpended funds at the start of the 2026-27 school year. $126,000 is planned to be spent in the 2026-27 school year. LREBG funded actions can be found in Goal 2, Action 1 Mental Health and Social Emotional Support.

The Liberty Charter needs assessment substantiated findings from the 2024 CA Dashboard related to academic achievement in English Language Arts, specifically literacy development as well as Mathematics. A review of state and local data indicates English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students have significant needs in these areas. Student difficulty with regulating emotions, the development of social emotional skills and executive functioning skills are barriers to Liberty students' academic success.

Based on this, Goal 2, Action 1 directly addresses these needs by providing mental health counselors to lead individual and small group sessions to support students with regulating emotions, the development of social emotional skills and executive functioning skills.

This action align to allowable uses of funds in the areas of integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Liberty Charter is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians	Parents are encouraged to communicate via email, phone call, or in-person meetings with the administration as well as communication on ClassDojo. Prior to the development of the LCAP, the parents complete a School Climate Survey to address specific needs.
Advisory Council	The Council is composed of parents and staff. The SSC and District English Learner Advisory Council (DELAC) meet quarterly throughout the year to reflect on data and provide input on plan development. We also hold one meeting attended by staff and parents for input on our Title I Plan. The SSC will review the LCAP during the May meeting.
Teachers and other school personnel	Teachers provide feedback during regular staff meetings including regular opportunities to collaborate as a full staff. Prior to the development of the LCAP, the staff completed a School Climate Survey to address specific needs.
Administration	The administrative team meets regularly to review data related to progress towards meeting our LCAP goals and propose adjustments to the plan based on the data and other stakeholder feedback.
Students	Administration communicates daily with students in the classroom and/or playground to garner input. Prior to the development of the LCAP, students complete a School Climate Survey to address specific needs. Each week the student council meets to work on school initiatives. In the Spring, the student council provides feedback to inform LCAP development.
Governing Board	Our board holds monthly open meetings that provide the public with the opportunity to comment. Liberty Charter promotes parent participation in public meetings and at public hearings through website and agenda postings. Translations are provided, as requested. The LCAP public hearing was held on 5/14/26 and the Board approved the LCAP on 6/18/26.

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

Teachers/Administrators/Other School Personnel noted based on the CAASPP ELA and Math, local assessment data and informal classroom observations that some students continue to need additional academic support. Based on this feedback and data analysis, resources continue to be shifted and allocated to determine the best structure to provide this additional academic support. This year, the school determined that students would benefit more from instruction from an additional dedicated intervention teacher instead of paraprofessionals in the upper grade classrooms, so supports were adjusted accordingly.

The school also added a full-time counselor to expand support. There has been an increase in referrals for counseling related to student behavior, as staff work to determine whether these behaviors are connected to underlying emotional concerns.

Students report feeling motivated by the incentives associated with the Positive Behavioral Interventions and Supports (PBIS) program. Teachers and administrators are encouraged by the large number of students recognized each month as Student of the Month for positive behavior.

In response to feedback from the School Site Council (SSC) last year, the school also added a part-time health clerk to better support student needs.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Liberty Charter will create a high-quality teaching and learning environment that will allow all students to become scholars.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Implementation of State Standards, Priority 4 Pupil Outcomes, Priority 7 Broad Course of Study, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

A high-quality teaching and learning environment is foundational to foster our students' academic achievement. There was learning loss that occurred because of the school closure and transition to the distance learning format during the pandemic. Because of this, our students need additional academic support and academic progress monitoring to ensure continued academic progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC Math IABs: % near/at standard *Data Source: Local*	44% Data Year: 2023-24	51% Data Year: 2024-25	53% Data Year: 2025-26	50%	+9
1.2	STAR Math and Reading *Data Source: Local*	34% proficient STAR Math 16% proficient STAR Reading Data Year: 2023-24	20% proficient STAR Math 23% proficient STAR Reading Data Year: 2024-25	21% proficient STAR Math 23% proficient STAR Reading Data Year: 2025-26	Math 15% Reading 24%	Math -13 Reading +7

1.3	CAASPP ELA: Distance from standard for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: -70 English Learners: -100 Low Income: -71 Students with Disabilities: -114 Hispanic: -69 Homeless: -66 Data Year: 2022-23	All Students: -72 English Learners: -96 Low Income: -73 Students with Disabilities: -104 Hispanic: -72 Homeless: -53 Data Year: 2023-24	All Students: -61 English Learners: -80 Low Income: -61 Students with Disabilities: -105 Hispanic: -61 Homeless: -53 Data Year: 2024-25	15 points growth for all students and all numerically significant subgroups	All Students: +9 English Learners: +20 Low Income: +10 Students with Disabilities: +9 Hispanic: +8 Homeless: +13
1.4	CAASPP Math: Distance from standard for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: -93 English Learners: -116 Low Income: -93 Students with Disabilities: -134 Hispanic: -94 Homeless: -85 Data Year: 2022-23	All Students: -92 English Learners: -108 Low Income: -92 Students with Disabilities: -124 Hispanic: -93 Homeless: -99 Data Year: 2023-24	All Students: -85 English Learners: -95 Low Income: -86 Students with Disabilities: -118 Hispanic: -85 Homeless: -83 Data Year: 2024-25	15 points growth for all students and all numerically significant subgroups	All Students: +8 English Learners: +21 Low Income: +7 Students with Disabilities: +16 Hispanic: +9 Homeless: +2
1.5	DIBELS assessment results for students receiving reading intervention services (Oral Reading Fluency) *Source: DIBELS Growth Data*	Grade 1: 9.2 wpm growth Grade 2: 21 wpm growth Grade3: 24.6 wpm growth Grade 4: 32.8 wpm growth Grade 5: 29.8 wpm growth Data Year: 2023-24	Grade 3: 2.4 wpm growth Grade 4: 4.2 wpm growth Grade 5: 4.4 wpm growth Data Year: 2024-25	Grade 1: 13.6 wpm growth Grade 2: 22.1 wpm growth Grade 3: 18 wpm growth Grade 4: 22.8 wpm growth Grade 5: 12 wpm growth Data Year: 2025-26	Growth equivalent to 1 year's growth 1st grade: 20 wpm growth 2nd grade: 38 wpm growth	Grade 1: +4.4 Grade 2: -1.1 Grade 3: -6.6 Grade 4: -10 Grade 5: -17.8

