LCFF Budget Overview for Parents

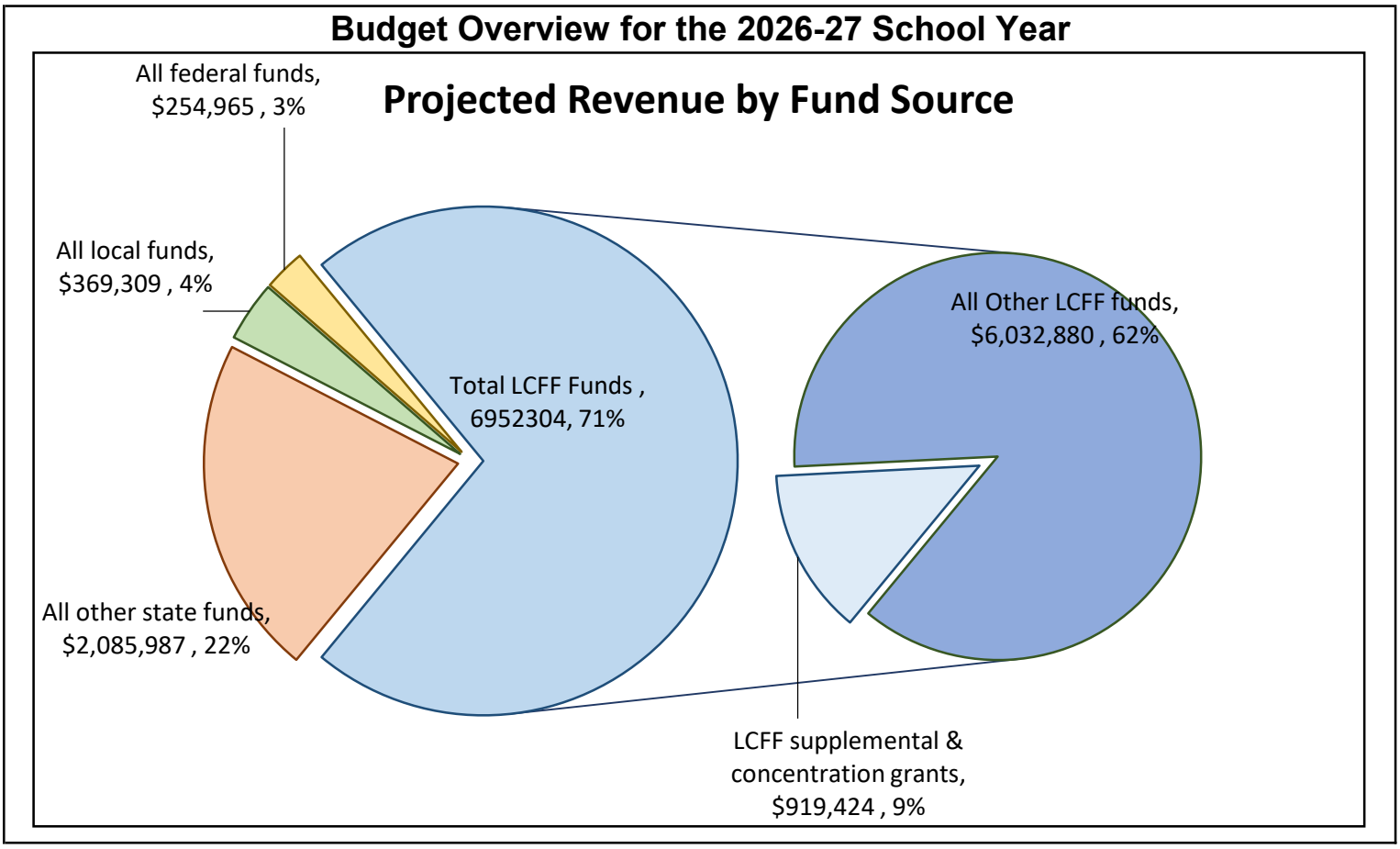
Local Educational Agency (LEA) Name: STREAM Charter School

CDS Code: 04 61507 0129577

School Year: 2026-27

LEA contact information: Ellen Hamilton and Devin Thomas, Co-Directors; ehamilton@streamcharter.net a

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).