1.6	CA Science Test (CAST) % meeting or exceeding the standard for all students and all numerically significant subgroups *Source: DataQuest*	All Students: 6.2% English Learners: 0% Low Income: 5.2% Hispanic: 6.5% Data Year: 2022-23	All Students: 9.6% English Learners: 0% Low Income: 9.5% Hispanic: 9.6% Data Year: 2023-24	All Students: 13.7% English Learners: 0% Low Income: 13.9% Students with Disabilities: 0% Hispanic: 14% Data Year: 2024-25	16.5%	All Students: +7.5 English Learners: 0 Low Income: +8.7 Hispanic: +7.5
1.7	% of total teachers properly credentialed & assigned *Source: SARC*	100% Data Year: 2021-22	88.5% Data Year: 2022-23	100% Data Year: 2023-24	100%	Maintained
1.8	% of students with access to their own copies of standards-aligned instructional materials for use at home and at school *Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.9	EL Reclassification Rate *Source: DataQuest*	Data Year: 2023 11%	Data Year: 2024 0%	18% Data Year: 2025-26	15%	+7
1.10	% of English learners improving on ELPAC *Source: CA Dashboard*	48.8% Data Year: 2022-23	44.6% Data Year: 2023-24	56% Data Year: 2024-25	55%	+7.2

1.11	% of Long Term English learners at Levels 3 & 4 on the ELPAC *Source: Dataquest*	Level 3: 31% Level 4: 25% Data Year: 2022-23	Level 3: 46% Level 4: 16% Data Year: 2023-24	Level 3: 50% Level 4: 27% Data Year: 2024-25	Level 3: 30% Level 4: 40%	Level 3: +19 Level 4: +2
1.12	The degree of implementation of all CA adopted content standards, including ELD standards *Source: CA Dashboard Local Indicator*	Full Implementation and Sustainability Data Year: 2023-24	Full Implementation and Sustainability Data Year: 2024-25	Full Implementation and Sustainability Data Year: 2025-26	Full Implementation and Sustainability	Maintained
1.13	% of students with access to Arts and Music instruction *Source: Local*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Goal Analysis for 2025-26

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

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

The implementation of all planned actions is progressing smoothly with the exception of some staffing changes that have impacted the implementation of Actions 1.2 Literacy Support and 1.3 Math Support. In order to provide more strategic intervention, grades 4-8 no longer have a paraprofessional assigned to the classroom. Instead, there is now a math intervention teacher who provides math intervention services to students in grades 3-8. Temporarily, this teacher stepped in to fill a vacant teacher position, but students were still being provided math intervention by another staff member. We are seeing an increase in students being referred for intervention services in the grade levels without a paraprofessional suggesting that the lack of additional support in the classroom is resulting in increasing need for pull out intervention services.

The Assessments action in combination with the Professional Development action is ensuring that teachers have the information they need to use data to drive their instructional planning. The PARSEC and ELLevation platforms are being used regularly to inform core and ELD instruction. PARSEC provides quarterly insights that include a conversation about the data with a PARSEC education specialist that is useful to ensure the data is understood and being looked at through the correct filters. The K-2 teachers received training from Linda Mood Bell on

utilizing small group instruction. The teachers have monthly check-ins on implementation where they also review student data and adjust instructional groupings and/or strategies. The paraprofessionals have also been trained to provide small group instruction under the supervision of the teacher and this has empowered them to feel more confident about providing instruction. Paraprofessionals who support in the after school program have received the same training from Linda Mood Bell to ensure that students are using the same strategies after school as they do during the school day.

The Library continues to be very popular with very high weekly check out numbers and K-2 weekly story time with the library staff embedded with a literacy lesson.

The teachers are excited to be in the process of piloting four different math curricula to replace our outdated materials. All teachers have the opportunity to review and observe the other curricula in use to ensure they can provide meaningful feedback to inform the curriculum adoption process.

This year more new students have enrolled who qualify for special education services, and many existing students have been identified who qualify for these services. The school is looking into purchasing Goalbook to support special education teachers with writing IEP goals and support all teachers with strategies for providing appropriate accommodations and modifications to ensure access to grade level standards.

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

Action 1.1 Professional Development expenditures are higher than budgeted due not including the Linda Mood Bell contract in the original 2026-27 budget.

Action 1.8 Special Education expenditures are higher than budgeted due additional expenses for providing appropriate supports for students with disabilities.

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

Actions related to administering a high-quality instructional program (Actions 1 & 6) have been effective as evidenced by local indicators demonstrating full implementation and sustainability for state-adopted content standards and no students without access to standards-aligned curricular materials.

The English Learner Support and Services action has been effective as evidenced by the 2025 CA Dashboard rated English Learner Progress ‘Blue’ both for all English Learners (56% making progress) and Long Term English Learners (72% making progress). Additionally, the school was able to reclassify 18% of English learners to fluent English proficient in 2025.