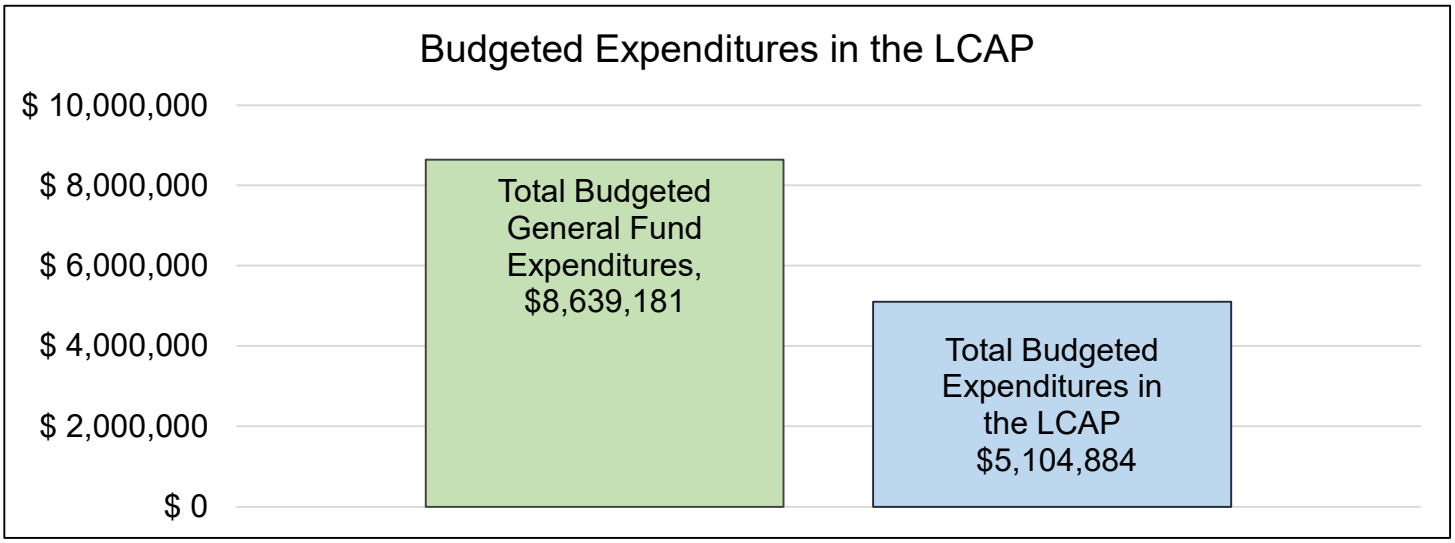


This chart shows the total general purpose revenue STREAM Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for STREAM Charter School is $9,662,565.00, of which $6,952,304.00 is Local Control Funding Formula (LCFF), $2,085,987.00 is other state funds, $369,309.00 is local funds, and $254,965.00 is federal funds. Of the $6,952,304.00 in LCFF Funds, $919,424.00 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 STREAM Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: STREAM Charter School plans to spend $8,639,181.00 for the 2026-27 school year. Of that amount, $5,104,884.00 is tied to actions/services in the LCAP and $3,534,297.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

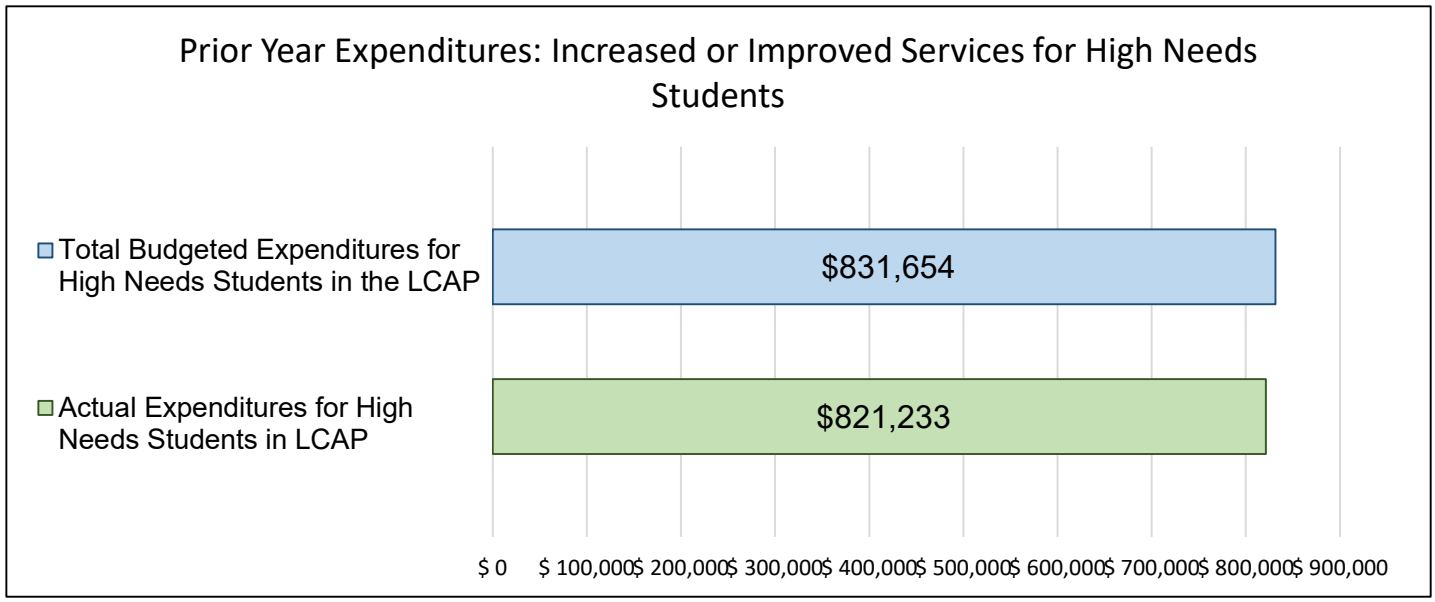
Utilities, internet, postage, oversight fees, back office services and administrative and operational salaries.

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

In 2026-27, STREAM Charter School is projecting it will receive $919,424.00 based on the enrollment of foster youth, English learner, and low-income students. STREAM Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. STREAM Charter School plans to spend $1,022,742.00 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 STREAM Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what STREAM Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26 , STREAM Charter School's LCAP budgeted $831,654.00 for planned actions to increase or improve services for high needs students. STREAM Charter School actually spent $821,233.00 for actions to increase or improve services for high needs students in 2025-26 . The difference between the budgeted and actual expenditures of $10,421.00 had the following impact on STREAM Charter School's ability to increase or improve services for high needs students:

All services were provided as planned. The difference is due to variation in staffing costs over the course of the year.

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
STREAM Charter School	Ellen Hamilton and Devin Thomas, Co-Directors	ehamilton@streamcharter.net dthomas@streamcharter.net (530) 534-1633

Plan Summary 2026-27

General Information

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

STREAM Charter School serves transitional kindergarten through eighth grade students, primarily in the greater Oroville area of Butte County since 2014. Our educational model emphasizes problem and project-based, inquiry learning and a collaborative and equitable approach to educating youth in a technology rich environment. STREAM emphasizes Science, Technology, Reading, Engineering, Arts, and Mathematics. We believe that a strong foundation in science and mathematics provides a critical component to a successful 21st century life and career. Our model integrates technology, literacy, and the arts throughout the curriculum. Students begin learning to code in Kindergarten and continue to grow throughout their time at STREAM. This integrated learning provides support that meets the varied needs of all students.

In 2024-25, STREAM served 515 total students with diverse needs and backgrounds; approximately 58.6% are socioeconomically disadvantaged; 3.7% of students are English Learners. In addition, 14.6% of students qualify for Special Education services. The LCFF unduplicated percentage is approximately 61%. Approximately, 55.3% of STREAM's students identify as being White, 15.7% as Hispanic, 14.6% as two or more races, and 10.7% as Asian.

STREAM Charter School does not qualify 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.

STREAM Charter School is proud of its 0% expulsion rate, .6% suspension rate, and 13.9% chronic absenteeism rate. We attribute these to the school climate action and we are committed to continuing to provide a positive environment for all students.

The positive culture at STREAM has been highlighted through survey results which demonstrate that 94% report awareness of opportunities for parental input into decision-making, a 14% increase from the previous year. Students and teachers have also given positive feedback with

81.6% of students responding that they feel safe, respected and a sense of belonging, and 89% of teachers reporting that they feel safe and connected to the school community, a more than 8% increase from the previous year.

Identified Needs

Based on the 2023 CA Dashboard, the school has identified needs based on the Red status for students with disabilities in English Language Arts achievement and Red status for students with disabilities in Math achievement. To address this need, the school will utilize diverse instructional methods and curricula and regular assessments to monitor student progress. The school will continue to provide small group and 1 on 1 interventions to academically support its student population. In addition, we plan to increase our intervention efforts for students with disabilities.

Chronic absenteeism is also an identified need in regards to the Special Education subgroup. Students with disabilities were at the Red status level with 22.2% reported as chronically absent. In order to better support our Special Education students, we will be providing targeted efforts towards reengagement utilizing incentives.

Learning Recovery Emergency Block Grant (LREBG)

STREAM has $0 in unexpended funds for the 2026-27 school year.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

STREAM 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.

STREAM is a single-school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

STREAM is a single-school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents were given the opportunity to fill out a feedback survey in February. The following parent groups also met throughout the 2025-2026 year to discuss the LCAP: School Site Council, Grizzly Parent Advocacy Group, and Parent Club.
Teachers, administrators, and other school personnel	Teachers, Staff, and Admin were provided with a survey on March 2nd. Teachers and other staff provided feedback during monthly staff meetings and check-ins.
Students	Students were given the opportunity to fill out a feedback survey in March, and they had opportunities to provide survey input regarding their experience, perspectives, and needs.
SELPA	Our SELPA provided feedback in the month of March.

Insert or delete rows, as necessary.

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

Due to positive feedback from our educational partners, we are continuing with LCAP implementation as previously planned. We will address the feedback around specific needs through refinement of our current program, but these changes do not require any changes to the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STREAM will ensure all students achieve academic success through the implementation of a rigorous, standards-aligned curriculum and assessments, supported by high-quality, data-driven instruction that promotes equity, addresses diverse learner needs, and fosters continuous improvement in teaching and learning.	Broad

State Priorities addressed by this goal.

Priority 1- Basic Services, Priority 2- Implementation of State Standards, Priority 4- Pupil Outcomes

An explanation of why the LEA has developed this goal.

While we are proud of our students' academic achievements, we recognize the opportunity to further support growth among our low-income students, English Learners, students with disabilities, and Hispanic student subgroups to ensure equitable success for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% teachers appropriately credentialed & assigned	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023	79% Data Year: 2024-25 Data Source: Dashboard Fall 2024	81.5% Data Year: 2025-26 Data Source: Dashboard Fall 2025	100%	-18.5%
1.2	% students with access to standards-aligned instructional materials	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained

1.3	% of staff is peer observed/evaluated	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained
1.4	% of students with a B or above GPA	62% Data Year: 2023-24 Data Source: Local	48% Data Year: 2024-25 Data Source: Local	39% Data Year: 2025-26 Data Source: Local	68%	-23%
1.5	% of students Meeting or Exceeding Standard on benchmark testing (Math and ELA) across rounds for students	74% ELA 75% Math Data Year: 2023-24 Data Source: Local	41.24% ELA 29.19% Math Data Year: 2024-25 Data Source: Local	40% ELA 32.35% Math Data Year: 2025-26 Data Source: Local	74% ELA 75% Math	-34% ELA -42.65% Math
1.6	% of students demonstrating proficient or advanced on problem solving skills based on PBL rubrics	77% Data Year: 2023-24 Data Source: Local	50% Reading 40% Math Data Year: 2024-25 Data Source: Local	47% Reading 39.8% Math Data Year: 2025-26 Data Source: Local	77%	N/A

1.7	% of students Meeting or Exceeding Standard on CAASPP in English Language Arts for all students and all numerically significant subgroups	All: 52.46% SED: 45.69% SWD: 9.3% Asian: 66.67% Hisp: 39.28% Two or more: 58.13% White: 53.19% Data Year 2022-23 Data Source: CA Dashboard	All: 41.2% SED: 35.5% SWD: 10.3% Asian: 60% Hisp: 31.3% Two or more: 43.2% White: 40.9% Data Year 2023-24 Data Source: CA Dashboard	All: 40% SED: 35% SWD: 6.1% Asian: 65.6% Hisp: 44.2% Two or more: 22.5% White: 40.4% Data Year 2024-25 Data Source: CA Dashboard	All: 52.46% SED: 45.69% SWD: 9.3% Asian: 66.67% Hisp: 39.28% Two or more: 58.13% White: 53.19%	All: -12.46% SED: -10.69% SWD: -3.2% Asian: -1.07% Hisp: +4.92% Two or more: -35.63% White: -12.79%
1.8	% of students Meeting or Exceeding Standard on CAASPP Mathematics for all students and all numerically significant subgroups	All: 35.92% SED: 25.64% SWD: 6.98% Asian: 47.62% Hisp: 25% Two or more: 44.19% White: 35.22% Data Year 2022-23 Data Source: CA Dashboard	All: 29.2% SED: 23.2% SWD: 5.1% Asian: 40% Hisp: 21.9% Two or more: 18.9% White: 32.3% Data Year 2023-24 Data Source: CA Dashboard	All: 32.4% SED: 28.9% SWD: 14% Asian: 46.9% Hisp: 32.6% Two or more: 20.4% White: 34.7% Data Year 2024-25 Data Source: CA Dashboard	All: 40% SED: 26% SWD: 8% Asian: 50% Hisp: 28% Two or more: 35% White: 48%	All: -3.52% SED: +3.26% SWD: +7.02% Asian: -72% Hisp: +7.6% Two or more: -23.79% White: -.52%
1.9	% of students improved on English learner testing (ELPAC Summative)	72.7% Data Year: 2022-23 DataSource: CA Dashboard	40% Data Year: 2023-24 DataSource: CA Dashboard	Fewer than 11 students tested Data Year: 2024-25 DataSource: CA Dashboard	74%	N/A

1.10	Reclassification rate	7% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	28% Data Year: 2024-25 Data Source: DataQuest	15%	+21%

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except we now lead PLCs twice a month.