The 2025 CA Dashboard rated English Language Arts ‘Yellow’ at 61 points below standard, which is an improvement of 11 points from the previous year. Mathematics is rated ‘Yellow’ as well at 85 points below standard, which is an increase of 7 points from the previous year. All but one of the school’s subgroups are also making progress in English Language Arts and Math demonstrating that actions providing additional Literacy and Math support are effective. Students with Disabilities maintained at the same level in English Language Arts, but increased in Math.

STAR Reading and Math data shows students maintaining at the same levels from last year, and the SBAC Math IAB's show an increase in students scoring at or near the standard from 51% to 53%.

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.

The descriptions for both Actions 1.2 Literacy Support and 1.3 Math Support removed aides in grades 4-8. Last year's CAASPP data indicated that students needed the additional support of a dedicated math intervention teacher, so that has been added to Action 1.3 Math Support.

The description for Action 1.4 Assessments now includes the PARSEC platform to support teacher data analysis.

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	Professional Development (Title II)	To ensure full implementation of adopted content standards and high quality instruction, the school will conduct regular audits of teacher credentials and provide Professional Development opportunities for all teachers. Professional development topics and support shall include - Kagan training that focuses on group thinking and working together in the classroom - Data analysis and collaborative planning - Instructional rounds to observe classrooms, best practices and peer feedback - Professional development to support implementation of standards-aligned curriculum and instruction. Lesson plan audits to ensure alignment to common core standards - Training for new teachers a) Veteran teachers meet twice a month with new teachers b) Four In-service days (Summer, Winter, and EOY)	$ 227,845	Y

1.2	Literacy Support	The school provides robust literacy support to all students and provides extra support for students who are not making progress. All students are supported with low class sizes keeping transitional kindergarten and kindergarten class sizes 20:1 and 1st thru 8th grade class sizes no larger than 29:1 (Goal of 25:1). These are smaller classes than the local district by 2-5 students per class. The school also provides full-time paraprofessionals in all TK-3rd grade classrooms to support instruction with an additional full-time paraprofessional for the TK classroom. Students use Freckle which provides adaptive lessons to support literacy development. All students can also receive additional support during Summer School and ASES after school tutoring. For students who are not making progress with the above supports, the school provides reading intervention services with three dedicated reading intervention teachers, one for grades K-3, one for grades 4-5, and one part time teacher dedicated to 6th graders. The school has contracted with Linda Mood Bell to provide all teachers with professional development on instructional strategies to accelerate literacy development. All classrooms will be provided Linda Mood Bell instructional materials to support literacy development. Additional reading intervention teachers will also be provided.	$ 923,682	Y

1.3	Math Support	The school provides robust math support to all students and provides extra support for students who are not making progress. All students are supported with low class sizes keeping transitional kindergarten and kindergarten class sizes 20:1 and 1st thru 8th grade class sizes no larger than 29:1 (Goal of 25:1). These are smaller classes than the local district by 2-5 students per class. The school also provides full-time paraprofessionals in all TK-3rd grade classrooms to support instruction with an additional full-time paraprofessional for the TK classroom. The teachers use assessment and grade data to form math intervention groups. Students receive math intervention during class from the classroom teacher or after school with the tutor, who is the same paraprofessional that was with the students' class during the day's math lesson. Students use Freckle which provides adaptive lessons to support mathematical development. All students can also receive additional support during Summer School and ASES after school tutoring. For students who are not making progress with the above supports, the school provides math intervention services with a dedicated math intervention teacher.	$ 854,744	Y
1.4	Assessments	The school will purchase and administer benchmark assessments and diagnostic tools, such as Renaissance, SBAC IAB's, and the PARSEC platform. The SBAC IAB's are administered four times a year and after each administration, teachers are provided time for data analysis. The data is used to group students for instruction.	$ 25,000	Y
1.5	Library	The school has a permanent classroom used as a physical library with approximately 7,000 titles. There are also several thousand digital books available through Myon. The school provides a full-time librarian and full-time library tech to maintain the library. Students can visit the library during classroom library time, recess, and lunch to check out books to take home with them.	$ 161,542	Y
1.6	Curriculum and Instructional Materials	The school provides high-quality, standards-aligned curriculum and instructional materials for each core subject, Physical Education, typing, as well as additional supplemental resources that support across content areas. The school also provides students and teachers with the necessary technology to support 21st century learning and competencies.	$ 2,733,199	N

1.7	English Learner support and services (Title I)	English learners receive language instruction through the Structured English Language Immersion program. All teachers receive professional development on instructional strategies, ELD standards, and appropriate grouping strategies to support English language acquisition. Teachers use English learner specific Brainpop videos to support content understanding. The school provides additional staffing with an ELD Coordinator and Clerk to coordinate the program. Designated ELD time is mandatory for English learners each morning. English learners also participate in targeted intervention programs to accelerate English language acquisition. Long Term English Learner progress is monitored with STAR, ELA and Math interim assessments (IABs), and ELPAC data to ensure these students are continuing to make progress.	$ 278,672	Y
1.8	Special Education	Liberty Charter provides a comprehensive, inclusive special education program providing all services required to support the achievement of students with disabilities. Madera County Office of Education provides the required student evaluations and support services for our Special Education staff, including trainings to support with services and overall compliance. The school provides additional staff to oversee the special education department, two teachers, and paraprofessionals to ensure students receive all services. Additional services are provided by outside contractors.	$ 886,119	N

Goal 2

Goal #	Description	Type of Goal
2	Liberty Charter will foster a welcoming and safe environment.	Broad

State Priorities addressed by this goal.

Priorities 5 Pupil Engagement and Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Our students' social emotional well-being and mental health are of primary importance to us because we know that students need to feel safe and grounded in order to achieve academically. We will continue to implement social emotional learning, provide student activities, and retain our mental health counselor to support students' social emotional well-being and mental health.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Condition *Data Source: SARC*	Good Data Year: 2023-24	Exemplary Data Year: 2024-25	Exemplary Data Year: 2024-25	Good	Maintained
2.2	Annual Parent/Student/ Teacher Survey: % with positive response regarding school safety *Data Source: Local Surveys*	Parents: 96.1% Students: 92.2% Teachers: 91% Data Year: 2023-24	Parents: 94.7% Students: 93.4% Teachers: 90.7% Data Year: 2024-25	Parents: 84.2% Students: 71.4% Teachers: 86.4% Data Year: 2025-26	Parents: 95% Students: 95% Teachers: 95%	Parents: -11.9 Students: -20.8 Teachers: -4.7
2.3	Annual Student/Teacher Survey: % with positive response to school connectedness *Data Source: Local Surveys*	Parents: 92.3% Students: 95.6% Teachers: 91.5% Data Year: 2023-24	Students: 95.2% Teachers: 96.9% Data Year: 2024-25	Students: 94.2% Teachers: 81.8% Data Year: 2025-26	Students: 95% Teachers: 95%	Students: +1.9 Teachers: -9.7
2.4	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: CA Dashboard	All Students: 11.4% EL: 7.7% SED: 11.6% SWD: 10.8% Hispanic/Latinx: 11% Homeless: 23.5% Foster Youth: 14.3% White: 31.3% Two or More Races: 9.1% Data Year: 2022-23	All Students: 9.8% EL: 6.7% SED: 10.3% SWD: 10.4% Hispanic/Latinx: 9.9% Homeless: 0% White: 11.1% Data Year: 2023-24	All Students: 9.7% EL: 6.5% SED: 9.5% SWD: 10.6% Hispanic/Latinx: 9.9% Homeless: 0% White: 0% Data Year: 2024-25	6%	All Students: -1.7 EL: -1.2 SED: -2.1 SWD: -0.2 Hispanic/Latinx: -1.1 Homeless: -23.5 White: -31.3

2.5	Average Daily Attendance *Data Source: P-2 Report*	95.2% Data Year: 2023-24	95.46% Data Year: 2024-25	94.8% Data Year: 2025-26	95%	-0.4
2.6	Suspension Rate for all students and all numerically significant subgroups *Data Source: DataQuest*	0% Data Year: 2022-23	0.3% Data Year: 2023-24	2.5% Data Year: 2024-25	<1%	+2.5
2.7	Expulsion Rate for all students and all numerically significant subgroups *Data Source: DataQuest*	0% Data Year: 2022-23	0% Data Year: 2023-24	0% Data Year: 2024-25	0%	Maintained
2.8	Re-enrollment Rate *Data Source: PowerSchool*	87.52% Data Year: 2023-24	98.41% Data Year: 2024-25	91.42% Data Year: 2025-26	90%	-3.9
2.9	MS Dropout Rate *Data Source: CALPADS 8.1c*	0% Data Year: 2022-23	0% Data Year: 2023-24	0.64% Data Year: 2024-25	0%	Maintained

Goal Analysis for 2025-26

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

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

All actions have been implemented successfully.

Regarding the LREBG action (Mental Health/Social Emotional Learning), school counselors are providing a range of programs designed to meet students' diverse needs. The school also added a full-time counselor to expand support. There has been an increase in referrals for counseling related to student behavior, as staff work to determine whether these behaviors are connected to underlying emotional concerns.

Students report feeling motivated by the incentives associated with the Positive Behavioral Interventions and Supports (PBIS) program. Teachers and administrators are encouraged by the large number of students recognized each month as Student of the Month for positive

behavior. However, due to the high number of eligible students, the recognition activity has been shifted from an off-site field trip to an on-site event to reduce costs.

A continuing challenge is the limited space available to implement additional instructional supports, such as pull-out small group instruction.

The school has strengthened its attendance efforts by improving monitoring and communication systems and adding new supports. The attendance clerk closely tracks attendance and promptly notifies the administrative team when students accumulate multiple absences. The office manager follows up quickly with families to identify and address barriers to attendance. Additionally, the school has implemented the SARB process to more formally support students who are chronically absent. Some students continue to struggle with chronic absenteeism due to mental health challenges, and the counseling team is actively supporting these students.

In response to feedback from the School Site Council (SSC) last year, the school also added a part-time health clerk to better support student needs.

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

There were no material differences.

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

Liberty Charter is proud of the positive school culture that demonstrates the effectiveness of these actions. The school was awarded the Platinum award for PBIS implementation by the California Department of Education in 2021-22 and the low suspension rate speaks to the continued effectiveness of the PBIS program. Students are engaged in their education as evidenced by average daily attendance just below our target of 95% and high participation rates in extracurricular activities. The school is also seeing student engagement evidenced by the high re-enrollment rate and stable student enrollment throughout the year. Parents are also engaged in school events as evidenced by filling these events to capacity and beyond.

Survey results show a decrease in parents, students, and staff positive responses about school safety, which we will need to analyze further to understand the root causes. Student survey responses indicate a strong sense of connectedness with the school community, but teacher positive responses to school connectedness have decreased.

The facilities action has been successful as evidenced by the good facility inspection results and by the school's ability to expand the facility to provide the needed space for counseling services, extracurriculars, and parent events.