Successes with the action implementation process include that STREAM was able to maintain a 100% teacher retention rate for the year. The school has also prioritized health and wellness by adding an on-campus gym for staff. Finally, we are proud of the fact that our Special Education department has doubled in size over the last four years; we were able to add an occupational therapist to our staff and our plan is to add a speech therapist position next school year.

Some challenges with implementation this year include the fact that we have experienced an influx of non-verbal students in our Special Education program; we are working on providing additional support and resources for these students. Additionally, there have been growing financial challenges; charter school resources are very limited.

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.

The difference between the budgeted expenditures of $81,396 and estimated actuals of $66,539 for Action 3 is due to a delayed technology purchase.

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

The actions of Teacher Hiring and Retention and Teacher PD and Coaching were effective in achieving 81.5% of teachers appropriately credentialed & assigned, as well as 100% of staff being peer observed/evaluated in the school year.

The Standards-aligned Curriculum & Assessment action was highly effective in achieving 100% students with access to standards-aligned instructional materials.

The actions of Interventions, Instructional Support and the Long-term Independent Study program were partially effective this year in regards to our local benchmark testing with 40% of students meeting or exceeding standard in ELA and 32.35% of students meeting or exceeding standard in Math. This represents a decrease from the baseline, but scores have remained stable in comparison to the prior year's data. In addition, these actions were also partially effective in achieving an average of 43.4% of students scoring proficient or advanced on problem

solving skills based on PBL rubrics and 39% of students with a B or above GPA. Additionally, these actions were somewhat effective in regards to CAASPP performance as about 40% of students met or exceeded the standards on benchmark testing in ELA, a slight decrease from the previous year, and about 32.4% of students Met or Exceeded the Standard on benchmark testing in Math, which represents a 3% increase. Although scores have remained mostly stable since last year, we expect 2026/27 scores to increase based on the focused intervention and strong instructional support programs implemented in the coming year.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Hiring and Retention	STREAM will hire and retain appropriately-assigned and fully credentialed teachers to ensure students receive high quality instruction by setting high expectations for teachers, forging personal connection, promoting the creation of instructor-designed activities that are meaningful to students, providing competitive salaries and funds to purchase classroom supplies, and coordinating with the CTC for certification.	$2,261,445	N
1.2	Teacher PD and Coaching	STREAM will ensure high quality instruction to all students by providing staff professional development and coaching. ● Classroom observations ● PD and monthly staff conversations ● Mentors for new teachers – participate in induction ● Online training via El Dorado COE Charter SELPA 3 times a year; once in person ● External Conferences including CUE and CASMEC Music Conference	$134,875	N

1.3	Standards-aligned Curriculum & Assessment	STREAM will provide standards-aligned curriculum and assessments to all students to ensure each student has access to a rigorous curriculum and appropriate instructional materials. Students with specific needs will have access to supplemental curriculum resources to address their specific needs. ● Freckle (Two core subjects) ● Savvas Math ● Accelerated Reader and Math ● Fountas & Pinnell ● Barton Assessment with primary students ● Track My Progress Benchmarking ● Google Classroom Suite ● Science lab materials ● Foss- Mystery Science ● Mystery Writing ● Amplify Reading and Math ● PASS- SEL Screener ● Amira- Reading Screener ● Fundations 1st-3rd grade ● Just Words 4th-5th grade	$103,300	Y
1.4	English Language Development	STREAM will provide English Learners with integrated ELD so that they can progress on the ELPAC and reclassify as Fluent English Proficient. ● Web-based or in-person ELD training ● Freckle & Brainpop - Integrated supports ● K-4: 40 min & 5-8: 30 min daily small group or one-on-one intervention (provided by interventionists, classroom aides, SPED specialists) - Designated supports ● PLCs twice a month ● Lead Teacher to track services and reclassification for second language students	$123,344	Y

1.5	Interventions and Instructional Support	STREAM will provide additional small group or one-on-one instruction for students with the highest academic needs in order to close the achievement gap between our subgroups of students. • Response to intervention program & daily intervention • Intervention aide for struggling students works in small groups or on-on-one, moving from classroom to classroom throughout day • Instructional aide assists with day-to-day tasks in classrooms • After school program aide offers tutoring for students who are struggling • Every class gets a three-tiered intervention program for forty minutes every day	$255,913	Y
1.6	Short-term Independent Study program	STREAM will provide a short-term Independent Study program to support the needs of students with health issues or concerns • 3-5 and 6-8 programs, 1 full time teacher + aide for each group • includes 1 on 1 time throughout day	$94,638	N

Goal

Goal #	Description	Type of Goal
2	STREAM fosters a sense of community by providing a healthy, safe, and thriving school environment.	Broad

State Priorities addressed by this goal.

Priority 3- Parent Engagement, Priority 5- Pupil Engagement, Priority 6- School Climate

An explanation of why the LEA has developed this goal.

We are proud of our high daily attendance rate, but we are focused on decreasing our chronic absenteeism rate. Fostering student connection to the school community supports all students in regularly attending school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate	94.73% Data Year: 2023-24 Data Source: P-2	94.81% Data Year: 2024-25 Data Source: P-2	94.9% Data Year: 2025-26 Data Source: P-2	95%	+.17%

2.2	Chronic absenteeism rate	All Students: 16.3% EL: 0% SED: 19.1% SWD: 20.8% American Indian/Alaska Native: 21.4% Asian: 0% Hisp: 23.7% Two or More: 20.4% White: 17.3% Data Year: 2022-23 Data Source: CA Dashboard Chronic Absenteeism Rate	All Students: 14.9% EL: 4.5% SED: 18% SWD: 17.1% American Indian/Alaska Native: 30.8% Asian: 7.1% Hisp: 25.8% Two or More: 17.2% White: 13.1% Data Year: 2023-24 Data Source: CA Dashboard Chronic Absenteeism Rate	All Students: 13.9% EL: 5.6% SED: 15.9% SWD: 13.1% American Indian/Alaska Native: 16.7% Asian: 5.4% Hisp: 24.1% Two or More: 16.7% White: 12.2% Data Year: 2024-25 Data Source: CA Dashboard Chronic Absenteeism Rate	All Students: 15% EL: 0% SED: 15% SWD: 16% American Indian/Alaska Native: 19% Asian: 0% Hisp: 20% Two or More: 18% White: 15%	All Students: -2.4% EL: +5.6% SED: -3.2% SWD: -7.7% American Indian/Alaska Native: -4.7% Asian: +5.4% Hisp: +.4% Two or More: -3.7% White: -5.1%
2.3	% of parents check in each trimester on SIS grades	48% Data Year: 2023-24 Data Source: Local	59% Data Year: 2024-25 Data Source: Local	53% Data Year: 2025-26 Data Source: Local	55%	+5%
2.4	% of 1st-8th grade students participating in service-learning projects	60% Data Year: 2023-24 Data Source: Local	80% Data Year: 2024-25 Data Source: Local	83% Data Year: 2025-26 Data Source: Local	60%	+23%
2.5	Student survey: % with positive response to school safety and connectedness	83.3% Data Year: 2023-24 Data Source: Local Survey	80% Data Year: 2024-25 Data Source: Local Survey	81.6% Data Year: 2025-26 Data Source: Local Survey	84%	-1.7%

2.6	Parent survey: % with positive response to school safety and connectedness	99% Data Year: 2023-24 Data Source: Local Survey	71.1% Data Year: 2024-25 Data Source: Local Survey	73.5% Data Year: 2025-26 Data Source: Local Survey	99%	-25.5%
2.7	Parent Survey: % with positive response to parents have leadership opportunities and influence on decision-making at their school.	98% Data Year: 2023-24 Data Source: Local Survey	80% Data Year: 2024-25 Data Source: Local Survey	94% Data Year: 2025-26 Data Source: Local Survey	98%	-4%
2.8	Teacher survey: % with positive response to school safety and connectedness	92% Data Year: 2023-24 Data Source: Local Survey	80.9% Data Year: 2024-25 Data Source: Local Survey	89% Data Year: 2025-26 Data Source: Local Survey	95%	-3%
2.9	Suspension Rate	All: 1.4% SED: 2.2% SWD: 0% EL: 6.7% American Indian: 0% Asian: 2.5% Hispanic/Latinx: 3.1% Two or More Races: 0% White: 1.2% Data Year: 2022-23 Data Source: CA Dashboard	All: 1.8% SED: 1.8% SWD: 3.7% EL: 4.5% American Indian: 0% Asian: 1.8% Hispanic/Latinx: 3% Two or More Races: 3% White: 1.4% Data Year: 2023-24 Data Source: CA Dashboard	All: .6% SED: .9% SWD: 0% EL: 0% American Indian: 0% Asian: 0% Hispanic/Latinx: 0% Two or More Races: 1.3% White: .7% Data Year: 2024-25 Data Source: CA Dashboard	All: 2% SED: 3% SWD: 0% EL: 6% American Indian: 0% Asian: 1% Hispanic/Latinx: 3% Two or More Races: 0% White: 1%	All: -.8% SED: -1.3% SWD: Maintained EL: -6.7% American Indian: Maintained Asian: -2.5% Hispanic/Latinx: -3.1% Two or More Races: +1.3% White: -.5%

2.10	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0%	Maintained
2.11	MS Dropout Rate	0% Data Year: 2023-24 Data Source: CALPADS 8.1C	0% Data Year: 2024-25 Data Source: CALPADS 8.1C	0% Data Year: 2025-26 Data Source: CALPADS 8.1C	0%	Maintained
2.12	# of students on waitlist	284 Data Year: 2023-24 Data Source: Local	160 Data Year: 2024-25 Data Source: Local	99 Data Year: 2025-25 Data Source: Local	200	185
2.13	Re-enrollment rate	98.6% Data Year: 2023-24 Data Source: Local	97.29% Data Year: 2024-25 Data Source: Local	99.79% Data Year: 2025-26 Data Source: Local	98%	+1.19%
2.14	School facilities are maintained in good repair	Met: Good Repair Data Year: 2023-24 Data Source: SARC	Met: Good Repair Data Year: 2024-25 Data Source: SARC	Met: Good Repair Data Year: 2025-26 Data Source: SARC	Good Repair	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.

Overall the actions designed to support achievement of the goal were implemented as planned, except that we now utilize Parent Square to support our parent communication efforts. In addition, we added several community engagement events and activities, including a yearly school play, a schoolwide talent show and our cardboard arcade. In terms of our facilities, we now have forty fruit trees and an expansive vegetable garden, and we have also added a staff gym.

Successes with the action implementation process include the fact that parents and community members are increasingly engaged in school events and activities. We have added new opportunities for families and community members to participate in STREAM programming, which

has further strengthened the connection between school and community. STREAM has also improved its facilities by adding sidewalks which have significantly optimized our dropoff and pickup procedures. Finally, we are very proud of the fact that we have produced a successful vegetable garden and fruit orchard.

Some challenges with implementation this year include that our current outdoor space is fairly limited for a school of our size; we plan to build a larger field to better accommodate students. While our school has already expanded significantly, our increasing enrollment necessitates that we continue to grow our facilities.

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.