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.

In Action 2.2 Positive Behavioral Intervention and Support, field trips have been removed as an incentive due to the high number of students achieving student of the month.

The Action 2.6 Student Supports description has been updated to add a health clerk to be able to address student health needs.

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	Mental Health/Social Emotional Learning **(LREBG)**	The school provides mental health counselors to support students. The counselors provide individual counseling sessions for students,as well as host nature walks and mindfulness workshops for parents and students. The Social Emotional Learning curriculum Project Positivity (K-8) is implemented daily. All teachers & paraprofessionals have been trained and have access to this SEL program. Student difficulty with regulating emotions, the development of social emotional skills and executive functioning skills are barriers to students' academic success. This action directly addresses these needs by providing mental health counselors to lead individual and small group sessions to support students with regulating emotions, the development of social emotional skills and executive functioning skills. This action align to allowable uses of funds in the areas of integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Research that supports the effectiveness of social emotional learning can be found here: https://casel.org/fundamentals-of-sel/what-does-the-research-say/ Metric 2.4 will be used to monitor progress. Learning Recovery Emergency Block Grant (LREBG) $126,000	$ 498,521	N

2.2	Positive Behavioral Intervention and Support	The school has implemented a Positive Behavior Intervention and Support program with a behavior matrix school-wide and in all classrooms with clear expectations grounded in communication and partnership with parents to ensure the expectations are understood by all. Some components of the program include: ● Refocus tasks if expectations are not met ● Student of the week students who go above and beyond - student store with staff member who runs the store and students can purchase items from the store with merits received. ● Student of the Month - no referrals and positive behavior in the classroom - extension of student of the week. ● Student of the month program – all students who have perfect attendance, good citizenship and complete all their work will be “Student of the month”. ● Counselor with a masters in PBIS, trained in family therapy fluent in Spanish for ELs – As an alternative to suspension, students will spend time in counseling ● Leadership and social activism opportunities for each grade level ● Daily student shout outs in announcements ● Monthly PBIS meetings for planning and strategy	$ 204,005	Y
2.3	Safe, clean facilities	The school ensures a safe, clean facility for students and staff with night and day security, a fully fenced campus with a single monitored entrance. All visitors must sign in and out of campus. Daily walkthroughs of the facility are conducted to ensure safe and clean conditions. All repairs are completed in a timely fashion. The safety plan is updated annually and training is provided to all staff members.	$ 1,549,989	N
2.4	Student Activities	Liberty Charter offers a robust student activity program. 1. Each grade level participates in at least one different field trip that includes visits to universities and local industries. 2. A full band program including a marching band with color guard, folklorico, and mariachi, and choir program with performance at school wide music night 3. Talent show 4. Athletic program including boys’ soccer, flag football, basketball, volleyball, wrestling, cross-country and girls’ soccer, basketball, volleyball, cheerleading, cross-country 5. Student Council 6. Assemblies 7. Recess and lunch time games and activities	$ 1,088,418	Y

2.5	Attendance Initiatives	Intervene with students who are missing school using a tiered approach to re-engagement including calling home, sending letters, meeting with school personnel to develop an attendance contract, and finally a meeting with the school principal. The school communicates the importance of regular attendance to parents and provides school buses to ensure students have transportation to and from school each day.	$ 149,667	Y
2.6	Student Supports	Students who need additional supports are referred to the SST. The team will conduct a meeting to analyze the students' data, including academic, attendance, anecdotal teacher observation notes, and discipline records in order to provide appropriate interventions and support to meet the individual student needs. The school has added a health clerk to be able to address student health needs as well.	$ 601,494	Y
2.7	Foster and Homeless Youth Support	The Foster and Homeless student liaison provides individual supports to students on a case by case basis. Possible supports include transportation services, nutrition support, health services by the school nurse or referral to an outside provider, counseling services, and support with access to basic school supplies. These services are provided confidentially.	$ 37,500	Y

Goal 3

Goal #	Description	Type of Goal
3	Liberty Charter will fully engage families and the larger community in support of short and long-term educational outcomes.	Broad

State Priorities addressed by this goal.

Priority 3 Parent Engagement

An explanation of why the LEA has developed this goal.

When parents are involved in school decision-making and school events, the connection between the school and the family is deepened, supporting the attainment of educational goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey: % with positive response to school connectedness *Source: Local Data*	92.3% Data Year: 2023-24	95.2% Data Year: 2024-25	94.7% Data Year: 2025-26	95%	+2.4
3.2	Parent participation rate in Annual Parent Survey *Source: Local Data*	6.3% Data Year: 2023-24	22.43% Data Year: 2024-25	8.48% Data Year: 2025-26	50%	+2.18
3.3	Parent/Teacher conference attendance rate *Source: Local Data*	96.57% Data Year: 2023-24	94.39% Data Year: 2024-25	92% Data Year: 2025-26	95%	-4.57
3.4	Back to School Night Attendance Rate *Source: Local Data*	75.55% Data Year: 2023-24	50.84% Data Year: 2024-25	63% Data Year: 2025-26	85%	-12.55

Goal Analysis for 2025-26

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

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

All actions were implemented as planned, except the school isn't using Parent Square any more. The website is being updated regularly with current information for families. Email is being used to communicate with families about enrollment. Class Dojo is used consistently for teacher, group, and school communication.

The school is successfully implementing these actions as evidenced by the large attendance at school events. This year the school rented out the largest venue in the county to ensure all families could attend the Holiday performance, and the building was filled to capacity. Due to the popularity of the parent breakfasts, there are now four every year.