The difference between the budgeted expenditures of $35,919 and estimated actuals of $44,579 for Action 1 is due to the fact that expenses were higher than anticipated. The difference between the budgeted expenditures of $267,236 and estimated actuals of $382,419 for Action 3 is due to the fact that some employees were recoded to the Attendance Initiatives action. The difference between the budgeted expenditures of $29.401 and estimated actuals of $39,293 for Action 5 is due to increased event costs.

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

The action of Attendance initiatives was highly effective in achieving the 94.9% overall Attendance rate, as well as a 0% MS Dropout rate and a 13.9% Chronic absenteeism rate, a 1% decrease from the prior year. While the majority of our subgroups saw a decrease in chronic absenteeism, both Hispanic and Asian student groups reflected an increase. We plan to prioritize these students in our efforts to continue to reduce the Chronic Absence rate for 2026 with our parent involvement/outreach efforts.

The actions of Parent Engagement and Parent Communication were mostly effective in that 73.5% of parents reported a positive response to school safety and connectedness and 94% of parents reported a positive response to “parents have leadership opportunities and influence on decision-making at their school”, a 14% increase from the previous year. In addition, 3% of parents checked in each trimester on SIS grades.

The action of Health/Safety/Facilities was highly effective in achieving a rating of “In good repair” for School facilities.

The action of Social Emotional and Behavioral Supports was highly effective in achieving 83% of 1st-8th grade students participating in service-learning projects and 81.6% of students reporting a positive response to school safety and connectedness, both demonstrating increases from the previous year. Additionally, these actions were highly effective in achieving a .6% Suspension Rate, which represents a 1.2% decrease from last year, as well as a 0% Expulsion Rate. These actions contributed to a positive school culture, which was highly effective in achieving a 99.79% Re-enrollment rate. This action was also very effective in achieving a strong staff culture, with about 89% of teachers reporting a positive response to school safety and connectedness; this demonstrates a more than 8% increase from previous data.

The action of Community Engagement was highly effective in achieving 99 students on the waiting list, a decrease of 61 from the previous year. Many of these students successfully enrolled in our program.

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.

Local Control and Accountability Plan

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	STREAM will provide events to engage parents in the school community to foster a sense of connectedness with the school. ● Events: Showcase events, open house, monthly assemblies ● Parent education event: seminars, events, programs ● Parent volunteer opportunities: in classrooms, school events, field trips, overnight trips, fundraisers, etc. ● Monthly Parent Club	$48,776	Y
2.2	Parent Communication	STREAM will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school. ● Parent portal access & training (SIS) ● Communication tools to send messages to student and families, including translation options, when applicable ● School catalog, student & parent handbooks, student planners ● Monthly STREAM newsletter with updates ● Parent Square	$283,669	Y
2.3	Attendance Initiatives	STREAM will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system. ● Full-time attendance clerk ● Tiered re-engagement plan from LCP ● Attendance expectations, SARB, and tracking measures ● Short-term Independent Study ● Trophies for teachers with highest attendance	$233,749	N

2.4	Social Emotional and Behavioral Supports	STREAM will provide curriculum and programs that foster Social Emotional Learning and a positive school culture. ● Teacher-created SEL in every classroom (daily class meeting w/ SEL focus after morning announcements) ● STREAM logo shirts (1 provided free to all staff and students; additional as needed – passed down from graduates) ● Classroom and school-wide tiered PBIS discipline plan ● Dean of Students trained in PBIS (GREAT) and SEL ● School Psychologist ● MTSS conference for key staff ● STREAM Bucks -- “Caught Being Good” incentives with monthly rewards for students, Student of the Month, Swag Lunch ● Reading buddies- older students reading with younger students ● Renaissance Fundamentals- screener that is used a couple of times a year ● Student store for PBIS and SEL	$207,740	Y
2.5	Community Engagement	STREAM will participate in a variety of community events and use social media and brochures to forge a connection with the community in order to build partnerships and recruit a diverse student body. ● Booth at community events- Band/chorus plays in all community parades and events ● student involvement in community ● brochures distribution in community (library, African-American Family Cultural Center; Hmong Cultural Center; local preschools) ● Family Science Night ● Multicultural Event ● Grandparents Day ● Father/Daughter Dance and Mother and Son Stroll ● Monthly Bunco ● Cardboard Arcade ● Talent Show ● Yearly School Play	$43,472	N

2.6	Health/Safety/ Facilities	STREAM will maintain a safe and healthy school facility by updating the health and safety plan annually, conducting regular maintenance on the facility, including the fence and field, and providing PPE and equipment (masks, air purifiers,etc.) and janitorial services twice daily and between lunches. ● Additional outdoor classroom ● New buildings & expanded playground and athletic field ● Adding playground toilets ● Forty fruit trees and vegetable garden ● New staff gym	$939,837	N

Goal

Goal #	Description	Type of Goal
3	STREAM provides access to challenging STEM-based technology-enhanced curriculum, arts, and activities.	Broad

State Priorities addressed by this goal.

Priority 7- Broad Course of Study, Priority 8- Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Maintaining a school program that fosters the development of the whole child is integral to our instructional model. This especially benefits low income students who might not otherwise have access to the arts or technology.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students participating in arts-embedded curriculum, music class, and P.E. class	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained
3.2	% of students demonstrating arts and music knowledge through public demonstrations/ celebrations	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2024-25 Data Source: Local	100% Data Year: 2025-26 Data Source: Local	100%	Maintained
3.3	% of students will be in Healthy Fitness Zone for Aerobic Capacity	91.5% Data Year: 2022-23 Data Source: PFT	76% Data Year: 2023-24 Data Source: PFT	64% Data Year: 2024-25 Data Source: PFT	92%	-27.5%

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for a few small changes. For example, we added a program to teach our students about healthy foods, and our lead technology teacher is implementing a class on how to fix computers. We also no longer use Gemini for supplemental support.

Successes with the action implementation process include that our technology program is thriving. STREAM has hired new staff to provide technical assistance; this has improved the culture immensely. We are also proud of our growing garden and forty fruit trees which we will continue to expand in the coming school year.