The parents provide the school with good information to benefit the kids. The school is working on developing efficient systems for tracking feedback and the response to that feedback.

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

There were no material differences.

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

The family events action has been successful as evidenced by filling these events to capacity and beyond. Fewer parents are participating in decision-making activities as evidenced by decreased participation rates in the annual family survey. Parents continue to report a strong sense of connectedness with the school community. Participation in parent teacher conferences decreased a couple of percentage points, but Back to School Night participation increased from the previous year with 63% of families attending this year.

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

No changes will be made to the planned goal, metrics, or target outcomes for the coming year.

Action 3.2 Family Communication removed Parent Square from description since the school is now solely using Class Dojo for communication.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Events and Engagement	Liberty Charter provides multiple opportunities for parents to participate in the school community. Each grade defines parental involvement goals each year. The school hosts a Back to School Night where dinner is provided and parents are shown how to access Class Dojo for communication with teachers. Mandatory parent conferences are held in the fall to share student progress with families. Parent workshops and events are conducted throughout the year and parent surveys are administered annually in both hard copy and online format.	$ 58,999	Y
3.2	Family Communication	Liberty Charter will regularly communicate with parents using Class Dojo and our school website providing translation services for all communications. The school also sends follow-up communications through the mail and automated phone calls to ensure all parents receive the information.	$ 17,784	Y
3.3	Parent Committees	Liberty Charter provides opportunities for parents to engage in school decision making with our entire school board composed of current parents, our English Learner family committee (DELAC) and our Parent Advisory Committee (PAC).	$ 0	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 3,179,612	$ 410,271

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
40.920%	1.711%	$131,759	42.631%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1	English Learners and Socioeconomically Disadvantaged students are at the Red level in ELA on the 2023 CA Dashboard. English Learners are at the Red level for Math and Socioeconomically Disadvantaged students are at the Orange level. We were at the Orange level in 2023 on the English Learner Progress Indicator, with 48.8% of English learners making progress towards English language proficiency.	To ensure full implementation of adopted content standards and high quality instruction, the school will conduct regular audits of teacher credentials and provide Professional Development opportunities for all teachers. Professional development topics and support shall include workshops on instructional planning and instructional strategies, informal and formal observations with feedback, instructional rounds, lesson planning support, and mentorship for new teachers. The action is provided on a schoolwide basis because all students will benefit, but Socioeconomically Disadvantaged students and English learners will benefit additionally from efficient teachers who use instructional strategies and standards-aligned instruction to teach.	1.12 The degree of implementation of all CA adopted content standards, including ELD standards
1.2	English Learners and Socioeconomically Disadvantaged students are at the Red level in ELA on the 2023 CA Dashboard.	The school provides robust literacy support to all students and provides extra support for students who are not making progress, including additional staffing and instructional materials. The action is provided on a schoolwide basis because all students will benefit, but Socioeconomically Disadvantaged students and English learners will benefit additionally from the lower student to staff ratios.	1.3 CAASPP ELA: Distance from standard for all students and all numerically significant subgroups
1.3	The 2023 CA Dashboard indicates English Learners are at the Red level for Math and Socioeconomically Disadvantaged students are at the Orange level.	The school provides robust math support to all students and provides extra support for students who are not making progress, including additional staffing and instructional materials. The action is provided on a schoolwide basis because all students will benefit, but Socioeconomically Disadvantaged students and English learners will benefit additionally from the lower student to staff ratios.	1.4 CAASPP Math: Distance from standard for all students and all numerically significant subgroups

1.4	English Learners and Socioeconomically Disadvantaged students are at the Red level in ELA on the 2023 CA Dashboard. Also, English Learners are at the Red level for Math and Socioeconomically Disadvantaged students are at the Orange level.	The school will purchase and administer benchmark assessments and diagnostic tools, such as Renaissance and SBAC IAB's. The SBAC IAB's are administered four times a year and after each administration, teachers are provided time for data analysis. The data is used to group students for instruction. These assessments are necessary to monitor the progress of Socioeconomically Disadvantaged students and English learners in order to provide targeted instruction to meet their needs. These services are provided on a schoolwide basis because all students will benefit, but are principally directed toward Socioeconomically Disadvantaged students and English learners.	1.3 CAASPP ELA: Distance from standard for all students and all numerically significant subgroups 1.4 CAASPP Math: Distance from standard for all students and all numerically significant subgroups
1.5	English Learners and Socioeconomically Disadvantaged students are at the Red level in ELA on the 2023 CA Dashboard.	The school provides additional staffing and materials to ensure students have access to library books at school and at home to promote a love of reading and overall literacy. These services are provided on a schoolwide basis because all students will benefit, but are principally directed toward Socioeconomically Disadvantaged students and English learners.	1.3 CAASPP ELA: Distance from standard for all students and all numerically significant subgroups
2.2, 2.4	Chronic Absenteeism is at Yellow level for Socioeconomically Disadvantaged students the Green level for English learners on the 2023 CA Dashboard. Low Income students and ELs need school to be a positive, welcoming environment where students want to come to school each day.	The PBIS program creates a positive school environment with clear expectations for students and has been successful at maintaining a 0% suspension and expulsion rate. The robust student activities offerings motivate students who are not academically focused to want to come to school to participate in athletics, music, and art programs that they would not otherwise have access to. All students benefit from these programs, but Socioeconomically Disadvantaged students and English learners benefit even more so from the consistency and rewards provided.	2.4 Chronic Absence Rate for SED and EL subgroups
2.5	Chronic Absenteeism is at Yellow level for Socioeconomically Disadvantaged students and the Green level for English learners on the 2023 CA Dashboard.	The school's attendance initiatives ensure regular communication with parents about attendance and appropriate support for students/families that have difficulty getting to school. School buses provide additional support for families with transportation challenges. These services are provided on a schoolwide basis, but are principally directed toward Socioeconomically Disadvantaged students and English learners.	2.4 Chronic Absence Rate for for SED and EL subgroups 2.5 Average Daily Attendance

2.6	Chronic Absenteeism is at Yellow level for Socioeconomically Disadvantaged students and the Green level for English learners on the 2023 CA Dashboard.	Students who need additional supports are referred to the SST. The team will conduct a meeting to analyze the students' data, including academic, attendance, anecdotal teacher observation notes, and discipline records in order to recommend appropriate interventions and support to meet the individual student needs.	2.4 Chronic Absence Rate for for SED and EL subgroups 2.5 Average Daily Attendance
3.1, 3.2	In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our low income students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	Liberty Charter provides multiple opportunities for parents to participate in the school community. Each grade defines parental involvement goals each year. The school hosts a Back to School Night where dinner is provided and parents are shown how to access Class Dojo for communication with teachers. Mandatory parent conferences are held in the fall to share student progress with families. Parent workshops and events are conducted throughout the year and parent surveys are administered annually in both hard copy and online format. This action is provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional outreach and parent workshops.	3.1 Annual Parent Survey: % with positive response to school connectedness

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
1.7	302 English Learners (46% of enrolled students) 48.8% made progress or maintained at the highest level on the ELPAC in 2022-23. 26 Long Term English Learners (4% of students) In 2022-23, 31% of Long Term English Learners scored at Level 3 and 25% scored at Level 4 (Proficient) on the ELPAC. The English Learner subgroup is at the 'Red' level in both ELA and Math on the 2023 CA Dashboard.	All teachers receive professional development on instructional strategies, ELD standards, and appropriate grouping strategies to support English language acquisition. Teachers use English learner specific Brainpop videos to support content understanding. The school provides additional staffing with an ELD Coordinator and Clerk to coordinate the program. Designated ELD time is mandatory for English learners each morning. English learners also participate in targeted intervention programs to accelerate English language acquisition. Long Term English Learner progress is monitored with STAR, ELA and Math interim assessments (IABs), and ELPAC data to ensure these students are continuing to make progress. Students who are not making progress will be provided with a different intervention plan.	1.10 % of English learners improving on the ELPAC 1.11 % of Long Term English learners at Levels 3 & 4 on the ELPAC
2.7	Foster Youth and Low-Income students need additional resources to overcome barriers to academic achievement.	Liberty provides additional staffing to provide resources to Foster Youth and Low Income students experiencing homelessness to ensure they have what they need to be successful in school.	2.4 Chronic Absence Rate for for SED subgroup

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

Not applicable

Additional Concentration Grant Funding

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

Liberty Charter is a single-site LEA with an enrollment of unduplicated student groups greater than 55%. The school is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by retaining the

additional reading intervention teachers and instructional aides that provide reading instruction to small groups of students through this action:

Goal 1, Action 2 Literacy Support

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 7,770,315	$ 3,179,612	40.920%	1.711%	42.631%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,470,541	$ 2,432,805	$ -	$ 393,834	$ 10,297,180	$ 7,713,724	$ 2,583,457

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	Professional Development (Title II)	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 154,239	$ 73,607	$ 211,845	$ -	$ -	$ 16,000	$ 227,845	0.000%
1	2	Literacy Support	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 923,682	$ -	$ 855,234	$ -	$ -	$ 68,448	$ 923,682	0.000%
1	3	Math Support	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 854,744	$ -	$ 676,524	$ 61,747	$ -	$ 116,473	$ 854,744	0.000%
1	4	Assessments	All	Yes	LEA-wide	All	LIberty	Ongoing	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
1	5	Library	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 130,705	$ 30,838	$ 161,542	$ -	$ -	$ -	$ 161,542	0.000%
1	6	Instruction & Curriculum	All	No	LEA-wide	N/A	LIberty	Ongoing	$ 2,310,655	$ 422,544	$ 2,662,853	$ 70,346	$ -	$ -	$ 2,733,199	0.000%
1	7	English Learner Support (Title I)	EL	Yes	Limited	English	LIberty	Ongoing	$ 278,672	$ -	$ 187,408	$ -	$ -	$ 91,264	$ 278,672	0.000%
1	8	Special Education	SPED	No	LEA-wide	N/A	LIberty	Ongoing	$ 700,592	$ 185,526	$ 222,618	$ 561,852	$ -	$ 101,649	$ 886,119	0.000%
2	1	Mental Health & Social Emotional Support (LREBG)	All	No	LEA-wide	N/A	LIberty	Ongoing	$ 498,521	$ -	$ 189,438	$ 309,083	$ -	$ -	$ 498,521	0.000%
2	2	Positive Behavior & Intervention Support	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 124,695	$ 79,310	$ 166,913	$ 37,092	$ -	$ -	$ 204,005	0.000%
2	3	Safe, Clean Facilities	All	No	LEA-wide	N/A	LIberty	Ongoing	$ 651,893	$ 898,096	$ 1,010,671	$ 539,318	$ -	$ -	$ 1,549,989	0.000%
2	4	Student Activities	All	Yes	LEA-wide	N/A	LIberty	Ongoing	$ 394,751	$ 693,667	$ 278,190	$ 810,228	$ -	$ -	$ 1,088,418	0.000%
2	5	Attendance Initiatives (Title I)	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 109,904	$ 39,763	$ 149,667	$ -	$ -	$ -	$ 149,667	0.000%
2	6	Student Supports	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 492,659	$ 108,835	$ 581,605	$ 19,889	$ -	$ -	$ 601,494	0.000%
2	7	Foster and Homeless Youth	Foster	Yes	Limited	Foster	LIberty	Ongoing	$ 37,500	$ -	$ 14,250	$ 23,250	$ -	$ -	$ 37,500	0.000%
3	1	Family Events and Engagement	All	Yes	LEA-wide	All	LIberty	Ongoing	$ 50,512	$ 8,487	$ 58,999	$ -	$ -	$ -	$ 58,999	0.000%
3	2	Family Communication	All	Yes	LEA-wide	N/A	LIberty	Ongoing	$ -	$ 17,784	$ 17,784	$ -	$ -	$ -	$ 17,784	0.000%
3	3	Parent Committees	All	No	LEA-wide	N/A	LIberty	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