Some challenges with implementation this year include that while there are so many student activities that we would love to implement, there is not always enough time or resources to commit to make that happen. We want to prioritize programming for young boys in the coming year, including adding more sports enrichment opportunities. Additionally, we are concerned about the stress levels of some of our staff. We want to support our teachers so that they do not experience burnout. We are working with a psychologist to provide therapy for staff, and we added a staff gym so that teachers can de-stress and focus on their health.

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.

The difference between the budgeted expenditures of $2,652 and estimated actuals of $45,464 for Action 2 is due to the fact that STREAM was not reimbursed for e-rate.

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

The actions of Visual and Performing Arts, 21st Century Skills, and Enrichment were highly effective in achieving 100% of students participating in arts-embedded curriculum, music class, and P.E. class, 100% of students demonstrating arts and music knowledge through public demonstrations/celebrations, and 64% of students being in the Healthy Fitness Zone for Aerobic Capacity.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Visual and Performing Arts	STREAM will provide Visual and Performing Arts instruction for all students to ensure a well-rounded student body with broad knowledge of the arts. ● Art lessons (Art Attack online curriculum) ● Winter and Spring Showcase Events (on campus and each grade level K-8) does a presentation) ● Music classes K-2 Vocal and music movement; 3-4 Music reading and recorder/ukulele and school musical; 5th grade flute or trumpet; 6th beginning band; ⅞ Advanced band and perform in community events/parades ● Choir has been participating in many community events ● CTC curriculum grant has been added	$99,803	N

3.2	21st Century Skills	STREAM will provide 21st century skills instruction for all students to ensure students are college and career ready. ● Project-Based Learning ● Fall Family Science Night ● Students are learning to code as early as Kindergarten ● Parent & student training on responsible digital citizenship and internet safety, including after-hours tech support ● Staff 21st century skills PD (technology training and Technology Certificate) ● Instructional technology: coding apps ● AI Training for Tech teachers ● E-sports and gaming ● PD and supplemental training on 21st century skills to increase achievement for identified subgroups (technology training, PBL, CCSS aligned digital materials) ● Robotics competitions ● All students have an ipad and chromebook ● Lead technology teacher is adding a class on how to fix computers	$39,552	N

3.3	Enrichment	STREAM will provide a broad range of enrichment and spirit activities, as well as an engaging physical education program for all students to foster positive school culture and student engagement. ● Physical education program- Provide 30 minutes of daily physical activity for all K–8 students, through PE or integrated classroom movement, and implement biannual fitness assessments (e.g., FitnessGram) to monitor student progress. ● Field trips i. At least 2 daytime field trips per class ii. 5th Ship (MSI vessel) and Aquarium, 6th-7th 3-day science camp iii. ScienceWorks museum iv. 8th weeklong Washington, D.C. ● Million Word Reader program (via Accelerated Reader)--Lunch with Teacher and Principal for small groups of students who reached a million words and milestones beyond one million. ● School Garden (healthy foods and fruit trees) ● Program to teach students about healthy foods ● Genius Hour- Many more arts opportunities such as music and caroling, watercolors and paper quilling	$234,772	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
$919,424	$49,310

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
15.24%	0%	$0	15.24%

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
1.3 Curriculum & Assessment 1.5 Interventions and Instructional Support	On the 2022-23, CAASPP ELA assessments, SED students scored 23.6 points below standard with 46% meeting or exceeding the standard while ELs scored 27.7 points below standard. On the CAASPP math assessment, SED students scored 60 points below standard with 26% meeting or exceeding the standard while ELs scored 29 points below standard.	The curriculum and assessment action provides additional materials in the form of assessments that provide data on each student's needs to support implementation of the academic intervention action where additional staffing is provided to provide differentiated instruction. Action 1.3 also provides educational software that differentiates instruction automatically based on instructional level.	1.7 & 1.8 % of students Meeting/ Exceeding Standard on CAASPP in ELA & Math for SED and EL subgroups
2.1 Parent Engagement 2.2 Parent Communication	Parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	STREAM provides multiple opportunities for parents to participate in the school community. The school hosts a Back to School Night and parent conferences where parents hear from teachers how students can be supported at home. Parent workshops and events are conducted throughout the year and parent surveys are administered annually. STREAM also provides and supports a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school.These actions are provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional parent events and parent workshops.	2.3 % of parents check in each trimester on SIS grades 2.7 Parent Survey: % with positive response to parents have leadership opportunities and influence on decision-making at their school.
2.4 Social Emotional & Behavioral Supports	In 2022-23, the SED subgroup had a suspension rate of 2.2% and the EL subgroup had a suspension rate of 6.7%. Students in both subgroups need additional support to promote prosocial behaviors, decision-making, and conflict management skills.	This action provides additional staffing to implement the PBIS program where students are provided clear expectations and incentives for meeting those expectations. The action also provides resources for implementation of the social emotional learning program that provides lessons on decision-making and conflict management skills.	2.9 Suspension Rate for SED and EL subgroups

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4 ELD	ELs scored 27.7 points below standard on the 2022-23 CAASPP ELA assessment and 29 points below standard on the 2022-23 CAASPP Math assessment.	STREAM will provide increased staffing to provide English Learners with daily small group or individual ELD designated instruction so that they can progress on the ELPAC and reclassify as Fluent English Proficient. This action also provides for teachers to attend CABE and bring back best practices for teaching English learners and engaging families of English learners to share with all the teachers and staff.	1.9 % of students improved on English Learner testing (ELPAC Summative)

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.

STREAM is receiving $49,310 in additional concentration grant add-on funding which we will use for Goal 1 Action 5 (Academic Intervention) to provide additional funding for student instruction.