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
$ 7,770,315	$ 3,179,612	40.920%	1.711%	42.631%	$ 3,384,961	0.000%	43.563%	**Total:**	$ 3,384,961
								LEA-wide Total:	$ 3,183,303
								Limited Total:	$ 201,658
								Schoolwide	$ -

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	Professional Development (Title II)	Yes	LEA-wide	All	LIberty	$ 211,845	0.000%
1	2	Literacy Support	Yes	LEA-wide	All	LIberty	$ 855,234	0.000%
1	3	Math Support	Yes	LEA-wide	All	LIberty	$ 676,524	0.000%
1	4	Assessments	Yes	LEA-wide	All	LIberty	$ 25,000	0.000%
1	5	Library	Yes	LEA-wide	All	LIberty	$ 161,542	0.000%
1	7	English Learner Support (Title I)	Yes	Limited	English Learners	LIberty	$ 187,408	0.000%
2	2	Positive Behavior & Intervention Support	Yes	LEA-wide	All	LIberty	$ 166,913	0.000%
2	4	Student Activities	Yes	LEA-wide	N/A	LIberty	$ 278,190	0.000%
2	5	Attendance Initiatives (Title I)	Yes	LEA-wide	All	LIberty	$ 149,667	0.000%
2	6	Student Supports	Yes	LEA-wide	All	LIberty	$ 581,605	0.000%
2	7	Foster and Homeless Youth Support	Yes	Limited	Foster Youth	LIberty	$ 14,250	0.000%
3	1	Family Events and Engagement	Yes	LEA-wide	All	LIberty	$ 58,999	0.000%
3	2	Family Communication	Yes	LEA-wide	N/A	LIberty	$ 17,784	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Mid-Year Expenditures (Total Funds)
Totals:	$ 9,880,027	$ 10,316,643

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Total Funds)
1	1	Professional Development (Title II)	Yes	$ 399,977	$ 676,459
1	2	Literacy Support	Yes	$ 894,804	$ 930,762
1	3	Math Support	Yes	$ 759,158	$ 827,519
1	4	Assessments	Yes	$ 25,000	$ 25,000
1	5	Library	Yes	$ 163,481	$ 171,046
1	6	Instruction & Curriculum	No	$ 3,282,780	$ 3,022,956
1	7	English Learner Support (Title I)	Yes	$ 296,874	$ 324,170
1	8	Special Education	No	$ 419,339	$ 518,824
2	1	Mental Health & Social Emotional Support (LREBG)	No	$ 472,473	$ 491,809
2	2	Positive Behavior & Intervention Support	Yes	$ 180,686	$ 180,608
2	3	Safe, Clean Facilities	No	$ 1,225,605	$ 1,294,001
2	4	Student Activities	Yes	$ 940,229	$ 1,010,823
2	5	Attendance Initiatives (Title I)	Yes	$ 120,300	$ 110,069
2	6	Student Supports	Yes	$ 575,089	$ 597,449
2	7	Foster and Homeless Youth Support	Yes	$ 44,991	$ 40,719
3	1	Family Events and Engagement	Yes	$ 61,264	$ 76,393
3	2	Family Communication	Yes	$ 17,977	$ 18,036
3	3	Parent Committees	No	$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,144,995	$ 3,304,920	$ 3,013,236	$ 291,684	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development (Title II)	Yes	$ 154,377	$ 162,977	0.000%	0.000%
1	2	Literacy Support	Yes	$ 894,804	$ 859,306	0.000%	0.000%
1	3	Math Support	Yes	$ 759,158	$ 586,526	0.000%	0.000%
1	4	Assessments	Yes	$ 25,000	$ 25,000	0.000%	0.000%
1	5	Library	Yes	$ 163,481	$ 171,046	0.000%	0.000%
1	7	English Learner Support (Title I)	Yes	$ 50,655	$ 50,391	0.000%	0.000%
2	2	Positive Behavior & Intervention Support	Yes	$ 100,655	$ 122,676	0.000%	0.000%
2	4	Student Activities	Yes	$ 337,169	$ 205,255	0.000%	0.000%
2	5	Attendance Initiatives (Title I)	Yes	$ 120,300	$ 102,802	0.000%	0.000%
2	6	Student Supports	Yes	$ 575,089	$ 592,109	0.000%	0.000%
2	7	Foster and Homeless Youth Support	Yes	$ 44,991	$ 40,719	0.000%	0.000%
3	1	Family Events and Engagement	Yes	$ 61,264	$ 76,393	0.000%	0.000%
3	2	Family Communication	Yes	$ 17,977	$ 18,036	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 7,700,512	$ 3,144,995	0.000%	40.841%	$ 3,013,236	0.000%	39.130%	$ 131,759	1.711%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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