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

2026-2027 Total Planned Expenditures Tables

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	$ 6,032,880	$ 919,424	15.24%	0.00%	15.24%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,104,884	$ -	$ -	$ -	$ 5,104,884	$ 3,674,019	$ 1,430,865

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
1	1	Teacher Hiring & Retention	All	No	Schoolwide	N/A	STREAM	Ongoing	$ 2,261,445	$ -	$ 2,261,445	$ -	$ -	$ -	$ 2,261,445
1	2	Teacher Development	All	No	Schoolwide	N/A	STREAM	Ongoing	$ 64,875	$ 70,000	$ 134,875	$ -	$ -	$ -	$ 134,875
1	3	Curriculum & Assessment	All	Yes	Schoolwide	N/A	STREAM	Ongoing	$ -	$ 103,300	$ 103,300	$ -	$ -	$ -	$ 103,300
1	4	English Language Development	English Learners	Yes	Limited	English Learners	STREAM	Ongoing	$ 123,344	$ -	$ 123,344	$ -	$ -	$ -	$ 123,344
1	5	Academic Intervention	All	Yes	Schoolwide	All	STREAM	Ongoing	$ 255,913	$ -	$ 255,913	$ -	$ -	$ -	$ 255,913
1	6	Short-Term Independent Study	All	No	Schoolwide	N/A	STREAM	Ongoing	$ 94,638	$ -	$ 94,638	$ -	$ -	$ -	$ 94,638
2	1	Parent Engagement	All	Yes	Schoolwide	All	STREAM	Ongoing	$ 8,109	$ 40,667	$ 48,776	$ -	$ -	$ -	$ 48,776
2	2	Parent Communication	All	Yes	Schoolwide	N/A	STREAM	Ongoing	$ 233,749	$ 49,920	$ 283,669	$ -	$ -	$ -	$ 283,669
2	3	Attendance Initiatives	All	No	Schoolwide	All	STREAM	Ongoing	$ 233,749	$ -	$ 233,749	$ -	$ -	$ -	$ 233,749
2	4	Social Emotional & Behavioral Supports	All	Yes	Schoolwide	All	STREAM	Ongoing	$ 207,740	$ -	$ 207,740	$ -	$ -	$ -	$ 207,740
2	5	Community Engagement	All	No	Schoolwide	N/A	STREAM	Ongoing	$ -	$ 43,472	$ 43,472	$ -	$ -	$ -	$ 43,472
2	6	Health & Safety & Facilities	All	No	Schoolwide	N/A	STREAM	Ongoing	$ -	$ 939,837	$ 939,837	$ -	$ -	$ -	$ 939,837
3	1	Visual & Performing Arts	All	No	Schoolwide	All	STREAM	Ongoing	$ 99,803	$ -	$ 99,803	$ -	$ -	$ -	$ 99,803
3	2	21st Century Skills	All	No	Schoolwide	N/A	STREAM	Ongoing	$ -	$ 39,552	$ 39,552	$ -	$ -	$ -	$ 39,552
3	3	Additional Enrichment	All	No	Schoolwide	N/A	STREAM	Ongoing	$ 90,655	$ 144,117	$ 234,772	$ -	$ -	$ -	$ 234,772

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	Totals by Type	Total LCFF Funds
$ 6,032,880	$ 919,424	15.24%	0.000%	15.24%	$ 1,022,742	0.000%	16.95%	**Total:**	$ 1,022,742
								LEA-wide Total:	$ -
								Limited Total:	$ 123,344
								Schoolwide	$ 899,398

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	3	Curriculum & Assessment	Yes	Schoolwide	N/A	STREAM	$ 103,300	0.000%
1	4	English Language Development	Yes	Limited	English Learners	STREAM	$ 123,344	0.000%
1	5	Academic Intervention	Yes	Schoolwide	All	STREAM	$ 255,913	0.000%
2	1	Parent Engagement	Yes	Schoolwide	All	STREAM	$ 48,776	0.000%
2	2	Parent Communication	Yes	Schoolwide	N/A	STREAM	$ 283,669	0.000%
2	4	Social Emotional & Behavioral Supports	Yes	Schoolwide	All	STREAM	$ 207,740	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,062,693.28	$ 5,047,010.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Teacher Hiring & Retention	No	$ 2,259,553	$ 2,095,006
1	2	Teacher Development	Yes	$ 134,875	$ 134,073
1	3	Curriculum & Assessment	Yes	$ 81,396	$ 66,539
1	4	English Language Development	Yes	$ 119,788	$ 119,992
1	5	Academic Intervention	Yes	$ 252,859	$ 251,855
1	6	Short-Term Independent Study	No	$ 96,605	$ 91,081
2	1	Parent Engagement	Yes	$ 35,919	$ 44,579
2	2	Parent Communication	No	$ 295,046	$ 289,092
2	3	Attendance Initiatives	No	$ 267,236	$ 382,419
2	4	Social Emotional & Behavioral Supports	Yes	$ 206,818	$ 204,196
2	5	Community Engagement	No	$ 29,401	$ 39,293
2	6	Health & Safety & Facilities	No	$ 952,537	$ 957,687
3	1	Visual & Performing Arts	No	$ 96,588	$ 96,588
3	2	21st Century Skills	No	$ 2,652	$ 45,464
3	3	Additional Enrichment	No	$ 231,423	$ 229,148

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)
$ 765,035	$ 831,654	$ 821,233	$ 10,421	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	2	Teacher Development	Yes	$ 134,875	$ 134,073	0.000%	0.000%
1	3	Curriculum & Assessment	Yes	$ 81,396	$ 66,539	0.000%	0.000%
1	4	English Language Development	Yes	$ 119,788	$ 119,992	0.000%	0.000%
1	5	Academic Intervention	Yes	$ 252,859	$ 251,855	0.000%	0.000%
2	1	Parent Engagement	Yes	$ 35,919	$ 44,579	0.000%	0.000%
2	4	Social Emotional & Behavioral Supports	Yes	$ 206,818	$ 204,196	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)
$ 5,690,574	$ 765,035	0.000%	13.444%	$ 821,233	0.000%	14.431%	$0.00 - No Carryover	0.00% - No Carryover

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

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- 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.

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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.

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- 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,

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- 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.

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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.

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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.

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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.

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- 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:

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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.

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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

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- 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.

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- 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).

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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.

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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.

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- 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

Local Control and Accountability Plan Instructions

- **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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